

VOCABULARY CURRICULUM

kindergarten set 1

LESSON PLANS

WEEKLY ROUTINE

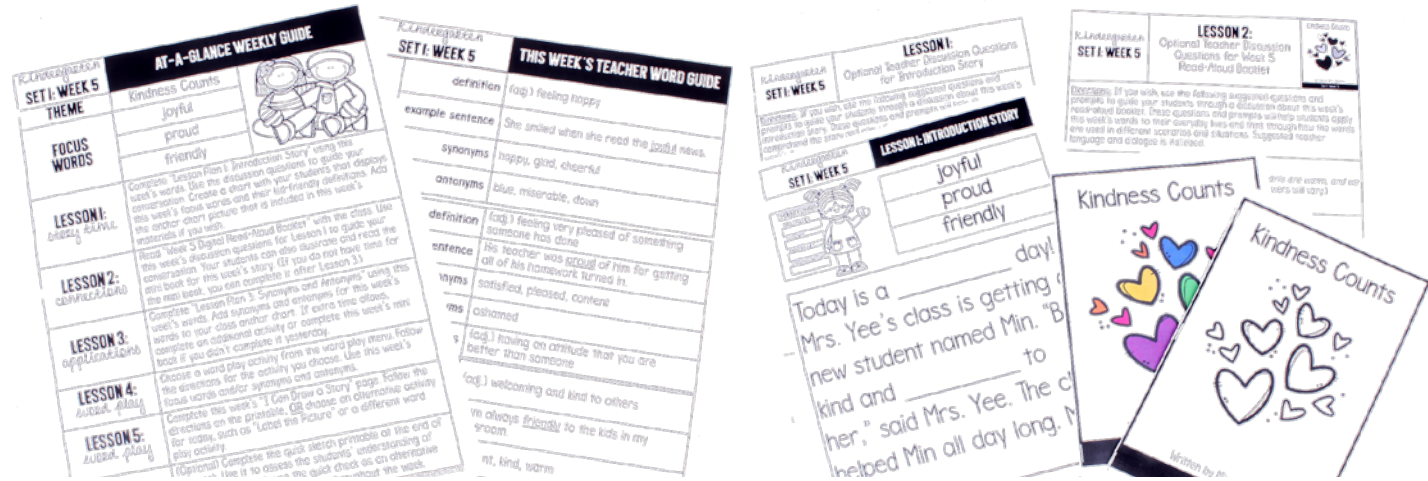
DIGITAL BOOKS

HANDS-ON APPLICATION

WORD PLAY



WEEKLY MATERIALS INCLUDE:



At-A-Glance Weekly Guide
and Weekly Teacher Word
Guide for easy planning and
teacher instruction

An original passage and a
read-aloud story with detailed
teacher language and
discussions



Focus word cards, synonym and antonym word cards, oral
discussion cards, anchor chart cards, an optional assessment
piece, draw and respond application activity, label the
photograph printable, digital book, printable book, and MORE!

DIGITAL BOOKS FOR PC & MAC

with teacher discussion questions

How Do You Feel?



Written by Miss DeCarbo

Set I: Week 2

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The weekly digital booklet can be projected onto a screen for the entire class to see. It is read by the teacher and includes discussion questions and suggested teaching points. Digital booklets can be opened on any computer that has Microsoft PowerPoint installed.



Jill is feeling glum.
She wants to go to
the pool party, but
she does not know
how to swim.

1



"I can't go if I can't
swim," Jill says. Jill's
pals are so kind. They
will help Jill learn how
to swim!

2

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Carbo, Inc.

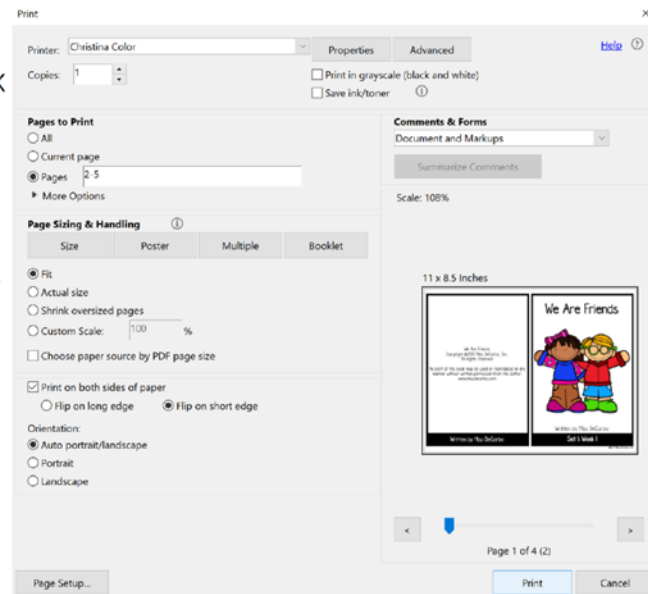
PRINTABLE VERSIONS OF THE READ-ALoud BOOKLETS ARE INCLUDED!



PRINTING INSTRUCTIONS FOR WEEKLY READ-ALoud BOOKLETS

If you choose not to use the digital read-aloud story for Lesson 2 this week, I have included printable versions for your convenience. A color version and black & white version is included in this file.

1. Type in the page numbers you wish to print. If you would like to print the color version of the booklet, you will print pages 2-5. If you wish to print the black & white version, print pages 6-9.
2. Select "Fit" so that the booklet fills as much of the page as possible when it prints. Sometimes, this option may read, "Scale to Fit Paper" on your printing option screen.
3. Select "Print on both sides of paper."
4. Select "Flip on short edge."
5. Print the booklet.
6. Fold the printed pages and staple along the left side.



EACH WEEK FOLLOWS A CONSISTENT ROUTINE

LESSON 1: <i>introduction</i>	<p>Create an anchor chart with your students that displays this week's words and definitions.</p> <p>Share the introduction story with your students, and complete Lesson 1.</p>
LESSON 2: <i>story time</i>	<p>Read the digital (or printable) booklet for the week, and use the discussion questions to guide your conversation with students.</p> <p>The students will complete this week's mini book.</p>
LESSON 3: <i>connections</i>	<p>Add this week's synonyms and antonyms to your anchor chart.</p> <p>Complete the synonym and antonym activity of your choice.</p>
LESSON 4: <i>word play</i>	<p>Choose an activity from the word play menu.</p>
LESSON 5: <i>application</i>	<p>Students will complete the independent activity "I Can Draw a Story" and apply this week's words to their everyday lives.</p> <p>(The teacher could also choose an activity off of the alternative options list instead.)</p>

MASTER LESSON PLANS FOR YOUR WEEKLY ROUTINE

Kindergarten INTRODUCTION

LESSON PLAN 1: INTRODUCTION STORY

Materials:

- pocket chart
- sentence strips
- chart paper
- marker
- word cards
- introduction story for Lesson 1

Set Up: Write the week's introduction story on sentence strips, and place them in a pocket chart for the whole group to see. You can also write it largely on an anchor chart. Draw a "blank" (____) on your sentence strips, just as it is shown on the story printable. Place the word cards in a row above or below the pocket chart story. Flip the cards over so that students *cannot* see them yet. Mix up the order of the words on the anchor chart document card story on a sentence strip.

"I have a story that I want to share with you. I'm going to need your help to find some words to use in my story."

Do NOT read the word cards yet. First, "blank" whenever there is an empty space on the sentence strip. Ask the students, **"Does anyone know a word to use here?"** This exercise helps students draw from their own knowledge of words they already know. The exercise also exposes students to words they may not otherwise thought of, used, or shared. It also allows them to put these words to use as they can think of that make sense in the context of the story. Continue this routine with the remaining sentences in the story.

Now, flip each word card over (or remove it from the pocket chart, if you are using screen), and read the week's focus words one by one. Have each student read each word back to you after you read it. Then, have each student read the word back to you after you read it. Use the word cards to use and refer to throughout the week. They already know the meanings of all the words, so they can use them in their weekly teacher word guide to discuss.

Kindergarten CONNECTIONS

Materials:

- weekly word chart that includes the week's focus words and kid-friendly definitions
- pocket chart
- synonym and antonym word cards for the week
- markers

Set Up: This lesson can be completed in a whole-group setting or a small-group setting. You will be adding synonyms and antonyms to your weekly word chart (anchor chart) for the week, so you will want to have it nearby. A pocket chart is needed if you choose to complete the word sort activity. Cut out (laminated if you wish) this week's synonym and antonym word cards.

This lesson is designed to be straightforward and simple: The teacher will engage in a discussion with the students to share words that mean the same and words that are different from the week's three focus words. You'll notice that for some weeks, the synonym and antonym list is minimal. (This frequently happens if the focus words are nouns rather than adjectives.) Since we want to expose students to as many vocabulary words as possible, understanding synonyms and antonyms for the words they are learning is a vital component to building vocabulary. For instance, if a student learns two synonyms and two antonyms for each focus word, we've now exposed the student to fifteen words for the week, rather than just three words!

Kindergarten STORY TIME

LESSON PLAN 2: WHOLE-GROUP READ-ALoud AND PRINTABLE MINI BOOK

Materials:

- digital booklet for this week OR a printable copy (color or black and white)

Set Up: Story time can take place in a whole-group or a small-group setting. I prefer to complete this lesson in a whole-group setting so that the entire class can hear and participate in the same discussion about the story and our weekly words.

If you are using the digital booklet, open up the file for the week. The digital booklets are found in the zip folder of this booklet. You can open the digital booklets on any computer that has PowerPoint installed. When you open the file, the booklet will automatically open up and be ready for use. If you are using a printed booklet, both color and black and white printable versions of each week's booklets are available.

Use the weekly word chart (anchor chart) that you made with the weekly word cards for reference when needed.

"I have a story to share with you today! It is a different story than the one we read last week. It will help us learn even more about our new words. Listen very carefully and very closely because we will be sharing our thoughts."

After reading the story, have students discuss the story and what they learned. (You may need to reteach what the vocabulary words mean. Use the word chart you created for the week with your students.) Use the additional teacher discussion questions page that will help students about the book. Use this scripted teacher guide in order to discuss the words and put them into context. The discussion questions do a nice job of asking the

Kindergarten WORD PLAY

LESSON PLAN 4: WORD PLAY ACTIVITY

Materials:

The materials for this lesson will vary depending on the word play activity you choose to use for the week. Each word play activity has a full sheet of directions. The materials for each activity can be found on those pages.

Set Up: Every week for Lesson 4, you will choose an activity off of the word play menu on page 46. You can choose to work your way through all three activities over the next eight weeks and then repeat them, or complete the same activity for two or three weeks in a row. Use as many of them or as few of them as you would like. The choice is yours! These word play activities are also wonderful to use as additional or supplemental vocabulary activities if you want to mix up your weekly routine or add more activities to it. These word play activities would also make fantastic vocabulary activities that you can complete within a small group in order to challenge your students, differentiate for your students, or provide extra practice.

"Boys and girls, today is word play activity day! I'm so excited to have some fun with the new words we've been learning this week."

You will then choose a word play activity from the included word play menu. The word play activity options for Set 1 include the following activities:

- Word Theater
- Word Chat
- Word Chart

Each word play activity has its own designated instruction/lesson plan page. I have typed out the directions, set-up, and materials you will need for each activity. Read through the activity of your choice, and complete it with your students.

Important: The word play activities are designed to promote creativity and critical thinking. As a result, it's important to include as many synonyms and antonyms as you can within each of the word play activities you complete with your students. Simply teaching our students only the three focus words will limit their vocabulary acquisition. This resource is set up to be as expansive as you make it. The activities and lesson plans can accommodate more than the three focus words and even more than the number of synonym and antonyms I've listed on the "Weekly Teacher Word Guides." Feel free to expose your students to as many synonyms and antonyms as you'd like, and encourage them to use those words during the word play activities. Your students do not need to be able to read or spell the vocabulary words independently. That is not the goal of this resource. The goal is for our students to see, hear, understand, and use as many new Tier 2 words as they can acquire. They will use these words within their everyday lives, apply them to new situations, experiences, and scenarios, and be able to comprehend and apply them as they become more capable, independent readers and writers.

If you have extra time throughout the week, feel free to choose any of the word play activities to add to your daily schedule, revisit, and repeat! Have fun playing with words!

the synonyms and antonyms for the week. Our students that "Synonyms are words that are opposite (or different)." Use synonyms and antonyms for each focus word with your students to the weekly word

WORD SORT

Use the three focus word cards horizontally on a pocket chart. Hold up a synonym word card, and read it aloud. Have the students read the word back to you and share anything they know about the word. Ask, **"Does anyone know a word that means the same thing as this word?"** If they can, have them read the word. This will help you sort each synonym by placing it under one of the three words that has the same meaning. Repeat the process using the antonym word cards.

Use this as an alternative activity for this lesson. If you don't have time, replace this lesson with any of the

LESSON PLAN 5: I CAN DRAW A STORY

This lesson is completed independently by the students (with minimal teacher support). You will want to ensure that your weekly word chart (anchor chart) is available for you and your students to refer to. Pass out a copy of the week's "I Can Draw a Story" to each student. They will need their pencil and paper to complete the illustrations.

"Use what you learned about our new words this week to draw a picture that shows what you share with us in your story."

At the top of the printable page. Each week's story ends with a prompt that asks them to think about their lives. This activity is essentially a writing response where they share their ideas, stories, and connections through stories through pictures is a wonderful beginning writing activity that can orally tell stories through their illustrations are skills, oral language abilities, sequential and logical thinking skills, and an understanding of plots and events. This "I Can Draw a Story" activity is a great way for students to practice applying their knowledge of the week's words independently and to their own lives. This puts the vocabulary in context for the students, makes it meaningful, and allows them to demonstrate their understanding of the words in their own, unique ways.

"You will draw a picture to tell your story. Be very detailed in your picture. That means to draw as much as you can in order to tell us what happened in your story. When we are done with our stories, you'll have time to share your story with a friend. Be ready to tell everything that happened in your story when you share your picture with your friend."

Differentiation Options: You'll notice that at the bottom of each "I Can Draw a Story" printable, there are the three focus words for the week. Depending on the time of the year, your students' ability levels, and your own goals for the lesson, you can encourage the students to label their pictures with the week's focus words. You could also have the students cut out and glue the words onto their story illustrations in order to label them.

After the students have worked on their printables, you can have them share their stories with a partner or small groups of friends. Encourage the students to use complete sentences when they share their stories. For example, we do not want students to simply say, "I drew a picture of _____." We want to encourage the students to be oral storytellers and use complete sentences to tell the sequence of events that happened in their stories and pictures.

LESSON 1: INTRODUCTION

Share the introduction story, and teach new words within context.

SCHOLASTIC

Today is a _____ day! Mrs.

Yee's class is getting a new student named Min.

Be kind and _____

Yee. The class helped Min

Mrs. Yee was so _____

Kindergarten
SET 1: WEEK 5

LESSON 1: INTRODUCTION STORY

joyful
proud
friendly

POCKET CHART
CLOTHES
PEPPER
ANTHONY
ESTIMOTE

Today is a _____ day!
Mrs. Yee's class is getting a new student named Min. "Be kind and _____ to her," said Mrs. Yee. The class helped Min all day long. Mrs. Yee was so _____!

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SCHOLASTIC

Today is a joyful day! Mrs.

Yee's class is getting a new student named Min.

Be kind and friendly to her, said Mrs.

Yee. The class helped Min all day long.

Mrs. Yee was so proud!

LESSON 2: STORY TIME

Read the digital booklet aloud,
and complete the mini book.



Being kind to others is important. When friends are kind to us, our hearts are warm and we feel joyful.



Name calling or unkind words make others glum. It hurts their hearts and away their happiness.

Kindergarten
SET 1: WEEK 5

LESSON 2:
Optional Teacher Discussion
Questions for Week 5
Read-Aloud Booklet



Directions: If you wish, use the following suggested questions and prompts to guide your students through a discussion about this week's read-aloud booklet. These questions and prompts will help students apply this week's words to their everyday lives and think through how the words are used in different scenarios and situations. Suggested teacher language and dialogue is italicized.

The book says, "When friends are kind to us, our hearts are warm, and we feel joyful." What other things make you joyful? (Answers will vary.)

Let's talk about the difference between a friendly person and an unfriendly person. What are some things a friendly person does? (Answers will vary.) What are some things an unfriendly person does? (Answers will vary.)

Is it better to be friendly or unfriendly to others? Why? (Answers will vary.) Let's play a word game. If I list something that is a friendly behavior, raise your hand. If I list something that is unfriendly, don't do anything. (List the following: saying hello to someone, smiling at someone, pushing someone down, helping someone clean up, ignoring someone, inviting someone to play at recess) Feel free to create your own, too!

Think about something you are proud of yourself for. Turn and tell a friend something you do at school or at home that you are proud of. (Answers will vary.)

Set 1, Week 5 My Weekly Word Book



By Alfie



I feel joyful.

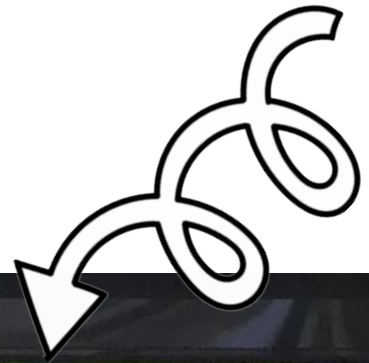


I am friendly.

LESSON 3: CONNECTIONS

Share, discuss, and sort synonyms and antonyms.

Teachers may choose to apply each week's synonyms and antonyms to the introduction story, too!



SYNONYMS

ANTONYMS

joyful

happy

glad

blue

miserable

friendly

pleasant

kind

hostile

cold

proud

pleased

satisfied

Today is a **happy** day! Mrs.

Yee's class is getting a new student named Min.

Be kind and **pleasant** to her, said Mrs.

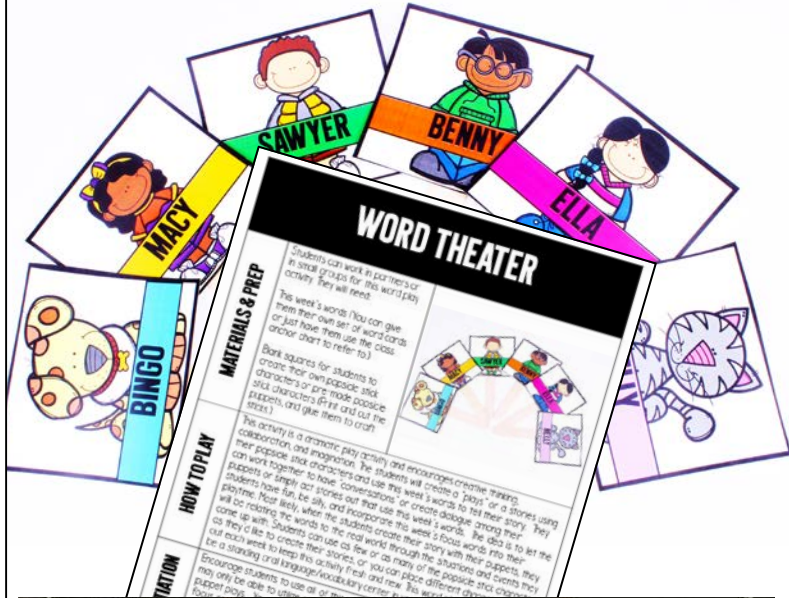
Yee. The class helped Min all day long.

Mrs. Yee was so **pleased**!

LESSON 4: WORD PLAY

Choose a hands-on activity to practice using the week's words.

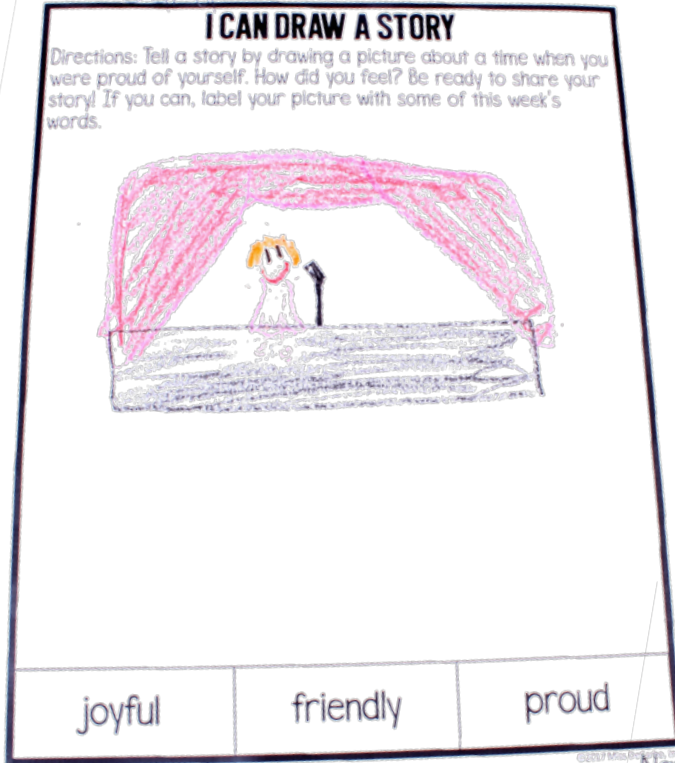
Kindergarten SET I WORD PLAY MENU	
NAME OF ACTIVITY	PAGE
Word Theater (Dramatic Play Word Play Activity) Use popsicle stick characters to act out a story using the words.	45
Word Chat (Oral Discussion Word Play Activity) Use the word picture cards for an oral language discussion activity.	49
Word Chant Practice and learn synonyms and antonyms through a chant.	51



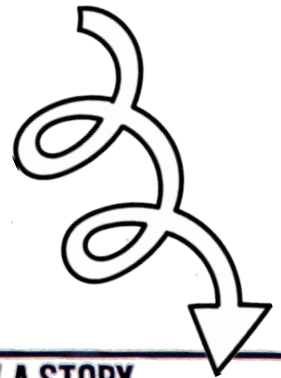
LESSON 5: APPLICATION

The students will apply the words to their lives by drawing a story.

Name: Sara

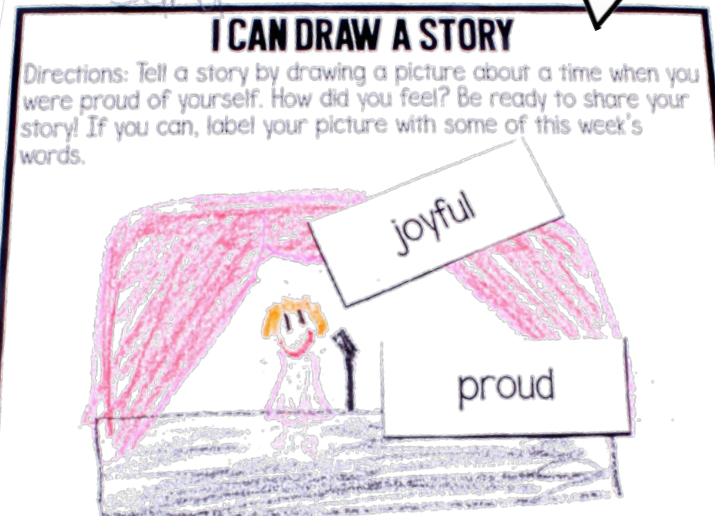


Students can cut, glue, and label their pictures with each week's focus words.



In the picture to the right, the student felt joyful when she went on stage to sing at church. She was proud of her performance!

Name: Sara




OPTIONAL WORD SKETCH ASSESSMENTS ARE INCLUDED

Name: _____

WEEKLY WORD SKETCH

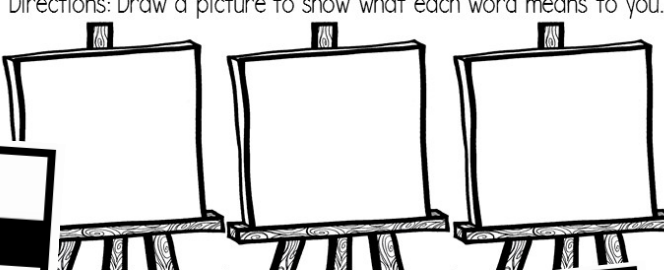
Directions: Draw a picture to show what each word means to you.



Name: _____

WEEKLY WORD SKETCH

Directions: Draw a picture to show what each word means to you.

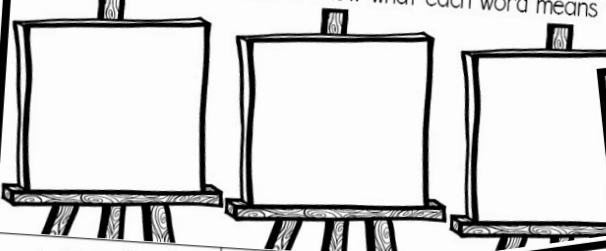


wise select

Name: _____

WEEKLY WORD SKETCH

Directions: Draw a picture to show what each word means to you.

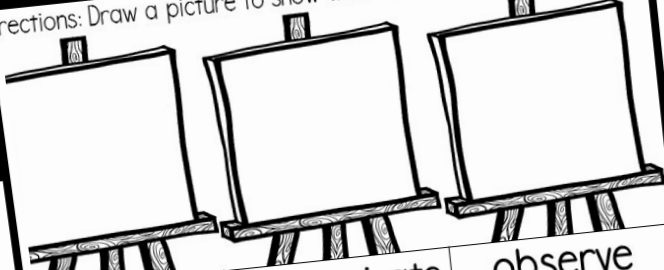


worried el

Name: _____

WEEKLY WORD SKETCH

Directions: Draw a picture to show what each word means to you.

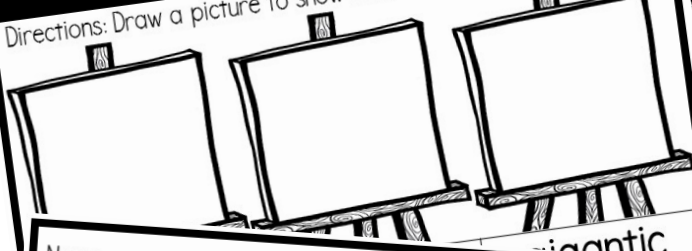


understand communicate observe

Name: _____

WEEKLY WORD SKETCH

Directions: Draw a picture to show what each word means to you.

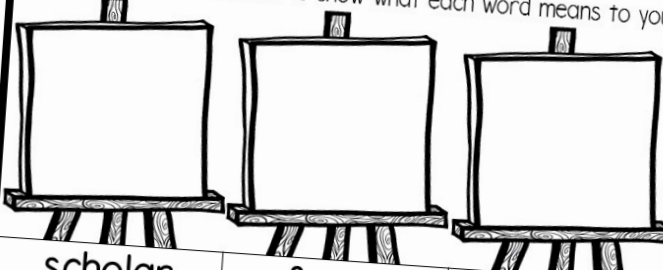


significant

Name: _____

WEEKLY WORD SKETCH

Directions: Draw a picture to show what each word means to you.

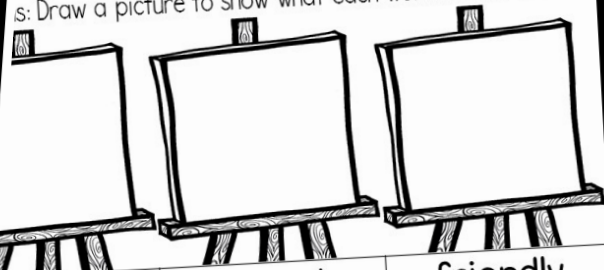


scholar focus task

Name: _____

WEEKLY WORD SKETCH

Directions: Draw a picture to show what each word means to you.



joyful proud friendly

ALTERNATIVE & ADDITIONAL ACTIVITIES

This resource can be as flexible or as “guided” as you would like! Feel free to mix things up a bit during the week by swapping out a weekly lesson plan for any of the following activities, or use any of the following ideas as additional vocabulary activities to enhance your instruction or routine for the week.

Name of Activity	Ideas for Use
Oral Discussion “Word Chat” Activity	This oral language/class discussion activity encourages critical thinking and fits nicely into Lesson 3 as a follow-up activity, in exchange for the activity in Lesson 4, or as an additional activity to your week.
“Label the Photograph”	This is a great follow-up to the “Word Chat” activity. It can also be easily used as an independent application activity in exchange for the “I Can Draw a Story” printable.
Vocabulary Notebook	Have students illustrate the vocabulary cards for the week and paste them into personal vocabulary notebooks. Students can write synonyms and antonyms beside each word card in their notebooks.
Quick Sketch	The quick sketch page was designed to be used as an optional, end-of-the-week assessment. However, this page can also be used as an additional activity for the week or in exchange for one of the lesson plan activities.

KINDER MASTER WORD LIST: SET I

WEEK 1	cooperate	WEEK 5	joyful
	kind		proud
	pal		friendly
WEEK 2	worried	WEEK 6	scholar
	glum		focus
	brave		task
WEEK 3	understand	WEEK 7	tiny
	communicate		great
	observe		gigantic
WEEK 4	autumn	WEEK 8	wise
	shiver		select
	chilly		celebrate

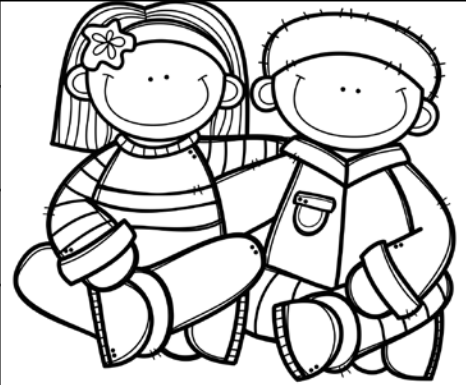
Kindergarten

SET I: WEEK 5

AT-A-GLANCE WEEKLY GUIDE

THEME

Kindness Counts



FOCUS WORDS

joyful

proud

friendly

LESSON 1: *introduction*

Complete "Lesson Plan 1: Introduction Story" using this week's words. Use the discussion questions to guide your conversation. Create a chart with your students that displays this week's focus words and their kid-friendly definitions. (Use your "Weekly Teacher Word Guide" for assistance.) Optional: Add the anchor chart picture to your word chart.

LESSON 2: *story time*

Read "Week 5 Digital Read-Aloud Book" to the class. Use this week's discussion questions or Lesson Plan 2 to guide your conversation. Your students can also illustrate and read the mini book for this week's story. (If you do not have time for the mini book, you can complete it after Lesson 3.)

LESSON 3: *connection*

Complete "Lesson Plan 3: Synonyms and Antonyms" using this week's words. Add synonyms and antonyms for this week's words to your class anchor chart. If extra time allows, complete an additional activity or complete this week's mini book if you didn't complete it yesterday.

LESSON 4: *word play*

Choose a word play activity from the word play menu. Follow the directions for the activity you choose. Use this week's focus words and/or synonyms and antonyms.

LESSON 5: *application*

Complete this week's "I Can Draw a Story" page. Follow the directions on the printable, OR choose an alternative activity for today such as "Label the Photograph" or a different word play activity.

QUICK CHECK: *word sketch*

(Optional) Complete the quick sketch printable at the end of the week. Use it to assess the students' understanding of each word, or simply use the quick check as an alternative (or additional) vocabulary activity throughout the week.

JOYFUL

definition (adj.) feeling happy

example sentence She smiled when she read the joyful news.

synonyms happy, glad, cheerful

antonyms blue, miserable, down

PROUD

definition (adj.) feeling very pleased about something someone has done

example sentence His teacher was proud of him for getting all of his homework turned in.

synonyms satisfied, artist, pleased, content

antonyms ashamed

multiple meanings (adj.) having an attitude that you are better than someone

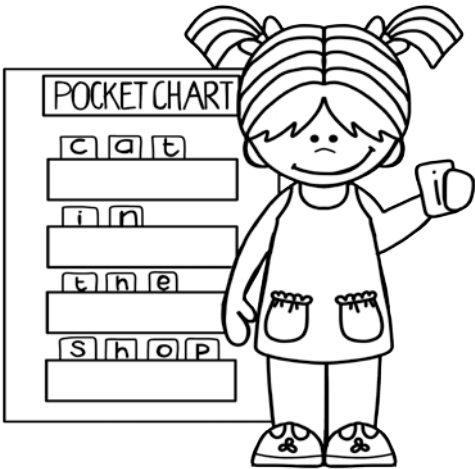
FRIENDLY

definition (adj.) welcoming and kind to others

example sentence I am always friendly to the kids in my classroom.

synonyms pleasant, kind, warm

antonyms hostile, cold, unfriendly

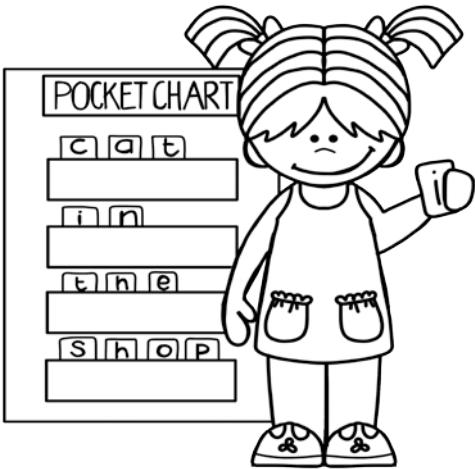


joyful

proud

friendly

Today is a _____ day!
Mrs. Yee's class is getting a
new student named Min. "Be
kind and _____ to
her," said Mrs. Yee. The class
helped Min all day long. Mrs.
Yee was so _____!



joyful

proud

friendly

Today is a joyful day!
Mrs. Yee's class is getting a
new student named Min. "Be
kind and friendly to
her," said Mrs. Yee. The class
helped Min all day long. Mrs.
Yee was so proud!

Kindergarten
SET I: WEEK 5

LESSON I:
Optional Teacher Discussion Questions
for Introduction Story

Directions: If you wish, use the following suggested questions and prompts to guide your students through a discussion about this week's introduction story. These questions and prompts will help them better comprehend the story and allow them to think about and apply this week's focus words to their everyday lives. Suggested teacher language and dialogue is italicized.

Mrs. Yee's class is getting a new student. What kind of a day do you think that it is for her class? Will it be a happy day or a sad day? (Allow students to share their thoughts.) Which of our new words this week means the same as happy? (Answer: joyful) Yes, if you get a new friend in your class, it's a joyful day!

Min will probably feel nervous and scared on her first day of school. How do you think we should behave when we see Min on her first day? How should they treat her? Possible answers: They should be kind to her. They should be nice to her. Yes, they should be friendly!

What kind (or type) of things should the class do to be friendly to Min? What do you do to show you are friendly? (Answers will vary. Possible answers include suggestions such as smiling to her, waving, sharing with her, inviting her to sit by them at lunch, showing her around, welcoming her, talking to her, teaching her about the class, etc.)

How do you think Mrs. Yee felt when she saw all of her students being kind and friendly to Min? (Discuss with students that Mrs. Yee was proud of her class because they were such helpful, nice friends to their new classmate.)

Cut out the following focus word cards to use with your pocket chart story for the week.

joyful

1.5

PREVIEW

proud

1.5

friendly

1.5

Kindergarten

SET I: WEEK 5

ANCHOR CHART PICTURE CARD

Optional: You may wish to cut out and display the following picture card that matches this week's theme for your vocabulary anchor chart, if you choose to make one. Simply print in color or black and white, and cut out the card you need.



Kindergarten
SET I: WEEK 5

LESSON 2:
Optional Teacher Discussion
Questions for Week 5
Read-Aloud Booklet

Kindness Counts



Written by Miss DeCarbo

Set I: Week 5

Directions: If you wish, use the following suggested questions and prompts to guide your students through a discussion about this week's read-aloud booklet. These questions and prompts will help students apply this week's words to their everyday lives and think through how the words are used in different scenarios and situations. Suggested teacher language and dialogue is italicized.

The book says, "When friends are kind to us, our hearts are warm, and we feel joyful." What other things make you joyful? (Answers will vary.)

Let's talk about the difference between a friendly person and an unfriendly person. What are some things a friendly person does? (Answers will vary.) What are some things an unfriendly person does? (Answers will vary.)

Is it better to be friendly or unfriendly to others? Why? (Answers will vary.) Let's play a word game. If I list something that is a friendly behavior, raise your hand. If I list something that is unfriendly, don't do anything. (List the following: saying hello to someone, smiling at someone, pushing someone down, helping someone clean up, ignoring someone, inviting someone to play at recess) Feel free to create your own, too!

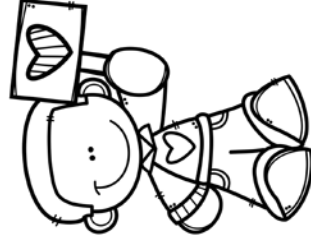
Think about something you are proud of yourself for. Turn and tell a friend something you do at school or at home that you are proud of. (Answers will vary.)

I am friendly.

I feel joyful.

PREVIEW

My Weekly Word Book



I am proud of what I can do!

By _____

Kindergarten

SET I: WEEK 5

SYNONYM & ANTONYM CARDS

joyful

Cut out the synonym and antonym word cards to use with your pocket chart story.

happy

1.5

gloated

PREVIEW

1.5

miserable

1.5

blue

1.5

Kindergarten

SET I: WEEK 5

SYNONYM & ANTONYM CARDS

proud

Cut out the synonym and antonym word cards to use with your pocket chart story.

satisfied

1.5

pleased

1.5

ashamed

1.5

PREVIEW

Kindergarten

SET I: WEEK 5

SYNONYM & ANTONYM CARDS

friendly

Cut out the synonym and antonym word cards to use with your pocket chart story.

pleasant

1.5

kind

PREVIEW

1.5

hostile

1.5

cold

1.5

Name: _____

I CAN DRAW A STORY

Directions: Tell a story by drawing a picture about a time when you were proud of yourself. How did you feel? Be ready to share your story! If you can, label your picture with some of this week's words.

PREVIEW

joyful

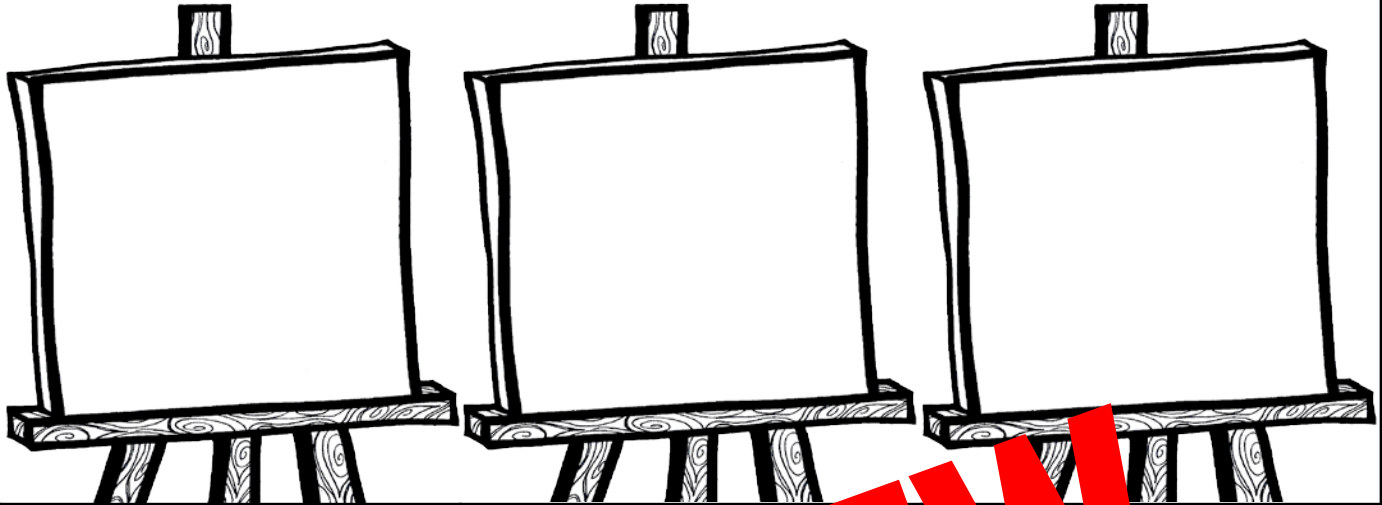
friendly

proud

Name: _____

WEEKLY WORD SKETCH

Directions: Draw a picture to show what each word means to you.



joyful

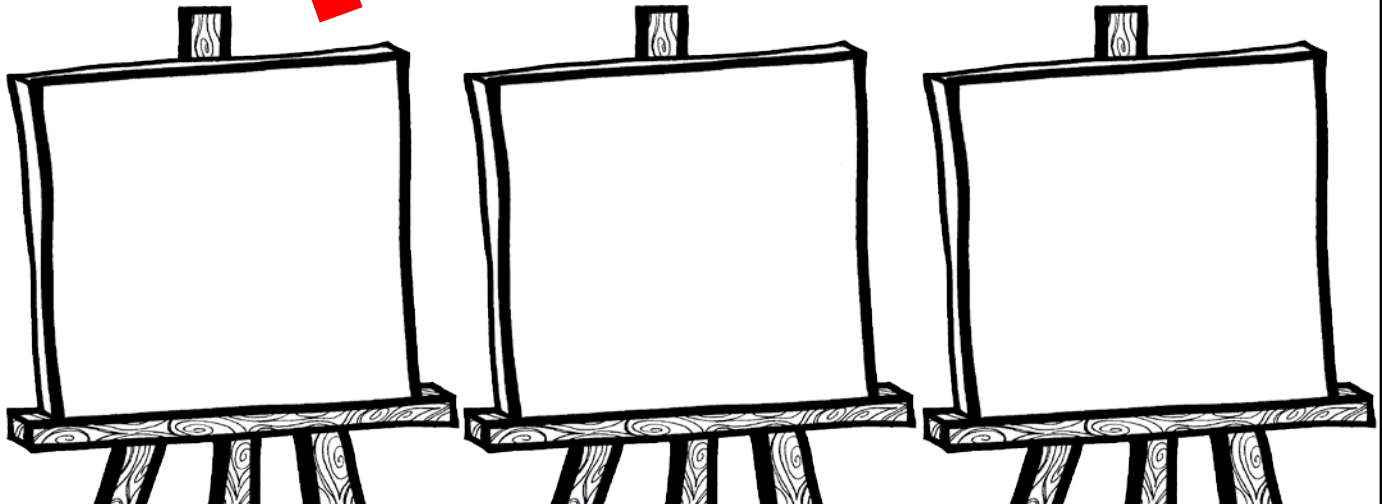
proud

friendly

Name: _____

WEEKLY WORD SKETCH

Directions: Draw a picture to show what each word means to you.



joyful

proud

friendly

PICTURE CARDS FOR WORD CHAT

WORD PLAY ACTIVITY

Optional/Supplemental Activity: The following picture cards can be used with the class as an optional, additional, or supplemental word play activity throughout the week. Cut out the cards, and display them on an anchor chart or in your pocket chart. These picture cards can be used with your word cards. Students will engage in a discussion as a whole class, partners, or in small groups about which of this week's words can be used to label each picture. An answer sheet is intentionally not included because we want students to form their own conclusions, opinions, and justifications about which picture best matches the meaning of each word. In many cases, there is no "right" or "wrong" answer, as long as the students can justify their reasoning through their oral explanations. You can also have students assign the synonym and antonym cards to each picture as an extension activity and/or vocabulary challenge. If you would like, you can laminate the picture cards, and have students circle which word they assign to each picture with a dry erase marker. This would also make a great small group activity or center!

PREVIEW

WHAT WORD AM I?

joyful proud friendly

WEEK 5





WHAT WORD AM I?

joyful proud friendly

WEEK 5

PREVIEW



WHAT WORD AM I?

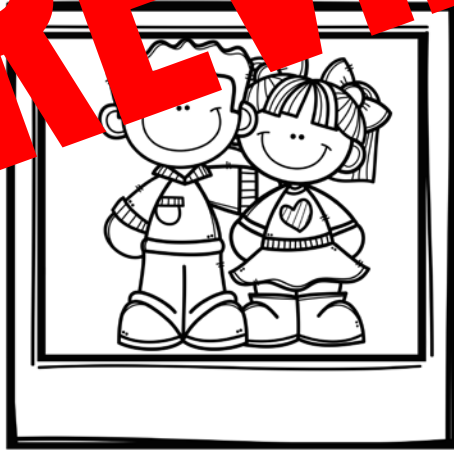
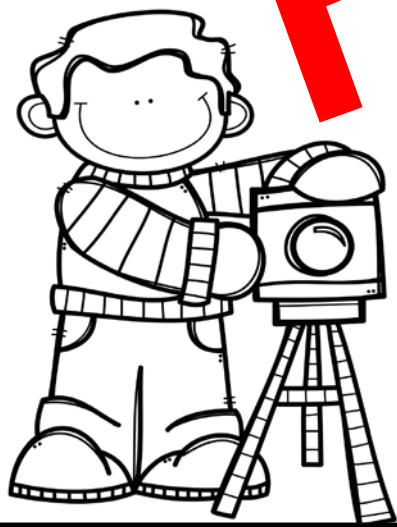
joyful proud friendly

WEEK 5

Name: _____

LABEL THE PHOTOGRAPH

Directions: Cut out the words at the bottom of the page. Glue each word beside the picture that you think best shows the meaning of the word. Be ready to share why you made each choice!



PREVIEW

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joyful

proud

friendly

VOCABULARY CARDS WEEKS 1 & 2

cooperate

to work together

kind

being helpful or friendly

PREVIEW

pal

a close friend

worried

feeling troubled

glum

sad

brave

ready to face danger

RATIONALE AND RESEARCH

Why was this resource created?

As primary teachers, we know the importance of vocabulary instruction for our beginning readers. It is no surprise that research tells us there is a direct correlation between vocabulary instruction and our students' reading comprehension skills (Anderson and Nagy, 1991). In fact, the following research studies show us how vital vocabulary instruction is within our classrooms:

- In a study by Cunningham and Stanovich (1997), the vocabulary skills of first-grade students predicted their reading achievement in their junior year of high school.
- A study by Hart & Risley in 1995 found that by the age of 3, many low SES children already displayed a large gap in vocabulary compared to peers of higher SES.
- Three years later, we learned that this gap in vocabulary was directly related to reading and comprehension success (Snow, 1998).

We want students to acquire new vocabulary words through the authentic books they read, the books we read to them, and through the rich and robust conversations they have with others. Using picture books that contain rich vocabulary was not a struggle for me as a primary teacher, but finding additional vocabulary activities, resources, and hands-on engagement for vocabulary was often difficult. The leveled books our students read at the small-group table are often not packed with the amount of Tier 2 vocabulary words we hope to expose students to on a weekly basis. As a primary teacher myself, I craved an effective, simple weekly routine that would immerse my students in important Tier 2 vocabulary instruction that they could relate to their everyday lives.

Even more important than a desire for a weekly routine is the need for vocabulary instruction to be embedded in context and not in isolation. Teaching vocabulary words in isolation is not best practice, is not highly supported in educational research, and is not brain-based instruction. When students learn words in isolation, they often fail to remember those words and definitions, and the words are meaningless to their lives. Within this resource, the vocabulary words are always first introduced within the context of a short, kid-friendly passage. Students will make word predictions with this passage and then put the week's new words into the text based on meaning and comprehension. In addition, each week also has an additional book that focuses on the week's words. This booklet is read aloud by the teacher, and the story is different from the initial introduction passage. As a result, the students are reading, seeing, hearing, and discussing the vocabulary words in multiple ways through various scenarios, situations, and examples. We also know that students will retain their understanding of new words when they can use the words and apply them to their real lives. We are proud to share that each week's materials and lessons provide students with ample opportunities to do just that!

RATIONALE AND RESEARCH

What kind of words does this vocabulary resource focus on?

Vocabulary words, for instructional purposes, can be divided up into three categories: Tier 1 words, Tier 2 words, and Tier 3 words.

Tier 1 words consist of commonly-known words. These are words that our students likely learn from their everyday experiences. Your students will most likely already know Tier 1 words. Examples of Tier 1 words consist of words such as *house*, *dog*, *lamp*, *phone*, and *apple*.

Tier 2 words are high-frequency words that often have multiple meanings and are seen across several content areas. These general academic words are often seen in descriptive language. Tier 2 words are the words students have the most difficulty with. They are also the words that are widely misinterpreted when reading text. Examples of Tier 2 words consist of words such as *predict*, *performed*, *timid*, and *content*.

Tier 3 words are low-frequency words and are very domain-specific. They are generally specific to a particular concept. These are words that students will most likely not use outside of their academic courses or careers and include words such as *photosynthesis*, *peninsula*, *economics*.

This resource focuses strictly on Tier 2 words. Building one's understanding of Tier 2 words is the fastest way to close vocabulary gaps in struggling students, because they are the words most widely used and misunderstood.

If I use this resource, is this the only vocabulary instruction and words my students will need to learn?

It is important to understand that going through the activities and lessons in this vocabulary resource will NOT result in your students knowing all of the vocabulary words they will need to know this school year. This resource is designed to be an important part of your overall vocabulary instruction and help you feel assured that you are explicitly teaching vocabulary and integrating it into your instruction on a daily and weekly basis. Just like you always have, you will continue to teach your students many more words every week through the books you read to them, the content you teach, the small-group lessons you instruct, and the conversations you have. This resource provides you with the tools you need to teach vocabulary, strategies, a routine, word play activities that can be used over and over again, and engaging discussions that will lead to additional vocabulary word exposure and rich conversations.

RATIONALE AND RESEARCH

Why are there only three weekly focus words? Is that enough?

Since our goal as teachers should be to expose our students to as many meaningful vocabulary words as we can, understanding synonyms and antonyms is an important part of vocabulary instruction. The resource is set up to contain three “focus words” each week, but those are not the only words they will learn and be exposed to! Throughout the week, you will share synonyms and antonyms for each of the week’s focus words with your students. You should use the synonyms interchangeably, and the students will engage with these synonyms and antonyms throughout the week within their word play and application activities. Therefore, your students will be constantly making connections and associations between words for each of the week’s focus words. For instance, if a student hears and is exposed to two synonyms and two antonyms for each focus word, we’ve now exposed the student to fifteen words for the week, rather than just three focus words!

I don’t know if I can fit “one more thing” into my daily schedule. How long will the daily lessons take? Is the routine flexible?

It can often feel like we are trying to “fit it all in” throughout our school day. The weekly routine and program is set up to be able to be as flexible or as rigid as you would like. There are 5 lessons per week, but you can certainly complete all of them each week, or you may pick and choose two or three that you like best. The flexibility is one of the greatest beauties of this resource! I’ve also set it up in a simple way that allows you to swap different activities in and out if you want to mix things up and do something “different” from week to week. So for example, instead of completing the writing application activity for Lesson 5 one week, you may choose to toss that and complete a different word play activity instead. Or, you may have a three day week at school, and choose to just do the first two lessons for that week. You’ll still be exposing your students to new vocabulary in a meaningful, content-rich way, even if you do not complete all five lessons throughout the week. It’s a win-win for both teachers and students alike!

The activities and lessons can generally be completed in about 20 minutes. However, once again, you can extend your discussions and activities or you can complete the lessons quickly in just 15 minutes a day, if you wish.

RATIONALE AND RESEARCH

Is this a “no-prep” or “just-print” vocabulary resource?

Even though everything has been created for you in an effort to make this intentional vocabulary time as easy and stress-free as possible, this is not a “just-print” or “no-prep” resource. Why? As a teacher and a curriculum author, I do not believe that such an important concept as vocabulary can possibly be given the credit it deserves in a “just-print” format. Each week, I suggest reading through the short introduction passage, read-aloud booklet, and teacher suggested discussion questions so that you can be prepared to discuss the concepts, scenarios, and comprehension material with your students. I also suggest previewing the weekly focus words and taking a look at the synonyms, antonyms, definitions, and example sentences. You may even want to come up with additional examples of your own to meet the individual background needs of your students. In addition to previewing the material, there will be vocabulary cards and some supplemental material to cut out and laminate (if you wish). Personally, I like to present the introduction stories for Lesson I in a pocket chart with pocket chart sentence strips. If this is something you wish to do it will require just a few minutes of prep time at the beginning of the week. The weekly anchor chart that you create with your students can be completed with them during Lesson I and will not take more than a few minutes.

I have other word lists my district requires me to teach. Can you add these words, or can I use the lessons with my own word lists?

The specific design of this resource was created for grades K-2. In each grade level, the word lists are entirely different so that students can complete the curriculum from kindergarten to second grade and not have any repeated words from week to week. I have chosen Tier 2 words that are important for your students to know and words they will commonly use, hear, see, and read throughout their entire lives. Due to the time it took to coordinate these weekly word lists across three grade levels, I will not be adding custom word lists or editable features to the resource at this time. However, if your district requires additional vocabulary words, the basic strategies, concepts, and activities can be used with your other words. For example, with a little creativity, you could certainly use most of the word play menu activities with other word lists from your classroom!

RESEARCH CITATIONS

The following is a list of articles, books, and journals that I used in my own research about vocabulary over the past several years. I'm including these citations for your convenience if you would like to read more about vocabulary instruction and what was read while writing this curriculum.

Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability 10 years later. *Developmental Psychology*, 33(6), 934-945.

Beck, I. L. (2013). *Bringing Words to Life, Second Edition: Robust Vocabulary Instruction*. Guilford Publications, Incorporated.

Hart, B., & Risley, T. R. (1995). *Meaningful differences: everyday parenting and intellectual development in young American children*. Baltimore, MD: Paul H. Brookes.

Kindle, K. J. (2008). *Teaching vocabulary In the K-2 classroom: easy strategies for infusing vocabulary learning into morning meetings, transitions, centers, and more*. New York: Scholastic.

Nagy, W. E., & Anderson, R. C. (1984). How Many Words Are There in Printed School English? *Reading Research Quarterly*, 19(3), 304.

Snow, C. E., Burns, M. S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

You can find vocabulary curriculum packs for grades 3 through 6 by clicking below:

The collage features several educational resources:

- Vocabulary Curriculum:** A notebook with a yellow cover and a cartoon girl illustration. The text on the cover includes "Vocabulary Curriculum", "just 5 minutes a day!", and "Mrs. [Name]".
- Rationale:** A binder with a colorful cover labeled "Rationale" and "Week One".
- Status of the Class:** A table with the following structure:

Words	Week One		Week Two		Week Three		Week Four	
	Before	After	Before	After	Before	After	Before	After
crash								
allow								
promise								
harmful								
instant								
widened								
rushed								
crouched								
- Week Four:** A calendar strip with the text "Week Four" and "Week Five".

The image consists of three separate photographs. The leftmost photo shows a paper airplane with a rainbow-colored body and a white paper wing, resting on a wooden surface. The middle photo shows a paper smiley face with a yellow body and a white paper wing, also resting on a wooden surface. The rightmost photo shows a paper heart with a yellow body and a white paper wing, resting on a wooden surface.

Would you rather wear frozen pants or a frozen shirt? Why

gigantic

WEEK 1

WEEK 2

WEEK 3

WEEK 4

WEEK 5

WEEK 6

WEEK 7

WEEK 8

WEEK 1

In Just 15 Min. a day!

[illegible]

DAILY WORK! WEEKLY LESSONS

[illegible]

MISS DECARBO

a dash of creativity, a pinch of fun, and a whole lot of learning!



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THANK YOU



for choosing a Miss DeCarbo educational resource.



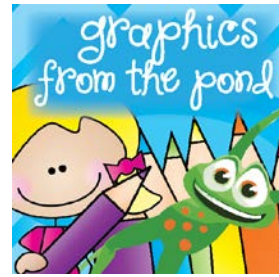
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