

VOCABULARY CURRICULUM

kindergarten set 2

LESSON PLANS

WEEKLY ROUTINE

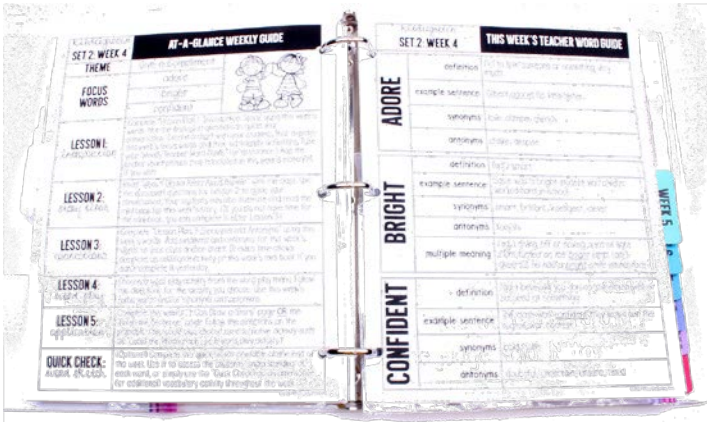
DIGITAL BOOKS

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

All About Tigers



Written by Miss DeCarbo

Set 2: Week 7

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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.



Miss Tiff's kindergarteners are learning about tigers. They are writing a report about them.

1

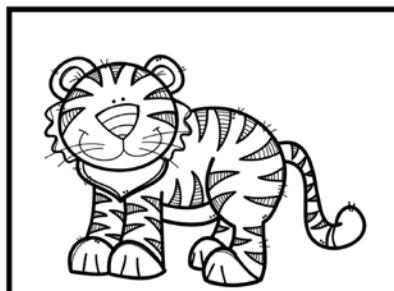


"What do you want to know about tigers?" Miss Tiff asks. "I wonder where they live?" asks Ned.

2

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PRINTABLE VERSIONS OF THE READ-ALoud BOOKLETS ARE INCLUDED!



Miss Tiff's kindergarteners are learning about tigers. They are writing a report about them.

1



The pictures help them describe what tigers look like. Miss Tiff's class loves to learn about animals!

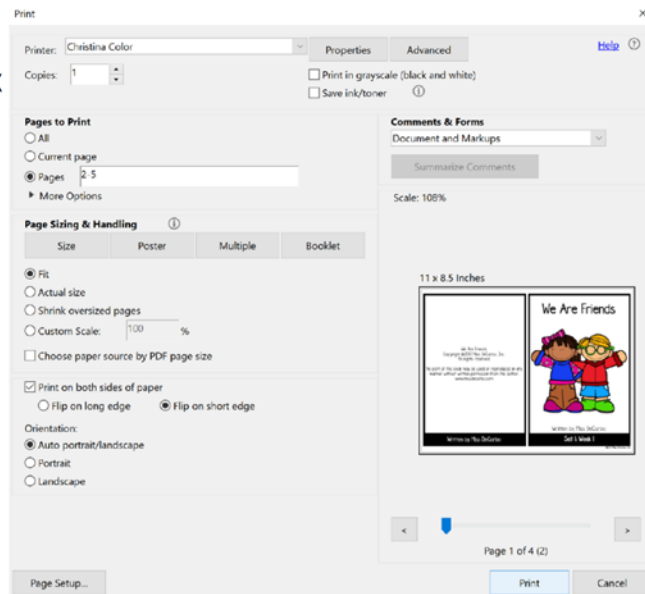
6



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 one of the following independent activities:</p> <ul style="list-style-type: none">• "I Can Draw a Story" journal entry• "Finish the Sentence" activity <p>The students will apply this week's words to their everyday lives. (The teacher could also choose an activity off of the alternative options list instead.)</p>

MASTER LESSON PLANS FOR YOUR WEEKLY ROUTINE

<div>Kindergarten</div> <div>INTRODUCTION</div> <div>Materials:<ul style="list-style-type: none">pocket chartsentence stripschart papermarkerword cardsintroduction story for Lesson 1</div>	<div>LESSON PLAN 1: INTRODUCTION STORY</div> <div>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 them 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 word cards. If you would prefer not to use a pocket chart or an anchor chart, place the introduction story printable under a document camera, or display it on a screen. If you're projecting the story on a screen, cover up the focus words with a sticky note.</div>	<div>Kindergarten</div> <div>STORY TIME</div> <div>Materials:<ul style="list-style-type: none">digital booklet for this week OR a printable copy (color or black and white)student copies of this week's mini book (optional)crayons</div>	<div>LESSON PLAN 2: WHOLE-GROUP READ-ALoud AND PRINTABLE MINI BOOK</div> <div>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 you are on. The digital booklets are found in the zip folder of this resource. You can open the digital booklets on any computer that has Microsoft PowerPoint installed. When you open the file, the booklet will automatically open up and be ready for use. If you are using the printed booklet, both color and black and white printable booklets are available.</div>
<div>"I have a story that I want to share with you. I'm going to need your help to find some words to help me tell my story."</div> <div>Do NOT read the word cards yet. First, read the story. Whenever there is an empty space, ask the students, "Does anyone know what word goes here?" This exercise helps students draw from their own knowledge of words they already know. The exercise also exposes them to new words, and allows them to put these words into their own sentences as they can think of that make sense in routine with the remaining sentences in the story. Now, flip each word card over (or remove it) and ask the students to write the word in the space provided.</div>	<div>Kindergarten</div> <div>CONNECTIONS</div> <div>Materials:<ul style="list-style-type: none">weekly word chart that includes the week's focus words and kid-friendly definitionspocket chartsynonym and antonym word cards for the weekmarkers</div>	<div>LESSON PLAN 3: SYNONYMS & ANTONYMS</div> <div>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.</div>	<div>word chart (anchor chart) that you made with the reference when needed. to share with you today! It is a different story that helps us learn even more about our new words in a very carefully and very closely because we are in the book and sharing our thoughts."</div> <div>review and discuss the vocabulary and what it may mean. (You may need to reteach what the vocabulary words mean.) After discussion questions page that will help you with the book. Use this scripted teacher script to discuss the words and put them into discussion questions do a nice job of asking the questions, and they help them work on comprehension strategies to within the book. Since it is</div>
<div>Kindergarten</div> <div>WORD PLAY</div> <div>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.</div>	<div>LESSON PLAN 4: WORD PLAY ACTIVITY</div> <div>Set Up: Every week for Lesson 4, you will choose an activity off of the word play menu on page 49. These also make excellent review activities. 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, differentiate, or provide extra practice.</div>	<div>Kindergarten</div> <div>APPLICATION</div> <div>Materials:<ul style="list-style-type: none">student copies of the week's "I Can Draw a Story" OR the "Finish the Sentence" printablepencils and crayonsanchor chart for this week's words</div>	<div>LESSON PLAN 5: DRAW A STORY OR FINISH THE SENTENCE</div> <div>Set Up: This lesson is completed independently by the students (with guidance from the teacher). You will want to ensure that your weekly word chart (anchor chart) is available for you and your students to refer to if needed. For today's activity, you will choose one of two writing application activities. Choose to have your students complete the "I Can Draw a Story" printable or the "Finish the Sentence" activity. Pass out a copy of the printable you choose for this week to each student. Follow the instructions below for the activity you choose for the week.</div>
<div>"Boys and girls, today is word play activity day! I'm so excited to have some fun with the words we've been learning this week."</div> <div>You will then choose a word play activity from the included word play menu. The word play activity options for Set 2 include the following activities:<ul style="list-style-type: none">Word WonderingWord ArtistWord Sing-AlongWord TheaterWord ChatWord Chant</div> <div>Each word play activity has its own designated instruction/lesson plan page. I have typed 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.</div> <div>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 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 activity. 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!</div>		<div>I CAN DRAW A STORY</div> <div>Read the story prompt to the students. Each week's story page will have a question for the students to ponder or a prompt that asks them to think about the words in relation to their own lives. The students are writing and sharing their ideas, stories, and connections through the illustrations they create. Students who can orally tell stories through their illustrations are developing essential beginning writing skills, oral language abilities, sequential and logical thinking skills, and an understanding of plots and events. This "I Can Draw a Story" activity 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. Optional: Have students share their stories with friends or the class. "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."</div>	<div>FINISH THE SENTENCE</div> <div>For this writing application activity, you will want to read the first sentence aloud to the students and provide time for them to complete their picture. This "Finish the Sentence" activity encourages students to apply the week's focus words to their own everyday lives. Each student's answer (or picture) will likely be different based on individual life experiences and the student's own understanding and ownership of the word. For each sentence, your students will draw their thinking in order to complete the sentence/thought. For example, in the sentence starter, "I am frightened when...", a child might draw a picture of a thunderstorm. The student is showing understanding of the word frightened by communicating that a thunderstorm is something that scares him or her! I highly encourage you to have your students read their sentences out loud in order to focus on oral language skills and practice speaking in complete sentences.</div>
		<div>DIFFERENTIATION OPTIONS</div> <div>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.</div>	<div>DIFFERENTIATION OPTIONS</div> <div>You certainly CAN have your students sound out and write the remainder of each sentence if they are ready for this. The activity is set up for illustrations in case students are not at this level of writing at this point in the school year. We want students to focus on the word's meanings and connections. (A differentiated writing template will be included in a future set.)</div>

LESSON 1: INTRODUCTION

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

bright

adore

confident

Nikko was _____ that he would

win the science fair! He was a _____

student. "I just _____ your volcano

Nikko. I can

judge said.

Nikko was **confident** that he would

the science fair! He was a **bright**

ent. "I just **adore** your volcano,

o. I can tell you worked hard on it," the

said. Nikko won!

Kindergarten
SET 2: WEEK 4

LESSON 1: INTRODUCTION STORY

adore
bright
confident

Nikko was _____ that he would win the science fair! He was a _____ student. "I just _____ your volcano, Nikko. I can tell you worked hard on it," the judge said. Nikko won!

Kindergarten
SET 2: WEEK 4

LESSON 1:
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.

Confident means to believe you can do something well or succeed at something. What was Nikko confident about in the story? (Answer: Nikko was confident that he would win the science fair!) I feel very confident when I teach kids. Teaching is something I know I can do very well. (You can replace this example with any example you choose.) What is something you feel very confident doing? (Answers will vary.)

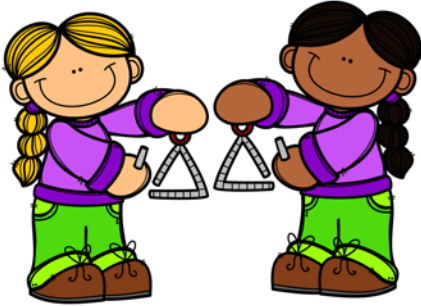
What word does the author use to describe the kind of student Nikko is? (Answer: bright) In this story, the word bright means smart! I am looking at all of you, and I see _____ (fill in with the number of students you have) very BRIGHT students! You are all so clever. Do you know anyone else in your family or in your life who is a bright, or smart, person? (Answers will vary.)

The word bright can also mean having or giving off a lot of light. A lamp can be bright because it gives off light. A lamp cannot be smart, right? (Your students will probably giggle at this!) Let's play a word game. If I list something that means bright, or means smart, I want you to point to your brain. If I list something that means bright, as in giving off a lot of light, I want you to point to the ceiling light. (List the following: a scientist, a flashlight, a campfire, a teacher, a student, the sun, a doctor)

In the story, what did the judge adore? (Answer: Nikko's volcano) Adore means to love. The judge loved Nikko's volcano project! What is something you adore? (Answers will vary.)

LESSON 2: STORY TIME

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



Tanisha is helping
Roxy learn how to
play the triangle.
Tanisha is so kind!



"I feel much more
confident now!
I can do this!"
says.

3

Kindergarten
SET 2: WEEK 4

LESSON 2:
Optional Teacher Discussion
Questions for Week 4
Read-Aloud Booklet

The Music Concert

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.

On page 2, does the word bright mean smart and clever, or does the word bright mean giving off a lot of light? How do you know? (Answer: The word bright on this page means smart. Vinny wrote his own song, which is a clever thing to do! There is nothing on the page that gives off light such as a lamp, light, or the sun.)

What was Roxy learning how to do on page 3? (Answer: She was learning how to play the triangle.) How did Roxy feel about playing the triangle after Tanisha helped her? (Answer: She felt confident about playing the triangle.) The opposite of being confident is to be doubtful. We are doubtful when we are worried that we cannot do something very well. I used to doubt that I could run in a long race. Then I practiced really hard and got better at it. Now I am a confident runner! Have you ever been doubtful about something, but worked really hard to feel confident or not? (Answers will vary.)

What does Mr. Bell adore in the book? (Answer: He adores music and his students.) Yes! Adore means to love someone or something. Mr. Bell loves music and teaching his students.

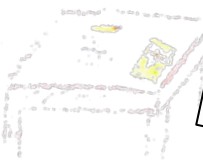
Let's play a word game. If I list something you adore, you say, "I love that!" If I list something you do not adore, don't say anything. (List the following: toys, recess, spiders, broccoli, chocolate, eating fish, games, your family, being sick with the flu, breaking your pencil, and your friends.)



I feel annoyed when my friends
do not share.



I keep my table nice and tidy.



Printable books
are included, too!

We gather at the carpet to
listen to a story.

LESSON 3: CONNECTIONS

Share, discuss, and sort synonyms and antonyms.

SYNONYMS

bright

clever

intelligent

ANTONYMS

foolish

adore

love

admire

despise

dislike

confident

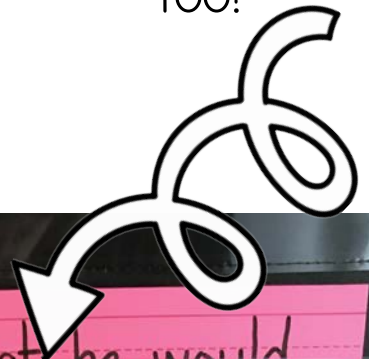
sure

bold

doubtful

timid

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

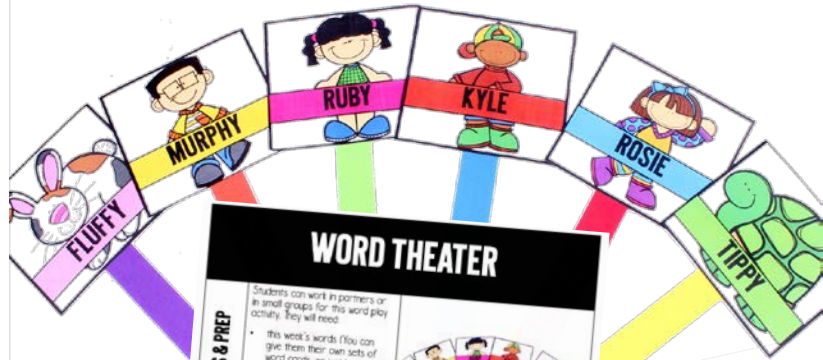


Nikko was **sure** that he would win the science fair! He was a **clever** student. "I just **love** your volcano, Nikko. I can tell you worked hard on it," the judge said. Nikko won!

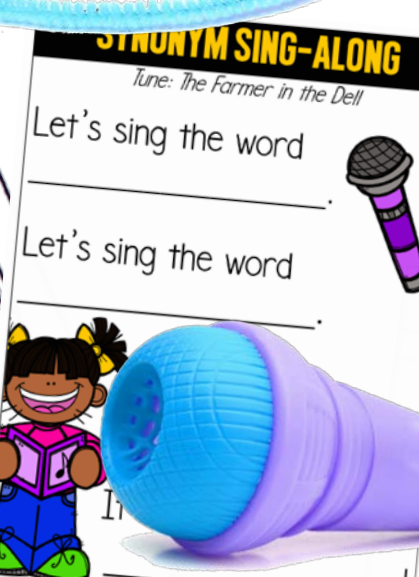
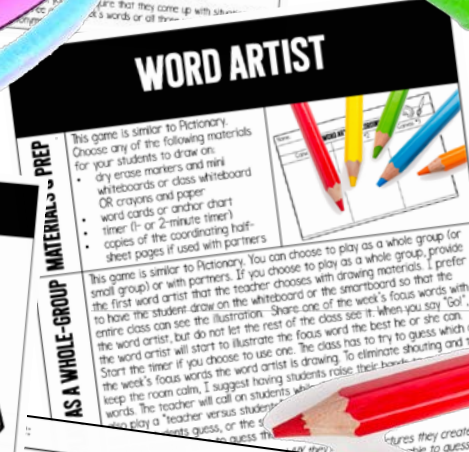
LESSON 4: WORD PLAY

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

Kindergarten SET 2 WORD PLAY MENU	
NAME OF ACTIVITY	PAGE
Word Wonderings (Critical Thinking and Oral Language Game) Students provide clues in order to get the "word wonderer" to guess the secret word.	50
Word Artist The word artist illustrates a word and tries to get the group, class, or partner to guess the word before the timer runs out.	52
Word Sing-Along Use the song to practice synonyms connected to the focus words.	54
Word Theater (Dramatic Play Word Play Activity) Use popsicle stick characters to act out a story using the words.	57
Word Chat (Oral Discussion Word Play Activity) Use the word picture cards for an oral language discussion activity.	62



adore



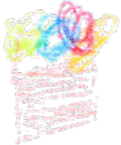
LESSON 5: APPLICATION

The students will apply the words to their lives by drawing stories or finishing the sentences.

Name: _____

I CAN DRAW A STORY

Directions: What do you do to tidy up your bedroom or classroom? Tell about what you do by drawing a picture. If you can, label your picture with some of this week's words.



gather

tidy



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

Lots of options and additional activities are included!

Students can also use illustrations to finish the sentence and apply the words in context.

Name: _____

FINISH THE SENTENCE

Directions: Listen carefully to your teacher as he or she reads each sentence. Finish each sentence by drawing a picture to share your thinking.

It annoys me when

I tidy up my room by

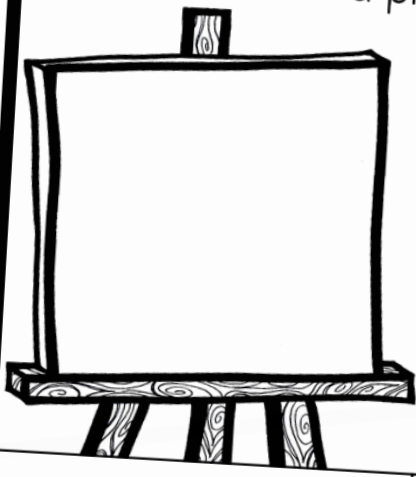


OPTIONAL WORD SKETCH ASSESSMENTS ARE INCLUDED

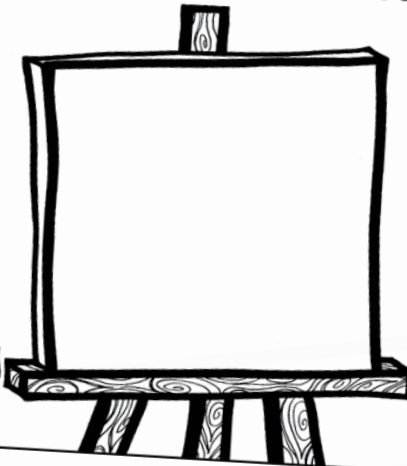
Name: _____

WEEKLY WORD SKETCH

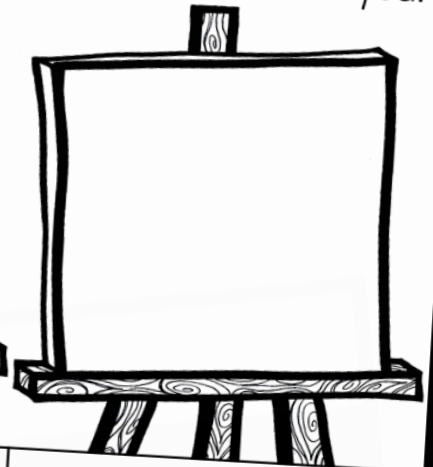
Directions: Draw a picture to show what each word means to you.



gentle

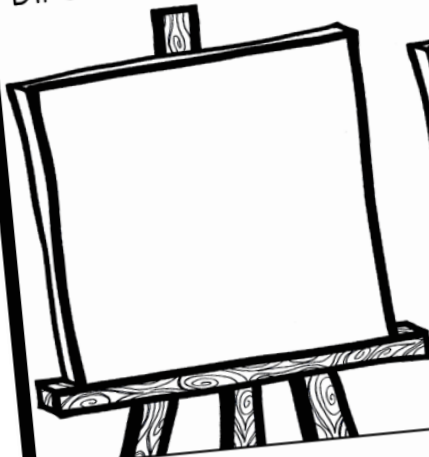


relax

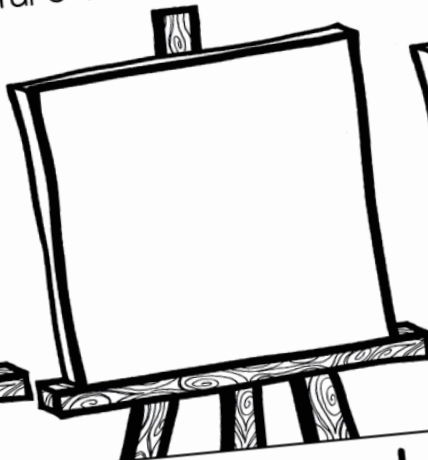


glad

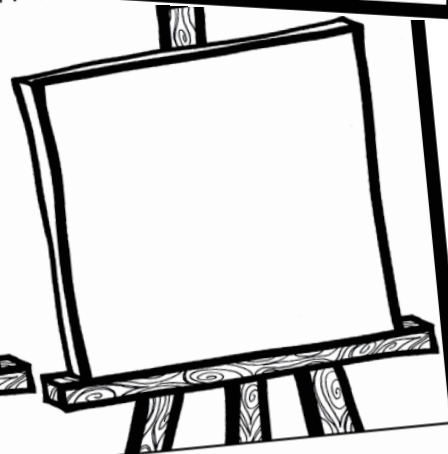
Directions: Draw a picture to show what each word means to you.



problem



frightened



young

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.
Finish the Sentence	If you do not use the "Finish the Sentence" activity on Day 5, this makes an excellent additional activity, review activity, or small-group follow-up.
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.

KINDERGARTEN WORD LIST: SET 2

WEEK 1	problem	WEEK 5	sprint
	young		fear
	frightened		deliver
WEEK 2	nibble	WEEK 6	gentle
	feast		relax
	fancy		glad
WEEK 3	annoy	WEEK 7	curious
	tidy		wonder
	gather		describe
WEEK 4	adore	WEEK 8	peace
	bright		surprised
	confident		frost

Kindergarten

SET 2: WEEK 4

AT-A-GLANCE WEEKLY GUIDE

THEME

Give a Compliment

FOCUS WORDS

adore

bright

confident



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.) Add the anchor chart picture that is included in this week's materials if you wish.

LESSON 2: *story time*

Read "Week 4 Digital and Print Booklet" and "Week 4 Story". Use the discussion questions to guide your conversation. You may want to have students illustrate the mini book for this week's story. (If you do not have time for the mini book, you can complete it with Lesson 3.)

LESSON 3: *connections*

Complete "Lesson Plan 3: Synonyms and Antonyms" using this week's words. Have students find synonyms and antonyms for this week's words and add them to your class anchor chart. If extra time allows, complete an additional activity or 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 OR the "Finish the Sentence" page. Follow the directions on the printable. (You could also choose an alternative activity such as "Label the Photograph" or a 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.

ADORE

definition

(v.) to love someone or something very much

example sentence

Gilbert adores his little sister.

synonyms

love, admire, cherish

antonyms

dislike, despise

BRIGHT

definition

(adj.) smart

example sentence

Susie was a bright student who always
brought home good scores.

synonyms

smart, intelligent, clever

antonyms

foolish

multiple meaning

(adj.) giving off or having a lot of light
Mom turned on the bright lamp. (adj.)
cheerful *He had a bright smile on his face.*

CONFIDENT

definition

(adj.) believing you can do something well or
succeed at something

example sentence

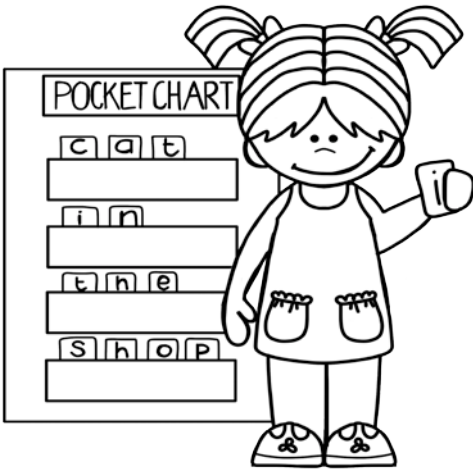
The class was confident they would win the
tug-of-war contest.

synonyms

bold, sure

antonyms

doubtful, uncertain, unsure, timid

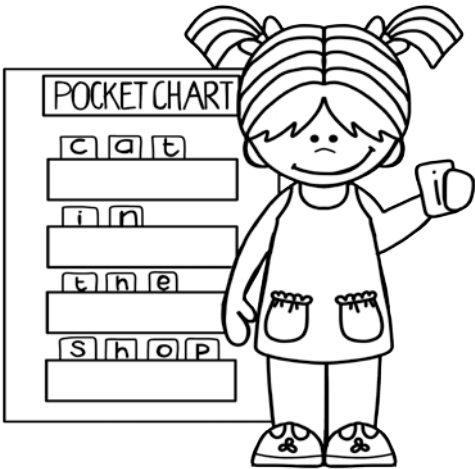


adore

bright

confident

Nikko was _____ that
he would win the science
fair. He was a _____
student. I just _____
your volcano, Nikko. I can
tell you worked hard on it,”
the judge said. Nikko won!



adore

bright

confident

Nikko was confident he
that would write the story for
family. He was a bright
student. I just adore
your volcano, Nikko. I can
tell you worked hard on it,”
the judge said. Nikko won!

Kindergarten
SET 2: WEEK 4

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.

Confident means to believe you can do something well or succeed at something. What was Nikko confident about in the story? (Answer: Nikko was confident that he would win the science fair!) I feel very confident when I teach kids. Teaching is something I know very well. (You can replace this example with any example you choose.) What is something you feel very confident about? (Answers will vary.)

What word does the judge use to describe the kind of student Nikko is? (Answer: smart) This story was very bright and smart! I am looking at all of you. I see ____ (fill in with the number of students you have) BRIGHT students! You are all so clever. Do you know anyone else in your family or your life who is a bright, or smart, person? (Answers will vary.)

The word bright can also mean having or giving off a lot of light. A lamp can be bright because it gives off light. A lamp cannot be smart, right?! (Your students will probably giggle at this!) Let's play a word game. If I list something that means bright, as in smart, I want you to point to your brain. If I list something that means bright, as in giving off a lot of light, I want you to point to the ceiling light. (List the following: a scientist, a flashlight, a campfire, a teacher, a student, the sun, a doctor)

In the story, what did the judge adore? (Answer: Nikko's volcano) Adore means to love. The judge loved Nikko's volcano project! What is something you adore? (Answers will vary.)

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

adore

2.4

PREVIEW

brisk

2.4

confident

2.4

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 2: WEEK 4

LESSON 2:
Optional Teacher Discussion
Questions for Week 4
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.

On page 2, does the word bright mean smart and clever, or does the word bright mean giving off a lot of light? How do you know? Answer: The word bright on this page means smart. Mr. Bell wrote something, which is a clever thing to do. It is not shining or giving off light such as a lamp or the sun.)

What was Roxanne doing when she did not feel confident? Answer: She was learning how to play the triangle. How did Roxanne feel about playing the triangle after Tanisha helped her? (Answer: She felt confident about playing the triangle.) The opposite of being confident is to be doubtful. We are doubtful when we are worried that we cannot do something very well. I used to doubt that I could run in a long race. Then I practiced really hard and got better at it. Now I am a confident runner! Have you ever been doubtful about something, but worked really hard to feel confident at it? (Answers will vary.)

What does Mr. Bell adore in the book? (Answer: He adores music and his students.) Yes! Adore means to love someone or something. Mr. Bell loves music and teaching his students.

Let's play a word game. If I list something you adore, you say, "I love that!" If I list something you do not adore, don't say anything. (List the following: toys, recess, spiders, broccoli, chocolate, eating fish, games, your family, being sick with the flu, breaking your pencil, and your friends.)

My teacher is kind and bright!

I adore my family.

PREVIEW

Set 2, Week 4

My Weekly Word Book



I am confident in myself.

By _____

Kindergarten

SET 2: WEEK 4

SYNONYM & ANTONYM CARDS

adore

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

love

2.4

admire

2.4

dislike

2.4

despise

2.4

Kindergarten

SET 2: WEEK 4

SYNONYM & ANTONYM CARDS

bright

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

smart

2.4

clever

2.4

intelligent

2.4

foolish

2.4

This word has three synonyms and one antonym this week.

Kindergarten

SET 2: WEEK 4

SYNONYM & ANTONYM CARDS

confident

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

bold

2.4

sure

PREVIEW

2.4

doubtful

2.4

timid

2.4

Name: _____

I CAN DRAW A STORY

Directions: Think about someone you adore who is very bright.
Draw a picture of this person and what makes him or her special.
If you can, label your picture with some of this week's words.

PREVIEW

adore

bright

confident

Name: _____

FINISH THE SENTENCE

Directions: Listen carefully to your teacher as he or she reads each sentence. Finish each sentence by drawing a picture to share your thinking.



I adore my

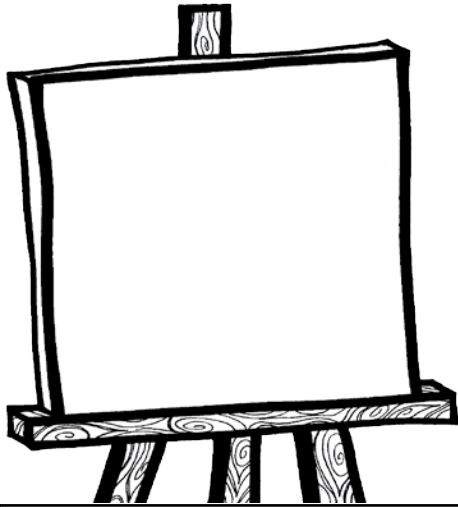
I am happy because I can

I am confident that I will

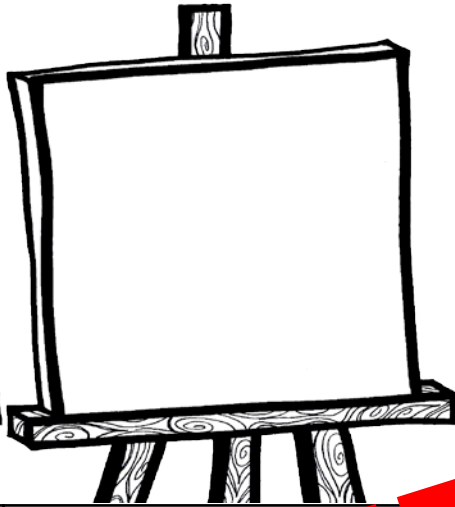
Name: _____

WEEKLY WORD SKETCH

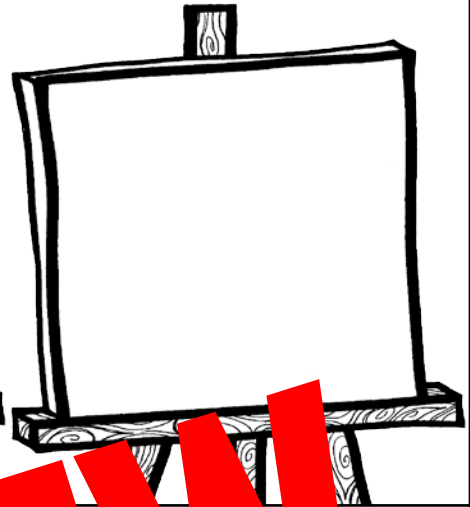
Directions: Draw a picture to show what each word means to you.



adore



bright

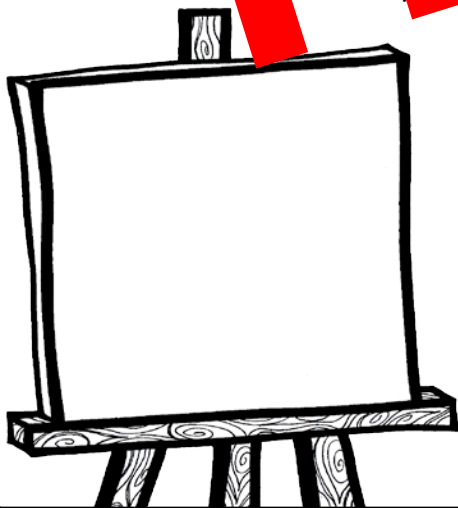


confident

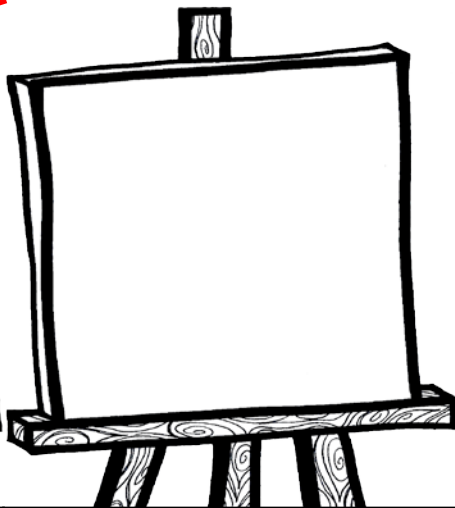
Name: _____

WEEKLY WORD SKETCH

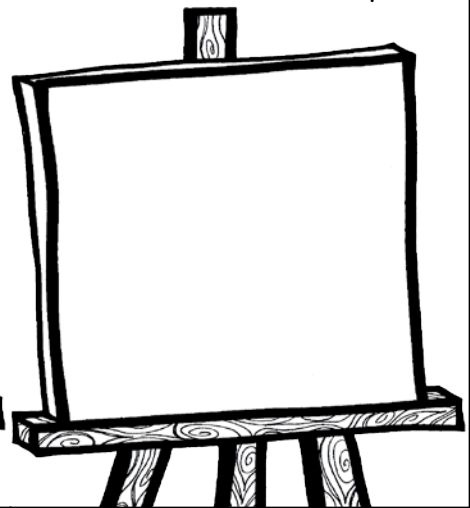
Directions: Draw a picture to show what each word means to you.



adore



bright



confident

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 can use with each picture with dry erase markers. This would also make a great small group activity or center!

PREVIEW

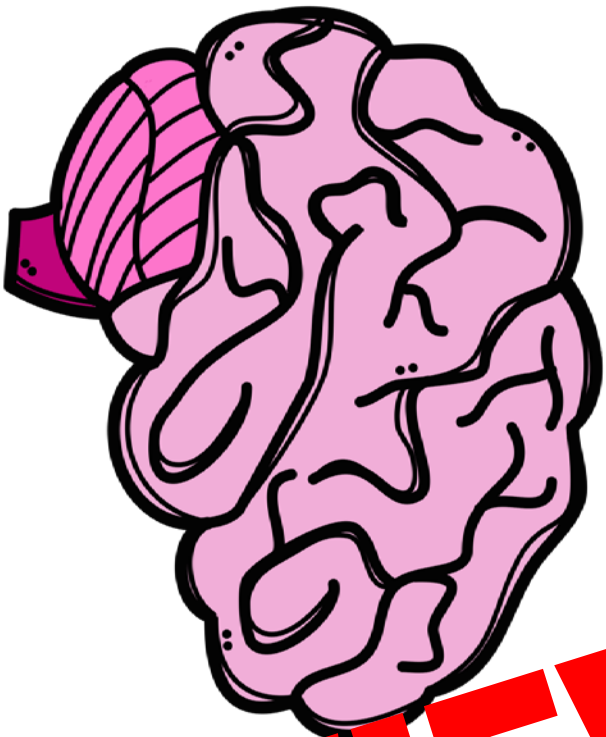
adore

bright

confident

WHAT WORD AM I?





WHAT WORD AM I?

adore bright confident

2.4



WHAT WORD AM I?

adore bright confident

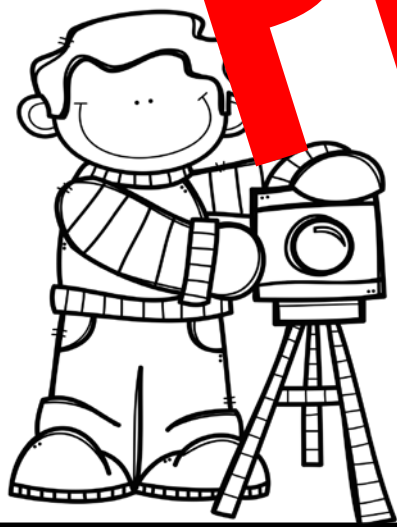
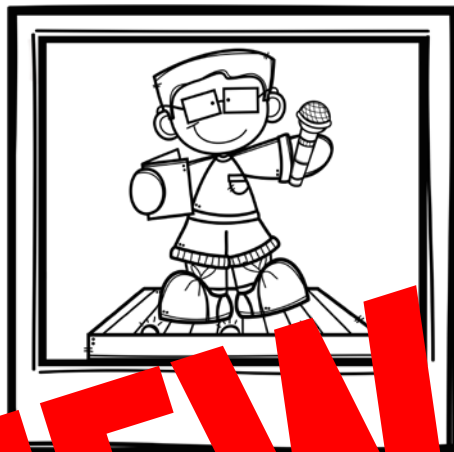
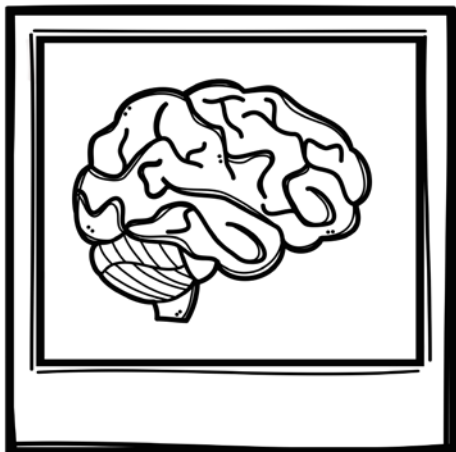
2.4

PREVIEW

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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adore

bright

confident

VOCABULARY CARDS WEEKS 1 & 2

problem

something that is difficult
to deal with or solve

young

an animal that was just
born or hatched

frightened

to become very afraid

nibble

to chew with small bites

feast

a special meal with large
amounts of food and drink

fancy

not plain or ordinary

PREVIEW

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.

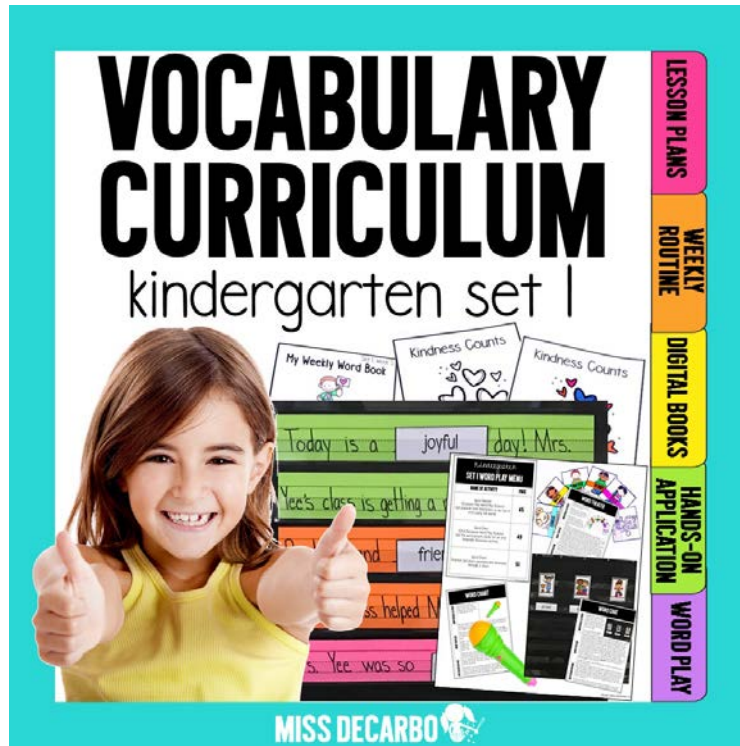
Hart, B., & Risley, T. R. (1995). *Meaningful differences: everyday parenting and intellectual development in young American children*. Baltimore, MD: Paul H. Brookes.

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.

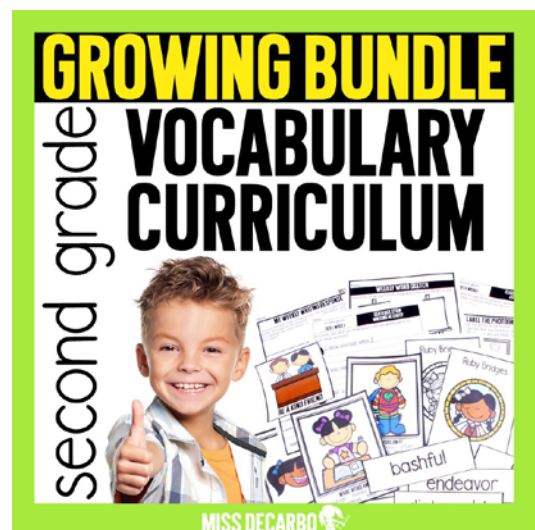
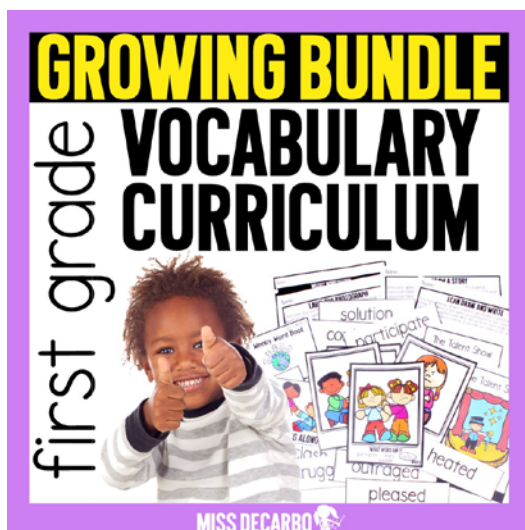
Nagy, W. E., & Anderson, R. C. (1984). How Many Words Are There in Printed School English? *Reading Research Quarterly*, 19(3), 304.

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

**LOOKING FOR SET I?
CLICK BELOW TO CHECK IT OUT!**



**FIRST GRADE AND SECOND
GRADE ARE AVAILABLE, TOO!**



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 1: The Last Straw		Week 2: The Last Straw		Week 3: The Last Straw		Week 4: The Last Straw	
	Before	After	Before	After	Before	After	Before	After
crash								
allow								
promise								
hateful								
instant								
widened								
rushed								
crouched								
- Week Four:** A calendar strip with the text "Week Four" and "Week Five".

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

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.



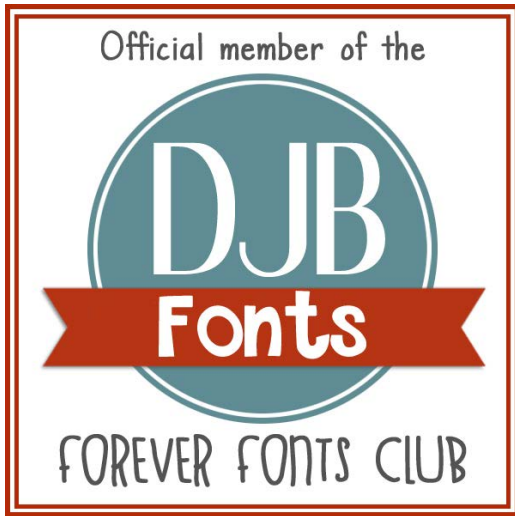
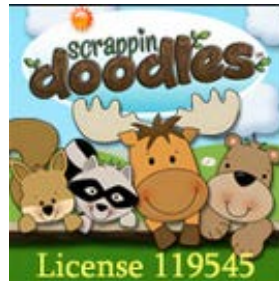
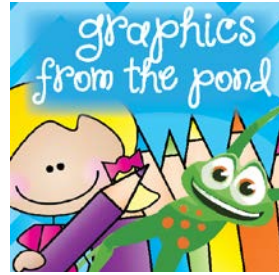
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