

VOCABULARY CURRICULUM

kindergarten set 3

LESSON PLANS

WEEKLY ROUTINE

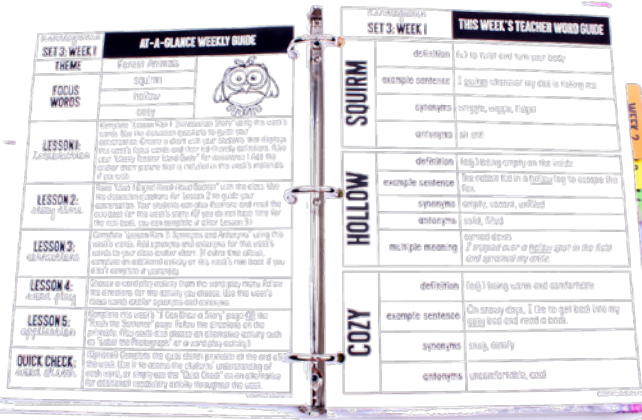
DIGITAL BOOKS

HANDS-ON APPLICATION

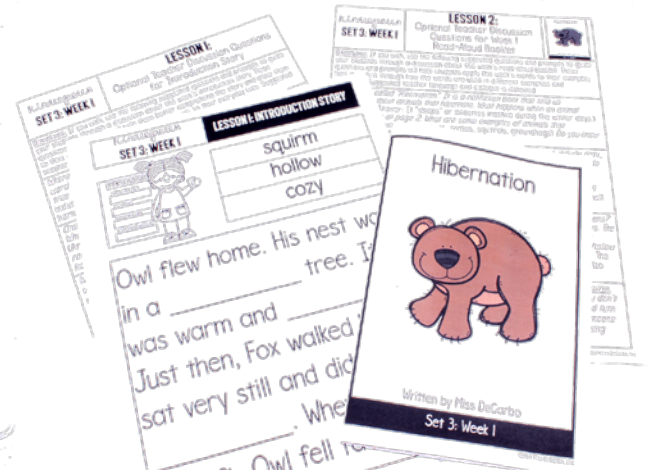
WORD PLAY



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

Hibernation



Written by Miss DeCarbo

Set 3: Week 1

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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.



When an animal hibernates, it “sleeps” or becomes inactive during the winter days.

1



Bears, squirrels, snakes, bats, and groundhogs are some examples of animals that hibernate.

2

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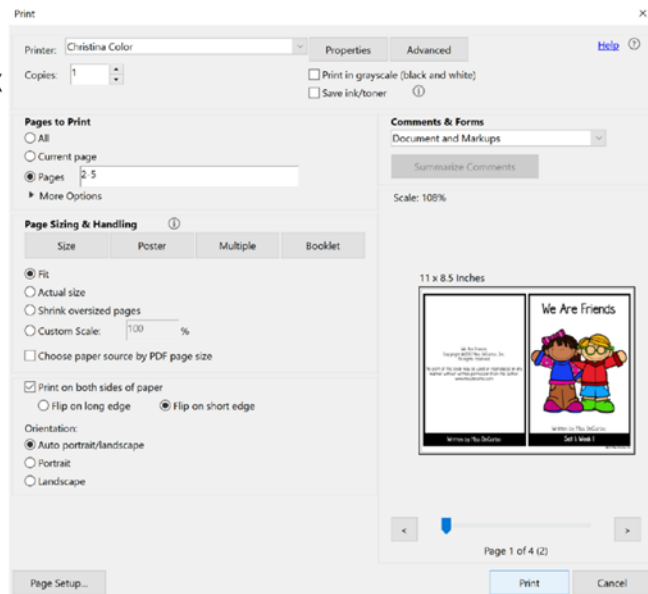
PRINTABLE VERSIONS OF THE READ-ALoud BOOKLETS ARE INCLUDED!



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 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>LESSON PLAN 1: INTRODUCTION STORY</div>	<div>Kindergarten</div> <div>STORY TIME</div>	<div>LESSON PLAN 2: WHOLE-GROUP READ-ALoud AND PRINTABLE MINI BOOK</div>
<div>Materials:</div> <div><ul style="list-style-type: none">pocket chartsentence stripschart papermarkerword cardsintroduction story for Lesson 1</div>	<div>Set Up:</div> <div>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>Materials:</div> <div><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>Set Up:</div> <div>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.</div> <div>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, or words they already know, but in a new context. It also allows them to put these words in a sentence, as they can think of that make sense in the routine with the remaining sentences in the story.</div> <div>Now, flip each word card over (or remove it) and ask the students to find a word that matches the definition. The teacher will engage in a discussion about the words that are different from the words in the story, the synonym and antonym list is provided.</div>	<div>Kindergarten</div> <div>CONNECTIONS</div>	<div>LESSON PLAN 3: SYNONYMS & ANTONYMS</div>	<div>word chart (anchor chart) that you made with the reference when needed.</div> <div>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 to reteach what the vocabulary you created for the week with your students.) After discussion questions page that will help about 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>LESSON PLAN 4: WORD PLAY ACTIVITY</div>	<div>Kindergarten</div> <div>APPLICATION</div>	<div>LESSON PLAN 5: DRAW A STORY OR FINISH THE SENTENCE</div>
<div>Materials:</div> <div>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>Set Up:</div> <div>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>Materials:</div> <div><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>Set Up:</div> <div>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:</div> <div><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.</div> <div>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.</div> <div>"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>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>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 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.

squirm

hollow

cozy

Owl flew home. His nest was in a

tree. It was warm and

Just then, Fox walked by.

Owl sat very still and

Whew! When Fox left

Kindergarten
SET 3: WEEK 1

LESSON 1: INTRODUCTION STORY

squirm
hollow
cozy

Owl flew home. His nest was in a _____ tree. It was warm and _____. Just then, Fox walked by. Owl sat very still and did not _____. Whew! When Fox left, Owl fell fast asleep.

Owl flew home. His nest was in a

hollow

tree. It was warm and

cozy

Just then, Fox walked by.

Owl sat very still and did not

squirm

Whew! When Fox left, Owl fell fast asleep.

Kindergarten
SET 3: WEEK 1

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.

Where was Owl's nest? (Answer: Owl's nest was in a hollow tree.) The word hollow means being empty on the inside. Why do you think a hollow tree would be a good place for Owl's nest? (Possible answers may include: It is safe. It is warm. It protects Owl from animals that might harm or want to eat him.)

One word that the author used to describe Owl's nest is the word warm. What is another word the author used in the text to describe Owl's nest? (Answer: cozy) Cozy means warm and comfortable. Look around our room. Do you have a cozy spot in your room where you like to sit? Do you have a cozy spot in your house or your bedroom?

Why did Owl sit very still in the story? (Answer: Fox walked by.) Think about what you already know about owls. Why would an owl be scared if a fox walked by? (Answer: Foxes eat owls.) How do you think Owl was feeling when he saw Fox walk by his nest? (Possible answers: scared, worried, anxious, frightened, nervous) How do you think Owl felt when Fox left? (Possible answers: relieved, glad, joyful, happy, relaxed)

Owl did not squirm as Fox walked by his nest. Squirm means to twist and turn your body. Some people squirm when they are nervous about something or when they are having a hard time sitting still. Other words that mean the same as squirm are wriggle and wiggle. Let's play a game to learn about the difference between squirm and the opposite of squirm, which is to sit still. When I play music (or sing a familiar song such as Twinkle, Twinkle) squirm and wiggle your body. When the music stops, do the opposite of squirm; sit still. Ready? Here we go! (Play this game for a minute to help students feel and understand what it means to squirm.)

LESSON 2: STORY TIME

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



Animals that hibernate like dark, quiet places to sleep. They like to curl up in warm, cozy places to stay safe in the winter.

3



Many animals like to hibernate in hollow trees or hollow logs.

4

Kinderergarten
SET 3: WEEK 1

LESSON 2:
Optional Teacher Discussion
Questions for Week 1
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.

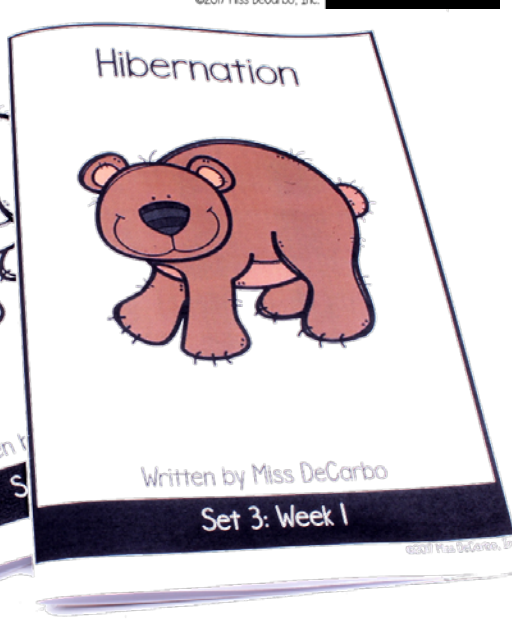
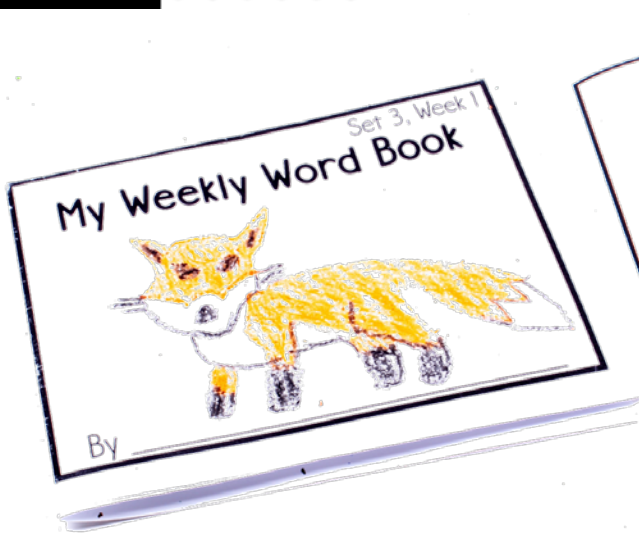
This book is called "Hibernation". It is a nonfiction book that tells us information about animals that hibernate. What happens when an animal hibernates? (Answer: It "sleeps" or becomes inactive during the winter days.) **Let's look back at page 2. What are some examples of animals that hibernate?** (Answers: bears, bats, snakes, squirrels, groundhogs) **Do you know any other animals that hibernate?**

In what kind of place does an animal like to hibernate? (Answers include dark, quiet, warm, and cozy.) **The word cozy means warm and comfortable. Why do you think an animal that hibernates would need a warm and cozy place to sleep?** (Possible answer: The animals hibernate in the winter so that it can stay warm and protected from the cold.) **Would you rather learn in a small and cozy classroom or in a really big but cold classroom? Why?** (Answers will vary.)

According to the text, what are two animals that hibernate in caves or dens? (Answer: bears and foxes.) **Other animals hibernate in hollow trees or logs. The word hollow means being empty on the inside. Think about an animal that needs to hibernate in the middle of winter for a long time. Why would a hollow log be a good place for a forest animal to hibernate?** (Possible answer: The log would block the wind and keep the animal warm and cozy. It would also protect the animal from other animals so that it is safe.)

When an animal is hibernating, it falls into a deep sleep. It does not squirm or move around a lot. This helps animals save their energy so that they don't need to eat as much in the winter. The word squirm means to twist and turn your body. Yesterday we practiced what it felt like to squirm. When someone tickles me, I squirm! Would seeing a spider make you squirm? Would being bored make you squirm? What else makes you squirm?


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Printable books are included, too!

LESSON 3: CONNECTIONS

Share, discuss, and sort synonyms and antonyms.

 **SYNONYMS**

 **ANTONYMS**

hollow

vacant

empty

filled

solid

cozy

snug

comfy

uncomfortable

cool

squirm

fidget

wriggle

sit still

wiggle

Owl flew home. His nest was in a

vacant

tree. It was warm and

snug

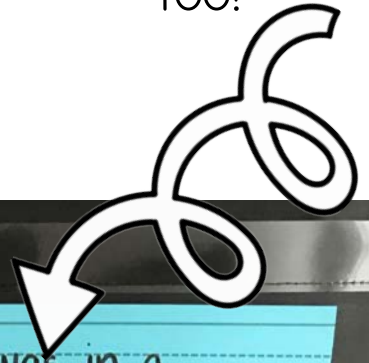
Just then, Fox walked by.

Owl sat very still and did not

fidget

Whew! When Fox left, Owl fell fast asleep.

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



LESSON 4: WORD PLAY

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

WORD DRAMA

RULES & PREP

- word cards for the current week
- (You can also use review words.)
- This is a hands-on activity. The only thing you will need is this week's focus word cards.
- One student will be the "word actor" or "word artist."

Kindergarten SET 3 WORD PLAY MENU

NAME OF ACTIVITY

PAGE

Word Drama
Play charades to act the focus words out. The group can guess the word OR provide a synonym or antonym for the word the player is acting out.

50

Word Crayons
The students will assign a color to each focus word that best describes the word's meaning. The student will color the word crayons and explain why he or she chose each color.

51

Word Emojis
The students will hold up one of three emoji expressions to show how they feel about the word.

52

Word Wonderings
In this oral language game, students provide clues in order to get the "word wonderer" to guess the secret word.

56

Word Artist
The word artist illustrates a word and tries to get the group to guess the word before the timer runs out.

58

Word Sing-Along
Use the song to practice synonyms connected to the focus words.

60

Word Theater
(Dramatic Play Word Activity)
Use popsicle stick characters to act out a story using the words.

63

Word Chat
(Oral Discussion)
Use the word cards for an oral language discussion.

67

Word Charades
Use the word cards for a charades game.

69

UPSET

GLUM

NOT SURE

FLUFFY

MURPHY

RUBY

KYLE

ROSIE

TIPPY

hollow

squirm

COZY

adore

WORD THEATER

MATERIALS & PREP

Students can work in partners or in small groups for this word play activity. They will need:

- this week's words (You can give them their own sets of word cards, or just have them use the class anchor chart to refer to.)
- blank squares for students to create their own popsicle stick characters or pre-made popsicle stick characters (from the puppets, and give them to craft sticks.)

TO PLAY

This activity is a dramatic play activity and encourages collaboration and imagination. The students will use their own sets of word cards, or just have them use the class anchor chart to refer to. They will act out stories that use the words. Students have fun, be silly, and act out the words. This word play activity could be used in your classroom.

WORD ARTIST

MATERIALS & PREP

This game is similar to Pictionary. Choose any of the following materials for your students to draw on:

- any erasable markers and mini whiteboards or class whiteboard
- OR crayons and paper
- word cards or anchor chart
- timer (1- or 2-minute timer)
- copies of the coordinating half-sheet pages if used with partners

TO PLAY

This game is similar to Pictionary. You can choose to play as a whole group (or small group) or with partners. If you choose to play as a whole group, provide the first word artist that the teacher chooses with drawing materials. I prefer to have the student draw on the whiteboard or the smartboard so that the entire class can see the illustration. Share one of the words with the word artist, but do not let the rest of the class see the illustration. The word artist will start to illustrate the word. If you choose to play with partners, the word artist will start to illustrate the word. If you choose to play with partners, the word artist will start to illustrate the word.

MY WORD ARTIST RECORDING SHEET

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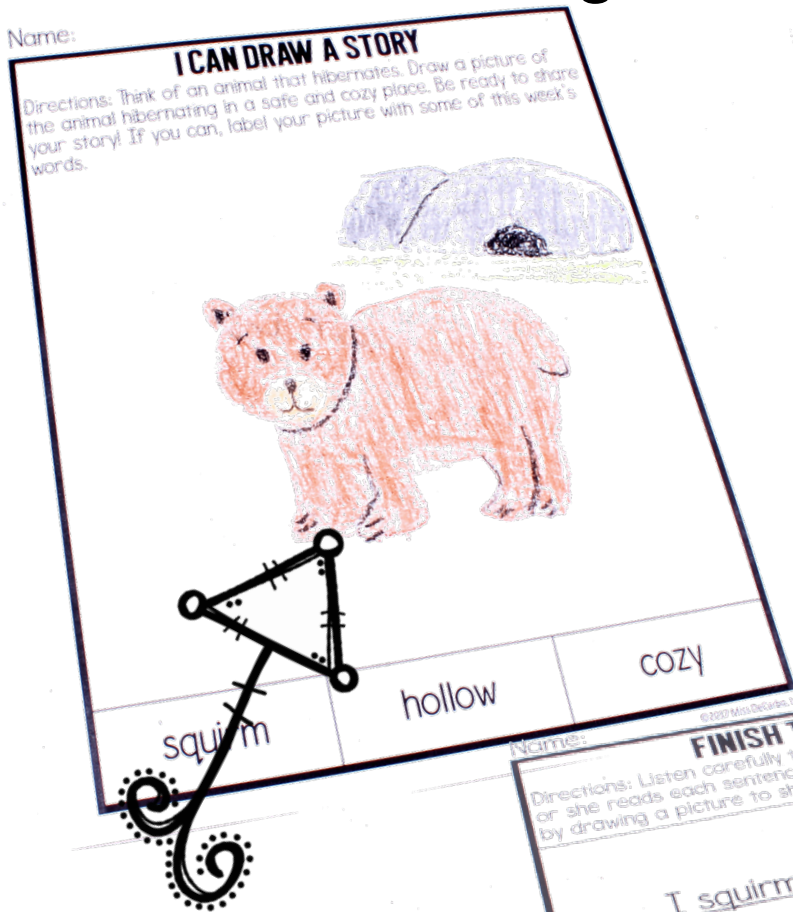
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LESSON 5: APPLICATION

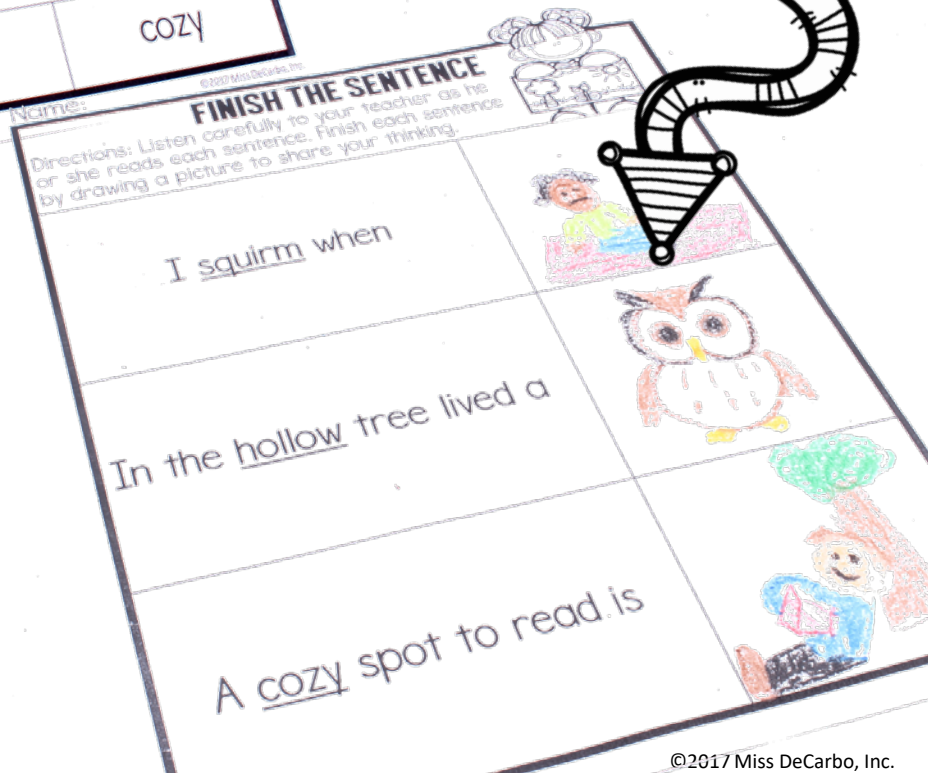
The students will apply the words to their lives by drawing stories or finishing the sentences.

Lots of options and additional activities are included!

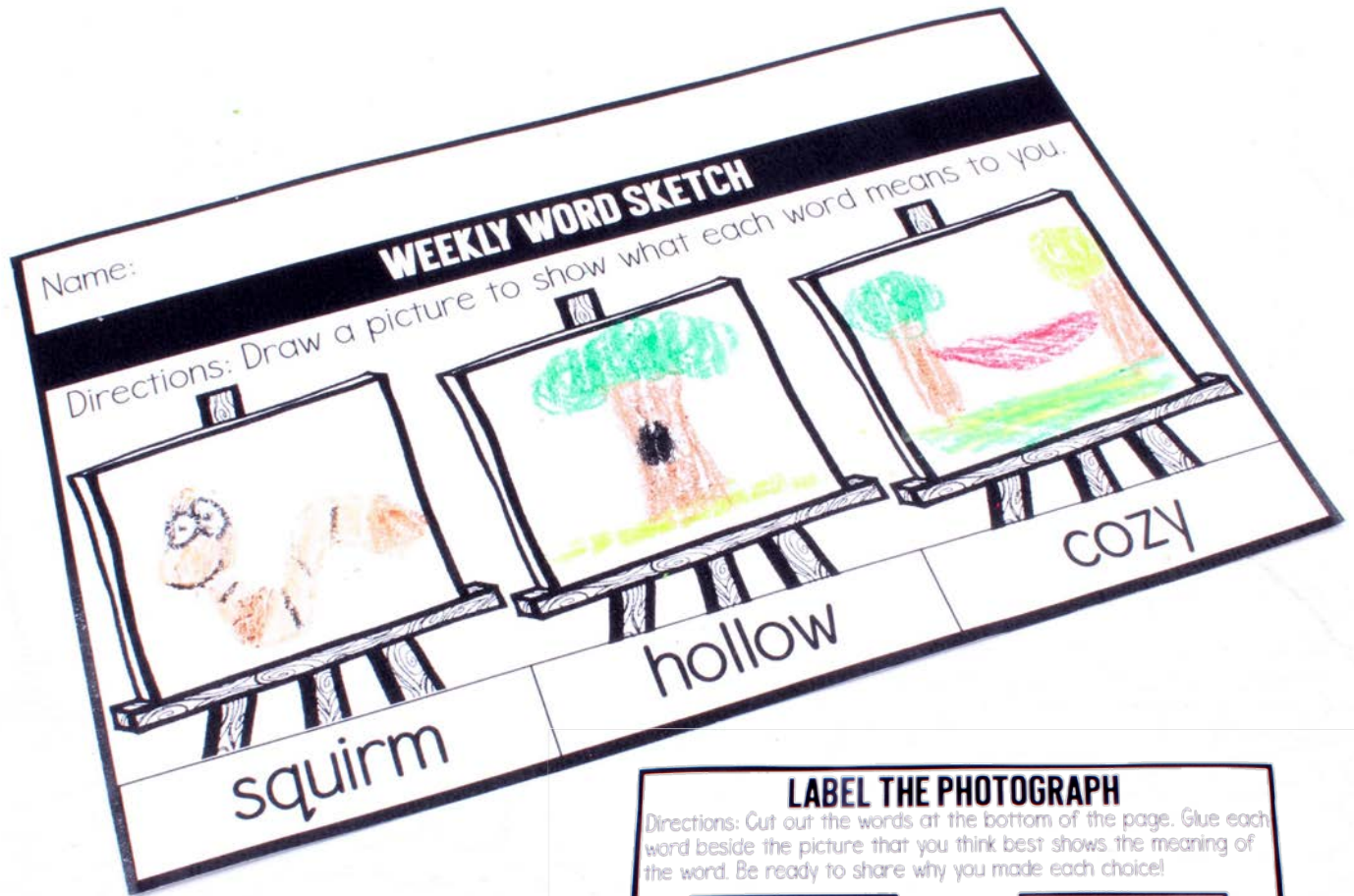
Students can also use illustrations to finish the sentence and apply the words in context.



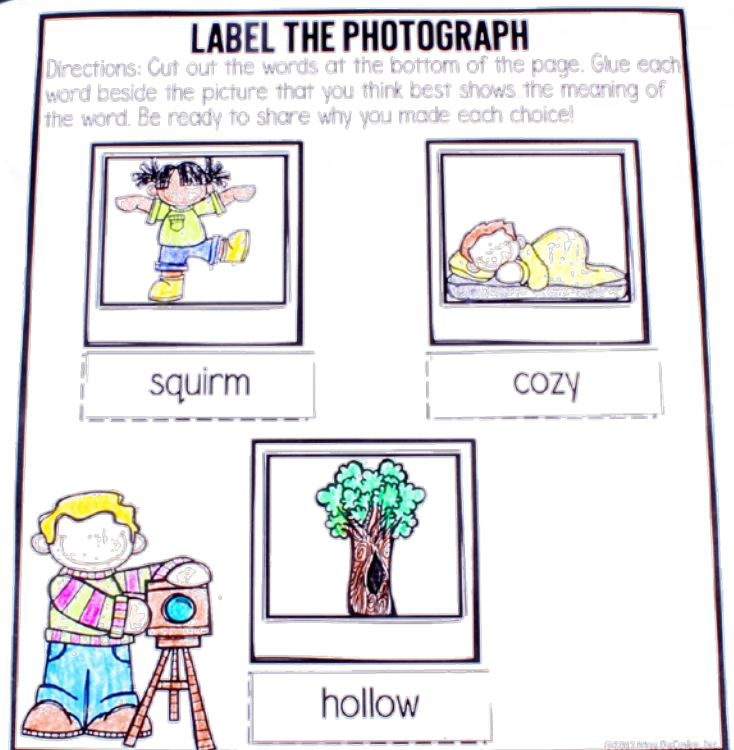
Students can cut, glue, and label their pictures with each week's focus words.



OPTIONAL WORD SKETCH ASSESSMENTS ARE INCLUDED



Teachers can use the Label the Photograph word play activity as an assessment, too!



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.

KINDER WORD LIST: SET 3

WEEK 1	squirm	WEEK 5	journey
	hollow		crowd
	cozy		bumpy
WEEK 2	ill	WEEK 6	toasty
	miserable		pair
	fizzy		fuzzy
WEEK 3	discuss	WEEK 7	perform
	review		audience
	repeat		creative
WEEK 4	fair	WEEK 8	brag
	amazing		stomp
	greedy		event

Kindergarten
SET 3: WEEK 1

AT-A-GLANCE WEEKLY GUIDE

THEME

Forest Animals

FOCUS WORDS

squirm

hollow

cozy



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 1 Digital Read-Aloud Booklet" with students. 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.

SQUIRM

definition (v.) to twist and turn your body

example sentence I squirm whenever my dad is tickling me.

synonyms wriggle, wiggle, fidget

antonyms sit still

HOLLOW

definition (adj.) being empty or without substance

example sentence The rabbit hole was hollow because the box was empty.

synonyms empty, vacant, void

antonyms solid, firm

multiple meanings I tripped over a hollow spot in the field and sprained my ankle.

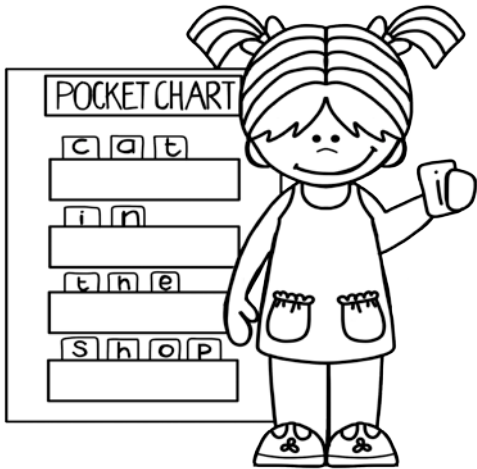
COZY

definition (adj.) being warm and comfortable

example sentence On snowy days, I like to get back into my cozy bed and read a book.

synonyms snug, comfy

antonyms uncomfortable, cool



squirm

hollow

cozy

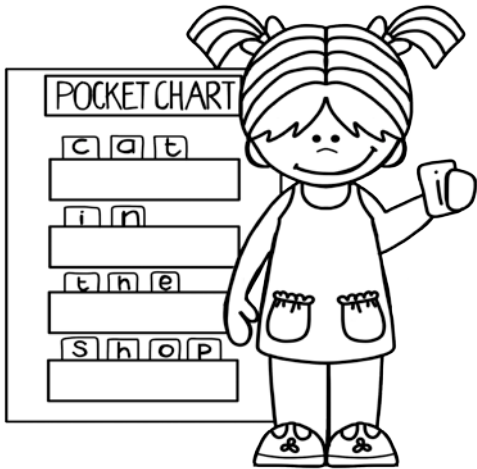
Owl flew home. His nest was
in a _____ tree.

was warm and _____.

Just then, Fox walked by. Owl
sat very still and did not

_____. Whew! When

Fox left, Owl fell fast asleep.



squirm

hollow

cozy

Owl flew home. His nest was
in a hollow tree.

was warm and cozy.

Just then, Fox walked by. Owl
sat very still and did not

squirm. Whew! When

Fox left, Owl fell fast asleep.

Kindergarten
SET 3: WEEK 1

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.

Where was Owl's nest? (Answer: Owl's nest was in a hollow tree.) The word hollow means being empty on the inside. Why do you think a hollow tree would be a good place for Owl's nest? (Possible answers may include: It is safe. It is warm. It protects Owl from animals that might harm or want to eat him.)

One word that the author used to describe Owl's nest was that it was warm. What is another word the author used to describe Owl's nest? (Answer: cozy) Cozy means warm and comfortable. Look at your bedroom. Do you have a cozy spot in your room where you like to sit? Do you have a cozy spot where you like to read?

Why did Owl squirm when the fox walked by? (Answer: Fox walked by.) Think about what you may know about why an owl would be scared if a fox walked by? (Answer: Foxes eat owls.) How do you think Owl was feeling when he saw Fox walk by his nest? (Possible answers: scared, worried, anxious, frightened, nervous) How do you think Owl felt when Fox left? (Possible answers: relieved, glad, joyful, happy, relaxed)

Owl did not squirm as Fox walked by his nest. Squirm means to twist and turn your body. Some people squirm when they are nervous about something or when they are having a hard time sitting still. Other words that mean the same as squirm are wriggle and wiggle. Let's play a game to learn about the difference between squirm and the opposite of squirm, which is to sit still. When I play music (or sing a familiar song such as Twinkle, Twinkle) squirm and wiggle your body. When the music stops, do the opposite of squirm; sit still. Ready? Here we go! (Play this game for a minute to help students feel and understand what it means to squirm.)

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

squirm

3.1

hollow

3.1

PREVIEW

cozy

3.1

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 3: WEEK 1

LESSON 2:
Optional Teacher Discussion
Questions for Week 1
Read-Aloud Booklet

Hibernation



Written by Miss DeCarbo
Set 3: Week 1

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.

This book is called "Hibernation". It is a nonfiction book that tells us information about animals that hibernate. What happens when an animal hibernates? (Answer: It "sleeps" or becomes inactive during the winter days.) Let's look back at page 2. What are some examples of animals that hibernate? (Answers: bears, bats, snakes, squirrels, groundhogs.) Do you know any other animals that hibernate?

In what kind of place does an animal like to hibernate? (Answer: In a dark, quiet, warm, and cozy.) The word cozy means warm and comfortable. Why do you think an animal hibernates with its head down and curled up to sleep? (Possible answer: The animal hibernates in a den, so that it can stay warm and protected from the cold.) Would you rather learn in a small and cozy classroom or a really big but cold classroom? Why? (Answers will vary.)

According to the text, what are two animals that hibernate in caves or dens? (Answer: bears and foxes) Other animals hibernate in hollow trees or logs. The word hollow means being empty on the inside. Think about an animal that needs to hibernate in the middle of winter for a long time. Why would a hollow log be a good place for a forest animal to hibernate? (Possible answer: The log would block the wind and keep the animal warm and cozy. It would also protect the animal from other animals so that it is safe.)

When an animal is hibernating, it falls into a deep sleep. It does not squirm, or move around a lot. This helps animals save their energy so that they don't need to eat as much in the winter. The word squirm means to twist and turn your body. Yesterday we practiced what it felt like to squirm. When someone tickles me, I squirm! Would seeing a spider make you squirm? Would being bored make you squirm? What else makes you squirm?

Look what is in this hollow tree!

Ew! These bugs make me squirm.

PREVIEW

Set 3, Week 1

My Weekly Word Book

I am warm and cozy in my bed.

By _____

Kindergarten

SET 3: WEEK 1

LESSON 3:

SYNONYM & ANTONYM CARDS

squirm

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

wriggle

3.1

wiggle

3.1

fidget

3.1

sit still

3.1

Please note: Three synonyms and one “near antonym” card is included for this word. Wriggle, wiggle, and fidget are provided as synonyms. The card that states “sit still” is provided as the antonym.

hollow

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

empty

3.1

vacant

PREVIEW

3.1

solid

3.1

filled

3.1

Kindergarten

SET 3: WEEK 1

**LESSON 3:
SYNONYM & ANTONYM CARDS**

cozy

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

snug

3.1

comfortable

PREVIEW

3.1

uncomfortable

3.1

cool

3.1

Name: _____

I CAN DRAW A STORY

Directions: Think of an animal that hibernates. Draw a picture of the animal hibernating in a safe and cozy place. Be ready to share your story! If you can, label your picture with some of this week's words.

PREVIEW

squirm

hollow

cozy

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 squirm when

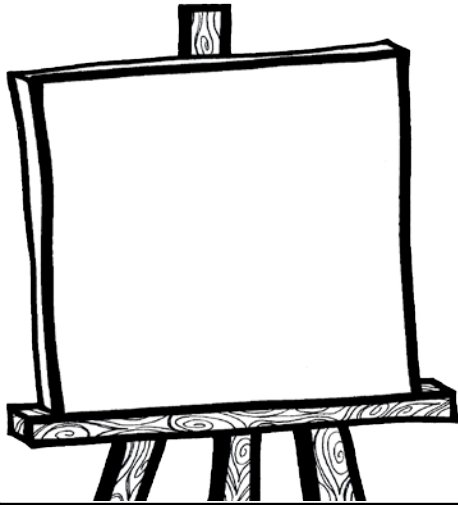
In the past we lived a

A cozy spot to read is

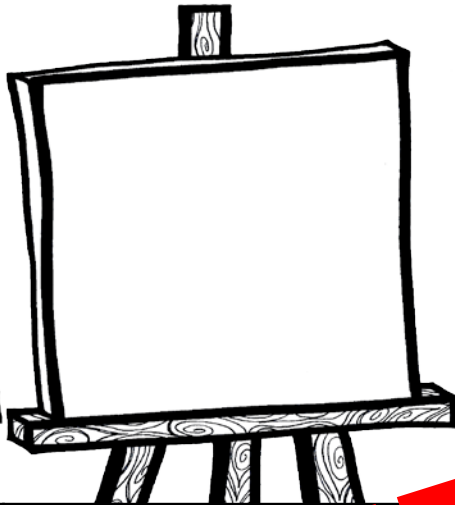
Name: _____

WEEKLY WORD SKETCH

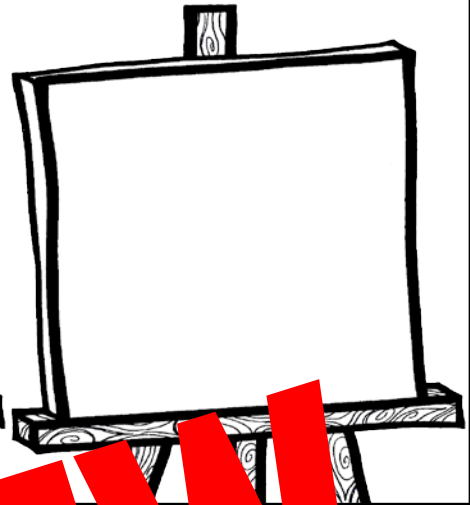
Directions: Draw a picture to show what each word means to you.



squirm



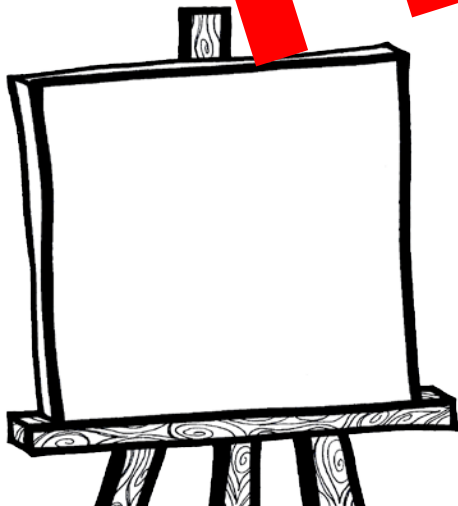
hollow



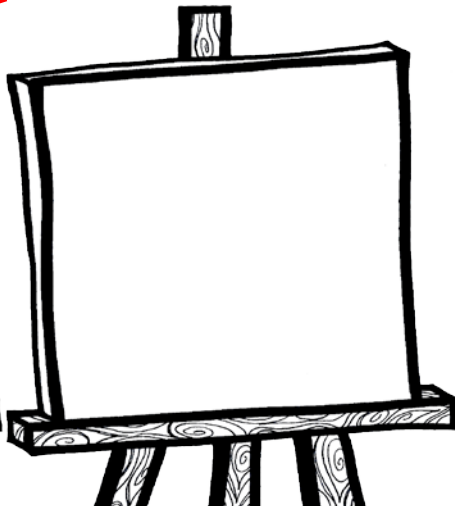
Name: _____

WEEKLY WORD SKETCH

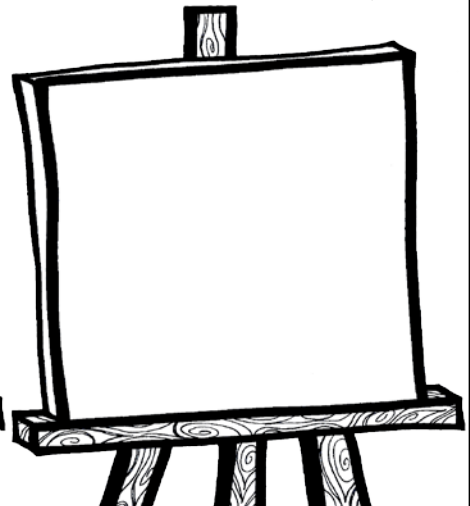
Directions: Draw a picture to show what each word means to you.



squirm



hollow



cozy

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 fun small group activity or center!

PREVIEW

squirm

hollow

cozy

WHAT WORD AM I?

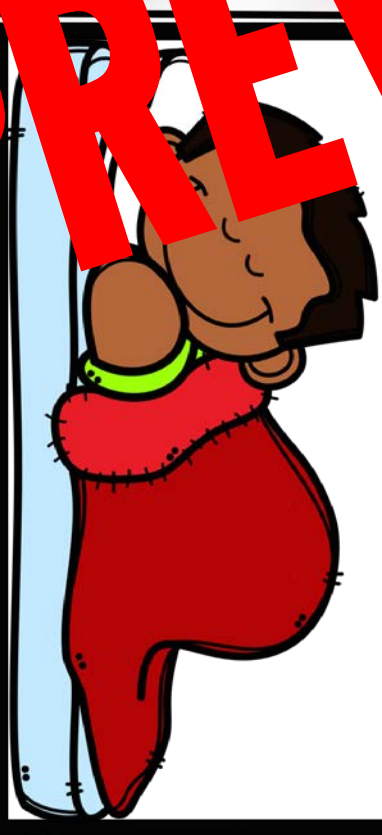




WHAT WORD AM I?

squirm hollow cozy

3.1



WHAT WORD AM I?

squirm hollow cozy

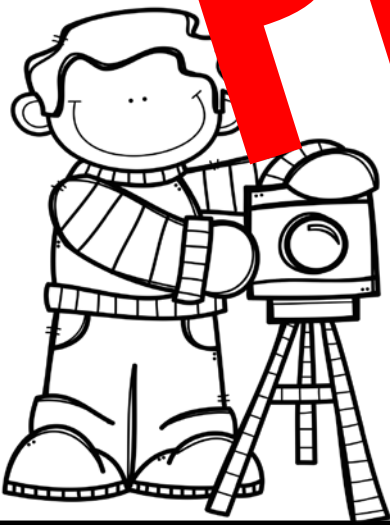
3.1

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

©2017 Miss DeCarbo, Inc.

hollow

squirm

cozy

Name: _____

WORD CRAYONS

Directions: Think about what color best describes each word. For example, yellow is a great color for the word “happy” because yellow is cheerful. Red is a good color for the word “love” because when we love people, our red hearts are full! Color each of this week’s focus words a color that you think describes the word.



hollow



squirm



cozy

VOCABULARY CARDS WEEKS 1 & 2

squirm

to twist and turn your
body

hollow

empty on the inside

PREVIEW

cozy

warm and comfortable

ill

sick or unhealthy

miserable

extremely unhappy

fizzy

full of bubbles

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.

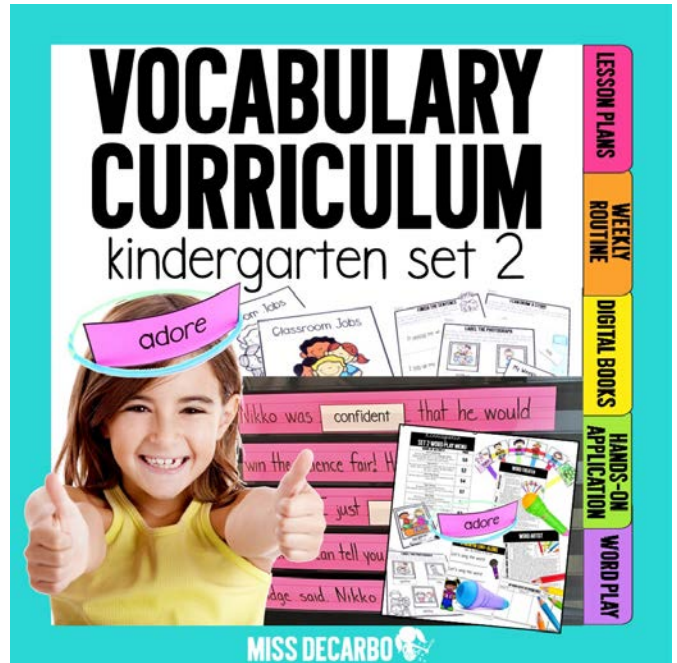
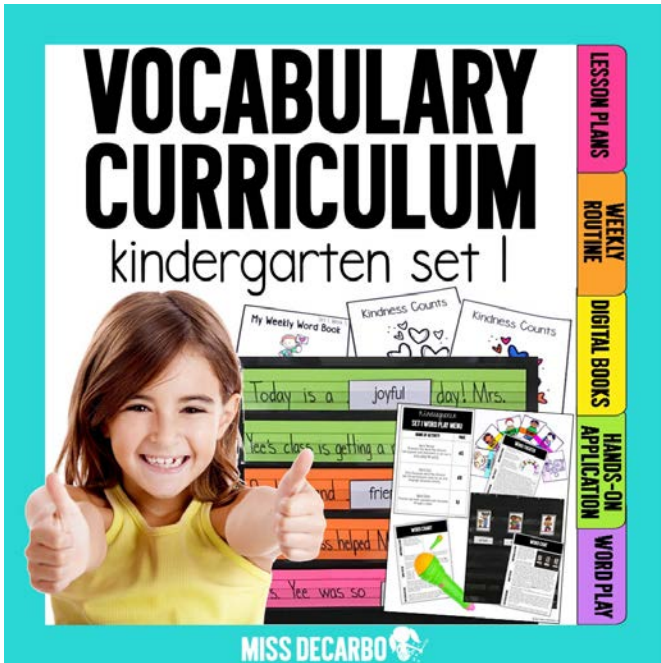
Kindle, K. J. (2008). *Teaching vocabulary In the K-2 classroom: easy strategies for infusing vocabulary learning into morning meetings, transitions, centers, and more*. New York: Scholastic.

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

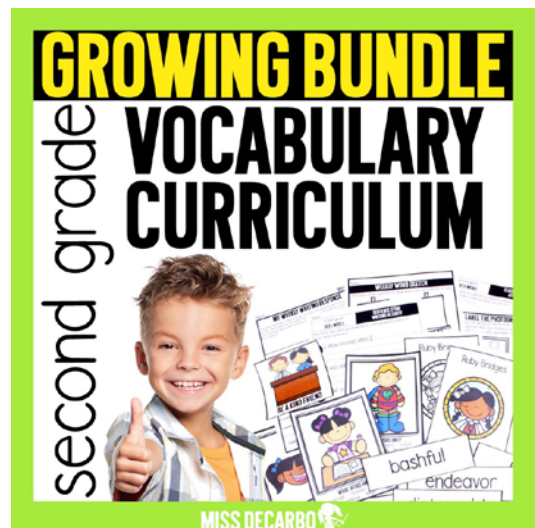
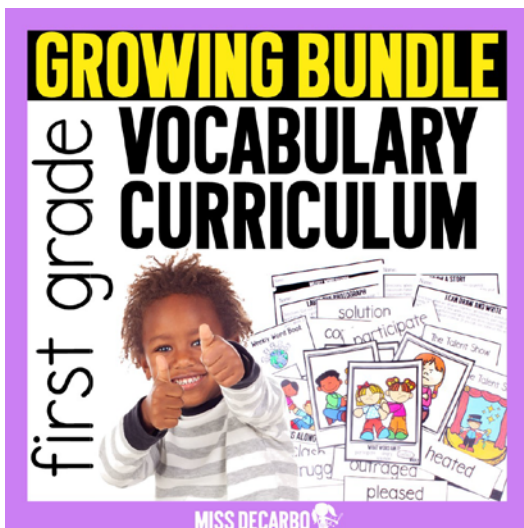
Snow, C. E., Burns, M. S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

LOOKING FOR SET 1 & 2?

CLICK BELOW TO CHECK IT OUT!



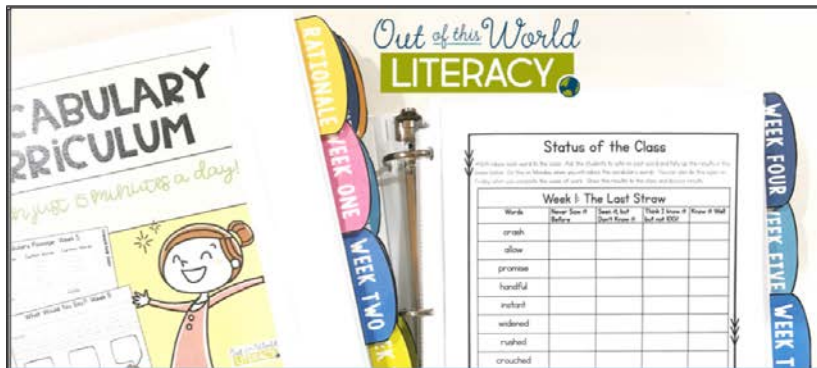
FIRST GRADE AND SECOND GRADE ARE AVAILABLE, TOO!



THIS RESOURCE IS PART OF A VERTICAL CURRICULUM

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

TEACHVOCAB.COM



VOCABULARY CURRICULUM



STUDENT PRACTICE

Vocabulary Passage: Week 5		Associating Words: Week 2	
Basic Words	Context Words	Common Words	
1. anxious	1. anxious	1. anxious	
2. worried	2. worried	2. worried	
3. nervous	3. nervous	3. nervous	
4. fearful	4. fearful	4. fearful	
5. terrified	5. terrified	5. terrified	
6. petrified	6. petrified	6. petrified	
7. horrified	7. horrified	7. horrified	
8. shocked	8. shocked	8. shocked	
9. stunned	9. stunned	9. stunned	
10. amazed	10. amazed	10. amazed	
11. astonished	11. astonished	11. astonished	
12. dumbfounded	12. dumbfounded	12. dumbfounded	
13. flabbergasted	13. flabbergasted	13. flabbergasted	
14. staggered	14. staggered	14. staggered	
15. appalled	15. appalled	15. appalled	
16. aghast	16. aghast	16. aghast	
17. astounded	17. astounded	17. astounded	
18. incredulous	18. incredulous	18. incredulous	
19. incredulous	19. incredulous	19. incredulous	
20. incredulous	20. incredulous	20. incredulous	

DAY 1

DAY 2

DAY 3

DAY 4

DAILY WORK! WEEKLY LESSONS

Vocabulary Passage: Week 5		Associating Words: Week 2	
Basic Words	Context Words	Common Words	
1. anxious	1. anxious	1. anxious	
2. worried	2. worried	2. worried	
3. nervous	3. nervous	3. nervous	
4. fearful	4. fearful	4. fearful	
5. terrified	5. terrified	5. terrified	
6. petrified	6. petrified	6. petrified	
7. horrified	7. horrified	7. horrified	
8. shocked	8. shocked	8. shocked	
9. stunned	9. stunned	9. stunned	
10. amazed	10. amazed	10. amazed	
11. astonished	11. astonished	11. astonished	
12. dumbfounded	12. dumbfounded	12. dumbfounded	
13. flabbergasted	13. flabbergasted	13. flabbergasted	
14. staggered	14. staggered	14. staggered	
15. appalled	15. appalled	15. appalled	
16. aghast	16. aghast	16. aghast	
17. astounded	17. astounded	17. astounded	
18. incredulous	18. incredulous	18. incredulous	
19. incredulous	19. incredulous	19. incredulous	
20. incredulous	20. incredulous	20. incredulous	

DAY 1

DAY 2

DAY 3

DAY 4

EASY-TO-FOLLOW!

In Just
15 Min.
a day!

MISS DECARBO

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



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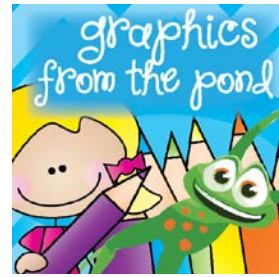
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