



Introduction

Vocabulary is an integral part of our everyday lives. Developing a vocabulary which enables students to understand what is going on in the real world is a necessary skill.

This binder includes reproducible activities that provide practice with vocabulary in a variety of formats that we encounter in our daily lives. The activities are divided into six units, each covering important vocabulary words in a real-world category.

Based on her years of teaching at-risk middle school students as well as GED classes to struggling adult learners, Bonnye Wier Cavazos created this program to reach and engage students who struggle with vocabulary. Each activity sheet includes clear, simple directions and short activity questions and sentences written at a low reading level. The activities feature realistic graphic representations that middle school and high school students and adults already encounter or will encounter soon, such as road signs, fitness center brochures, checkbooks, medicine bottles, job applications, and labels.


Six Units

Each unit provides a teacher lesson plan to introduce the real-world vocabulary words to be covered. Also included are a parent letter, ten practice activities, a list of suggested extension activities, and an assessment. The units are:

- Road Signs and Maps**
- Health and Nutrition**
- Finances**
- Doctor Visits and Medicine**
- The Workplace**
- Shopping**

Unit Lessons

At the beginning of each unit is a two-page lesson that addresses the real-world vocabulary topic. Each lesson includes objectives, a materials list, and mini lessons that introduce the topics of each unit and provide for class discussion, grouping of students, and hands-on participation.

**Unit 1: Road Signs and Maps**

OBJECTIVES

- Students will use words seen on road signs.
- Students will recognize road signs.
- Students will use words associated with maps.
- Students will read maps.

LESSON MATERIALS

pictures of road signs, a variety of maps, access to the Internet (optional)

LESSON PLAN

Introducing the Topic:

What are some road signs you see when you travel with family and friends?

Have students brainstorm the types of road signs they see when they travel. List these signs on the board. Divide the class into pairs. Assign each pair a road sign to draw and then explain what they think the road sign means. Allow time for students to share with the class the road sign they have drawn and what it means.

What are some words you usually see on maps?

Assign students to groups with 2–4 members each. Give each group a different map to review. Allow the students time to look at the map and to discuss some of their observations with their group members. Facilitate the sharing of these ideas during a class discussion of some words commonly found on maps (in addition to proper nouns).

Why is it important to be able to read and understand road signs and maps?

Use student volunteers to act out what might happen if motorists did not know what a stop sign or a yield sign meant. Explain that if a driver cannot read and understand a no parking sign, his or her vehicle could be towed away and impounded for violating parking restrictions. Have students research the cost of getting a car out of the vehicle impound lot in your city.

Ask students how many of them like to travel. Talk with the students about some of their dream destinations. Then discuss why having and using a map on these trips would be useful.

Parent Letter

Photocopy the parent letter on page 3, and give each student a copy to take home. This letter explains the topics being studied in this unit and suggests a variety of activities to be completed at home.

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Introduction (Continued)

Parent Letter

Before beginning a new unit, send home a copy of the parent letter with each student. The parent letter explains the topics being studied in the unit and offers suggestions for at-home practice.

Activity Sheets

Each reproducible activity sheet features a clear and concise introduction to the topic and vocabulary words. After reading the brief introduction, students will review the vocabulary words and then see a realistic graphic representation of information pertaining to the topic. Simple directions ask the students to analyze situations and answer questions related to the vocabulary words being addressed.

Extension Activities

After completing all the activity sheets in a unit, each student should choose one extension activity to further apply what has been learned. Each unit contains a list of ten different suggestions. The activities vary in difficulty level and appeal to students with different learning styles, making this section appropriate for students of varying ability and interest levels. Some students may prefer to create illustrated dictionaries, while others might feel more comfortable writing an essay or making a poster.

Unit 1: Road Signs and Maps

Dear Parents/Guardians:

We are currently learning about the vocabulary associated with road signs and maps. During this unit, your child will learn about road signs and their meanings, as well as how to better understand words often found on maps. At the end of the unit, your child will complete a project that demonstrates his or her ability to understand and use vocabulary words related to road signs and maps appropriately.

To extend your child's learning, any at-home practice you can provide would be beneficial. Below are several activity suggestions.

- Talk about the road signs you see as you travel with your child around town or on trips. Discuss the meanings of the words and pictures on the signs.
- Look at some maps you have at home or in your vehicle. Discuss words that are commonly found on maps.
- Look on the Internet with your child to find pictures of different road signs and their meanings.
- Have your child make flash cards of the vocabulary words covered in this unit, and quiz him or her on the words and meanings.
- Go to a library with your child to look at atlases in the reference section. Talk about the variety of maps you find.

Thank you for your cooperation.

Sincerely,

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Name: _____ Date: _____

Reading a Map

A map is a helpful tool to use when you are trying to learn more about a particular area. Symbols are often used on maps to represent different things located in the area. To help you understand the meaning of these symbols, a **map key** is provided. A common symbol is a star, which represents the state **capital**. A **map scale** is also often found on the map key to help readers find out distances between different points.

Definitions

border (<i>noun</i>) – the line that separates one state, country, etc. from another	map key (<i>noun</i>) – a list on a map that explains the symbols and their meanings; also called a legend
capital (<i>noun</i>) – the city in a state or country where the main government offices are located	scale (<i>noun</i>) – a representation that helps find out the actual length of distances on a map; a certain distance on a map that represents a certain distance on the ground

DIRECTIONS: Look at the map below. Then use the words **map key**, **border**, **capital**, or **scale** to complete the sentences.

1. If you wanted to know the symbol for river, you would look on the _____.

2. The _____ on the map could help you find out how far it is from San Antonio to Houston.

3. Texas shares a _____ with the states of New Mexico, Oklahoma, and Louisiana.

4. Austin is the _____ of Texas.

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Name: _____ Date: _____

Extension Activities

- Write a creative story using all 25 vocabulary words for this unit.
- Make picture flash cards for all the vocabulary words in this unit. Write a word and draw and color a picture of the word on the front of each card. Write the definition of the word on the back.
- Write a one-page essay about the development of the interstate highway system in the United States.
- Prepare a lesson to teach to the class about using a map.
- Interview a driver who uses a GPS. Write ten questions to ask him or her and list the answers.
- Research some towns along the border of the United States and Mexico. Write an essay about how the culture in that area differs from the town in which you live. Include pictures with your essay.
- Draw a map of your neighborhood. Include a compass rose and a map key.
- Make an illustrated book of the signs covered in this unit. Include a picture and an explanation of the sign on each page.
- Interview a police officer about the violations involving traffic and road signs he or she sees most often and the reasons that could explain them. Write a report about what you learned.
- Research your state capital. Read about the buildings, the history, and the kinds of things related to the government of your state that happen there. Write a one-page report describing what you learned.

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Assessments

Each unit includes an assessment with questions that focus on the vocabulary words covered in the unit. The assessments feature simple directions and varied activities that call for students to correctly use the vocabulary words they learned in the unit.

Answer Key

For your convenience, an answer key is included at the end of the binder, showing the correct answers for each activity sheet and unit assessment. In cases where several answers could be correct, "Answers will vary" is noted.

Name: _____ Date: _____

Unit 1 Assessment

Part 1: Matching

DIRECTIONS: Match each vocabulary word with its definition.

_____ 1. equator	a. an imaginary line that divides the earth into northern and southern halves
_____ 2. map key	b. a device that uses satellite signals to transmit maps and directions to drivers
_____ 3. scale	c. a roadway that runs through two or more major cities in the United States
_____ 4. border	d. a line that separates states, countries, etc.
_____ 5. trespass	e. to slow down or stop to allow other traffic the right of way
_____ 6. global positioning system	f. a list on a map that explains the symbols and their meanings
_____ 7. interstate	g. represents a certain distance on the map compared to a certain distance on the ground
_____ 8. yield	h. a symbol on a map that shows the directions of north, south, east, west, etc.
_____ 9. violation	i. to enter without proper permission
_____ 10. compass rose	j. the breaking or disregarding of a law

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Answer Key


PAGE 6

- map key
- scale
- border
- capital

PAGE 7

- legend
- compass rose
- legend
- legend
- compass rose

PAGE 8



PAGE 10

- Answers will vary.
- Answers will vary.
- You can tell that the major interstate road runs east and west because the number ends in a 0.

PAGE 11

ACROSS

- interstate
- legend
- longitude
- scale
- compass rose

DOWN

- route
- equator
- latitude
- capital
- GPS

PAGE 12

- False
- True
- True
- True

PAGE 13

Answers will vary but should correctly depict what each vocabulary word represents.

PAGE 14

Answers will vary.

PAGE 15

- violation
- low-away zone
- violation
- valuables
- low-away zone

PAGE 16

ACROSS

- soliciting
- violation
- yield
- pedestrians
- loitering
- trespassing

DOWN

- low-away zone
- right of way
- valuables
- intersection
- dead end
- merge
- median

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Unit 1 Assessment

- a
- f
- g
- d
- i
- b
- c
- e

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