

Essential Strategies

Vocabulary Use & Acquisition

Context Clues, Connotations: Primary Grades

Use this thought process map to expand the meaning of a word, with connotations.



Evaluation Judgment

Positive

Connotations are **Actions & Behaviors, Events & Situations, Experiences, objects, emotions, descriptions, dialogue, responses & reactions, etc.** that define a word.

The connotations create the following **mood**:

The connotations create the following **tone**:

Negative

Connotations are **Actions & Behaviors, Events & Situations, Experiences, objects, emotions, descriptions, dialogue, responses & reactions, etc.** that define a word.

The connotations create the following **mood**:

The connotations create the following **tone**:

Definition

Bloom's Taxonomy: Analysis
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Based on the evidence, _____ has (select one: positive negative) connotations.

Analysis
Explain How
Explain Why

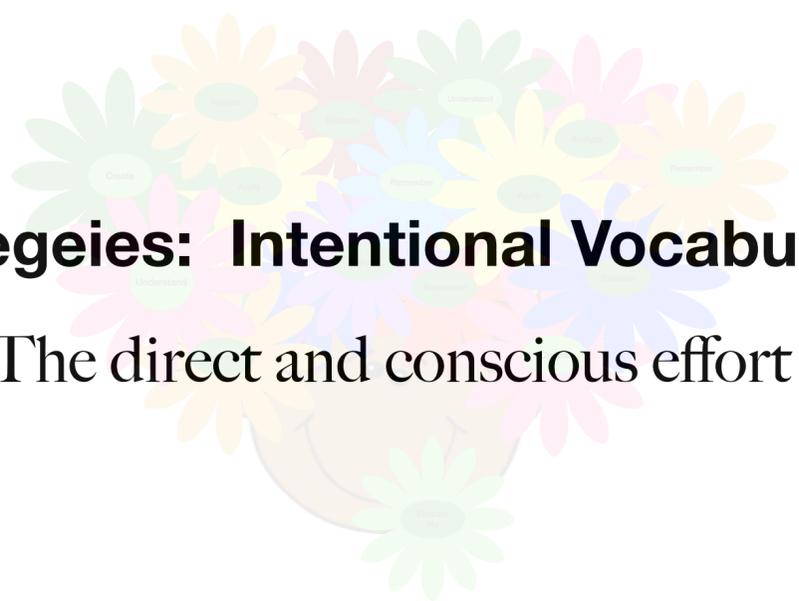
Intentional Vocabulary Use & Acquisition Questioning Within and Across State's Standards and Bloom's Taxonomy.

Bloom's Taxonomy: Knowledge

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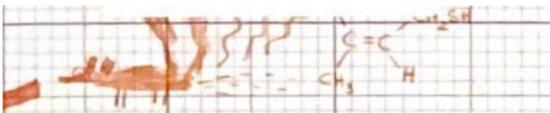
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Essential Strategies: Intentional Vocabulary Acquisition

Intentional Acquisition: The direct and conscious effort to learn and know words.

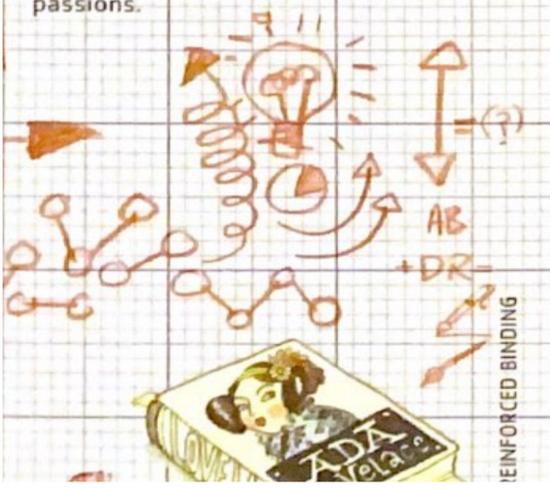


Why are there pointy things stuck to a rose?

Why are there hairs up inside of your nose?

Ada Twist's head is full of questions. Like her classmates Iggy and Rosie, Ada has always been endlessly curious. But when her fact-finding missions and elaborate scientific experiments go too far, her frazzled parents banish her to the Thinking Chair. Will all that thinking change Ada's mind?

Ada Twist, Scientist is the highly anticipated follow-up to the bestselling *Iggy Peck, Architect* and *Rosie Revere, Engineer*. With the same spirit of curiosity and perseverance as her classmates, Ada is sure to inspire young readers to pursue their own passions.





The word **“explosive”** means **pop, burst, blow up, and erupt.**
Draw a square around the portion of the illustration that exemplifies **“explosive”**.

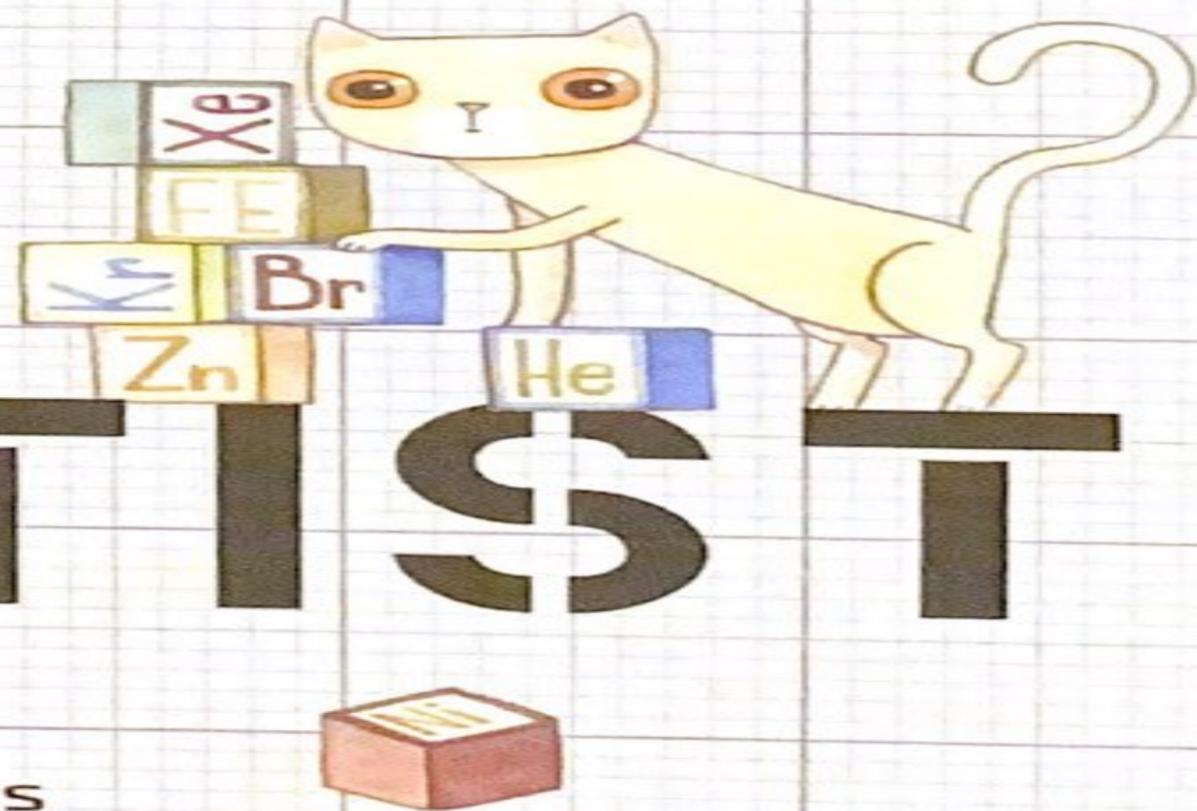
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The word **“exhilaration”** means **joy, delight, enthusiasm, and happiness.**
Draw a square around the portion of the illustration that exemplifies **“exhilaration”**.

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A D A T W I S T , S C I E N T I S T



by **Andrea Beaty**
illustrated by **David Roberts**
Abrams Books for Young Readers, New York



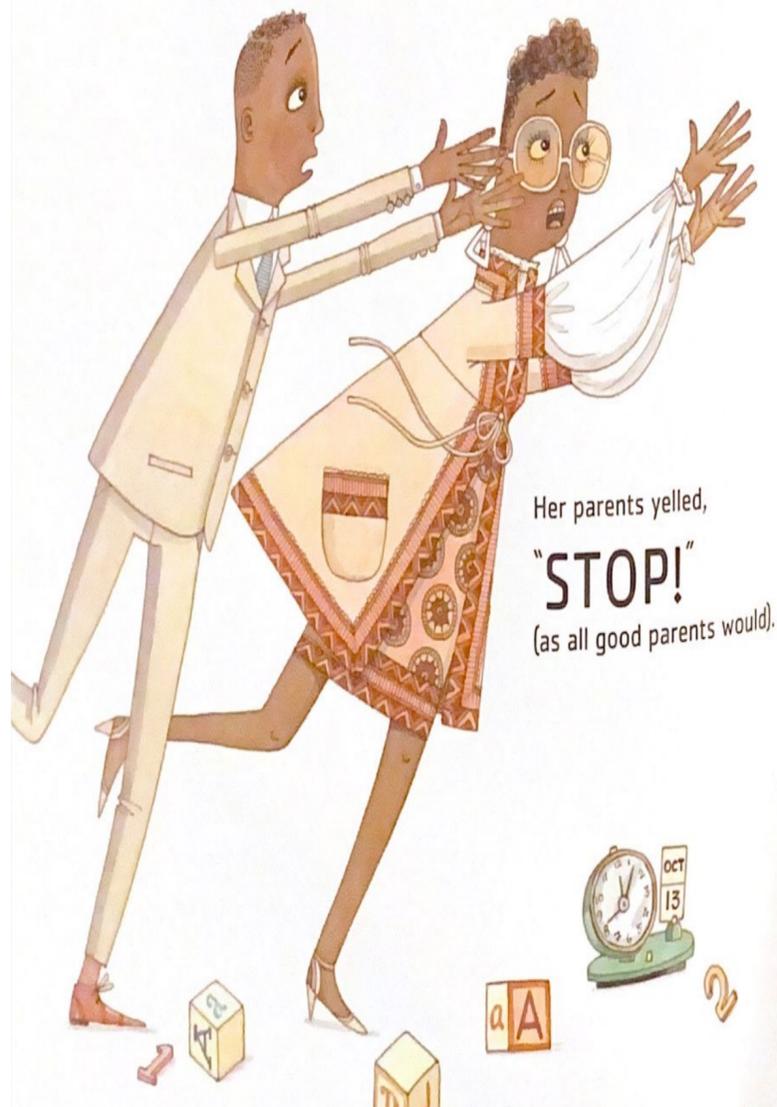
Her parents were frazzled—but tried not to freak—
as Ada grew bigger and *still* did not speak.
Clearly, young Ada, with lots in her head,
would have something to say when it ought to be said.



Being “**frazzled**” often leads to **confusion and not sure what to do**. Look closely at Ada’s parents. Draw a square around the part of the parents that illustrates and exemplifies “**frazzled**”.

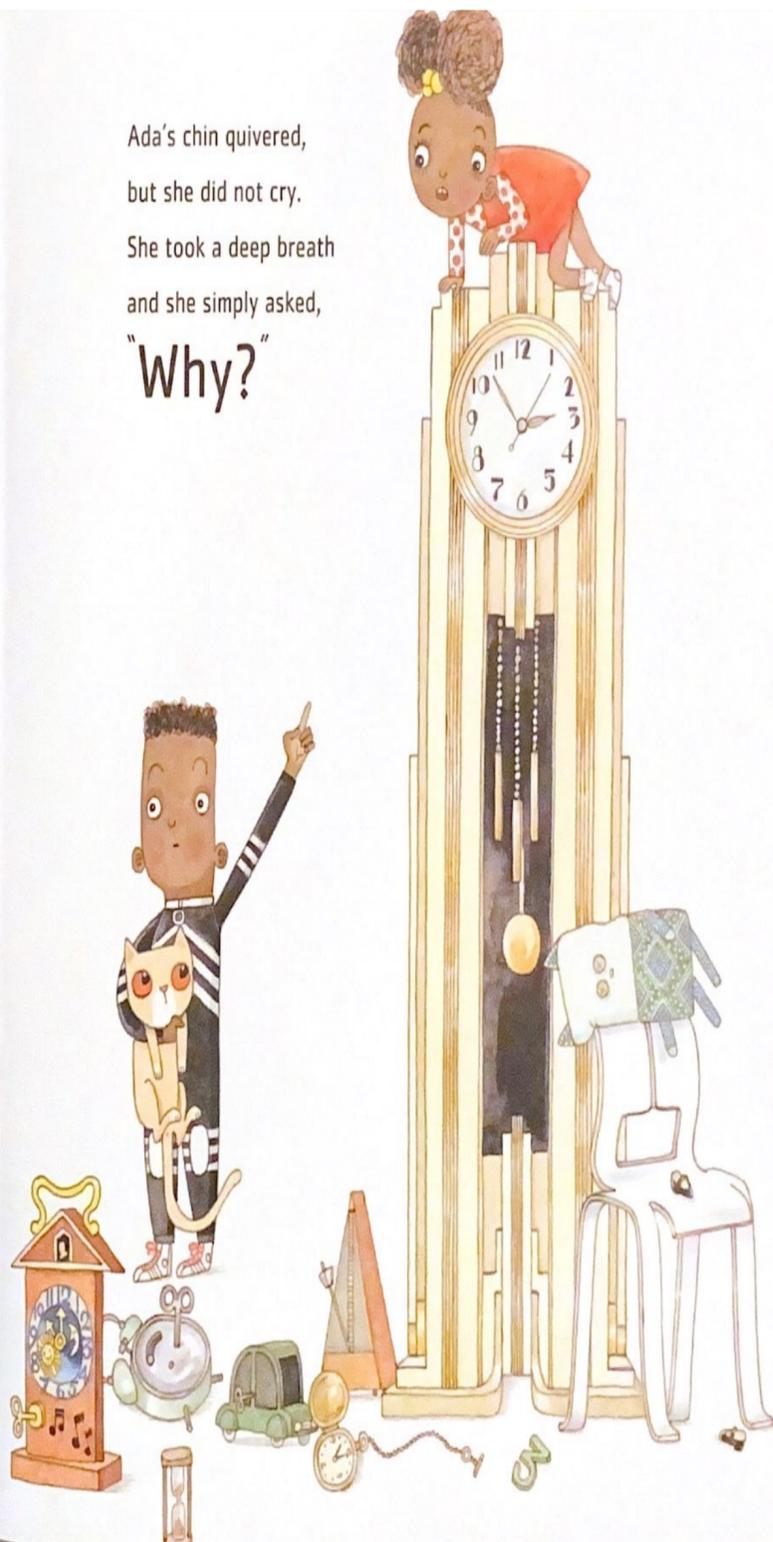
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That's just what happened when Ada turned three.
She tore through the house on a fact-finding spree
and climbed up the clock, just as high as she could.



Her parents yelled,
"STOP!"
(as all good parents would).

Ada's chin quivered,
but she did not cry.
She took a deep breath
and she simply asked,
"Why?"



Draw a square around the part of the illustration that best exemplifies and defines **"fear"**.

Draw a circle around the textual evidence that infers **"fear"**.

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"Why does it tick and why does it tock?"
 "Why don't we call it a granddaughter clock?"
 "Why are there pointy things stuck to a rose?"
 "Why are there hairs up inside of your nose?"



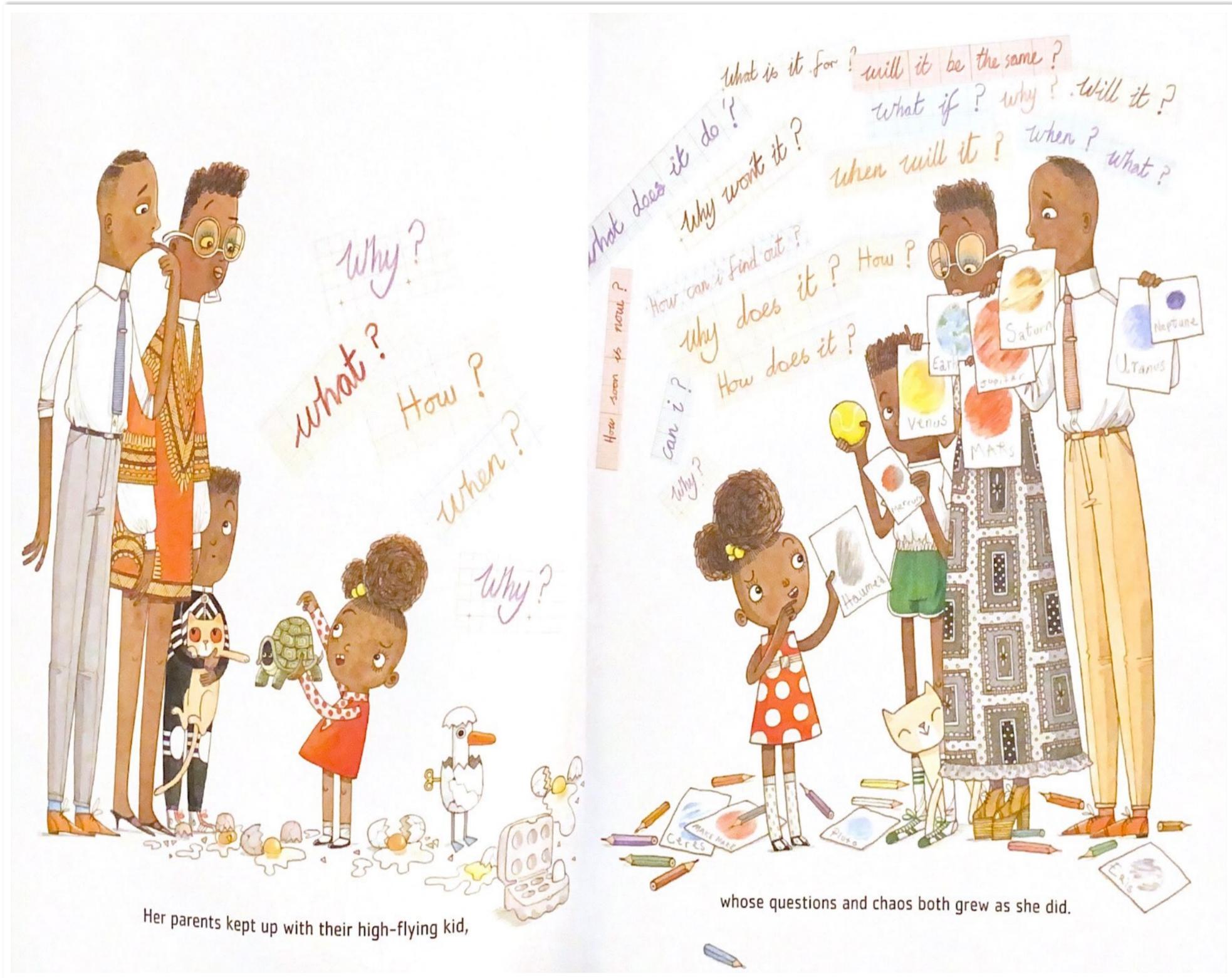
She started with *Why?* and then *What? How? and When?*
 By bedtime she came back to *Why?* once again.
 She drifted to sleep as her dazed parents smiled
 at the curious thoughts of their curious child,
 who wanted to know what the world was about.
 They kissed her and whispered, "You'll figure it out."

Curious is defined as **inquisitive, interested, eager to know, and questioning.**

Underline textual evidence that best exemplifies and defines "**curious**".

Stretch your understanding by drawing a circle around the illustrations that show and exemplify "**curious**".

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Her parents kept up with their high-flying kid,

whose questions and chaos both grew as she did.

Let's revisit the word **"chaos"**. The word **"chaos"** means **disorder, not organized, and messy**. Draw a square around the portions of the illustration that further develops the meaning of **"chaos"**.

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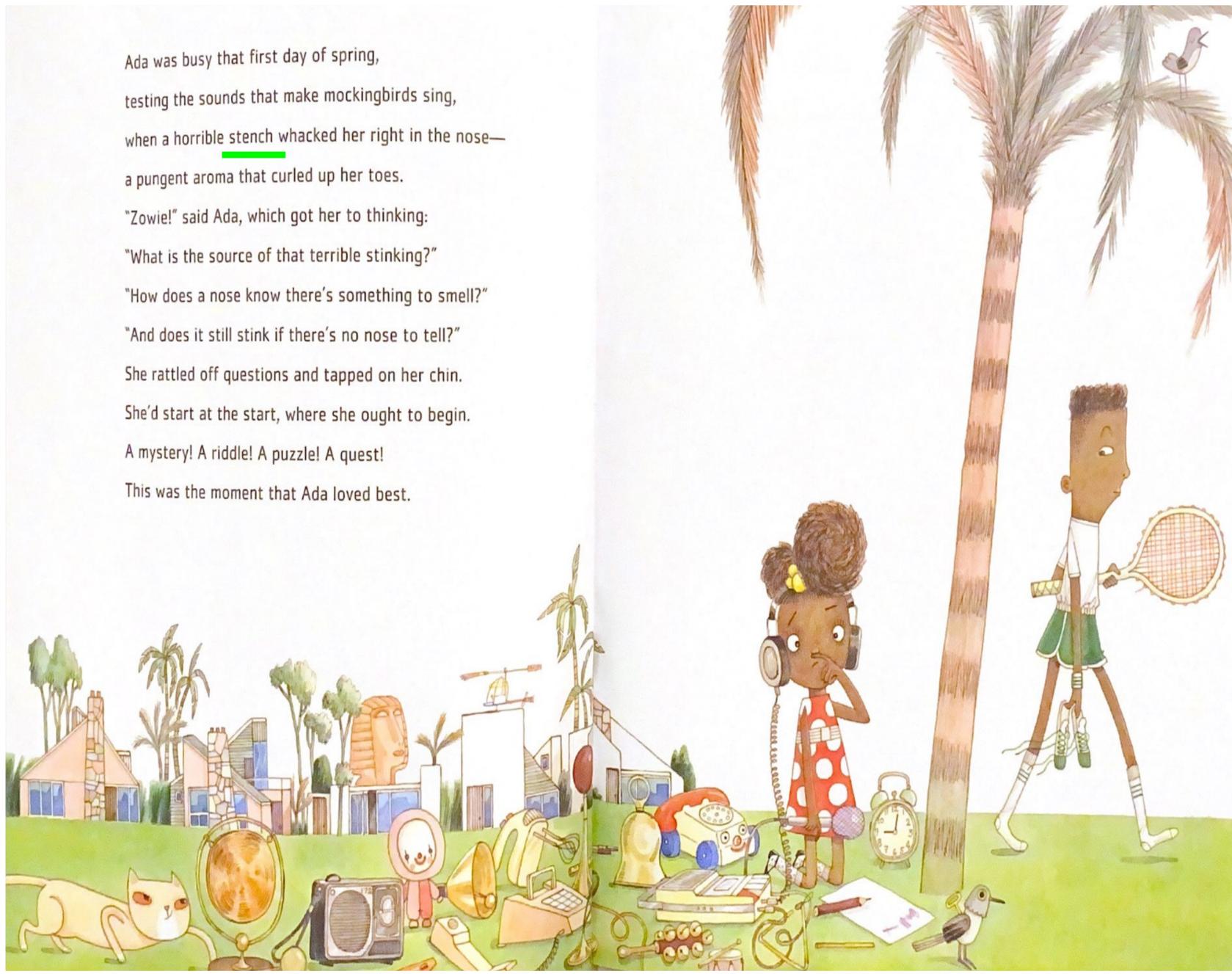


Even Miss Greer found her hands were quite full when young Ada's chaos wreaked havoc at school. But this much was clear about Miss Ada Twist: She had all the traits of a great scientist.

“wreaked havoc” means to create a sudden burst of good and/or bad activity.

Draw a square around the part(s) of the illustration that best exemplifies and defines **“wreaked havoc”**.

Ada was busy that first day of spring,
testing the sounds that make mockingbirds sing,
when a horrible stench whacked her right in the nose—
a pungent aroma that curled up her toes.
"Zowie!" said Ada, which got her to thinking:
"What is the source of that terrible stinking?"
"How does a nose know there's something to smell?"
"And does it still stink if there's no nose to tell?"
She rattled off questions and tapped on her chin.
She'd start at the start, where she ought to begin.
A mystery! A riddle! A puzzle! A quest!
This was the moment that Ada loved best.

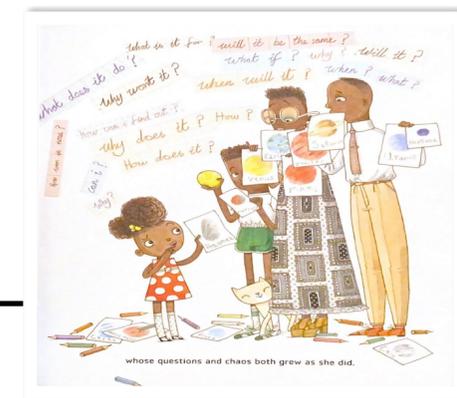


“Stench” is defined as a strong and very unpleasant smell.
List seven words and/or phrases from the text that relates to, define, and exemplify **“stench”**.

After that, circle the part of the illustration that demonstrates **“stench”**.

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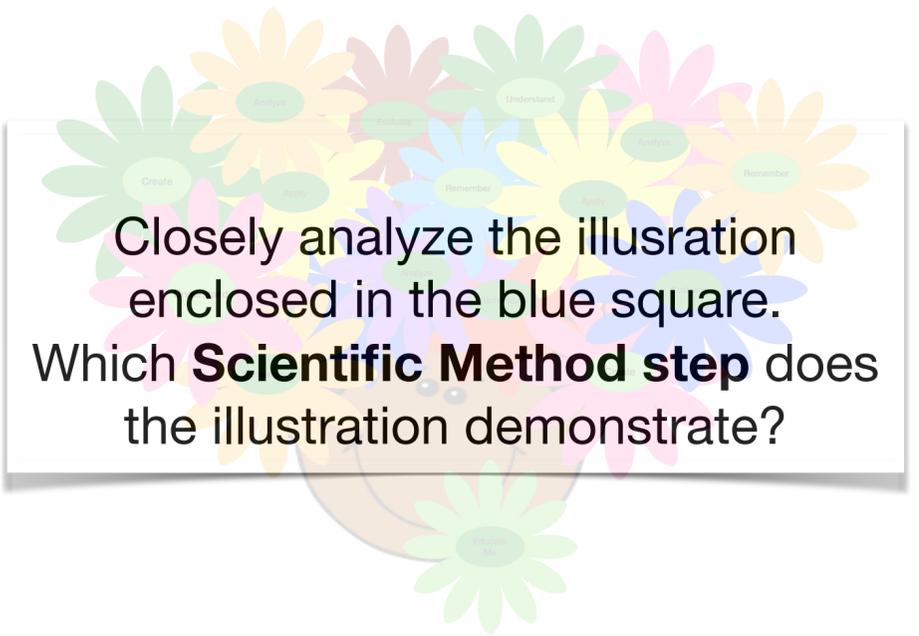
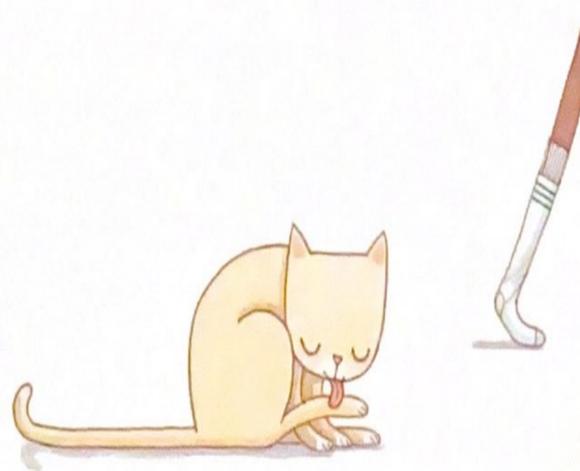
Closely read the **Scientific Method**. Use this information to answer questions on the next two pages.



Step 1	Observation. Identifying a problem
Step 2	Question. Creating a clear, measurable "how, what, when, or why" question based on the observation.
Step 3	Hypothesis: Creating an "educated guess".
Step 4	Experimentation: Testing in different ways to see if the hypothesis is right or wrong.
Step 5	Data Analysis: Recording and interpreting the results to identify patterns or significant differences.
Step 6	Conclusion: Determining if the results prove your hypothesis is right or wrong.
Step 7	Communication: Sharing findings

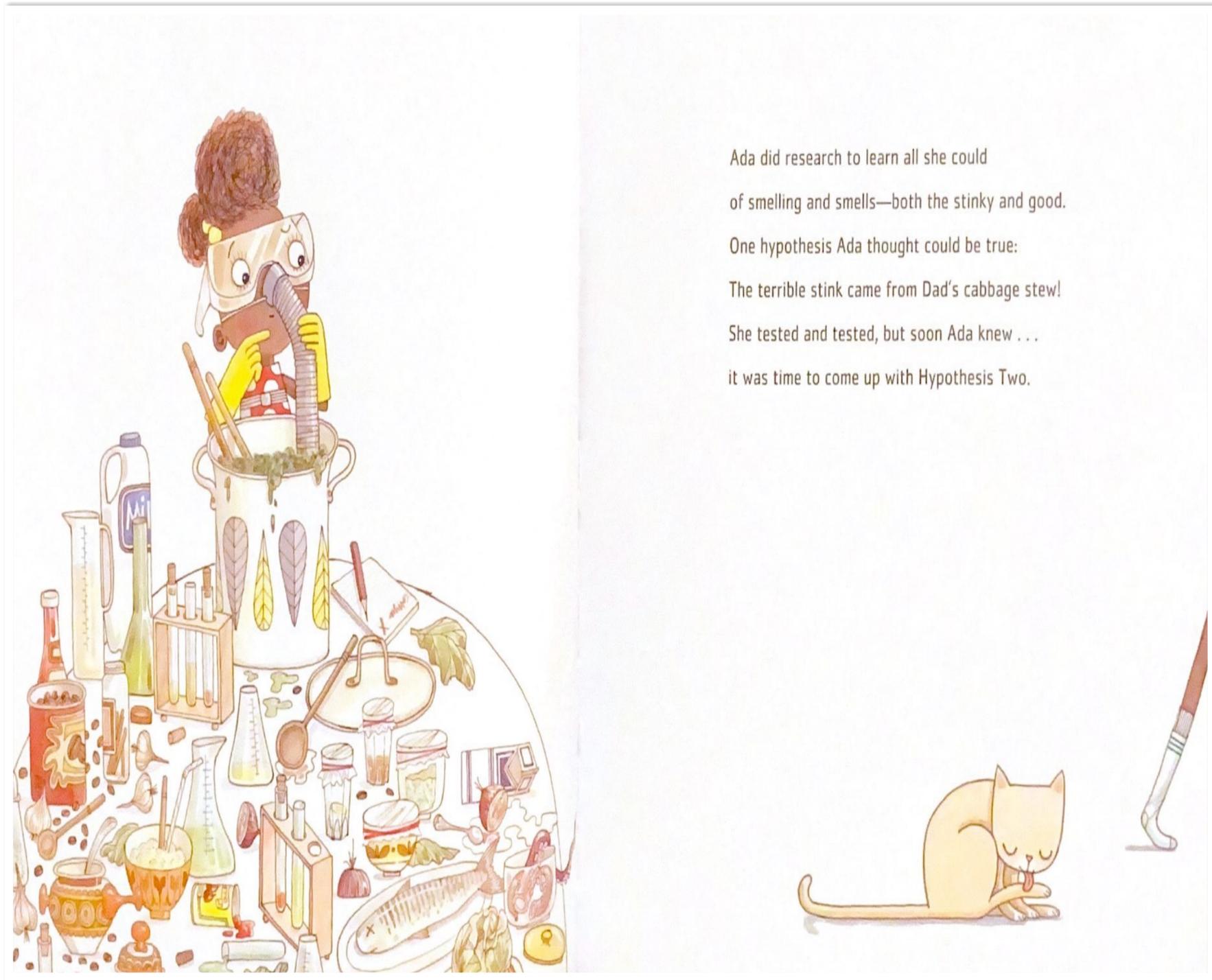


Ada did research to learn all she could
of smelling and smells—both the stinky and good.
One hypothesis Ada thought could be true:
The terrible stink came from Dad's cabbage stew!
She tested and tested, but soon Ada knew . . .
it was time to come up with Hypothesis Two.

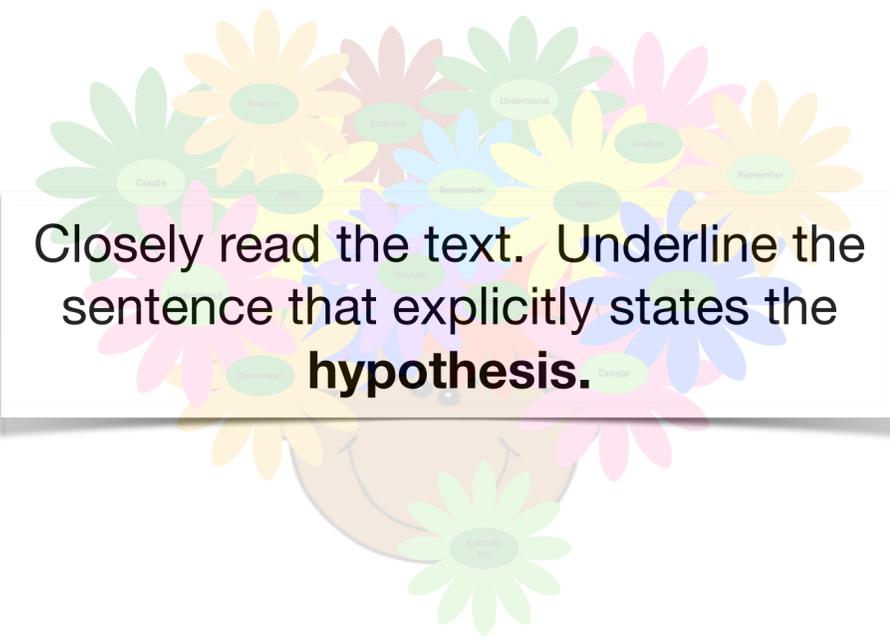


Closely analyze the illustration
enclosed in the blue square.
Which **Scientific Method step** does
the illustration demonstrate?

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Ada did research to learn all she could
of smelling and smells—both the stinky and good.
One hypothesis Ada thought could be true:
The terrible stink came from Dad’s cabbage stew!
She tested and tested, but soon Ada knew . . .
it was time to come up with Hypothesis Two.



Closely read the text. Underline the
sentence that explicitly states the
hypothesis.

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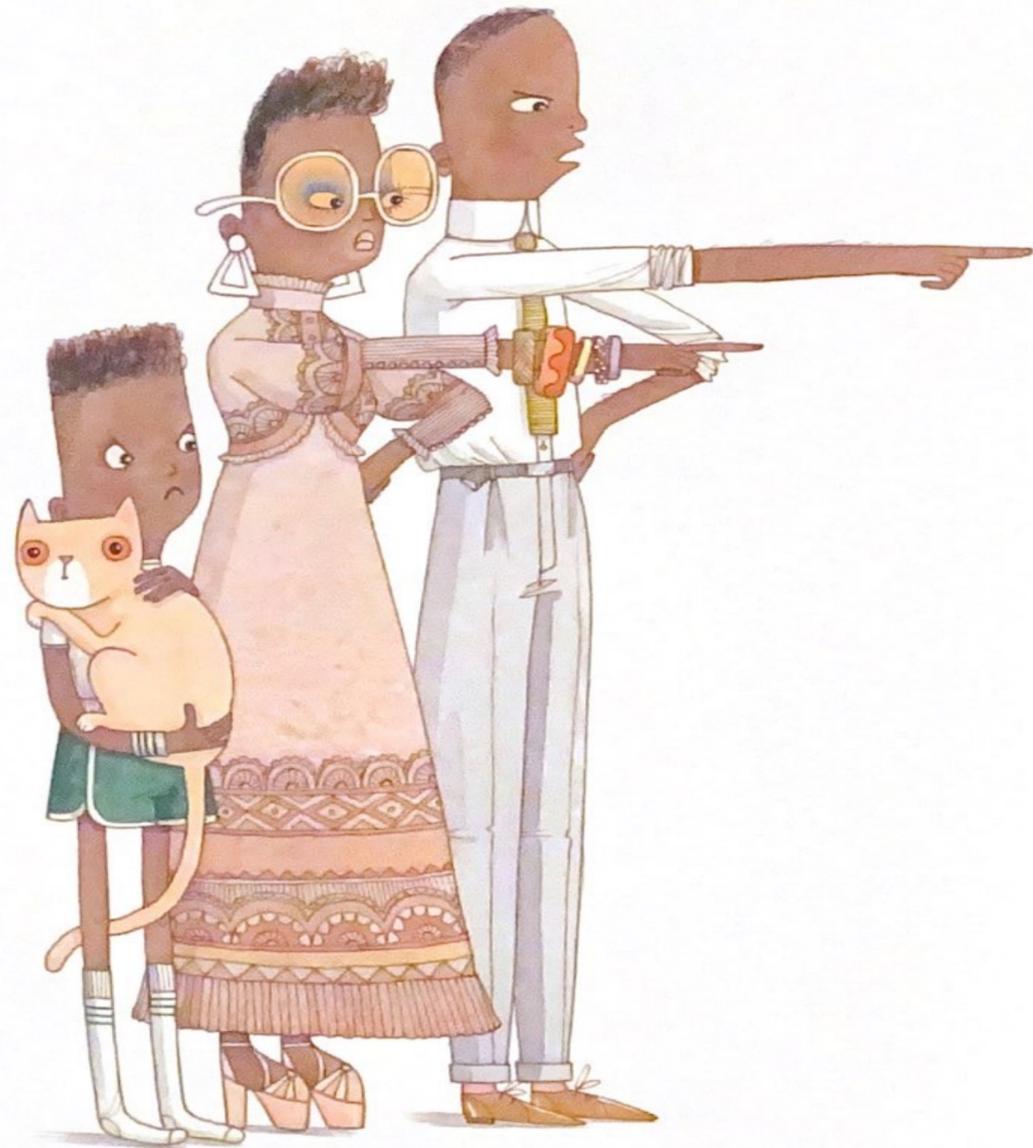
Then *ZOWIE!* The stink struck again, just like that!
Hypothesis Two: "It's caused by the cat."
The cat couldn't make such a stink on its own.
It needed perfume and some fancy cologne.
So Young Ada tested. The test was a flop.



She started again, but her parents yelled,
"STOP!"

Closely read the text. Circle the portion of the illustration that exemplifies **hypothesis two**.

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"ADA MARIE! ADA MARIE!

To the Thinking Chair—NOW! By the time we count THREE!"

"Enough!" said her mother. "That's it!" said her dad.

Her parents were frustrated, frazzled, and mad.

"Why—?" Ada questioned.

Her mother said, "NO!"

"What—?" Ada queried.

Her father said, "GO!"

"You've ruined our supper! You've made the cat stink!

Enough with your questions! Now sit there and THINK!"

She looked at her parents. Her heart turned to goo.

Poor Ada Twist didn't know what to do.





She sat all alone, by herself in the hall.
And Ada, once more, could say nothing at all.

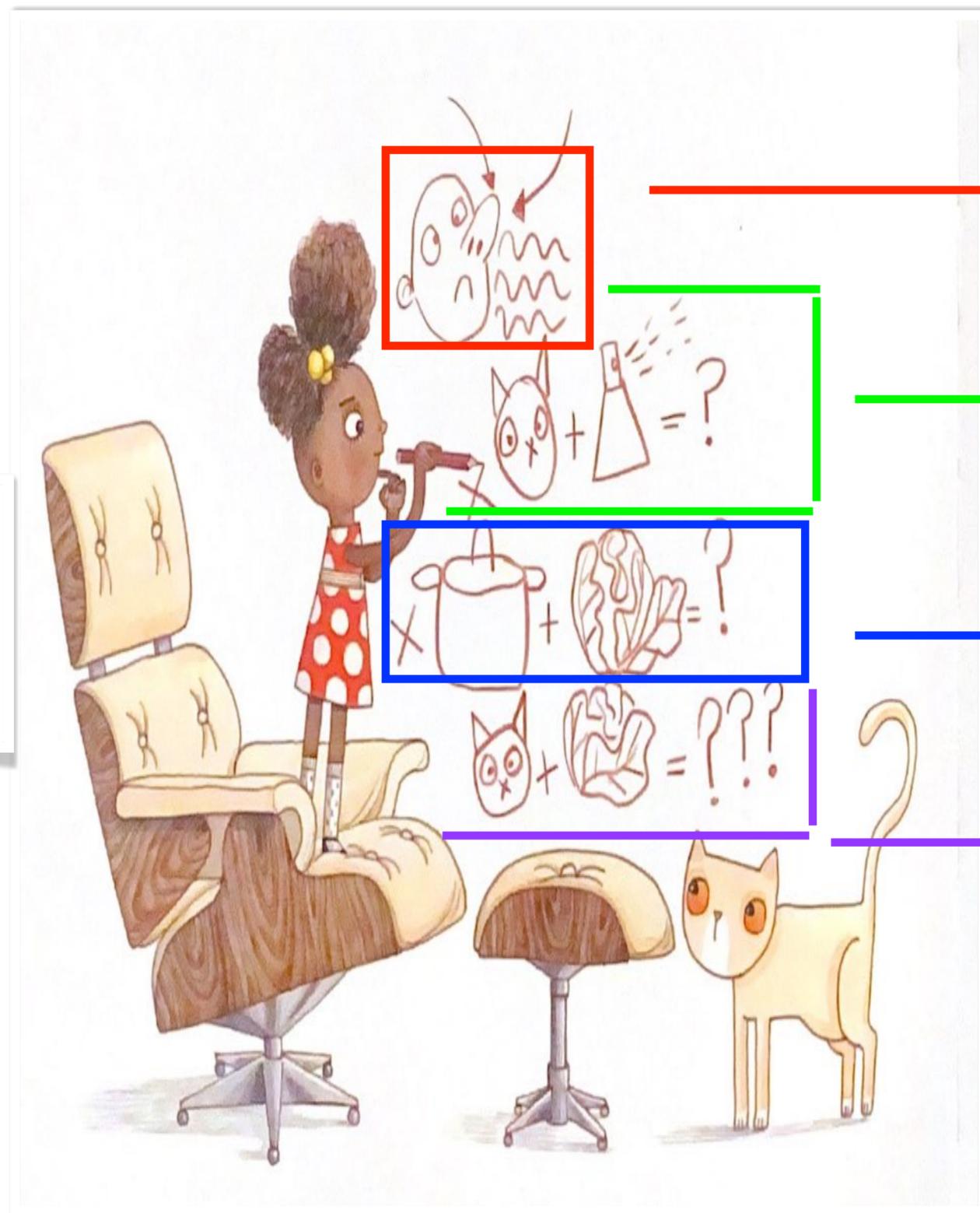


And so Ada sat
and she sat
and she sat
and she thought about science and stew and the cat
and how her experiments made such a big mess.
"Does it have to be so? Is that part of success?
Are messes a problem?" And while she was thinking . . .
What *WAS* the source of that terrible stinking?
Ada Marie did what scientists do:
She asked a small question, and then she asked two.
And each of those led her to three questions more,
and some of *those* questions resulted in four.
As Ada got thinking, she really dug in.
She scribbled her questions and tapped on her chin.
She started at *Why?* and then *What? How?* and *When?*
At the end of the hall she reached *Why?* once again.

"Reflection" is defined as contemplating, studying, questioning, and deeply thinking about. Underline every sentence that demonstrates, exemplifies, and shows **"reflection"**

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The illustration exemplifies the Scientific Method. Label the illustration. Determine which Scientific Method step aligns to each portion of the illustration.





Her parents calmed down, and they came back to talk.
They looked at the hallway and just had to gawk.
No patch of bare paint could be seen on the wall.
The Thinking Chair now was the Great Thinking Hall.

They watched their young daughter and sighed as they did.
What would they do with this curious kid,
who wanted to know what the world was about?
They smiled and whispered, "We'll figure it out."

“Reflection” is defined as contemplating, studying, questioning, and deeply thinking about. Using information from the text and your own understanding explain how **the wall** is an example of **“reflection”**.

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And that's what they did—because that's what you do when your kid has a passion and heart that is true. They remade their world—now they're all in the act of helping young Ada sort fiction from fact. She asks lots of questions. How could she resist? It's all in the heart of a young scientist.

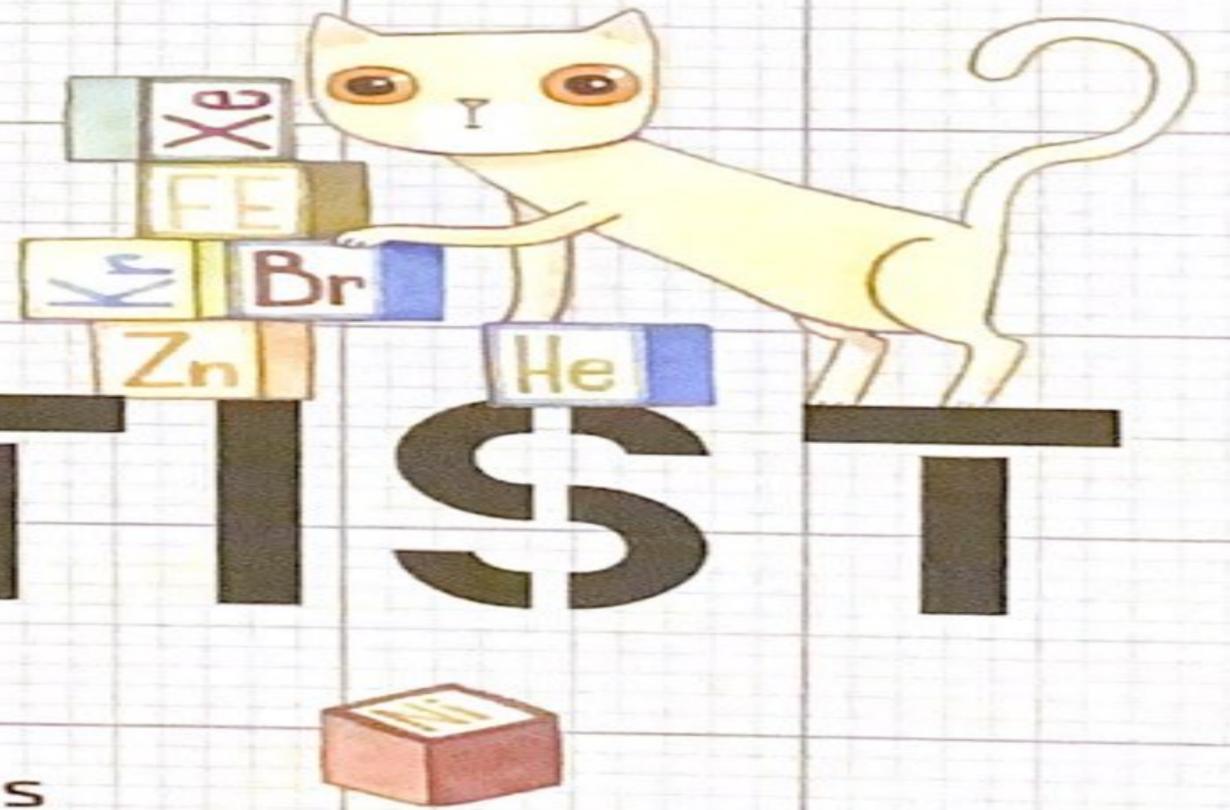


And as for that smell? What can Ada Twist do
but learn all she can with her friends in grade two?
Will they discover the stink that curls toes?
Well, that is the question.
And someday . . .
Who knows?





A D A T W I S T , S C I E N T I S T



by **Andrea Beaty**
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