

VOCABULARY CURRICULUM

kindergarten set 4

LESSON PLANS

WEEKLY
ROUTINE

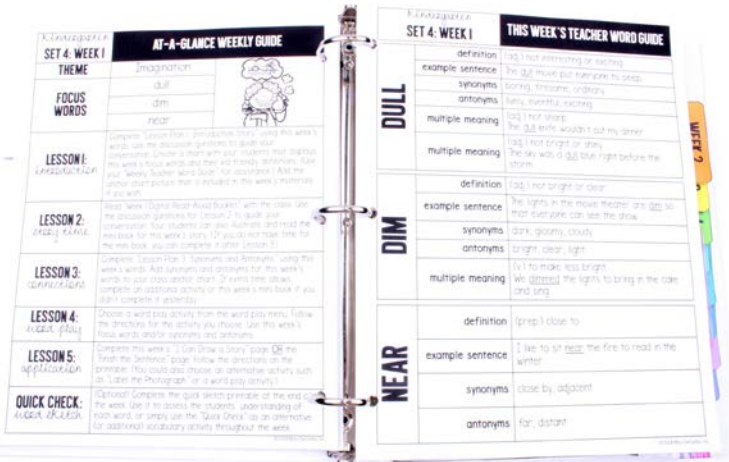
DIGITAL BOOKS

HANDS-ON
APPLICATION

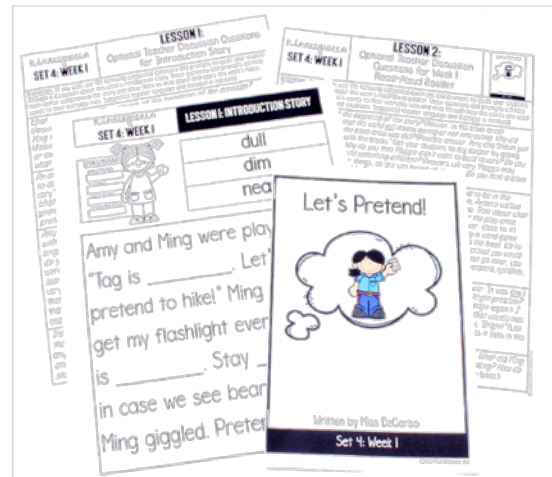
WORD PLAY



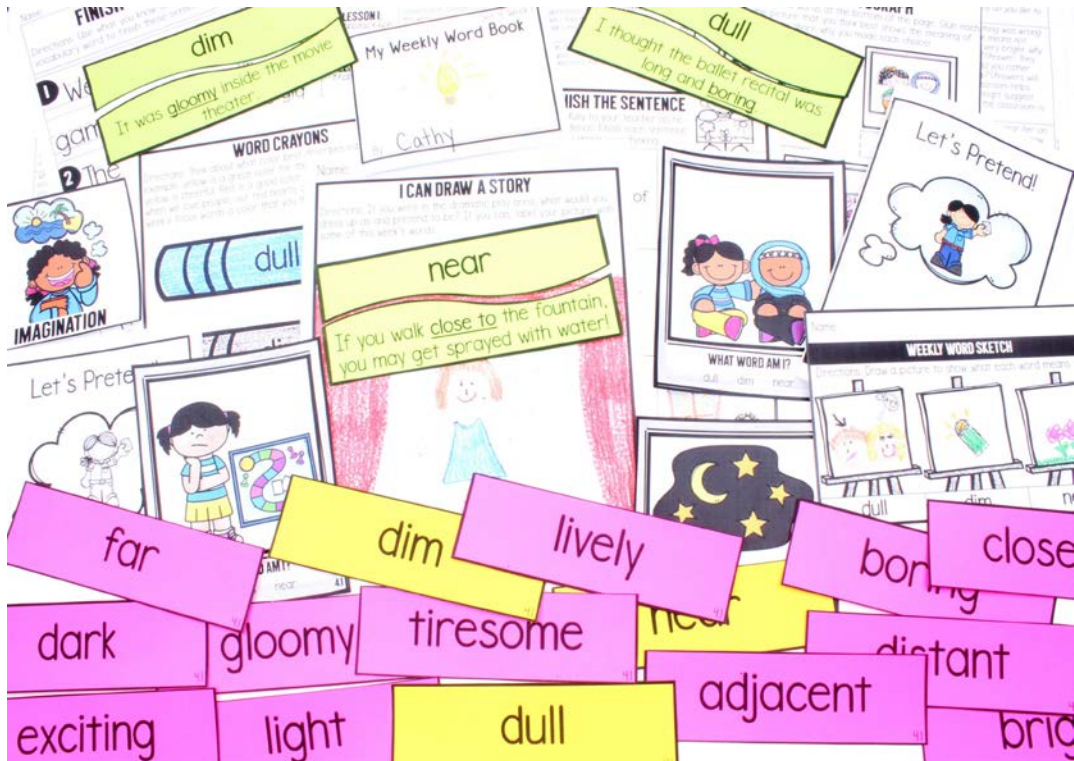
WEEKLY MATERIALS INCLUDE:



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

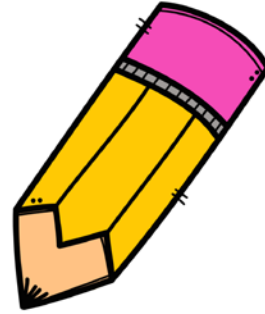


Focus word cards, synonym and antonym word cards, oral discussion
cards, anchor chart cards, an optional assessment piece, draw and
respond application activity, label the photograph printable, digital
book, printable book, word puzzles, writing templates, and MORE!

DIGITAL BOOKS FOR PC & MAC

with teacher discussion questions

The Writing Center



Written by Miss DeCarbo

Set 4: Week 6

©2018 Miss DeCarbo, Inc.

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.



Malik is at the writing center. He is writing a book for his dad. "It will be his birthday present. I hope he enjoys it!" Malik says with a smile.

1

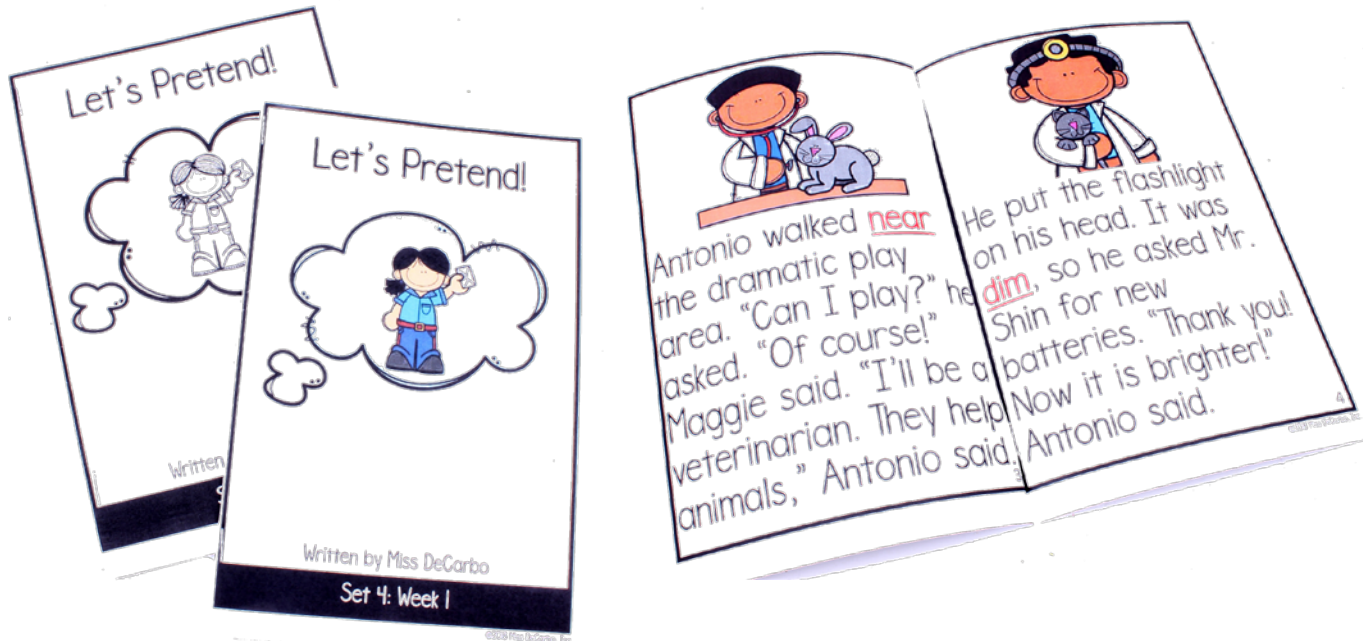


"What type of book are you writing?" Mrs. Paige asks. "It will be a real book with information about Dad. I'm writing true facts about him," Malik says.

2

©2018 Miss DeCarbo, Inc.

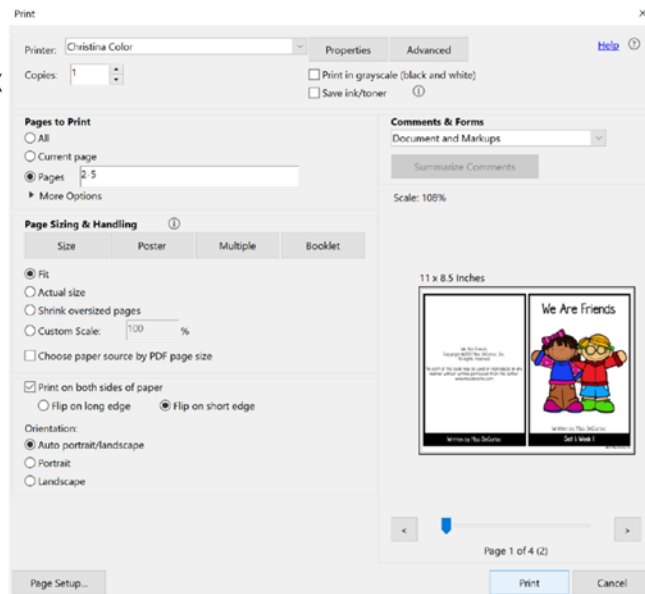
PRINTABLE VERSIONS OF THE READ-ALoud BOOKLETS ARE INCLUDED!



PRINTING INSTRUCTIONS FOR WEEKLY READ-ALoud BOOKLETS

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

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



EACH WEEK FOLLOWS A CONSISTENT ROUTINE

LESSON 1: <i>introduction</i>	<p>Create an anchor chart with your students that displays this week's words and definitions.</p> <p>Share the introduction story with your students, and complete Lesson 1.</p>
LESSON 2: <i>story time</i>	<p>Read the digital (or printable) booklet for the week, and use the discussion questions to guide your conversation with students.</p> <p>The students will complete this week's mini book.</p>
LESSON 3: <i>connections</i>	<p>Add this week's synonyms and antonyms to your anchor chart.</p> <p>Complete the synonym and antonym activity of your choice.</p>
LESSON 4: <i>word play</i>	<p>Choose an activity from the word play menu.</p>
LESSON 5: <i>application</i>	<p>Students will complete 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 printable 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 you created for the week with your students.) After discussion questions page that will help you 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>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.

near

dull

dim

Amy and Ming were playing tag. "Tag is

_____. Let's pretend to hike!" Ming

said. "I'll get my flashlight even though it

is _____. Stay _____ me in

case we see bears!

Pretending is fun!

Amy and Ming were playing tag. "Tag is

dull

. Let's pretend to hike!" Ming

said. "I'll get my flashlight even though it

dim

Stay

near

me in

case we see bears!" Amy said. Ming giggled.

Pretending is fun!

Kindergarten
SET 4: WEEK 1

LESSON 1: INTRODUCTION STORY

POCKET PART

NAME _____

DATE _____

STUDENT _____

TEACHER _____

dull

dim

near

Amy and Ming were playing tag. "Tag is _____. Let's pretend to hike!" Ming said. "I'll get my flashlight even though it is _____. Stay _____ me in case we see bears!" Amy said. Ming giggled. Pretending is fun!

©2018 Miss DeCarbo, Inc.

Kindergarten
SET 4: 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.

What were Amy and Ming playing at the beginning of the passage?
(Answer: tag) **An opinion is how someone feels about something. How did Ming feel about the game of tag?** (Answer: tag was dull) **The word dull means not interesting.** (Answer: Ming thought tag was dull.) **Another word, or synonym, for dull would be boring. Show me or exciting. Another word, or synonym, for dull would be boring. game.** **What would your face look like if you were playing a dull, or boring, game?**

An antonym, or opposite, of dull is exciting. When I was your age, I loved to do puzzles! What game do you think is exciting to play? (Answers will vary.) **What is a game that you think is dull, or boring?** (Answers will vary.) **What did Ming suggest doing instead of tag?** (Answer: She wanted to pretend to hike.) **Do you like to pretend when you play? Why do you like to pretend?** (Answers will vary.)

Amy got her flashlight to go on their pretend hike. Something was wrong with the flashlight. Amy's flashlight was dim. The word dim means not bright or clear, so the light from Amy's flashlight wasn't very bright. Why didn't you think Amy didn't care that the flashlight was dim? (Answer: They weren't really hiking. The girls were just pretending.) **Would you rather learn in a dim classroom or a brightly lit classroom? Why?** (Answers will vary. Some students might suggest that a brightly lit classroom helps them see better and keeps them awake. Some students might suggest that a dim classroom feels better on their eyes or that the classroom is cozier when the lights are not as bright.)

The word near means close to. Why did Amy tell Ming to stay near her in case they saw their pretend hike? (Answer: Amy said to stay near her in case they saw any bears on the hike.) **Let's act out what the word near means. Stand up and stand near, or close to, a friend. The antonym for near is far. Now, stand far away from your friend. Last, sit down near your partner. Great!**

LESSON 2: STORY TIME

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



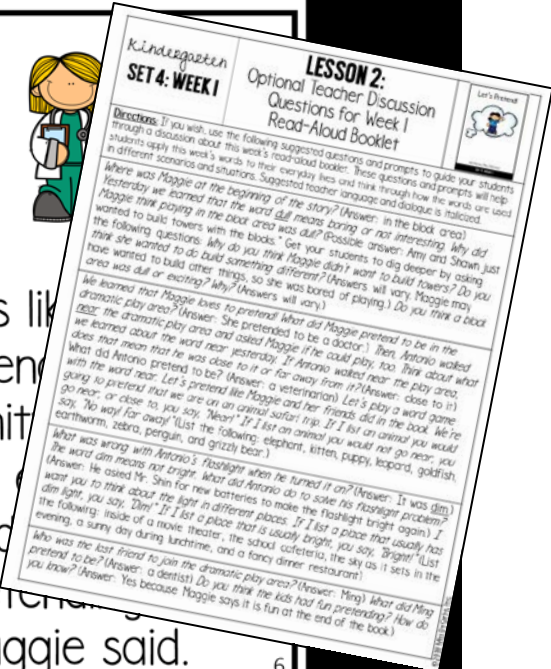
Soon, Ming walked by. "Can I play?" she asked. "Of course!" said Maggie. "I'll be a dentist. Dentists help teeth stay healthy," Ming said.

5

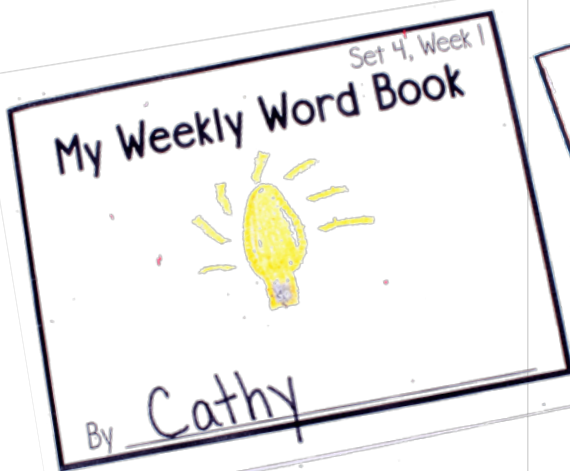


"It looks like all pretend community Mr. Shin said. "This is a dull. Pretending fun!" Maggie said.

6



©2018 Miss DeCarbo, Inc.



©2018 Miss DeCarbo, Inc.

Printable books
are included, too!

LESSON 3: CONNECTIONS

Share, discuss, and sort synonyms and antonyms.

 **SYNONYMS**

 **ANTONYMS**

dim

dark

gloomy

bright

light

dull

boring

tiresome

exciting

lively

near

adjacent

close by

far

distant

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

Amy and Ming were playing tag. "Tag is

tiresome

. Let's pretend to hike. Ming

said. "I'll get my flashlight even though it

is

gloomy

. Stay

close by

me in

case we see bears!" Amy said. Ming giggled.

Pretending is fun!

LESSON 4: WORD PLAY

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

WORD CRAYONS
Directions: Think about what color best describes each word for the word 'happy' because yellow is a great color for the word 'happy' because it is a happy color. Red is a great color for the word 'love' because it is a love color. For each word, draw a crayon that you think describes the word.

WORD DRAMA
Materials & Prep: word cards for the current week (You can also use review words). This is a no-prep activity. The only thing you will need is this week's focus word cards.
How to Play: One student will be the "word actor or word actress." The remaining students will be the "guessers." Choose a student or group of students to be the word actors. The remaining students will be the "guessers." Whisper a focus word of your choice to the word actor. Do not let the rest of the class hear or see when the focus word is. The word actor will act out the word and its meaning using only their facial expressions and gestures. (It is your choice if you allow props for the game.) The word actor may NOT talk, whisper, or use any kind of words while he or she is acting the word out. (It is your choice if you allow sound effects.) The rest of the players will guess which focus word the word actor is acting out. There is one BIG catch to this game: The guesser is not just allowed to call out a focus word and win. He or she must explain why he or she believes the focus word is being acted out. There must be reasoning, justification, and/or evidence related to the guess. This prohibits a student from just calling out the word and winning. Do not tell the guesser if he or she is correct until after their reasoning is shared. You may choose to call on more than one student to share their reasoning and guess before disclosing if anyone was correct.

WORD THEATER
Materials & Prep: Students can work in partners or 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 puppets (stick figures or pre-made puppets) or simply use the puppets provided (You can also use the puppets to create their own stories.)
How to Play: This activity is a dramatic collaboration, and students can work together to create their own stories using the words. Students can use the puppets to act out the words. They can also use the puppets to create their own stories. Keep this activity in your language/vocabulary center.

WORD ARTIST
Materials & Prep: This game is similar to Pictionary. Choose any of the following materials for your students to draw on:
• dry erase markers or 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
How 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 week's focus words with the word artist, but do not let the rest of the class see it. When you say "Go!", the word artist will start to illustrate the focus word the best he or she can. The class has to try to guess which of the week's focus words the word artist is drawing. To eliminate shouting and to keep the room calm, I suggest having students raise their hands to guess which word the word artist is drawing. The teacher will call on students who want to play a "teacher" versus student game. The student will guess the word, and the teacher will guess the word.

SYNONYM SING-ALONG
Tune: The Farmer in the Dell
Let's sing the word
Let's sing the word

WHAT WORD AM I?
Name: _____
Directions: Cut out the words or 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!

Label the Photograph
gather
tidy
dim
near
dull
I thought the ballet recital was long and boring.

adore

MY WORD ARTIST RECORDING SHEET
Canvas #1
Canvas #2
Canvas #3

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 or complete the sentence to apply the words in context.



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

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.

We played a <u>dull</u> game of	
The room was <u>dim</u> , so I	
I sat <u>near</u>	

FINISH THE SENTENCE

Directions: Use what you know about each word to finish these sentences.



We played a dull game of cards.

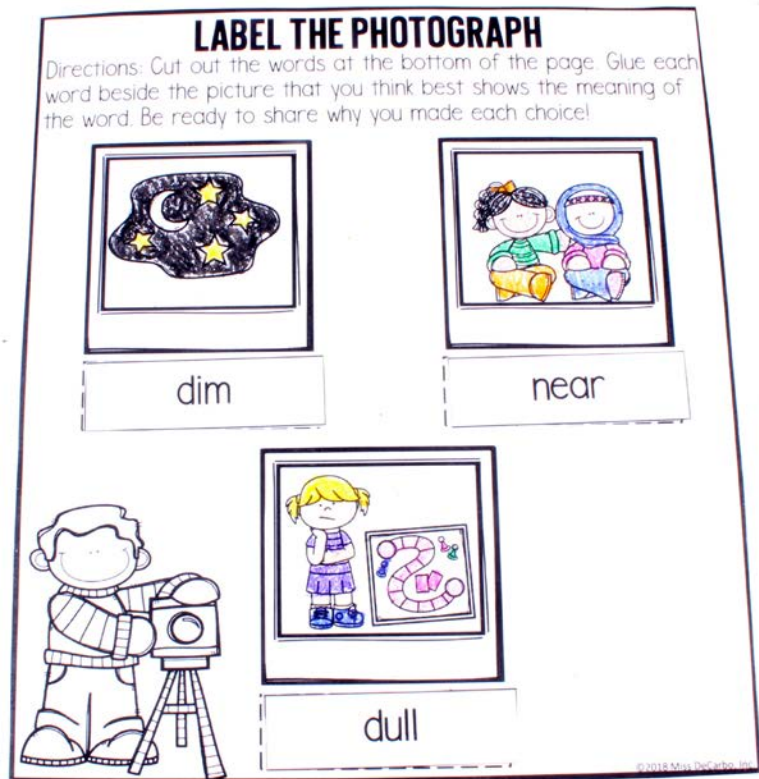
The room was dim, so I turned on the light.

I sat near my friend at lunch.

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 4

WEEK 1	dull	WEEK 5	bloom
	dim		train
	near		challenge
WEEK 2	active	WEEK 6	complete
	glance		detail
	appear		true
WEEK 3	toss	WEEK 7	humid
	smooth		wavy
	prickly		reason
WEEK 4	delicious	WEEK 8	shore
	ripe		grand
	sizzling		safe

Kindergarten

SET 4: WEEK 1

AT-A-GLANCE WEEKLY GUIDE

THEME

Imagination

FOCUS WORDS

dull

dim

near



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.

PREVIEW

DULL

definition

(adj.) not interesting or exciting

example sentence

The dull movie put everyone to sleep.

synonyms

boring, tiresome, ordinary

antonyms

lively, eventful, exciting

multiple meaning

(adj.) not sharp

The dull knife wouldn't cut my dinner.

multiple meaning

(adj.) not bright or shiny

The sky was a dull blue right before the storm.

DIM

definition

(adj.) not bright or shiny

example sentence

The light in the movie theater was dim so
nobody could see the screen.

synonyms

dark, dimly, dim

antonyms

bright, light

multiple meaning

to make less bright

We dimmed the lights to bring in the cake
and sing.

NEAR

definition

(prep.) close to

example sentence

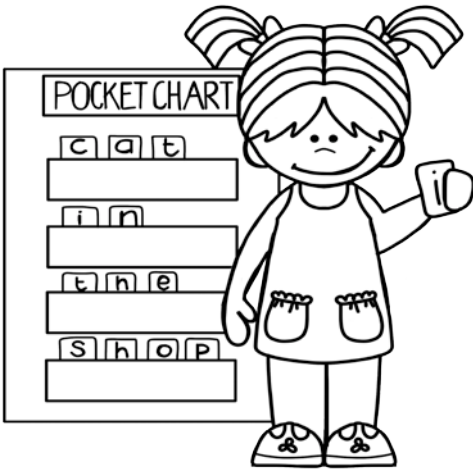
I like to sit near the fire to read in the
winter.

synonyms

close by, adjacent

antonyms

far, distant



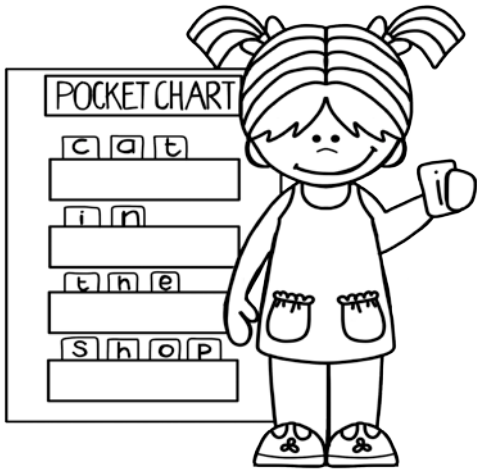
dull

dim

near

Amy and Ming were playing tag.

“Tag is _____.”
pre _____ Ming said. “I’ll
get my flashlight even though it
is _____. Stay _____ me
in case we see bears!” Amy said.
Ming giggled. Pretending is fun!



dull

dim

near

Amy and Ming were playing tag.

“Tag is dull. Let’s
pretend to be pirates!” Ming said. “I’ll
get my flashlight even though it
is dim. Stay near me
in case we see bears!” Amy said.
Ming giggled. Pretending is fun!

Kindergarten
SET 4: WEEK 1

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.

*What were Amy and Ming playing at the beginning of the passage?
(Answer: tag) An opinion is how someone feels about something. How did Ming feel about the game of tag? What word did she use to describe it?
(Answer: Ming thought tag was dull.) The word dull means not interesting or exciting. Another word, or synonym, for dull would be boring. Show me what your face would look like if you were playing a dull, or boring game.*

An antonym, or opposite, of dull is exciting. When Tia and you get home, loved to do puzzles! What game do you think is exciting to play? (Answers will vary.) What is a game that you think is dull, or boring? (Answers will vary.) What did Ming suggest doing instead of tag? Amy said, "Let's pretend to hike." Why do you like to pretend to hike? Why do you like to pretend to hike? Will you try?

Amy got tired of hiking, so they went to their pretend hike. Something was wrong with the flashlight. Amy's flashlight was dim. The word dim means not bright or clear, so the light from Amy's flashlight wasn't very bright. Why do you think Amy didn't care that the flashlight was dim? (Answer: They weren't really hiking. The girls were just pretending.) Would you rather learn in a dim classroom or a brightly lit classroom? Why? (Answers will vary. Some students might suggest that a brightly lit classroom helps them see better and keeps them awake. Some students might suggest that a dim classroom feels better on their eyes or that the classroom is cozier when the lights are not as bright.)

The word near means close to. Why did Amy tell Ming to stay near her on their pretend hike? (Answer: Amy said to stay near her in case they saw any bears on the hike.) Let's act out what the word near means. Stand up and stand near, or close to, a friend. The antonym for near is far. Now, stand far away from your friend. Last, sit down near your partner. Great!

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

dull

4.1

PREVIEW

dull

4.1

near

4.1

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 4: 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.

Where was Maggie at the beginning of the story? (Answer: in the block area) Yesterday we learned that the word dull means boring or not interesting. Why did Maggie think playing in the block area was dull? (Possible answer: Amy and Shawn just wanted to build towers with the blocks." Get your students to dig deeper by asking the following questions: Why do you think Maggie didn't want to build towers? Do you think she wanted to do build something different? (Answers will vary. Maggie may have wanted to build other things, so she was bored of playing. Do you think a block area was dull or exciting? Why? (Answers will vary.)

We learned that Maggie loves to pretend. Why did Maggie pretend to be a lion in the dramatic play area? (Answer: She was bored of building towers. Then, she walked near the dramatic play area and asked Maggie if he could play, too. What did she pretend to be? (Answer: a lion.) What did Antonio pretend to be? (Answer: a dinosaur.) Let's play a word game with the word near. Let's pretend that Maggie and her friends did in the book. We're going to pretend that we are on an animal safari trip. If I list an animal you would go near, or close to, you say, "Near!" If I list an animal you would not go near, you say, "No way! Far away!" (List the following: elephant, kitten, puppy, leopard, goldfish, earthworm, zebra, penguin, and grizzly bear.)

What was wrong with Antonio's flashlight when he turned it on? (Answer: It was dim.) The word dim means not bright. What did Antonio do to solve his flashlight problem? (Answer: He asked Mr. Shin for new batteries to make the flashlight bright again.) I want you to think about the light in different places. If I list a place that usually has dim light, you say, "Dim!" If I list a place that is usually bright, you say, "Bright!" (List the following: inside of a movie theater, the school cafeteria, the sky as it sets in the evening, a sunny day during lunchtime, and a fancy dinner restaurant)

Who was the last friend to join the dramatic play area? (Answer: Ming) What did Ming pretend to be? (Answer: a dentist) Do you think the kids had fun pretending? How do you know? (Answer: Yes because Maggie says it is fun at the end of the book.)

This is a movie that I think is dull.

Here are two things we do if our
classroom is dim.

Set 4, Week 1

My Weekly Word Book

These friends sit near me.

By _____

dull

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

boring

4.1

tiresome

PREVIEW

4.1

exciting

4.1

lively

4.1

Kindergarten

SET 4: WEEK 1

**LESSON 3:
SYNONYM & ANTONYM CARDS**

dim

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

dark

4.1

gloomy

PREVIEW

4.1

bright

4.1

light

4.1

near

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

close by

4.1

adjacent

PREVIEW

4.1

far

4.1

distant

4.1

Name: _____

I CAN DRAW A STORY

Directions: If you were in the dramatic play area, what would you dress up as and pretend to be? If you can, label your picture with some of this week's words.

PREVIEW

dull

dim

near

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.



We played a dull game of

The moon was on some

I sat near

Name: _____

FINISH THE SENTENCE

Directions: Use what you know about each vocabulary word to finish these sentences.



1 We played a dull

game of

2 The man was dumb, so

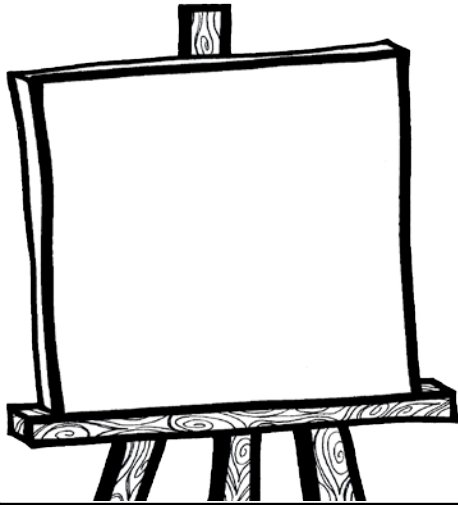
I

3 I sat near

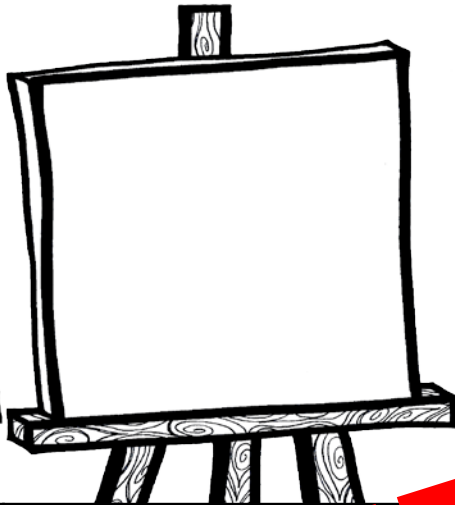
Name: _____

WEEKLY WORD SKETCH

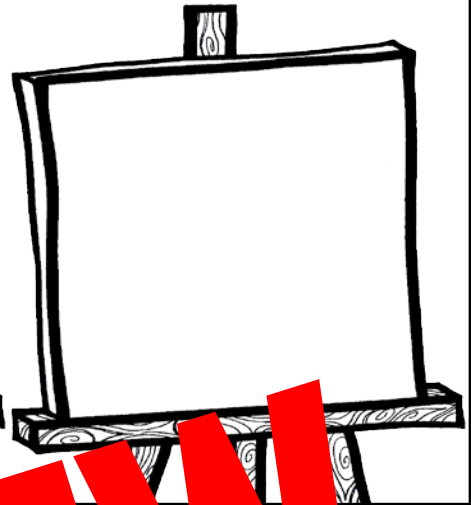
Directions: Draw a picture to show what each word means to you.



dull



dim

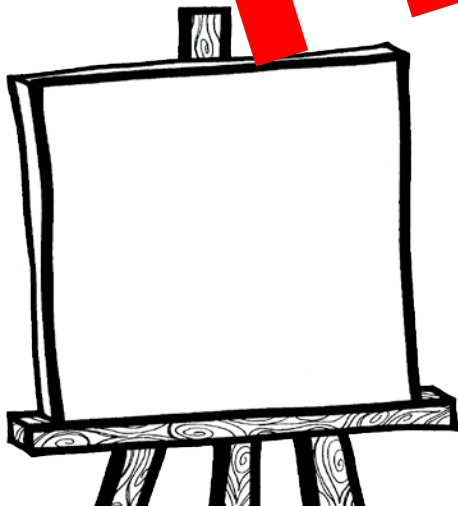


near

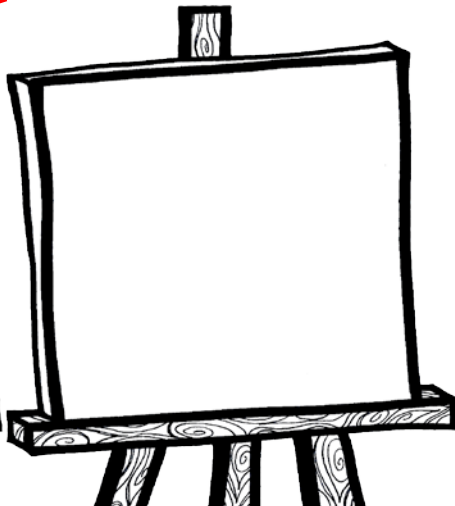
Name: _____

WEEKLY WORD SKETCH

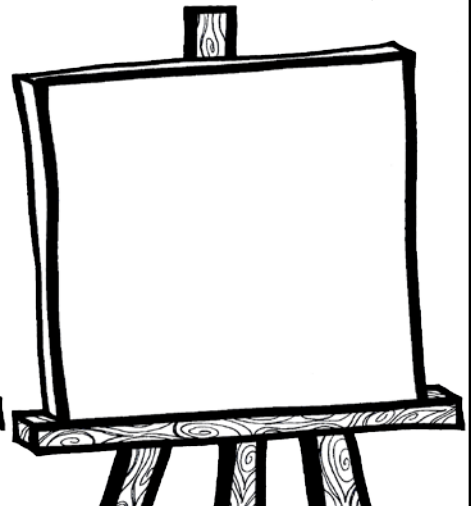
Directions: Draw a picture to show what each word means to you.



dull



dim



near

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 on each picture with dry erase markers. This would also make a fun small group activity or center!





WHAT WORD AM I?

dull dim near

4.1



WHAT WORD AM I?

dull dim near

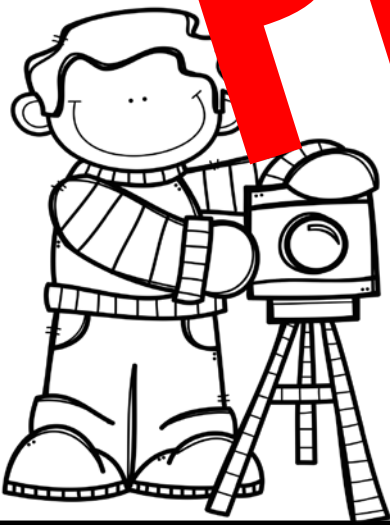
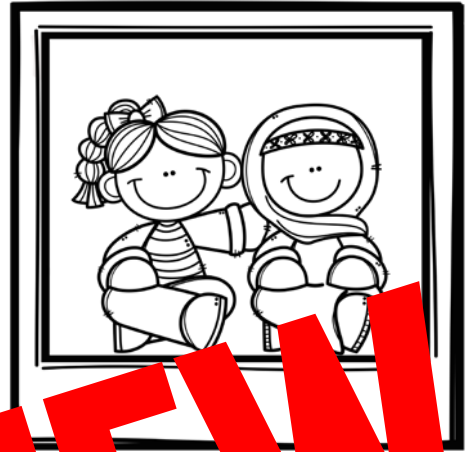
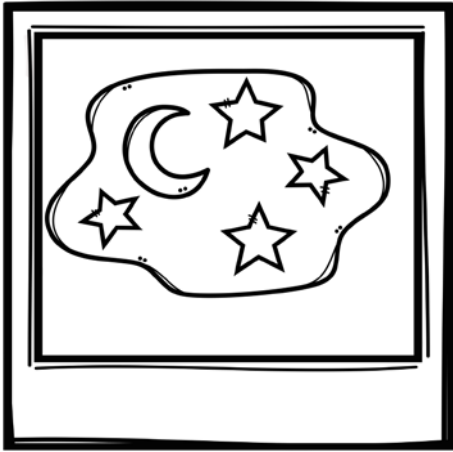
4.1

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

©2018 Miss DeCarbo, Inc.

dull

dim

near

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.



dull



aim



near

WORD PUZZLES FOR KINDER SET 4 WEEK 1

dull

I thought the ballet recital was long and boring.

dim

It was dim inside the movie theater.

near

If you walk close to the fountain, you may get sprayed with water!

VOCABULARY CARDS WEEKS 1 & 2

dull

not interesting or exciting

dim

not bright or clear

PREVIEW

read
close to

active

full of energy and motion

glance

to look quickly

appear

to arrive in a place

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.

GET SET 1, SET 2, AND SET 3 BY CLICKING BELOW:

VOCABULARY CURRICULUM
kindergarten set 1




My Weekly Word Book
Kindness Counts
Kindness Counts
Today is a joyful day! Mrs.
Yee's class is getting a
and frie
ss helped N
s. Yee was so

LESSON PLANS
WEEKLY ROUTINE
DIGITAL BOOKS
HANDS-ON APPLICATION
WORD PLAY

MISS DECARBO

VOCABULARY CURRICULUM
kindergarten set 2




adore
Classroom Jobs
Nikko was confident that he would
win the science fair! H
just
can tell you
age said Nikko

LESSON PLANS
WEEKLY ROUTINE
DIGITAL BOOKS
HANDS-ON APPLICATION
WORD PLAY

MISS DECARBO

VOCABULARY CURRICULUM
kindergarten set 3



hollow
tree. It was
Just then,
wriggle
cozy
fidaet
nug
hollow
empty
comfy
solid
squirm
vacant

LESSON 4: WORD PLAY
Choose a hands-on activity to practice using the week's words

LESSON PLANS
WEEKLY ROUTINE
DIGITAL BOOKS
HANDS-ON APPLICATION
WORD PLAY

MISS DECARBO

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

Vocabulary Curriculum

just 6 minutes a day!

NATIONAL WEEK ONE

WEEK TWO

Out of this World LITERACY

Status of the Class

Week 1: The Last Straw

Words	Thesis & Ant	Thesis & Ant	Thesis & Ant	Thesis & Ant
crash				
allow				
promise				
harmful				
enchant				
widened				
rushed				
crushed				

WEEK FOUR

WEEK FIVE

WEEK SIX

The image displays three creative classroom activities using recycled materials. The first activity features a clear jar with a small brown figure on top, holding several white cards with a rainbow heart and a speech bubble. The second activity shows a pink cup with heart cutouts, holding cards with smiley face cutouts and a question: "Would you rather be missing your favorite toy or the...". The third activity shows a stack of colorful cards with questions like "Would you rather be missing your favorite toy or the..." and "Would you rather be missing your favorite toy or the...".

Would you rather wear ~~frayed~~ bony or a ~~frayed~~ shirt? Why

gigantic

WEEK 1

WEEK 2

WEEK 3

WEEK 4

WEEK 5

WEEK 6

WEEK 7

WEEK 8

WEEK 1

In Just 15 Min. a day!

[illegible]

WEEKLY LESSONS

Vocabulary Passage: Week 1

Basic Words	Context Words	Common Words
1. awarded	2. awarded	3. advised
4. advised	5. awarded	6. awarded
7. advised	8. awarded	9. awarded
10. awarded	11. awarded	12. awarded

Instruction: Write the Basic Words for the first 12 questions. Write the Context Words for the next 12 questions. Write the Common Words for the last 12 questions. All questions are based on the passage. Write the answer for each question in the space provided. Write the answer for each question in the space provided. Write the answer for each question in the space provided.

The Shocking Truth Of How Deaths Were Invent

For many years, the death of a person was a mystery. People would die, but no one knew why. It was a shocking truth that no one wanted to face. The death of a person was a mystery. People would die, but no one knew why. It was a shocking truth that no one wanted to face. The death of a person was a mystery. People would die, but no one knew why. It was a shocking truth that no one wanted to face.

Vocabulary in My Life: Week 1

Word	Definition	Example	Word	Definition	Example
award	to give a prize or honor	He was awarded a medal for his bravery.	award	to give a prize or honor	He was awarded a medal for his bravery.
advise	to give advice or information	She advised me to study hard.	advise	to give advice or information	She advised me to study hard.
advise	to give advice or information	She advised me to study hard.	advise	to give advice or information	She advised me to study hard.
advise	to give advice or information	She advised me to study hard.	advise	to give advice or information	She advised me to study hard.

Questions to Ask:

- What award was given to the person who was awarded?
- What advice was given to the person who was advised?
- What advice was given to the person who was advised?
- What advice was given to the person who was advised?
- What advice was given to the person who was advised?
- What advice was given to the person who was advised?
- What advice was given to the person who was advised?
- What advice was given to the person who was advised?
- What advice was given to the person who was advised?
- What advice was given to the person who was advised?
- What advice was given to the person who was advised?
- What advice was given to the person who was advised?

Observational Notes:

Write down any observations you make while reading the passage. Write down any observations you make while reading the passage. Write down any observations you make while reading the passage.

Associating Words: Week 2

Write down the words that you associate with the words in the passage. Write down the words that you associate with the words in the passage. Write down the words that you associate with the words in the passage.

Questions to Ask:

- What words are associated with the word "award"?
- What words are associated with the word "advise"?
- What words are associated with the word "advise"?
- What words are associated with the word "advise"?
- What words are associated with the word "advise"?
- What words are associated with the word "advise"?
- What words are associated with the word "advise"?
- What words are associated with the word "advise"?
- What words are associated with the word "advise"?
- What words are associated with the word "advise"?
- What words are associated with the word "advise"?
- What words are associated with the word "advise"?

Observational Notes:

Write down any observations you make while reading the passage. Write down any observations you make while reading the passage. Write down any observations you make while reading the passage.

Word Relationships: Week 4

Write down the words that are related to the words in the passage. Write down the words that are related to the words in the passage. Write down the words that are related to the words in the passage.

Questions to Ask:

- What words are related to the word "award"?
- What words are related to the word "advise"?
- What words are related to the word "advise"?
- What words are related to the word "advise"?
- What words are related to the word "advise"?
- What words are related to the word "advise"?
- What words are related to the word "advise"?
- What words are related to the word "advise"?
- What words are related to the word "advise"?
- What words are related to the word "advise"?
- What words are related to the word "advise"?
- What words are related to the word "advise"?

Observational Notes:

Write down any observations you make while reading the passage. Write down any observations you make while reading the passage. Write down any observations you make while reading the passage.

EASY-TO-FOLLOW!

EASY-TO-FOLLOW!

MISS DECARBO

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



CONNECT WITH ME



VISIT MY BLOG

click here: www.missdecarbo.com

VISIT MY STORE

click here:
www.missdecarbotpt.com



THANK YOU



for choosing a Miss DeCarbo educational resource.



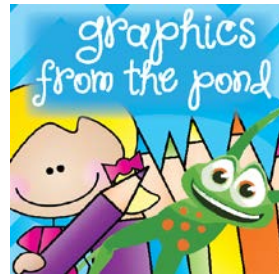
TERMS OF USE:



This download is for one personal classroom use only. *This means that this license is good for only one teacher.* If you want to use this as a grade level, or share it with a colleague, an additional license for each educator using the resource is required. You can purchase additional licenses at a discount in your My Purchases page when you are logged into your Teachers Pay Teachers account.

Every page is copyrighted. Duplication, or sharing with other classrooms, co-workers, an entire school system, or posting this on any website or blog violates copyright. This includes district and shared servers. You do not have the right to post this file on your blog, website, district website/server, or anywhere online at any time, under any circumstance.

CLIP ART & FONT CREDITS:



Stock photographs from www.shutterstock.com