

YEAR-LONG BUNDLE

LESSON PLANS

WEEKLY
ROUTINE

DIGITAL BOOKS

HANDS-ON
APPLICATION

WORD PLAY

VOCABULARY CURRICULUM

kindergarten



THIS WEEK'S TEACHER WORD GUIDE	
definition	to go to toilet and turn your body
example sentence	I quizzed whenever my dad is taking me.
antonyms	cringe, vomit, flail
synonyms	shit
definition	being nothing empty on the inside
example sentence	His stomach felt hollow after he ate those chips.
antonyms	empty, vacant, unfulfilled
synonyms	said, flab
multiple meaning	spread out to spread out or to get out in the dust and spread your arms
definition	to go lying down and comfortable
example sentence	On snowy days, I like to get back into my cozy bed and read a book.
synonyms	snugg, comfy
antonyms	uncomfortable, cold

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



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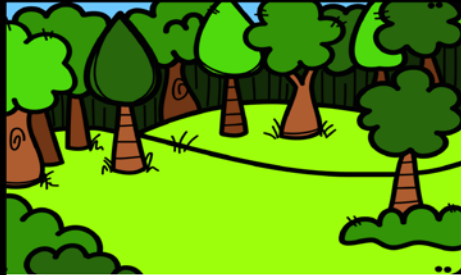
DIGITAL BOOKS FOR PC & MAC

with teacher discussion questions



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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.

 <p>When an animal hibernates, it falls into a deep sleep. Its heart rate and breathing slows. This helps them save energy.</p> <p>5</p>	 <p>The animal is very still and does not <u>squirm</u> or move a lot. The animal is very inactive. When the weather warms up, it will move and be active again.</p> <p>6</p>
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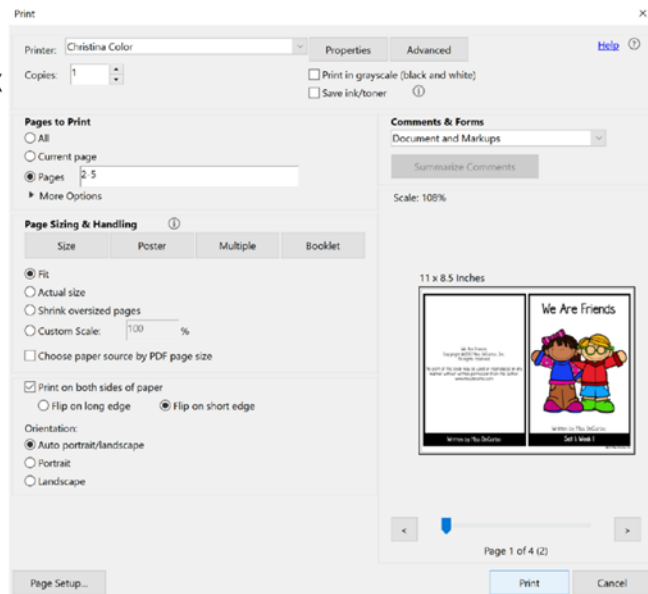
PRINTABLE VERSIONS OF THE READ-ALoud BOOKLETS ARE INCLUDED!



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>Materials:<ul style="list-style-type: none">pocket chartsentence stripschart papermarkerword cardsintroduction story for Lesson 1</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>LESSON PLAN 1: INTRODUCTION STORY</div>
<div>I have a story that I want to share with you. I'm going to need your help to find some words that mean the same as the words in 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 a word that means the same as this word?" 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.</div> <div>Now, flip each word card over (or remove it from the pocket chart) and have students share their own sentences using the word.</div>	<div>Kindergarten</div> <div>LESSON PLAN 3: SYNONYMS & ANTONYMS</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>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>This lesson is designed to be straightforward and simple: The teacher will engage in a discussion with the students to share words that mean the same and words that are different from the week's three focus words. You'll notice that for some weeks, the synonym and antonym list is minimal. (This frequently happens if the focus words are very common.)</div> <div>Choose one of the activities below as a way to discuss the words with your students. Remember to first review the words that mean the same, and "Antonyms are words that mean the opposite of the word." Add the new synonyms and antonyms you did find (anchor chart) that you created in Lesson 1.</div>
<div>Kindergarten</div> <div>WORD PLAY</div> <div>Materials:<p>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.</p></div> <div>Set Up:<p>Word play activities are designed to be 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.</p></div> <div>"Boys and girls, today is word play day. We're going to use the words we've been learning this week to make up our own stories. You will then choose a word play activity options for Set 2 include:</div> <ul style="list-style-type: none">Word WonderingWord ArtistWord Sing-AlongWord TheaterWord ChatWord Chant <div>Each word play activity has its own directions, set-up, and materials. Choose the activity of your choice, and complete it with your students.</div> <div>Important: The word play activities are designed to be 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>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>Kindergarten</div> <div>LESSON PLAN 5: DRAW A STORY OR FINISH THE SENTENCE</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>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>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 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>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.

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 bears and groundhogs will hibernate in trees or hollow logs.

4

Kindergarten
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 stay warm and protected from the cold? (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? What 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

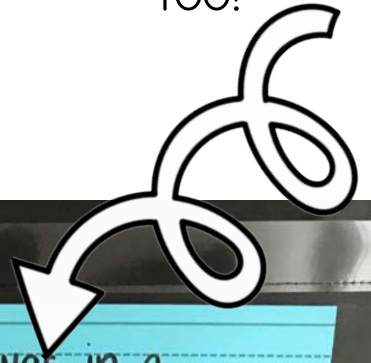
Just then, Fox walked by.

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 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's a happy color. Red is a great color for the word 'love' because it's a love color. For red hearts are full Color each of this words a color 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 anyone who shares 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 they have from a previous activity.
How to Play: This activity is a dramatic collaboration, and an excellent way for students to work together to create their own stories using the words. Students can work together to create their own stories using the words. Students can work together to create their own stories using the words. Students can work together to create their own stories using the words.

WORD ARTIST
Materials & Prep: This game is similar to Pictionary. Choose one of the following materials for your students to draw on:
• dry erase 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
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 the teacher is drawing. The teacher will call on students who want to play a "teacher" versus student game. The student will guess the word the teacher is drawing.

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

LABEL THE PHOTOGRAPH
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!
gather
tidy
dim
near
dull
I thought the ballet recital was long and boring.

adore

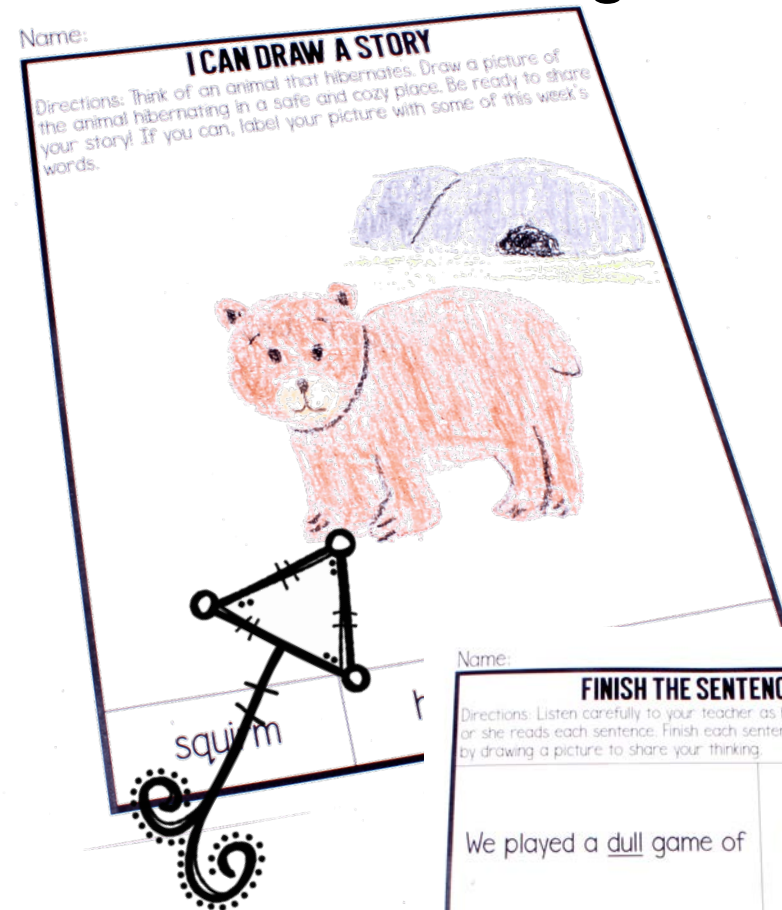
MY WORD ARTIST RECORDING SHEET
Canvas #1 Canvas #2 Canvas #3

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 to finish the sentence and 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

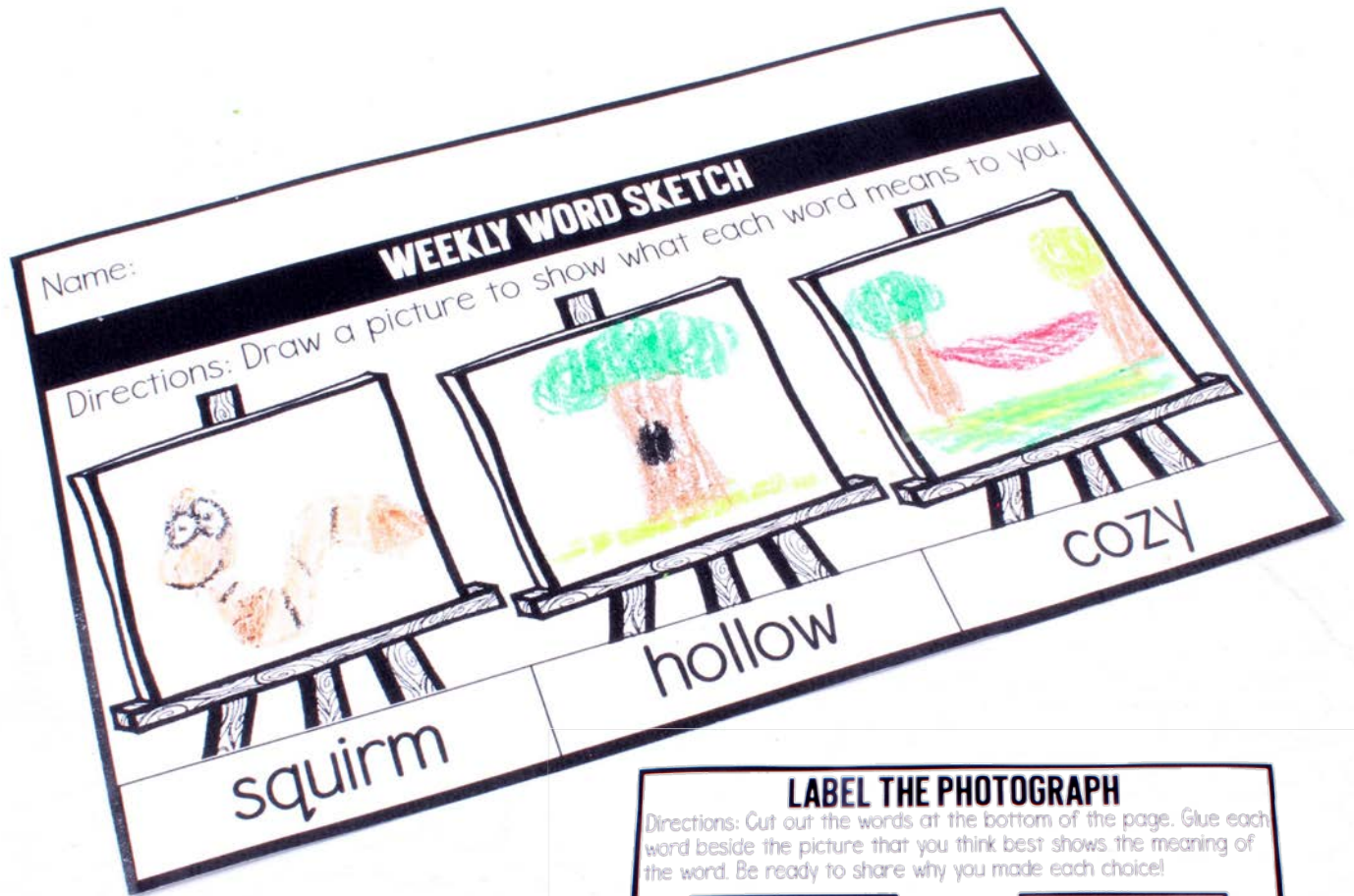
Directions: Use what you know about each story word to finish the sentence.

We played a dull game of cards.

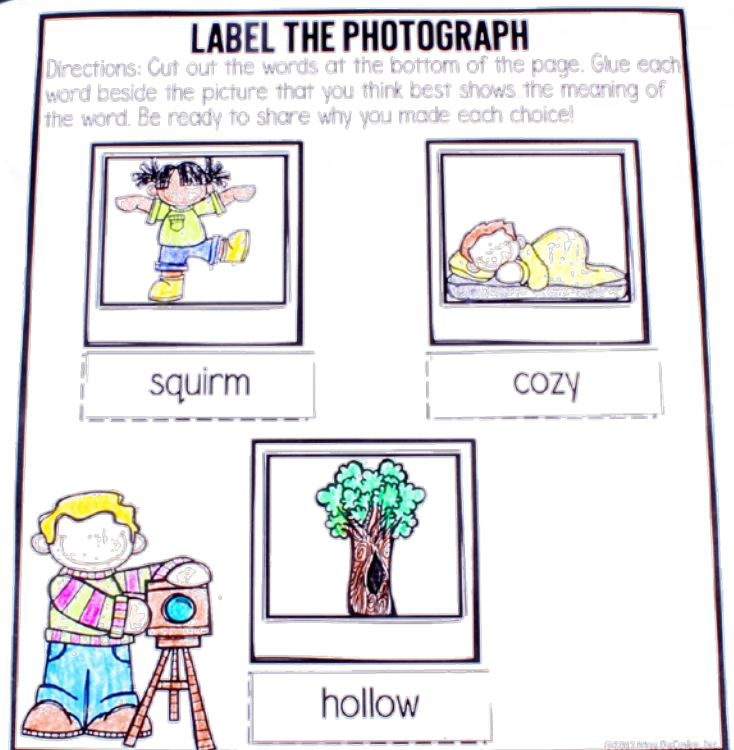
The room was dim, so I turned on the light.

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 MASTER WORD LIST: SET I

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

KINDERGARTEN WORD LIST: SET 2

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

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

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

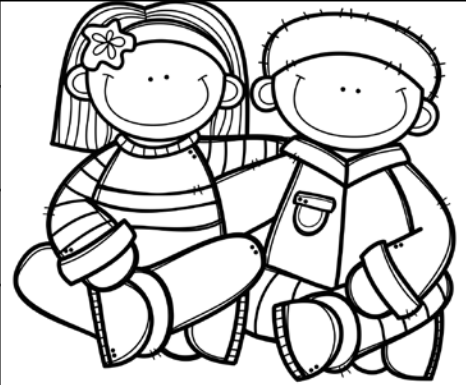
Kindergarten

SET I: WEEK 5

AT-A-GLANCE WEEKLY GUIDE

THEME

Kindness Counts



FOCUS WORDS

joyful

proud

friendly

LESSON 1: *introduction*

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

LESSON 2: *story time*

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

LESSON 3: *connection*

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

LESSON 4: *word play*

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

LESSON 5: *application*

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

QUICK CHECK: *word sketch*

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

Kindergarten
SET I: WEEK 5

THIS WEEK'S TEACHER WORD GUIDE

JOYFUL

definition (adj.) feeling happy

example sentence She smiled when she read the joyful news.

synonyms happy, glad, cheerful

antonyms blue, miserable, down

PROUD

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

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

synonyms satisfied, artist, pleased, content

antonyms ashamed

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

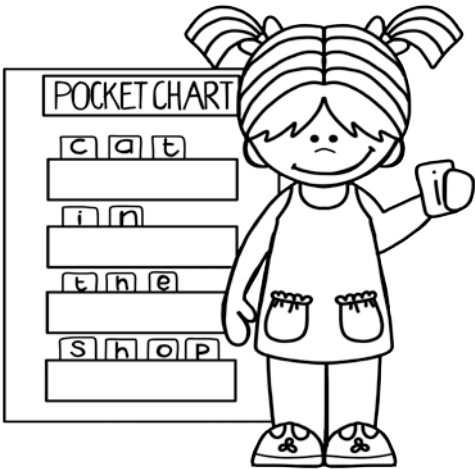
FRIENDLY

definition (adj.) welcoming and kind to others

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

synonyms pleasant, kind, warm

antonyms hostile, cold, unfriendly

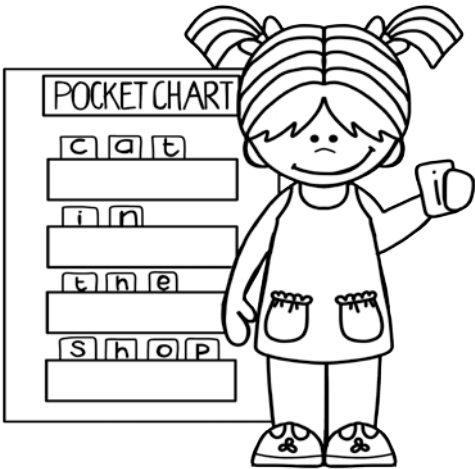


joyful

proud

friendly

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



joyful

proud

friendly

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

Kindergarten
SET I: WEEK 5

LESSON I:
Optional Teacher Discussion Questions
for Introduction Story

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

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

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

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

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

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

joyful

1.5

PREVIEW

proud

1.5

friendly

1.5

Kindergarten

SET I: WEEK 5

ANCHOR CHART PICTURE CARD

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



Kindergarten
SET I: WEEK 5

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

Kindness Counts



Written by Miss DeCarbo

Set I: Week 5

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

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

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

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

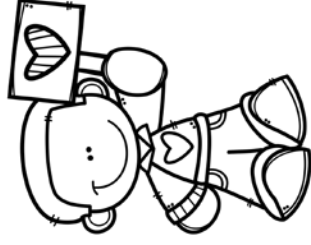
Think about something you are proud of yourself for. Turn and tell a friend something you do at school or at home that you are proud of. (Answers will vary.)

I am friendly.

I feel joyful.

PREVIEW

My Weekly Word Book



I am proud of what I can do!

By _____

Kindergarten

SET I: WEEK 5

SYNONYM & ANTONYM CARDS

joyful

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

happy

1.5

gloated

PREVIEW

1.5

miserable

1.5

blue

1.5

Kindergarten

SET I: WEEK 5

SYNONYM & ANTONYM CARDS

proud

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

satisfied

1.5

pleased

1.5

ashamed

1.5

PREVIEW

Kindergarten

SET I: WEEK 5

SYNONYM & ANTONYM CARDS

friendly

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

pleasant

1.5

kind

PREVIEW

1.5

hostile

1.5

cold

1.5

Name: _____

I CAN DRAW A STORY

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

PREVIEW

joyful

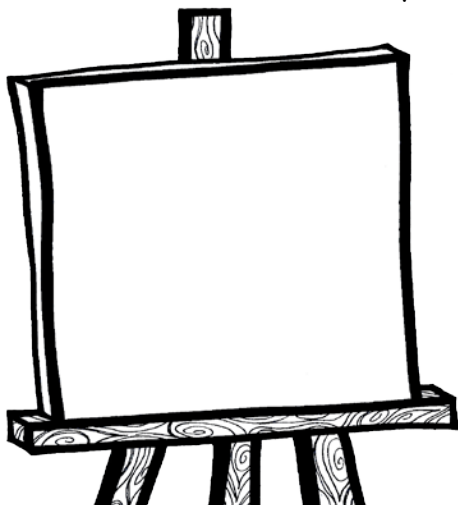
friendly

proud

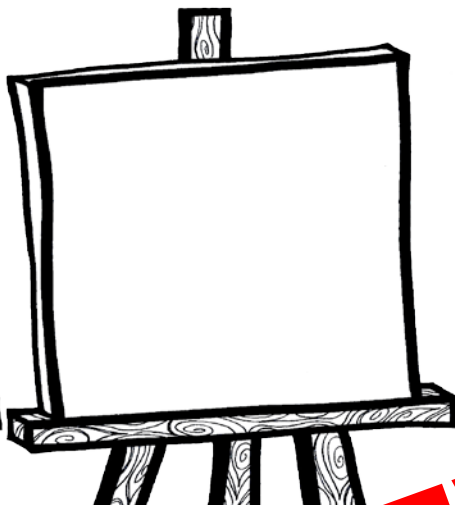
Name: _____

WEEKLY WORD SKETCH

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



joyful



proud

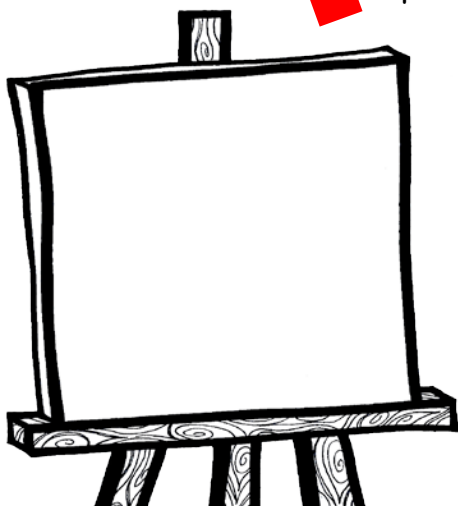


friendly

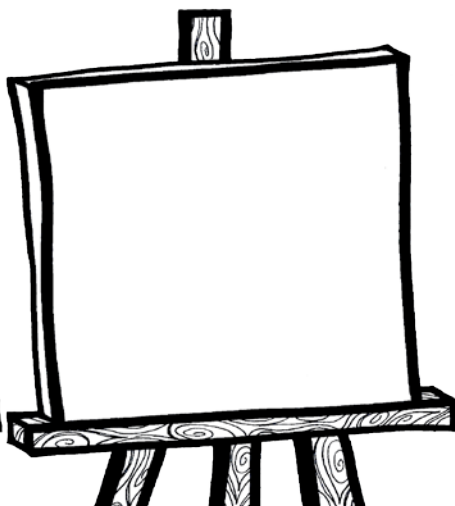
Name: _____

WEEKLY WORD SKETCH

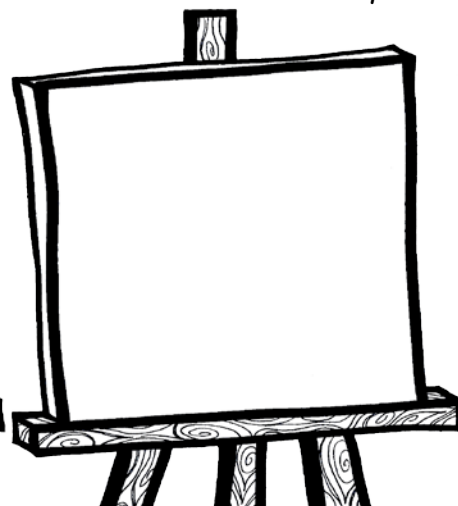
Directions: Draw a picture to show what each word means to you.



joyful



proud



friendly

PICTURE CARDS FOR WORD CHAT

WORD PLAY ACTIVITY

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

PREVIEW

WHAT WORD AM I?

joyful proud friendly

WEEK 5





WHAT WORD AM I?

joyful proud friendly

WEEK 5

PREVIEW



WHAT WORD AM I?

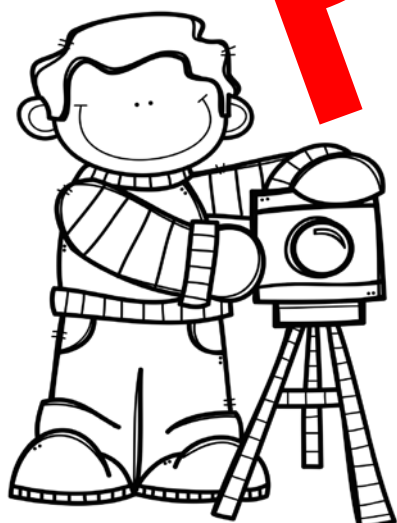
joyful proud friendly

WEEK 5

Name: _____

LABEL THE PHOTOGRAPH

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



PREVIEW

©2017 Miss DeCarbo, Inc.

joyful

proud

friendly

VOCABULARY CARDS WEEKS 1 & 2

cooperate

to work together

kind

being helpful or friendly

PREVIEW

pal

a close friend

worried

feeling troubled

glum

sad

brave

ready to face danger

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 so dim that we had to turn on the lights.

synonyms

dark, dim, dimly, dimly

antonyms

bright, light, shiny

multiple meaning

(verb) to make less bright

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

NEAR

definition

(prep.) close to

example sentence

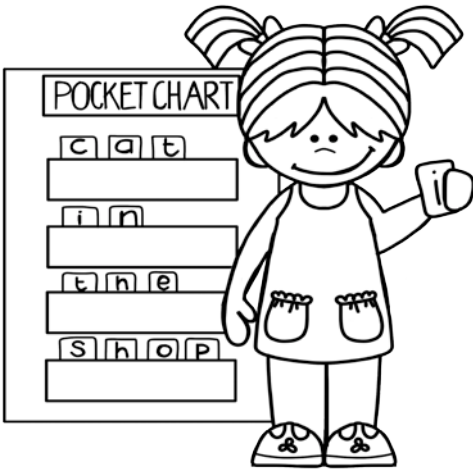
I like to sit near the fire to read in the winter.

synonyms

close by, adjacent

antonyms

far, distant



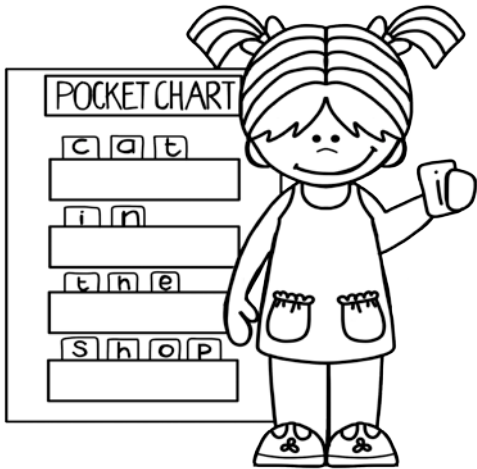
dull

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 Tasha and Ming 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 do you think Maggie pretends in the dramatic play area? (Answer: She likes to pretend to be a doctor, a teacher, etc.) *Then, when she walked near the dramatic play area, she asked Maggie if her class could play, too. What do you think what we learned about the word near yesterday? (Answer: It means close to.)* *What does that mean? (Answer: close to it or near it.)* *What did Antonio pretend to be? (Answer: a veterinarian.)* *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

Kindergarten

SET 4: WEEK 1

**LESSON 3:
SYNONYM & ANTONYM CARDS**

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

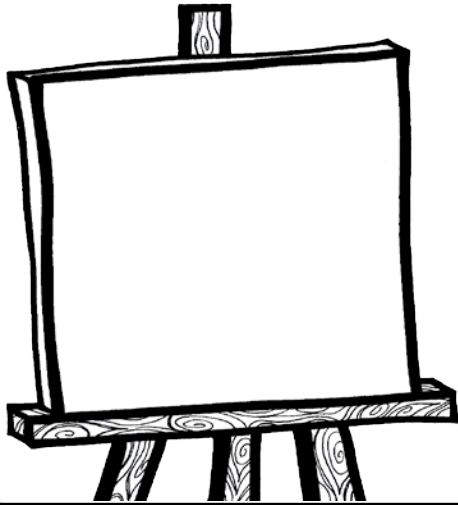
I

3 I sat near

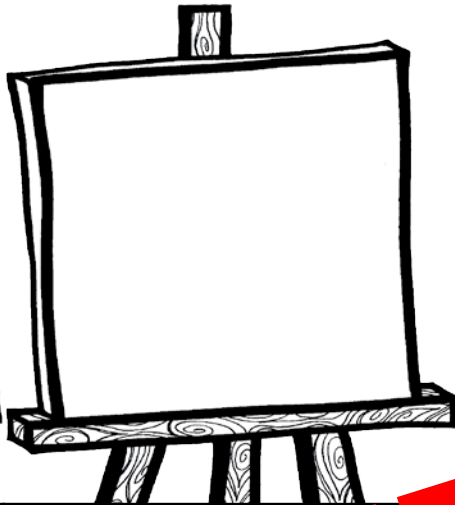
Name: _____

WEEKLY WORD SKETCH

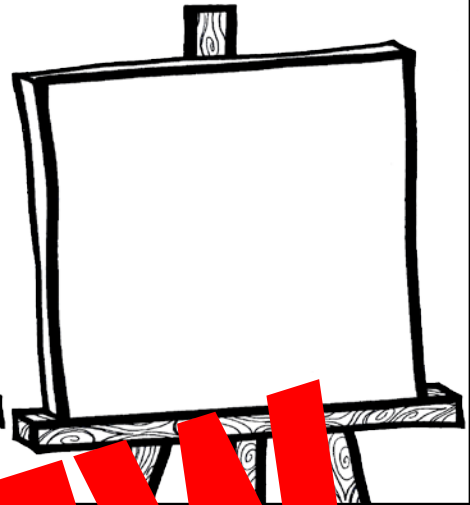
Directions: Draw a picture to show what each word means to you.



dull



dim

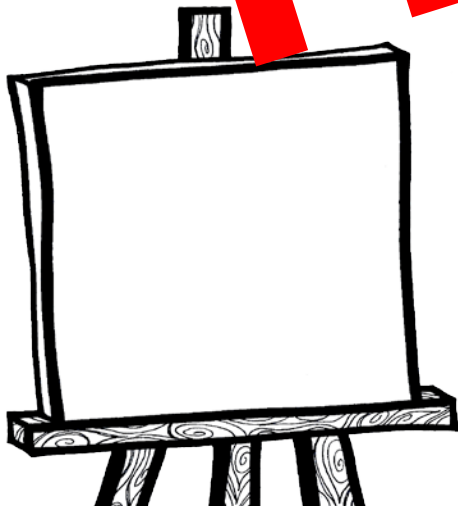


near

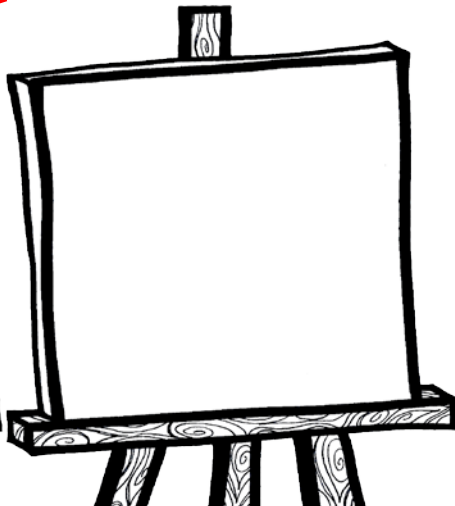
Name: _____

WEEKLY WORD SKETCH

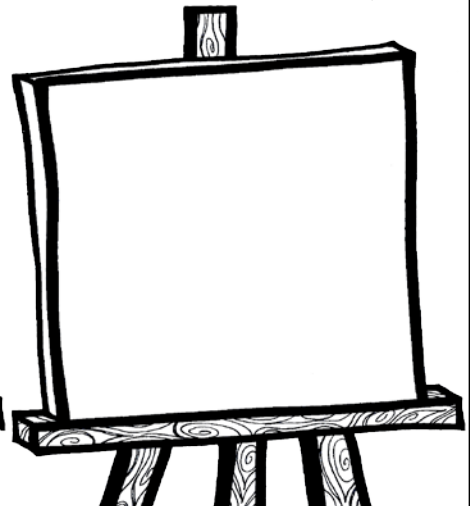
Directions: Draw a picture to show what each word means to you.



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

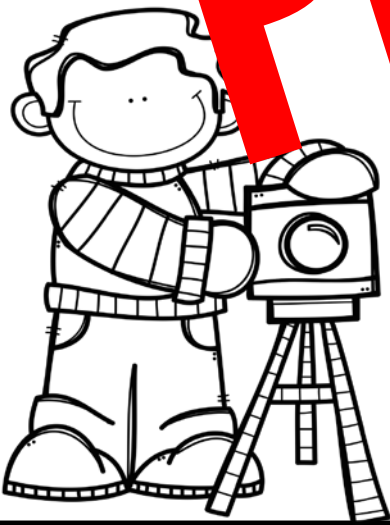
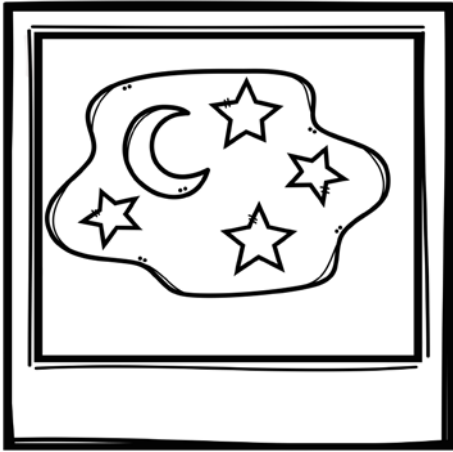
4.1

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

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dull

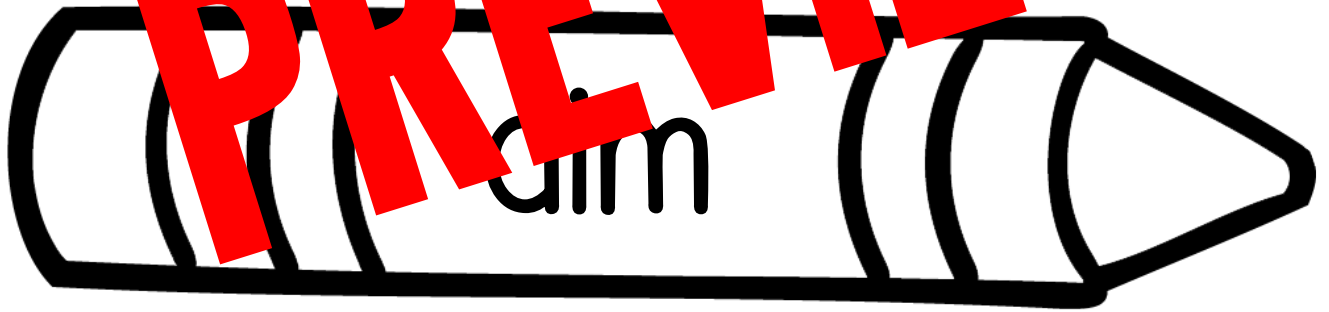
dim

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.



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.

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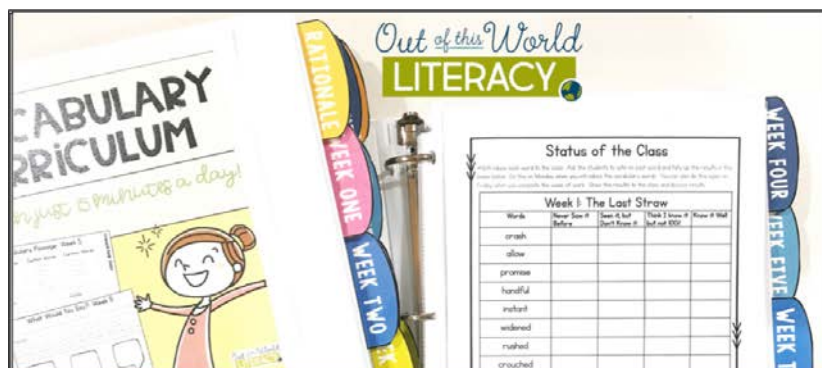
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VOCABULARY CURRICULUM



STUDENT PRACTICE

Vocabulary Passage: Week 5			Associating Words: Week 2		
Basic Words	Context Words	Common Words	DAY 1	DAY 2	DAY 3
1. <input type="checkbox"/> 1. <input type="checkbox"/> 1. <input type="checkbox"/>	2. <input type="checkbox"/> 2. <input type="checkbox"/> 2. <input type="checkbox"/>	3. <input type="checkbox"/> 3. <input type="checkbox"/> 3. <input type="checkbox"/>	4. <input type="checkbox"/> 4. <input type="checkbox"/> 4. <input type="checkbox"/>	5. <input type="checkbox"/> 5. <input type="checkbox"/> 5. <input type="checkbox"/>	6. <input type="checkbox"/> 6. <input type="checkbox"/> 6. <input type="checkbox"/>
<p>Suggested Testing Tools:</p> <p>1. <input type="checkbox"/> 1. <input type="checkbox"/> 1. <input type="checkbox"/></p> <p>2. <input type="checkbox"/> 2. <input type="checkbox"/> 2. <input type="checkbox"/></p> <p>3. <input type="checkbox"/> 3. <input type="checkbox"/> 3. <input type="checkbox"/></p> <p>4. <input type="checkbox"/> 4. <input type="checkbox"/> 4. <input type="checkbox"/></p> <p>5. <input type="checkbox"/> 5. <input type="checkbox"/> 5. <input type="checkbox"/></p> <p>6. <input type="checkbox"/> 6. <input type="checkbox"/> 6. <input type="checkbox"/></p>			<p>Word Relationships: Week 4</p> <p>1. <input type="checkbox"/> 1. <input type="checkbox"/> 1. <input type="checkbox"/></p> <p>2. <input type="checkbox"/> 2. <input type="checkbox"/> 2. <input type="checkbox"/></p> <p>3. <input type="checkbox"/> 3. <input type="checkbox"/> 3. <input type="checkbox"/></p> <p>4. <input type="checkbox"/> 4. <input type="checkbox"/> 4. <input type="checkbox"/></p> <p>5. <input type="checkbox"/> 5. <input type="checkbox"/> 5. <input type="checkbox"/></p> <p>6. <input type="checkbox"/> 6. <input type="checkbox"/> 6. <input type="checkbox"/></p>		

DAILY WORK!

WEEKLY LESSONS

Vocabulary Passage: Week 5			Associating Words: Week 2		
Basic Words	Context Words	Common Words	DAY 1	DAY 2	DAY 3
1. <input type="checkbox"/> 1. <input type="checkbox"/> 1. <input type="checkbox"/>	2. <input type="checkbox"/> 2. <input type="checkbox"/> 2. <input type="checkbox"/>	3. <input type="checkbox"/> 3. <input type="checkbox"/> 3. <input type="checkbox"/>	4. <input type="checkbox"/> 4. <input type="checkbox"/> 4. <input type="checkbox"/>	5. <input type="checkbox"/> 5. <input type="checkbox"/> 5. <input type="checkbox"/>	6. <input type="checkbox"/> 6. <input type="checkbox"/> 6. <input type="checkbox"/>
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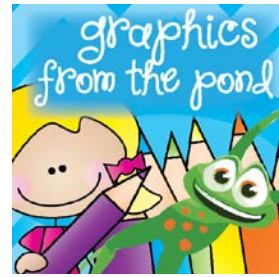
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