


# 7<sup>th</sup> GRADE



# VOCABULARY



36 Weeks of  
Reading Passages and  
Word Activities



Natasha Attard Ph.D.



# **7th GRADE VOCABULARY**

36 Weeks of Reading Passages

and

Word Activities

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## WEEK 1

**Activity 1: Read the passage carefully. Then choose the best answer for each question based on how the bolded word is used in the passage.**

### Tiny Culprits

In the dim glow of the laboratory, Tasha **peered** through the microscope, holding her breath as she made her final observation. As the daughter of a famous biologist, she was used to scientific experiments, but this one felt different. Her **hypothesis** had seemed **elementary** at first: bacteria had caused the strange **erosion** of the village statues. She **carefully analyzed** each sample she'd gathered, noting the way the microscopic organisms seemed to **thrive** in the damaged areas. With **mounting excitement**, she scribbled her findings into her notebook. There was no doubt in her mind—these tiny life forms were the **culprits** responsible for slowly wearing away the statues that had stood for centuries.

- In the passage, the word **peered** suggests that Tasha was:
  - Quickly moving around the laboratory
  - Nervously walking toward the microscope
  - Writing detailed notes in her notebook
  - Carefully and closely looking at something
- In the passage, the word **hypothesis** means:
  - A scientific tool used for viewing tiny organisms
  - An educated guess or explanation to be tested
  - A careful look or inspection
  - A detailed notebook used for recording experiments
- The word **elementary** in this passage suggests that Tasha first thought her hypothesis was:
  - Very complicated
  - Advanced and highly detailed
  - Simple or basic
  - Wrong or mistaken
- The best meaning for the word **erosion** in this context is:
  - Slowly wearing something away
  - Growth or expansion
  - Cleaning or restoration
  - Color change or fading
- The phrase **carefully analyzed** suggests that Tasha:
  - Quickly glanced at the samples
  - Carefully examined the samples
  - Carefully collected the samples
  - Shared samples with other scientists
- The word **thrive** in this passage suggests that the microscopic organisms:
  - Were dying off quickly
  - Were struggling to survive
  - Were barely noticeable
  - Were growing
- In the passage, the phrase **mounting excitement** means that Tasha's excitement was:
  - Disappearing quickly
  - Becoming difficult to understand
  - Increasing steadily
  - Decreasing slightly
- In this context, the word **culprits** refers to:
  - Helpful assistants
  - Equipment used in an experiment
  - The microscopic organisms
  - The statues

# WEEK 1

**Activity 2:** Look at each image and read the clue. Then, identify the correct vocabulary word that best describes what is happening in the picture. Finally, write a sentence using the vocabulary word to describe the scene.

Elementary Hypothesis Mounting Thriving

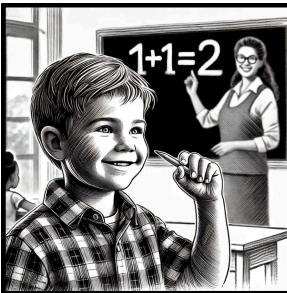


**1. Clue:** Sun, soil, and just the right amount of rain... nature's secret recipe for success!

**Vocabulary Word:** \_\_\_\_\_

Your Sentence: \_\_\_\_\_

\_\_\_\_\_



**2. Clue:** If math were any easier, the chalk would write itself!

**Vocabulary Word:** \_\_\_\_\_

Your Sentence: \_\_\_\_\_

\_\_\_\_\_

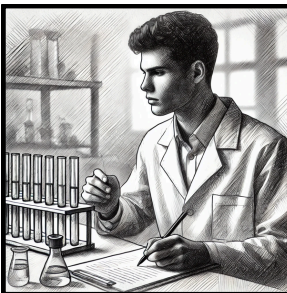


**3. Clue:** The closer he gets to the plot twist, the closer he gets to falling off his seat!

**Vocabulary Word:** \_\_\_\_\_

Your Sentence: \_\_\_\_\_

\_\_\_\_\_



**4. Clue:** Is he making a wild guess, or does he have a plan based on past experiments? Let's see if his prediction holds up!

**Vocabulary Word:** \_\_\_\_\_

Your Sentence: \_\_\_\_\_

\_\_\_\_\_

**WEEK 1**

**Activity 3: Fill in the blanks with the correct vocabulary words from the list below. Each word can only be used once.**

**Culprits Elementary Erosion Hypothesis Laboratory Mounting Peered Thrive**

1. After several rainy seasons, the riverbank showed signs of serious \_\_\_\_\_, as the soil was washed away.
2. Scientists carefully tested their \_\_\_\_\_ to see if their initial predictions about the comet were correct.
3. The detectives quickly discovered the \_\_\_\_\_ who had stolen the paintings from the art gallery.
4. Plants usually \_\_\_\_\_ in areas where sunlight and water are plentiful.
5. Curiosity \_\_\_\_\_, Alex couldn't wait another moment to unwrap his birthday gift.
6. In science class, we conducted an experiment in the \_\_\_\_\_ to determine how fast ice melts under different conditions.
7. As the sun set, Maria \_\_\_\_\_ through the window, trying to spot the owl she had heard earlier.
8. Learning addition and subtraction is considered \_\_\_\_\_ math, but calculus is much more advanced.

**Activity 4: Answer each prompt below with a thoughtful response (2–4 sentences). Clearly use the bolded vocabulary word in your answers.**

**Note:** *Since responses are based on personal experiences, there are no answer key entries for this activity.*

**1. Culprits:** Describe a time when you or someone you know solved a real-life mystery or discovered who was responsible for doing something mischievous. Who were the culprits, and how did you figure it out?

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**WEEK 1**

**2. Erosion:** Think about a place near your home or school that has changed slowly over time. Describe this change and explain how it reminds you of erosion.

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**3. Mounting:** Describe a moment when your excitement or nervousness kept mounting. What caused your feelings to grow, and how did you manage them?

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**4. Elementary:** Think back to something you used to struggle with in school (like a math skill, a reading habit, or even organizing your bag) that now feels elementary to you. What changed? How did you improve?

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**5. Analyze:** Describe a time when you had to analyze something carefully before making a decision—like choosing a book to read, solving a problem, or figuring out a situation with friends.

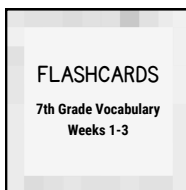
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## Optional Vocabulary Cards for Extra Practice



**Your flashcards for Weeks 1-3 are ready!**

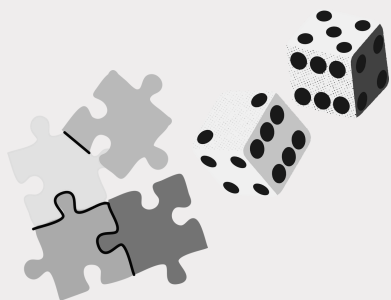
Each set includes the vocabulary words you've just learned, along with their definitions. Use them to review, practice, and play word games. The more you interact with these words, the easier they'll be to remember!

You can download your flashcards by scanning the QR code or visiting:

<https://natashascripts.com/flashcards-7th/>  
o **Password: MeticulousMind**



## FUN EXTRA PRACTICE: Optional Gamified Quiz



**SPIN THE WHEEL**

**Challenge yourself for some extra practice of the vocabulary words you learned in Weeks 1-3. In this optional online game, spin the wheel and answer fun, fast-paced questions to earn points. How many can you rack up?**

Scan the QR code with your tablet or copy and paste the link into your browser.

<https://natashascripts.com/spin-the-wheel/>

**Password: WordSpin1-3**

Challenge yourself and have fun!



## Word Check-In: How Well Do You Know Your Words? (Weeks 1-3)

### Step 1: Rate Your Confidence!

Look at the words you've practiced over the past three weeks. For each word, rate your confidence in:

- Knowing its definition
- Using it in a sentence

Use the table on the next page to rate each word.

### Step 2: Pick Your Practice Words

Look at the words you rated "I need more practice!" and write them below. These are the words you'll focus on!

#### Words I need to practice more:

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

### Step 3: Make Your Plan!

Now, decide how you will practice these words. Check at least **two** ways you'll study them:

- Use the flashcards provided to review and quiz myself.
- Write sentences using the words.
- Teach the words to a friend or family member.
- Look up examples of the words in books or online.
- Other: \_\_\_\_\_

### Step 4: My Word Commitment!

I commit to practicing these words in the next two weeks! I will:

- Practice them using the strategies I checked above
- Challenge myself to use them in real life
- Review them in my next Word Check-In

Signature: \_\_\_\_\_

| Vocabulary Word       | I totally got this! ✓ | I kind of know it. | I need more practice ! |
|-----------------------|-----------------------|--------------------|------------------------|
| Peer                  |                       |                    |                        |
| Hypothesis            |                       |                    |                        |
| Elementary            |                       |                    |                        |
| Erosion               |                       |                    |                        |
| Mounting (excitement) |                       |                    |                        |
| Culprits              |                       |                    |                        |
| Fragile               |                       |                    |                        |
| Ecologists            |                       |                    |                        |
| Significant           |                       |                    |                        |
| Influenced by         |                       |                    |                        |
| Formulate hypotheses  |                       |                    |                        |
| Ecology               |                       |                    |                        |
| Evolution             |                       |                    |                        |
| Resources             |                       |                    |                        |
| Ambiguous             |                       |                    |                        |
| Brainstorming         |                       |                    |                        |
| Contemplate           |                       |                    |                        |
| Eccentric             |                       |                    |                        |
| Embellish             |                       |                    |                        |
| Feasible              |                       |                    |                        |
| Innovative            |                       |                    |                        |
| Meticulous            |                       |                    |                        |
| Momentous             |                       |                    |                        |
| Obsolete              |                       |                    |                        |
| Peculiar              |                       |                    |                        |
| Resilient             |                       |                    |                        |

# ANSWER KEY

## WEEK 1

- Activity 1:**  
**Tiny Culprits**
- D
  - B
  - C
  - A
  - B
  - D
  - C
  - C

## WEEK 1

- Activity 2 (Model sentences may vary)**
- Thriving:** The flowers are thriving thanks to the perfect balance of sunlight, soil, and rain.
  - Elementary:** The math problem was elementary, and he solved it with a big smile.
  - Mounting:** His mounting excitement grew as the movie reached its climax.
  - Hypotheses:** The scientist wrote his hypothesis before starting the experiment.

## WEEK 1

- Activity 3**
- Erosion
  - Hypothesis
  - Culprits
  - Thrive
  - Mounting
  - Laboratory
  - Peered
  - Elementary

## WEEK 2

- Activity 1: The Web of Life**
- C
  - A
  - D
  - C
  - A
  - B
  - B
  - C

## WEEK 2

- Activity 2**
- I
  - E
  - F
  - B
  - C
  - H
  - D
  - G
  - A

## WEEK 3

- Activity 1: How an Accident Became a Great Invention**
- C
  - C
  - B
  - C
  - D
  - C
  - B
  - A
  - C
  - A
  - B
  - C

## WEEK 3

- Activity 2**
- Meticulous
  - Eccentric
  - Innovative
  - Brainstorming
  - Obsolete
  - Peculiar
  - Resilient
  - Momentous
  - Embellish
  - Ambiguous
  - Feasible
  - Contemplate

## WEEK 3

### Activity 3 (Model sentences may vary)

- Embellish:** Ava loved to embellish her notebook cover with intricate drawings and patterns, making it unique and colorful.
  - Contemplate:** Sitting alone on the bench, Lucas took a moment to contemplate an important decision.
- Brainstorming:** The students engaged in a lively session of brainstorming, tossing out creative ideas and jotting them down on a large sheet of paper.
- Meticulous:** The artist was meticulous, carefully painting every small detail to make the portrait look perfect.

## WEEK 4

- Activity 1:**  
**Tapped Out**
- B
  - A
  - C
  - D
  - B
  - B
  - A

## WEEK 4

- Activity 3**
- Restore
  - Uneasy
  - Adaptable
  - Threatening
  - Fade
  - Decrease
  - Passion
  - Unspoiled
  - Shortage
  - Shrinking

## WEEK 5

- Activity 1: The Debate Over School Uniforms**
- C
  - A
  - B
  - D
  - A
  - C
  - A
  - C
  - B

## WEEK 5

- Activity 2**
- A **committee** might include teachers, students, parents, and an administrator. Each person would represent their group's perspective and share thoughts on how extra recess might affect them.
  - The school board would likely **evaluate** the pros and cons by looking at research, surveys, and feedback from staff and students to decide if the extra time would benefit student health and focus.

## WEEK 5

### Activity 2 (continued)

- It's important to hear different **perspectives** so the final decision is fair and meets the needs of as many people as possible.
- A **negotiation** could involve a meeting where both sides share their concerns and work together to find a compromise, like having extra recess only on certain days or tying it to academic goals.

## WEEK 6

- Activity 1: A Key to the Past**
- C
  - A
  - D
  - B
  - C

## WEEK 6

### Activity 3

- Perspective
- Comparison
- Negotiation
- Recommendation
- Concerns
- Melancholy
- Eloquent
- Peculiar
- Overflowed
- Charming
- Concerns
- Perspective
- Charming
- Comparison
- Overflowed
- Negotiation
- Peculiar
- Recommendation
- Eloquent
- Melancholy