

# Download File PDF Daily Academic Vocabulary Grade 2 With Transparencies

#Jenny



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Cool! I'am really happy

#Markus Jensen



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#Diego Butler



so many fake sites. this is the first one which worked! Many thanks

WEEK 2		Daily Academic Vocabulary	
		important • importance	Use the transparency for week 2 and the suggestions on page 6 to introduce the words for each day.
		main • minor	
DAY 1	<b>important</b> (adj.) Having great value, meaning, or influence. Learning to spell is important.	Ask: <i>What is important to do each day?</i> (e.g., eat, breakfast, do your homework.) Then ask: <i>What things are important to have in your life?</i> (e.g., family and friends) <i>Why are those things important?</i> Finally, conduct the first activity for Day 1 on page 15. Then have students complete the Day 1 activities on their own, in pairs, or in a group.	
DAY 2	<b>importance</b> (noun) The condition of being important. The dentist told us about the importance of brushing our teeth.	Display some important objects in the classroom, such as textbooks, a dictionary, and a pencil. Hold up each one and ask: <i>What is the importance of this object?</i> Then have students complete the following sentences aloud. Ask: <i>What is the importance of family?</i> Discuss responses. Then ask: <i>What is the importance of friends?</i> Then conduct the first activity for Day 2 on page 15. Have students complete the Day 2 activities on their own, in pairs, or as a group.	
DAY 3	<b>main</b> (adj.) Most important. The main idea of the book is that friendships are valuable.	Remind students that they know this word from reading when they identify the main idea, or the main important idea. Ask: <i>What is the main thing you do at school?</i> Then ask: <i>What are the main parts of your body?</i> In other words, what parts do you think are most important? Encourage students to use the word <b>main</b> in their responses. Then conduct the first activity for Day 3 on page 16. Have students complete the Day 3 activities on their own, in pairs, or as a group.	
DAY 4	<b>minor</b> (adj.) Small in importance or size. The actor had a minor part in the play and only appeared once.	Explain that if something is <b>minor</b> , it isn't very important or doesn't matter very much. Have students point to objects in the classroom they think are <b>minor</b> in other size or importance. Ask: <i>Why is this a minor part of the classroom?</i> Choose a story or book students have recently read and have them identify the <b>minor</b> characters. Then conduct the first activity for Day 4 on page 16. Have students complete the Day 4 activities on their own, in pairs, or as a group.	
DAY 5		Have students complete page 17. Call on students to read aloud their answers to the writing activity.	

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