

YEAR-LONG **VOCABULARY** **CURRICULUM**

second grade



LESSON PLANS

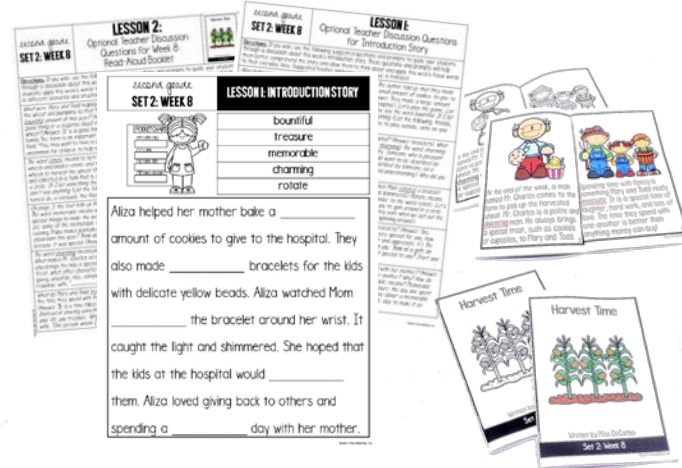
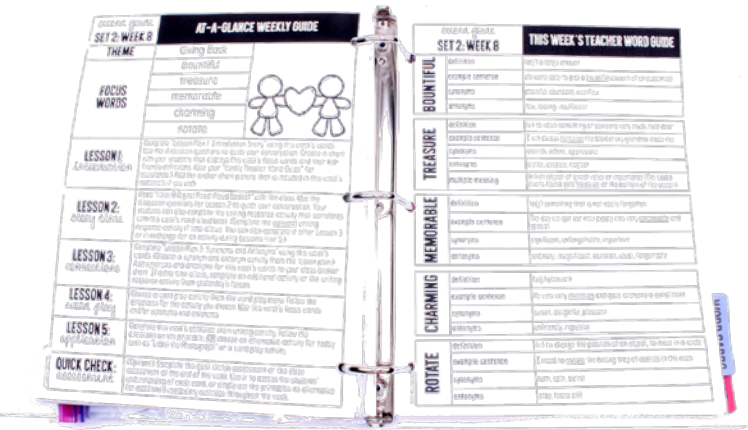
**WEEKLY
ROUTINE**

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
digital read-aloud story with
detailed teacher language
and discussions



Focus word cards, synonym and antonym word cards, synonym
and antonym word sort printable, oral discussion cards,
anchor chart cards, two optional assessment pieces, writing
response activity, sentence stem writing activity, label the
photograph printable, digital book, printable book, and MORE!

DIGITAL BOOKS FOR PC & MAC

with teacher discussion questions

Chester Greenwood

biography



Written by Miss DeCarbo

Set 2: Week 6

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



When Chester Greenwood was 15 years old, he went ice skating to try out his new ice skates. He felt a big gust of wind hit his ears, and he shivered. Chester soon realized that he had a big problem. His ears were *so* cold! He was freezing!

1



Chester tried to take great caution to keep his ears from freezing or getting frostbite. He knew he had to do something to keep his ears warm. He tried to wrap a scarf around his head, but the scarf was itchy. It was also bulky and kept falling off.

2

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Field Day Decisions



Written by Miss DeCarbo

Set 4: Week 2

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ANIMATED VOCABULARY BOOKS

Teach vocabulary words in context!



"I know you will all do a great job this afternoon. Remember to work hard and try your best. The whole point of Field Day is to have fun! Cheer for the other teams, and show them empathy if they do not win an event. I'm sure they will do the same for us!" Miss Leila said.

5



"I just love Field Day!" said Ming. "Me, too!" said William. "It's always such a memorable day. Field Day always helps unify every classroom in our school. We all work together to do our best in the different events. There's also popsicles involved!" Everyone laughed!

6

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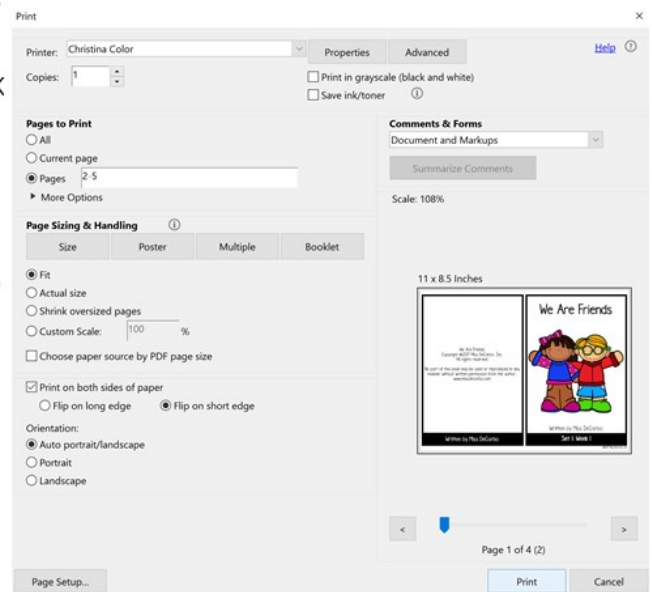
PRINTABLE VERSIONS OF THE READ-ALoud BOOKLETS ARE INCLUDED!



PRINTING INSTRUCTIONS FOR WEEKLY READ-ALoud BOOKLETS

If you choose not to use the digital read-aloud book for Lesson 2 this week, I have included printable versions for your convenience. A color version and black and 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 and 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 an optional writing response activity that connects the story to their own lives.</p>
LESSON 3: <i>connections</i>	<p>Add this week's synonyms and antonyms to your anchor chart.</p> <p>Complete the synonym and antonym activity of your choice.</p>
LESSON 4: <i>word play</i>	<p>Choose an activity from the word play menu.</p>
LESSON 5: <i>application</i>	<p>Students will complete the sentence stem writing activity and 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

second grade
INTRODUCTION

LESSON PLAN I: INTRODUCTION STORY

Materials:

- pocket chart
- sentence strips
- chart paper
- marker
- word cards
- introduction story for Lesson 1
- student copies are optional

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, you can use a document camera to project the story on a screen.

*I have a story that I want to share with you
I'm going to need your help to find some ne

Do NOT read the word cards yet. First, read the **"blank"** whenever there is an empty space. Then ask the students, **"Does anyone know a word that fits in this blank?"** The exercise helps students draw from their schema to fill in the blank. The exercise also exposes your students to words that they may not have thought of, used, or shared, had we only expected them to put these known words into context. You can think of that make sense in the blank space. The remaining sentences in the story.

Now, flip each word card over (or remove the screen), and read the week's focus words to word back to you after you read it to them. to use and refer to throughout the week. I know the meanings of any of the words. (The word guide to discuss each word's meaning sentences provided. Add the definitions to your word's meaning. (You will be adding to this chart **blanks for our story with the new words that**

second grade
STORY TIME

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

Materials:

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

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 week. You can open the digital booklets on any device that has Adobe Reader installed. When you open the file, the booklet will open up and be ready for use. If you are not using Adobe Reader, both color and black and white printable versions of the booklets are available.

second grade
CONNECTIONS

LESSON PLAN 3: SYNONYMS & ANTONYMS

Materials:

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

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

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

Choose one of the activities below as a way to discuss the synonyms and antonyms for the week with your students. Remember to first review with your students that "Synonyms are

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

second grade
WORD PLAY

LESSON PLAN 4: WORD PLAY ACTIVITY

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

Set Up: Every week for Lesson 4, you will choose an activity off of the word play menu on page 49. These also make excellent review activities!

You can choose to work your way through all of the activities over the next eight weeks, 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.

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

You will then choose a word play activity from the included word play menu. The word play activity options for Set 3 include the following activities:

word wondering	word theater	word drama
word artist	word chat	word crayons
word sing-along	word chant	word emojis

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

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

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

WORD SORT

the five focus word cards horizontally in your pocket chart. Hold up a synonym card, and read it aloud. Have the students at the word back to you and share anything they already know about the word. Ask, "Does the word mean the same thing as any of the words that are in our pocket chart this week?" Students will help you sort each synonym card by placing it under one of the five words that has the same meaning. Repeat the process using the antonym word

tivity as a quick alternative activity for this gym instruction, replace this lesson with any

©2017 Miss DeCarbo, Inc. The text for the students, makes it meaningful, and allows them to demonstrate their understanding of the words in their own unique ways. It also scaffolds the writing process for students so that they can use each word in the correct way, but they will still need to supply their own critical thinking and original ideas. The activity eliminates the chance of students using the word completely incorrectly. They will still, however, need to have a solid understanding of what the word means in order to successfully complete the sentence and put it into the correct context.

When students have completed their sentences, you can choose to have them share their sentences with the whole class, in partners, or in small groups. It is helpful for students to be able to hear examples and model sentences with their peers. This allows them to hear each word being used in multiple ways, situations, scenarios, and experiences.

Differentiation Options: Below are several differentiation options that you can use with your students and adapt for your lesson plan.

- Increase the challenge for students by eliminating the sentence stems and having students write a sentence for each focus vocabulary word within their notebooks.
- Complete the same writing activity using this week's synonyms and antonyms. Students can write their sentences in their vocabulary notebooks or on separate writing paper.
- For students who struggle with the sentence stem activity, model a sentence for the student so that he or she can hear what the word sounds like aloud prior to writing his or her own sentence. For example, say, "I cooperate in my classroom by sharing the math games with my friends." Then, ask the student, "What do you do to cooperate in our classroom?" Help the student write a similar sentence with his or her own idea and thoughts. As students gain experience with the activity, their confidence and sentence writing abilities will increase, too.

SON PLAN 5: SENTENCE STEM WRITING ACTIVITY

son is completed independently by the students (with the teacher if needed). You will want to ensure that the rd chart (anchor chart) is available for you and your fer to if needed. Pass out a copy of the week's ns" writing printable. You may wish to model the first students, depending upon their needs and the time of

learned about our new words to write your own
but you and your own life. I can't wait to see what you

prems" writing printable. Your students will be writing started" for the student with a sentence stem. For sentence might say, "I cooperate in my classroom by..." sentence on his or her own. This activity is a great way knowledge of the week's words independently and to their put for the students, makes it meaningful, and allows of the words in their own unique ways. It also is so that they can use each word in the correct way, critical thinking and original ideas. The activity the word completely incorrectly. They will still, however, that the word means in order to successfully complete context.

LESSON 1: INTRODUCTION

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

memorable

bountiful

treasure

charming

rotate

Aliza helped her mother bake a _____

amount of cookies to give to the hospital. They

also made _____ bracelets for the kids

with delicate yellow beads. Aliza

_____ the bracelet around

caught the light and shimmered.

kids at the hospital would _____

loved giving back to others and

Aliza helped her

amount of cookies to give to the hospital. They

also made _____ charming _____ bracelets for the kids

with delicate yellow beads. Aliza watched Mom

_____ rotate _____ the bracelet around her wrist. It

caught the light and shimmered. She hoped that the

kids at the hospital would _____ treasure _____ them. Aliza

loved giving back to others and spending a

_____ memorable _____ day with her mother.

second grade

SET 2: WEEK 8

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.

Aliza helped her mother bake cookies to give to the hospital. The author told us that they made a bountiful amount. Do you think this means that they made a small amount of cookies to give to all of the people at the hospital or a large amount? Why? (Answer: They made a large amount because there are a lot of people that work and stay at the hospital.) Let's play this game. List something you would not want a large amount of, you say the word bountiful. If I list toys, broken pencils, leaves in your front yard, snow, rainfall, time to play outside, ants on your front porch).

What else did Aliza and her mother make for the kids at the hospital? (Answer: bracelets) What adjective did the author use to describe the bracelets? (Answer: charming) What means pleasant. Charming can also refer to someone's personality. Someone who is pleasant someone as charming. Clap softly if you would not want to be described by clap loudly or softly? charming person. Students will clap according to their opinions and understanding. Why did you

According to the text, what did Aliza notice about the bracelets when Mom started to change position or move in a circle. Spin, swivel, and turn are similar to the word rotate. Let's stand up and act out the word rotate. When I say, "Rotate!" I want you to spin around in a circle. three times. Be careful of the people around you so that we can all stay safe when we act out the word rotate. (Provide time for the students to rotate their bodies by spinning around.)

What did Aliza hope that the kids at the hospital would do with the bracelets? (Answer: She hoped that they would treasure them.) If someone made something very special for you, how would you feel about that gift? (Possible answer: I would love the gift and appreciate it.) The word treasure means to value something very much or hold it dear to you. Think of a gift, an item, or an object that you treasure. Why do you treasure it? Why is it special to you? Start your response with, "I treasure my _____ because _____."

At the end of the passage, what end of day does Aliza tell us she had with her mother? (Answer: a memorable day) Do you think Aliza enjoyed the day she spent with her mother? Why? How do you know? If Aliza enjoyed the day, what do you think the word memorable means? Memorable means something that is not easily forgotten. Aliza will cherish and treasure the day she spent with her mother. It will be a day she remembers. Tell someone beside you about a memorable day you spent with a family member. What did you do on your memorable day to make it so special?

second grade
SET 2: WEEK 8

LESSON 1: INTRODUCTION STORY



bountiful
treasure
memorable
charming
rotate

Aliza helped her mother bake a _____ amount of cookies to give to the hospital. They also made _____ bracelets for the kids with delicate yellow beads. Aliza watched Mom _____ the bracelet around her wrist. It caught the light and shimmered. She hoped that the kids at the hospital would _____ them. Aliza loved giving back to others and spending a _____ day with her mother.

LESSON 2: STORY TIME

Read the digital booklet aloud, and complete a writing response activity.



At the end of the week, a man named Mr. Charles comes to the farm to pick up the harvested wheat. Mr. Charles is a polite and charming man. He always



Spending time with something so special is a treasure. It's a laughter, happy love. The time we spend with one another is something so

Name: _____

MY WEEKLY WRITING RESPONSE

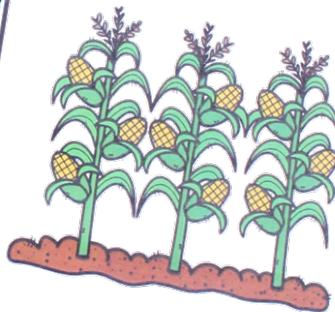
Directions: Think about a time when you shared a memorable moment with someone you treasure. What did you do with this special, treasured person that made the day memorable? Write about your day or moment below. If you can, try to use some of the words at the bottom of your paper in your writing.

My grandma and I went Christmas shopping to bought me a necklace treasure! Then we had a bountiful lunch and cream. We had a with Santa. He was charming! Shopping grandma was a day.

bountiful

treasure

Harvest Time



Written by Miss DeCarbo

Set 2: Week 8

second grade
SET 2: WEEK 8

LESSON 2: Optional Teacher Discussion Questions for Week 8 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.

What were Mary and Todd helping with this week? (Answer: They were helping their family harvest the wheat and pumpkins so that the family would have enough money.) What did the farm produce a bountiful amount of this year? (Answer: wheat) Bountiful means a large amount. Do you think it is a good thing or a negative (bad) thing that the farm produced a bountiful, or large, amount of wheat? (Answer: It is a good thing. More wheat would mean more money for Mary and Todd's family. The farm is an important part of the family's life and how they are able to buy clothes and food. "You may want to have a discussion with the class that in some farming areas, it is not uncommon for children to help out their families if they own small farms.")

The word *rotate* means to turn around or spin. When Papa drives the combine harvester, the wheels and blades rotate and turn around. Explain how the combine harvester uses the blades and wheels to harvest the wheat. (Answer: As the blades and wheels rotate, or turn, the wheat is cut and collected in a tank that is on the combine harvester.) Think about things that rotate, or move in a circle. If I list something that rotates, you say, "rotate." If I list something that rotates, or move in a circle, you say, "rotate." (List the following: a globe, the world, an elevator, a bowl in a microwave, that is turned on, a carousel, the floor of a house, the hands on a clock)

On page 3, the text tells us that Mary and Todd think that the harvesting wheat is a memorable one. The word *memorable* means something that is not easily forgotten. Maria and Papa do some special things to make the wheat memorable, or one the kids will always want to remember. What are some of the memorable things Papa and Mama do? (Answer: Mama makes big dinner's every evening. Papa makes pancakes in the mornings.) What is something memorable we have done in our classroom this year? Think about something we already done that you know you will never forget because it was special. (Answers will vary.)

The word *charming* means pleasant. On page 5, the author tells us about a charming character. What makes Mr. Charles so charming? (Answer: Mr. Charles is charming because he is polite. He is friendly, and he always brings the kids a special treat when he sees them.) Since Mr. Charles brings the kids a special giving, unselfish, nice, considerate) who do you know in your life who is charming? Start your response with, "The person whom I treasure in my life is _____ because _____."

What do Mary and Todd treasure most at the end of the story? (Answer: Mary and Todd treasure the time they spend with their family.) According to the text, why is that treasured time so special? (Answer: It is a time filled with laughter, hard work, and love. They get to be with one another.) Instead of sharing something you treasure, like an object, I want you to think about someone in your life you treasure. Why is that person so special and meaningful to you? Start your response with, "The person whom I treasure in my life is _____ because _____."

LESSON 3: CONNECTIONS

Share, discuss, and sort synonyms and antonyms.

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



treasure

appreciate

adore

neglect

despise

bountiful

plentiful

abundant

lacking

insufficient

memorable

unforgettable

significant

ordinary

forgettable

charming

delightful

sweet

rotate

swivel

turn

spin

pivot

Aliza helped her mother bake a plentiful

amount of cookies to give to the hospital. They

made delightful bracelets for the kids

delicate yellow beads. Aliza watched Mom

el the bracelet around her wrist. It

light and shimmered. She hoped that the

hospital would appreciate them. Aliza

to others and spending a

y with her mother.

SYNONYM AND ANTONYM WORD SORT

Name: _____

second grade
SET 2: WEEK 8

Directions: Sort and write two synonyms and two antonyms for every focus word. Use the word bank to sort your synonyms and antonyms.

sweet	appreciate	significant	delightful	adore-
plentiful	turn-	abundant	ordinary-	spin-
unforgettable	despise	swivel-	forgettable-	neglect-
unfriendly	insufficient	lacking	repulsive	pivot-

focus word	synonyms	antonyms
bountiful	plentiful abundant	lacking insufficient
treasure	appreciate adore	despise neglect
memorable	unforgettable significant	forgettable ordinary
		repulsive unfriendly

LESSON 4: WORD PLAY

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



LESSON 5: APPLICATION

The students will apply the words to their lives through a sentence stem writing activity.

Two "Sentence Stem Writing Activity" worksheets are shown, one in the foreground and one in the background.

Foreground Worksheet (Yellow):

- Name: second grade
- SET 2: WEEK 8
- Directions: Use what you know about each vocabulary word to finish these sentences.
- 1 We ate a bountiful feast of turkey and stuffing.
- 2 The toy I treasure most is my remote control car.
- 3 My most memorable day at school was when we went on the field trip.
- 4 The prince was charming because he was polite and friendly.
- 5 Can you rotate the plant so that it gets some sunlight?

Background Worksheet (White):

- Name: _____
- second grade
- SET 2: WEEK 8
- SENTENCE STEM WRITING ACTIVITY
- Directions: Use what you know about each vocabulary word to finish these sentences.
- We ate a bountiful feast of _____
- _____ treasure most is _____
- _____ day at school was when _____
- _____ because he _____

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3 VERSIONS OF OPTIONAL ASSESSMENTS ARE INCLUDED

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!



impressive



iridescent



drastic



scattered

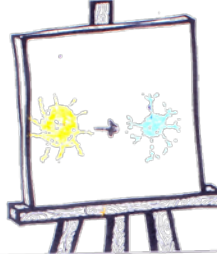


glamorous

Name: _____

WEEKLY WORD SKETCH

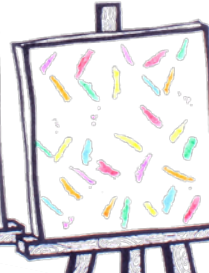
Directions: Draw a picture to show what each word means to you.



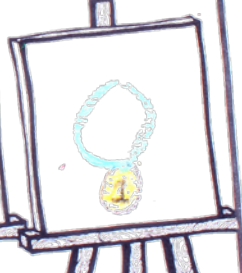
drastic



glamorous



scattered



impressive

Name: _____

second grade
SET 3: WEEK 6

CLOZE VOCABULARY ASSESSMENT

Directions: Read through all five sentences before you begin. Write in the word that belongs in each sentence. Use the word bank to help you.

WORD BANK

impressive

glamorous

scattered

iridescent

drastic

1 My toys were scattered all over the floor.

2 She wore a shiny and iridescent headband.

3 The restaurant was fancy and glamorous.

4 The gymnast gave a flawless and impressive performance at the meet.

5 My teacher made some drastic changes to our seating arrangement.

THE STUDENT COMPLETED 5 OUT OF 5 SENTENCES CORRECTLY.

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 a differentiated assessment, independent work, or placed within a literacy center with the picture cards.
Vocabulary Notebook	Have students illustrate the vocabulary cards for the week and paste them into personal vocabulary notebooks. Students can write synonyms and antonyms beside each word card in their notebooks.
Quick Sketch or Cloze Assessment	The quick sketch page and the cloze assessment page was designed to be used as optional, end-of-the-week assessments. However, these pages can also be used as additional activities for the week or in exchange for one of the lesson plan activities.

SECOND GRADE WORD LIST: SET I

WEEK 1	courage	WEEK 5	tremble
	relieved		delectable
	effort		nervous
	courteous		avoid
	timid		whimper
WEEK 2	consequence	WEEK 6	luxury
	obey		enormous
	inform		jealous
	spoil		affordable
	considerate		vibrant
WEEK 3	reflect	WEEK 7	doubt
	conclusion		bargain
	retell		warm
	disturb		gleam
	fascinating		polish
WEEK 4	generous	WEEK 8	wisdom
	benefit		exclaimed
	personality		compassionate
	essential		discover
	instructor		deserve

SECOND GRADE WORD LIST: SET 2

WEEK 1	elegant	WEEK 5	rapid
	flawless		steep
	dawn		insist
	necessary		bolt
	wander		excess
WEEK 2	proof	WEEK 6	risk
	examine		diminish
	brief		caution
	frail		mute
	drift		gust
WEEK 3	stressed	WEEK 7	quest
	balance		suggest
	pale		construct
	temporary		dilemma
	prefer		appreciate
WEEK 4	complex	WEEK 8	bountiful
	interest		treasure
	strategy		memorable
	flexible		charming
	typical		rotate

SECOND GRADE WORD LIST: SET 3

WEEK 1	denied	WEEK 5	suggestion
	dodge		sympathy
	slight		weary
	immature		approach
	bare		proceed
WEEK 2	gaze	WEEK 6	glamorous
	empathy		iridescent
	comprehend		impressive
	imitate		scattered
	irritate		drastic
WEEK 3	excluded	WEEK 7	sincere
	coincidence		absolute
	brilliant		ancient
	elated		boast
	dapper		pledge
WEEK 4	region	WEEK 8	frigid
	remarkable		hustle
	alternative		alarmed
	gist		retire
	average		grasp

SECOND GRADE WORD LIST: SET 4

WEEK 1	hover	WEEK 5	haunting
	reluctant		flabbergasted
	astonished		sarcastic
	blunder		depart
	notice		illuminate
WEEK 2	empathy	WEEK 6	savor
	abounding		impeccable
	endure		enthralled
	unify		obvious
	consider		amiable
WEEK 3	swift	WEEK 7	frank
	fortunate		yield
	conceal		permit
	agreeable		provoke
	omit		ominous
WEEK 4	drive	WEEK 8	cease
	harmony		yearn
	fine		aghast
	melody		whimsical
	captivated		meddle

second grade
SET I: WEEK 1

AT-A-GLANCE WEEKLY GUIDE

THEME

Be a Kind Friend

FOCUS WORDS

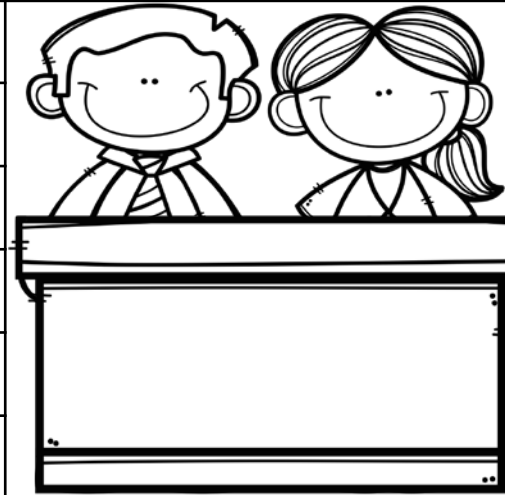
courage

relieved

effort

courteous

timid



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 "I can read or write like" for assistance.) Add the anchor chart picture that is included in this week's materials if you wish.

LESSON 2: *story time*

Read "Weird Digital Read-Along Bookset" with students. Use the discussion questions to guide your conversation. Your students can also complete the writing response activity that correlates with this week's read-along book. (Complete the writing response activity at any time.) You can also complete it after Lesson 3 or in exchange for an activity during Lessons 4 or 5.

LESSON 3: *connections*

Complete "Lesson Plan 3: Synonyms and Antonyms" using this week's words. (Choose a synonym and antonym activity from the lesson plan.) Add synonyms and antonyms for this week's words to your class anchor chart. If extra time allows, complete an additional activity or the writing response activity from yesterday's lesson.

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 sentence stem writing activity. Follow the directions on the printable, OR choose an alternative activity for today such as "Label the Photograph" or a word play activity.

QUICK CHECK: *assessment*

(Optional) Complete the quick sketch assessment or the cloze assessment at the end of the week. Use it to assess the students' understanding of each word, or simply use the printables as alternative (or additional) vocabulary activities throughout the week.

PREVIEW

second grade
SET I: WEEK I

THIS WEEK'S TEACHER WORD GUIDE

COURAGE

definition

(n.) having strength to stand up to danger, fear, or difficulty

example sentence

The soldiers showed great courage during the battle.

synonyms

bravery, valor, heroism

antonyms

fear, weakness

RELIEVED

definition

(adj.) free from worry, fear, or pain

example sentence

He was relieved that he didn't have to take the math test.

synonyms

reassured, pleased, relaxed, satisfied

antonyms

distraught, worried

EFFORT

definition

(n.) hard work, the energy or power

example sentence

Sam put a lot of effort into his book report.

synonyms

exertion, endeavor, labor

antonyms

laziness, neglect

COURTEOUS

definition

(adj.) to be polite and have good manners

example sentence

The courteous boy held the door open for his grandma.

synonyms

polite, respectful, considerate, thoughtful

antonyms

disrespectful, inconsiderate, mean, rude, unkind

TIMID

definition

(adj.) to be shy

example sentence

She was too timid to go on stage during the talent show.

synonyms

shy, bashful

antonyms

bold, confident

PREVIEW



courage

relieved

effort

courteous

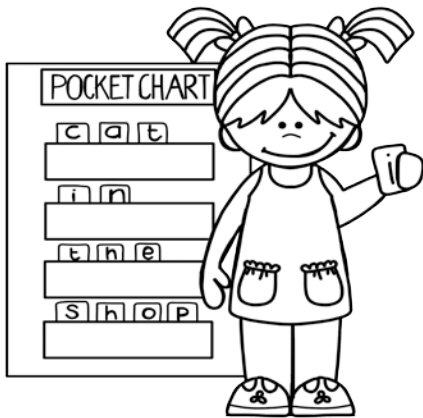
timid

It was Kate's first day at a new school. She took a deep breath and got the _____ to walk into the classroom. She felt nervous and _____. She hoped the other kids would be kind and _____ toward her. Then a girl with dark hair smiled at her. She helped Kate find her seat. She made an _____ to get to know Kate. Kate felt so _____ to have made a friend!

second grade

SET I: WEEK I

LESSON I: INTRODUCTION STORY TEACHER ANSWER SHEET



courage

relieved

effort

courteous

timid

It was Kate's first day at a new school. She took a deep breath and got the courage to walk into the classroom. She felt nervous and timid. She hoped the other kids would be kind and courteous toward her. Then a girl with dark hair smiled at her. She helped Kate find her seat. She made an effort to get to know Kate. Kate felt so relieved to have made a friend!

Name _____

second grade
SET I: WEEK I

LESSON I: INTRODUCTION STORY
STUDENT COPY

Directions: Read the passage with your teacher, and talk about each word's meaning. Then, write the word that belongs in each blank. Be sure that each word makes sense in the story. Read the completed passage again for fluency.

courage

relieved

effort

courteous

timid

It was Kate's first day at a new school. She took a deep breath and got up _____ to walk into the classroom. She felt nervous and _____. She hoped the other kids would be kind and _____ toward her. Then a girl with dark hair smiled at her. She helped Kate find her seat. She made an _____ to get to know Kate. Kate felt so _____ to have made a friend!

second grade
SET I: 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.

If someone has courage, he or she has the strength and bravery to face fear, danger, or something that is difficult. Why do you think Kate needed courage to walk into the classroom? (Possible answer: It was Kate's first day at school, and she was probably scared because she did not know anyone.) *Have you ever felt like Kate and been scared to go somewhere? Did you get enough courage to go, or did you change your mind?* (Allow students to share their experiences.)

Besides being nervous, what did the text tell us about how Kate felt as she walked into her classroom? (Answer: Kate felt timid.) *Timid means shy. When someone is shy, it can be hard for him or her to talk to and play with people he or she does not know very well. Other people are bold, which is the opposite of shy. Someone who is bold is not afraid to meet new people, talk to someone new, or try new things. If you had to describe yourself as timid or bold, which would it be? Raise your hand if you think you are a timid person. This is you making a choice about whether you are a timid or bold person. What can we do in our classroom to make our timid friends feel better?* (Answers will vary.)

Kate hoped the other kids would be kind and courteous. Courteous means polite and respectful. When we are courteous, we think about others' needs, and we are thoughtful people. Let's play a word game. If I say something that is a courteous action, you say, "That's so thoughtful!" If I say something that is not courteous, don't say anything. (List the following: holding a door open for someone, helping someone clean up, ignoring someone, greeting someone in the morning, and laughing at someone.)

Kate's new friend made an effort to get to know her. What kinds of things do you do to get to know someone when he or she is a new friend? (Answers will vary. You may need to model example ideas such as asking a new friend about things he or she likes or doesn't like, asking a friend how he or she is doing, getting to know a friend's family, etc.)

How did Kate feel at the end of the story? (Answer: Kate felt relieved.) *When we are relieved, we stop being scared or worried about something. With your faces, show me what you think Kate looked like when she felt relieved.* (Students will smile at you or even give a big sigh of reassurance. You may need to model these facial expressions for the students.)

second grade

SET I: WEEK I

**LESSON I: INTRODUCTION STORY
FOCUS WORD CARDS**

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

courage

I.I

relieved

I.I

PREVIEW

effort

I.I

courteous

I.I

timid

I.I

second grade

SET I: WEEK I

PICTURE CARD TO USE ON THIS WEEK'S WORD CHART

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



second grade
SET I: WEEK I

LESSON 2:

Optional Teacher Discussion
Questions for Week I
Read-Aloud Booklet

Ruby Bridges



Written by Miss DeCarbo
Set I: Week I

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.

In the story, how did Ruby feel about being chosen to be the first black student to attend William Frantz Elementary School? (Answer: Ruby felt nervous and timid.) Timid means shy. Ruby didn't know anyone at the school. Sometimes when we do not know anyone, we can feel shy or timid. Another word for timid is bashful. I see a lot of little toddlers who are timid or bashful when they meet new adults. Sometimes they hide behind their parents. Have you ever felt timid before? If so, what made you feel timid? (Answers will vary.)

Raise your hand if you think it would be scary to walk to school alone. Ruby yelled at you. Yes, it would be scary to walk to school alone. Ruby's story said that Ruby felt relieved when she arrived at school. We feel relieved when we don't have to be worried, scared, or in danger anymore. Let's play a word game. If I say something that would make you feel relieved, I say, "I feel better!" If I say something that would not make you feel relieved, I say, "I don't say anything." (List the following: getting to the bus stop right before the bell rings, getting the flu, studying hard for a test and then getting an A+ on it, tripping in the hallway, and finding your missing homework.)

Courteous means polite and respectful. What did Ruby do on page 4 that was courteous? (Answer: Ruby used her manners and behaved for her teacher.) It's important to have courteous friends. What can we do in our classroom to make sure that we are always courteous students? (Answers will vary. Discuss kind behaviors.)

Ruby put a lot of effort into her schoolwork. When we put effort into something, we work hard! When I list something that would require a lot of effort, I want you to tap your nose! If I say something that would NOT take a lot of effort, don't do anything. (List the following: building a house, getting an A+ on a spelling test, watching TV, learning how to read, taking a nap, double checking your work in math class, etc.)

Raise your hand if you think Ruby was a brave little girl. Why do you think she was brave? (Answers will vary.) If someone is brave, he or she has courage. If you have courage, you can stand up to fear and be strong when things are difficult. Would you rather have a firefighter with courage put out a fire or a firefighter who is scared? Why?

Name: _____

MY WEEKLY WRITING RESPONSE

Directions: Ruby had to have courage at school. She was timid and nervous at first, but Mrs. Henry made her feel welcomed. Think about a time when you were courteous to a friend who was scared, nervous, or timid. What did you do to help your friend feel relieved?

PREVIEW

courage	relieved	effort	courteous	timid
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second grade

SET I: WEEK I

LESSON 3:

SYNONYM & ANTONYM CARDS

courage

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

bravery

||

valor

PREVIEW

||

fear

||

weakness

||

second grade

SET I: WEEK I

LESSON 3:

SYNONYM & ANTONYM CARDS

relieved

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

reassured

||

pleased

||

distraught

||

worried

||

second grade

SET I: WEEK I

LESSON 3:

SYNONYM & ANTONYM CARDS

effort

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

exertion

||

endeavor

||

laziness

||

neglect

||

second grade

SET I: WEEK 1

LESSON 3:

SYNONYM & ANTONYM CARDS

courteous

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

polite

||

considerate

||

disrespectful

||

rude

||

second grade

SET I: WEEK I

**LESSON 3:
SYNONYM & ANTONYM CARDS**

timid

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

shy

||

bashful

||

bold

||

confident

||

Name: _____

second grade

SET I: WEEK I

SYNONYM AND ANTONYM WORD SORT

Directions: Sort and write two synonyms and two antonyms for every focus word. Use the word bank to sort your synonyms and antonyms.

fear	polite	confident	pleased	disrespectful
laziness	exertion	reassured	valor	shy
bold	bravery	considerate	neglect	worried
distraught	rude	endeavor	weakness	bashful

focus word	synonyms	antonyms
courage		
relieved		
effort		
courteous		
timid		

PREVIEW

Name: _____

second grade
SET I: WEEK I

SENTENCE STEM WRITING ACTIVITY

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

1

I show courage when I _____

2

I was relieved that I did not have to _____

3

I put a lot of effort to _____

4

I am courteous when _____

5

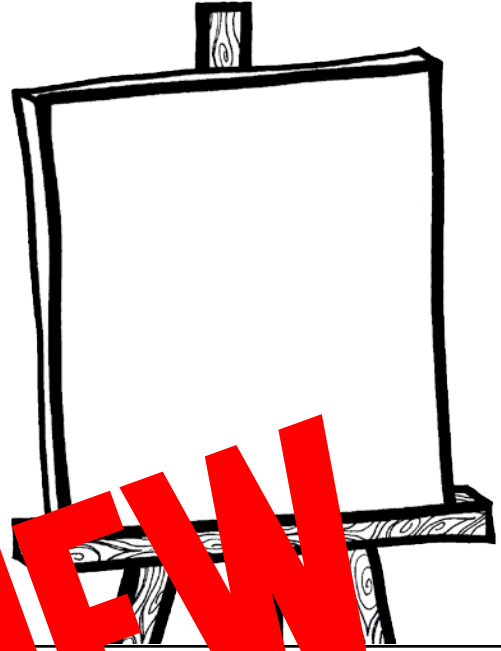
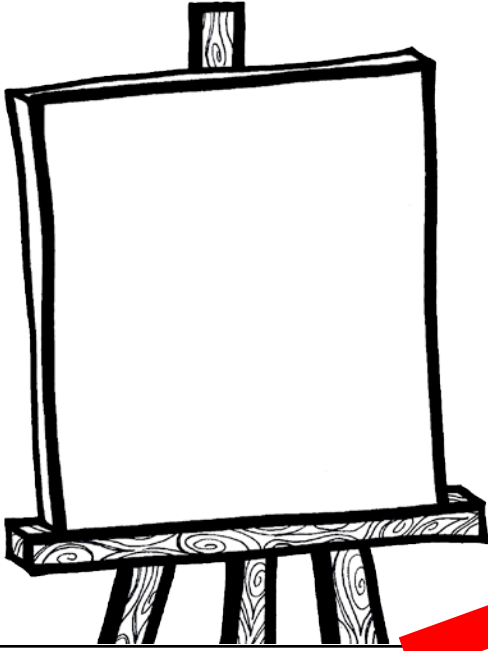
Sometimes I get timid if I have to _____

PREVIEW

Name: _____

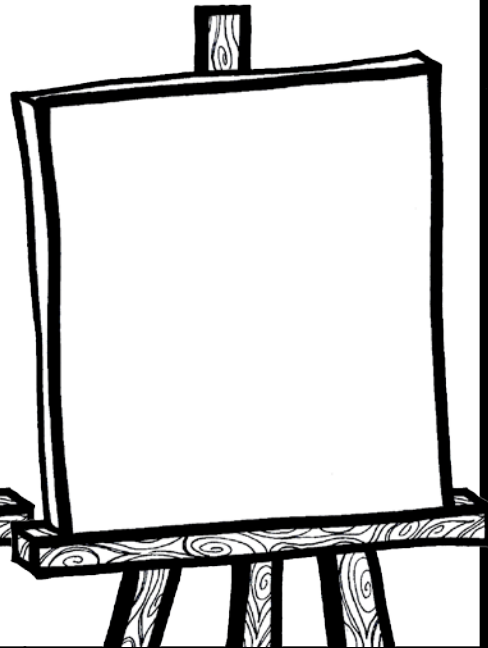
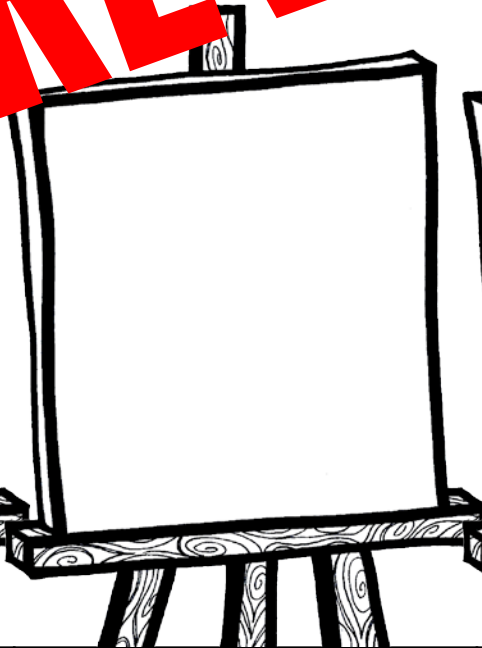
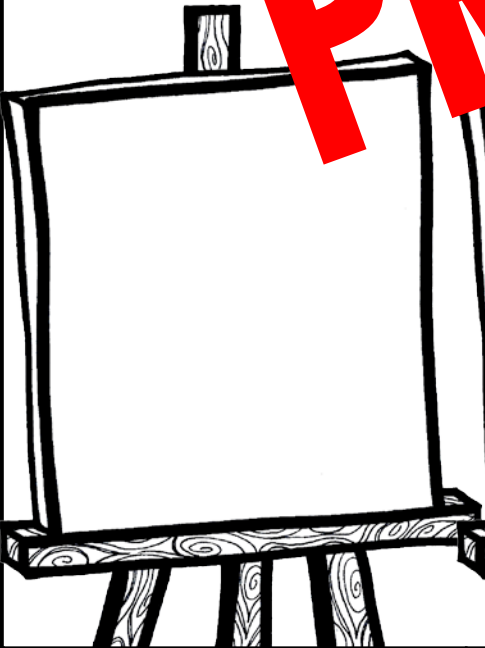
WEEKLY WORD SKETCH

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



courage

relieved



effort

courteous

timid

Name: _____

second grade
SET I: WEEK I

**CLOZE VOCABULARY
ASSESSMENT**

Directions: Read through all five sentences before you begin. Write in the word the belongs in each sentence. Use the word bank to help you.

WORD BANK	courage	relieved
effort	courteous	timid

- 1** He finally had the _____ to sing in front of his friends.
- 2** She felt really _____ on her first day of school.
- 3** He studied hard and a lot of _____ into his spelling test.
- 4** Bella was _____ when her baby sister came home from the hospital.
- 5** Tim was a _____ boy who always said "please" and "thank you" at school.

THE STUDENT COMPLETED _____ OUT OF 5 SENTENCES CORRECTLY.

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, reasoning, 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?

courage relieved effort

courteous timid

WEEK 1

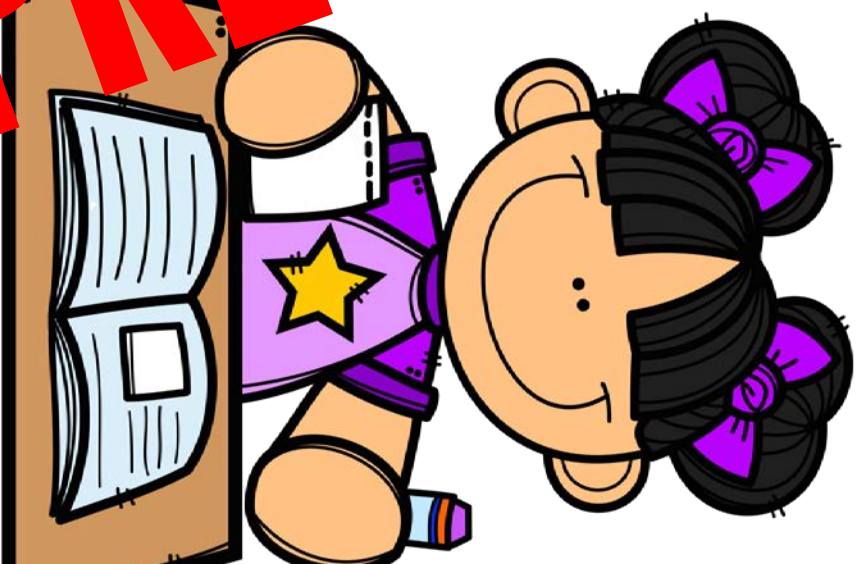


WHAT WORD AM I?

courage relieved effort
courteous timid

WEEK 1

PREVIEW



WHAT WORD AM I?

courage relieved effort
courteous timid

WEEK 1



WHAT WORD AM I?

courage relieved effort

courteous timid

WEEK 1



WHAT WORD AM I?

courage relieved effort

courteous timid

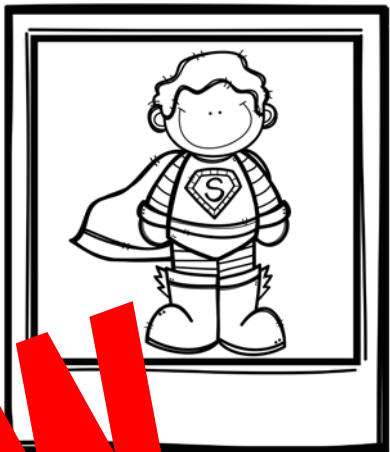
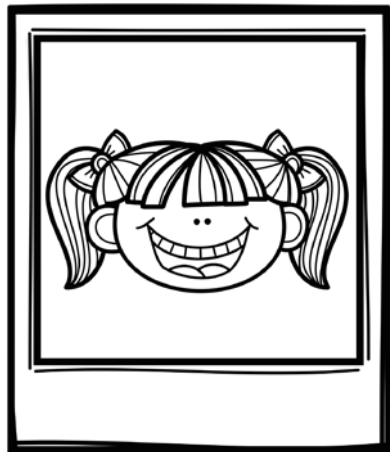
WEEK 1

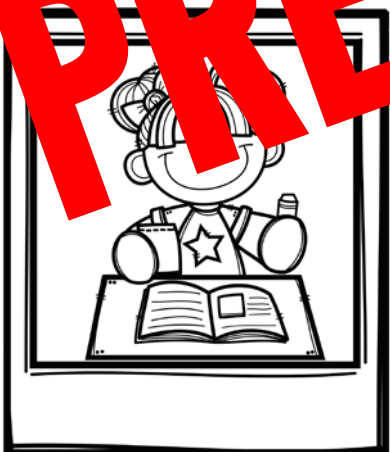
PREVIEW

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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courage	relieved	effort	courteous	timid
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second grade
SET 3: WEEK 6

AT-A-GLANCE WEEKLY GUIDE

THEME

A Fancy Event

FOCUS WORDS

glamorous

iridescent

impressive

scattered

drastic



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 6 Digital Read-Aloud Booklet" with the class. Use the discussion questions for Lesson 2 to guide your conversation. Your students can also complete a writing response activity that correlates with this week's read-aloud book. (Choose a writing response activity from the menu below or create your own.) Complete Lesson 3 or in extension for an extra day of instruction.

LESSON 3: *connections*

Complete Lesson Plan 3: "Synonyms and Antonyms" using this week's words. (Choose a synonym and antonym activity from the lesson plan.) Add your students' synonyms and antonyms for this week's words to your class anchor chart. If extra time allows, complete an additional activity or the writing response activity from yesterday's lesson.

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 sentence stem writing activity. Follow the directions on the printable, OR choose an alternative activity for today such as "Label the Photograph" or a word play activity.

QUICK CHECK: *assessment*

(Optional) Complete the quick sketch assessment or the cloze assessment at the end of the week. Use it to assess the students' understanding of each word, or simply use the printables as alternative (or additional) vocabulary activities throughout the week.

PREVIEW

second grade
SET 3: WEEK 6

THIS WEEK'S TEACHER WORD GUIDE

GLAMOROUS

definition (adj.) attractive and exciting

example sentence The glamorous movie star waved to the reporters while she walked the red carpet.

synonyms attractive, charming, elegant

antonyms boring, plain, unstylish

IRIDESCENT

definition (adj.) shiny and colorful

example sentence The iridescent wings of the dragonfly were a blur of motion as it hovered over the pond.

synonyms lustrous, pearly, shimmering

antonyms dull, matte

IMPRESSIVE

definition (adj.) deserving attention and admiration

example sentence Our math team was an impressive team, only losing two games all year.

synonyms extraordinary, notable, remarkable

antonyms common, insignificant, moderate

SCATTERED

definition (adj.) spread out all over the place

example sentence The scattered pieces of the puzzle looked like crumbs all over the dining room table.

synonyms dispersed, sprinkled, disorganized

antonyms connected, united, assembled

multiple meanings (v.) to move in different directions
We scattered all over the field to find the hidden eggs.

DRASTIC

definition (adj.) extreme action

example sentence Our school made drastic changes to our lunch menu over the summer, and now everyone loves the food!

synonyms severe, forceful, harsh

antonyms calm, easy, mild

PREVIEW



glamorous

iridescent

impressive

scattered

drastic

Tonight was Sofia's ballet recital. She put on her tutu. It had glitter _____ in it. The glitter was _____ and _____. You look so _____," Mom said. She was ready!

"Wait! There's been a _____ change in the schedule. Your class will now dance after the break," Mom said. When it was finally her turn, she twirled and leaped. "That was an _____ performance!" Uncle Lupe said.

second grade
SET 3: WEEK 6

**LESSON 1: INTRODUCTION STORY
TEACHER ANSWER SHEET**



glamorous

iridescent

impressive

scattered

drastic

Tonight was Sofia's ballet recital. She put on her tutu. It had glitter scattered in it. The glitter was iridescent and glamorous. You look so glamorous," Mom said. She was ready!

"Wait! There's been a drastic change in the schedule. Your class will now dance after the break," Mom said. When it was finally her turn, she twirled and leaped. "That was an impressive performance!" Uncle Lupe said.

Name _____

second grade
SET 3: WEEK 6

LESSON 1: INTRODUCTION STORY
STUDENT COPY

Directions: Read the passage with your teacher, and talk about each word's meaning. Then, write the word that belongs in each blank. Be sure that each word makes sense in the story. Read the completed passage again for fluency.

glamorous

iridescent

impressive

scattered

drastic

Tonight was Sofia's ballet recital. She put on her tutu. It had glitter _____ in it. The glitter was _____ and _____. You look so _____." Mom said. She was ready! "Wait! There's been a _____ change in the schedule. Your class will now dance after the break," Mom said. When it was finally her turn, she twirled and leaped. "That was an _____ performance!" Uncle Lupe said.

second grade
SET 3: WEEK 6

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.

Sophia was dancing in her ballet recital in the passage. What was scattered on her tutu? (Answer: glitter) *The word scattered means spread out all over the place. Let's practice what it means to scatter. When I say "Scatter!", I want everyone to spread out all over the room. However, there are two important rules. The first rule is that you must walk to a place in the room. The second rule is that you must walk somewhere silently. Ready, set, scatter!* (Allow students time to spread out. Explain that they are now scattered all over the classroom!)

What two adjectives did the author use to describe the scattered glitter that was on Sophia's tutu? (Answer: sparkly and iridescent) *The word iridescent means shiny and colorful. Sequins and gems can be iridescent. Is there anything in your room that is iridescent?* (Answers will vary. If there are no iridescent items in the classroom, attempt to find an iridescent piece of clothing or an accessory and use it as an example.)

Mom told Sophia that she looked glamorous. What does glamorous mean? Is it attractive and exciting. Let's play a game. If you would like to be described as glamorous, clap loudly. If you would not like to be described as glamorous, clap softly. Be ready to explain why you clapped the way you did. (Allow students time to share reasons why they would or would not want to be described as glamorous.) Many times, movie stars and entertainers are described as glamorous. Do you know anyone in your life who you would describe as glamorous, or exciting and stylish? (Answers will vary.)

The word drastic means extreme action. There was a drastic change that happened in the passage. What was the drastic change? (Answer: There was a change in the schedule. Sophia's dance was moved to after the break.) *A drastic change would be a big change! If you could make a drastic change to our classroom, what would you do? For example, if I could make a drastic change in our classroom, I would have iPads built into the tops of our desks! Wouldn't that be so fun? What drastic change would you make? Start your thought with, "I would make a drastic change by _____."* (Allow time for discussion and ideas to be shared.)

What did Uncle Lupe think of Sophia's performance? (Answer: He thought it was an impressive performance.) *The word impressive means deserving attention and admiration. Uncle Lupe admired Sophia's ballet performance. I think it's very impressive when my entire class walks quietly down the hallway. Seeing everyone in our classroom helping and being kind to one another is impressive. What is something that is impressive to you? Start your sentence with, "It is impressive when _____."* (Answers will vary.)

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

glamorous

3.6

iridescent

3.6

impressive

3.6

scattered

3.6

drastic

3.6

second grade
SET 3: WEEK 6

**PICTURE CARD TO USE ON THIS
WEEK'S WORD CHART**

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



PREVIEW



A FANCY EVENT

second grade
SET 3: WEEK 6

LESSON 2:

Optional Teacher Discussion Questions for Week 6 Read-Aloud Booklet

The Tea Party



Written by Miss DeCarbo
Set 3: Week 6

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.

What was Mrs. Treed's second graders hosting in the story? (Answer: a tea party) Why were they hosting a tea party at school? (Answer: They were hosting a tea party for the parent volunteers to thank them for all they do.) After Mrs. Treed hung up crepe paper, what did Molly and Aalia do? (Answer: They scattered confetti all over the tables.) Yesterday we all scattered around the classroom. Would you rather find money or candy scattered all over the classroom? Why? If you were planting flowers, would you rather scatter the seeds all over the garden or place them in rows? Why? (Answers will vary.)

What was iridescent on the teacups in the story? (Answer: hand-painted flowers) Is it helpful for construction workers to wear iridescent orange vests? Why? (Answer: Yes, the shiny vest helps people see them so that they can stay safe while working on the road or in the dark.) If I list something that is iridescent, can I say anything? (List the following: a peacock's tail, a tree branch, a glittery wedding dress, a rainbow, a chocolate bar.)

Mrs. Treed asked the students to knock the teacups over. She said, "We don't need anything drastic to happen to them." What does drastic mean? (Answer: extreme action, or severe. What can we infer that Mrs. Treed meant? What drastic thing could happen to the teacups if they are knocked over? (Answer: The teacups could break.) Yesterday we talked about some drastic changes we wish we could make to our classroom. Would you rather have a drastic change to our school lunch menu or a drastic change to our playground? Why? (Answers will vary.)

One of our words this week is impressive. The word impressive means deserving attention and admiration. What was Mr. Allen impressed with in the story? (Answer: He was impressed with all of the hard work the students had done.) Right! The students made Mr. Allen feel admiration and respect for what they had done. We can infer that the other parent volunteers were impressed, too. Let's reread page five. Raise your hand when you hear a clue from the texts that helps us infer that the parent volunteers were impressed. (Answer: The parents oohed and awed at all of the decorations. This clue tells us they were impressed with the décor at the tea party.)

At the end of the story, what two adjectives did the author use to describe the event? (Answer: fun and glamorous) The word glamorous means attractive and exciting. Would you rather wear a glamorous dress or suit or casual jeans and a t-shirt? Why? Would you rather have dinner at a glamorous restaurant or have a picnic in the park? Why? Would you rather visit a glamorous movie star or meet your friends at the park to play? Why? (Remind students that there are no right or wrong answers to these "Would You Rather" questions. Answers will vary.)

Name: _____

MY WEEKLY WRITING RESPONSE

Directions: Pretend that you get to plan a big glamorous party for your classmates. What impressive things will you plan for your party? Describe what your party will look like and what you will do to make it an impressive and glamorous event. Try to use some of the words at the bottom of your paper in your writing.

PREVIEW

glamorous	iridescent	impressive	scattered	drastic
-----------	------------	------------	-----------	---------

second grade

SET 3: WEEK 6

LESSON 3:

SYNONYM & ANTONYM CARDS

glamorous

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

attractive

3.6

elegant

PREVIEW

3.6

boring

3.6

plain

3.6

second grade

SET 3: WEEK 6

LESSON 3:

SYNONYM & ANTONYM CARDS

iridescent

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

pearly

3.6

shimmering

3.6

dull

3.6

matte

3.6

second grade

SET 3: WEEK 6

LESSON 3:

SYNONYM & ANTONYM CARDS

impressive

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

notable

3.6

remarkable

PREVIEW

3.6

common

3.6

insignificant

3.6

second grade

SET 3: WEEK 6

LESSON 3:

SYNONYM & ANTONYM CARDS

scattered

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

dispersed

3.6

sprinkled

PREVIEW

3.6

united

3.6

assembled

3.6

drastic

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

severe

3.6

harsh

PREVIEW

3.6

mild

3.6

calm

3.6

Name: _____

second grade

SET 3: WEEK 6

SYNONYM AND ANTONYM WORD SORT

Directions: Sort and write two synonyms and two antonyms for every focus word. Use the word bank to sort your synonyms and antonyms.

plain	dispersed	severe	matte	insignificant
harsh	common	attractive	sprinkled	pearly
dull	elegant	united	notable	calm
remarkable	mild	shimmering	assembled	boring

focus word	synonyms	antonyms
glamorous	PREVIEW	
impressive		
iridescent		
scattered		
drastic		

Name: _____

second grade
SET 3: WEEK 6

**SENTENCE STEM
WRITING ACTIVITY**

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

1 I went to a **glamorous**

2 I saw a really **impressive**

3 She had a **descent**

4 We scattered the

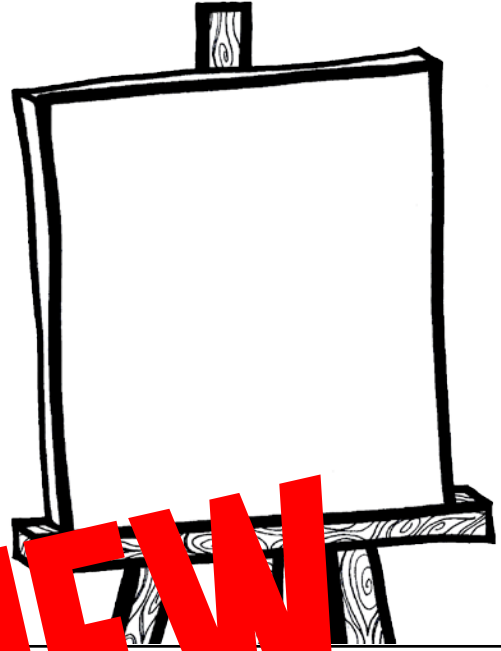
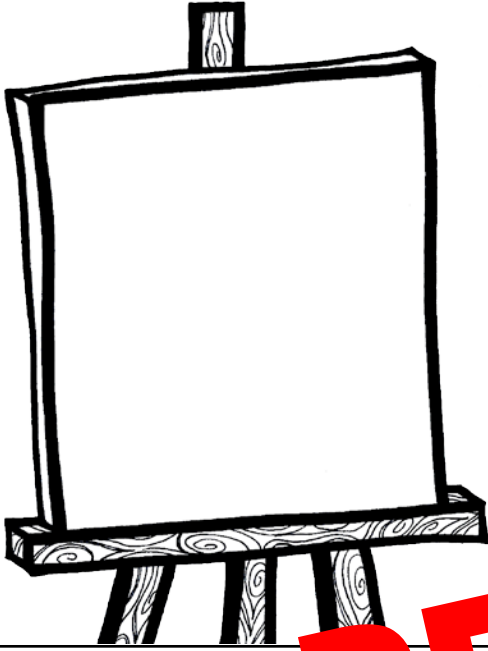
5 I made a **drastic** decision when I

PREVIEW

Name: _____

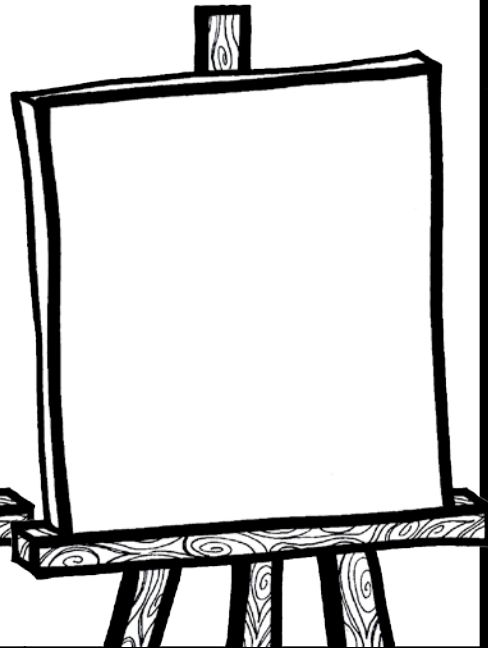
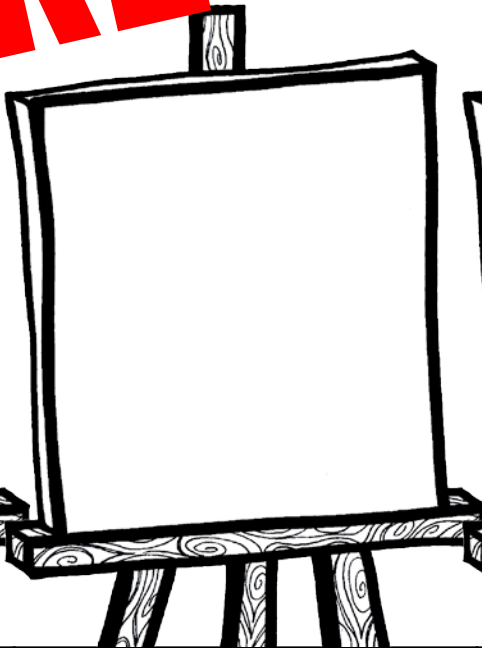
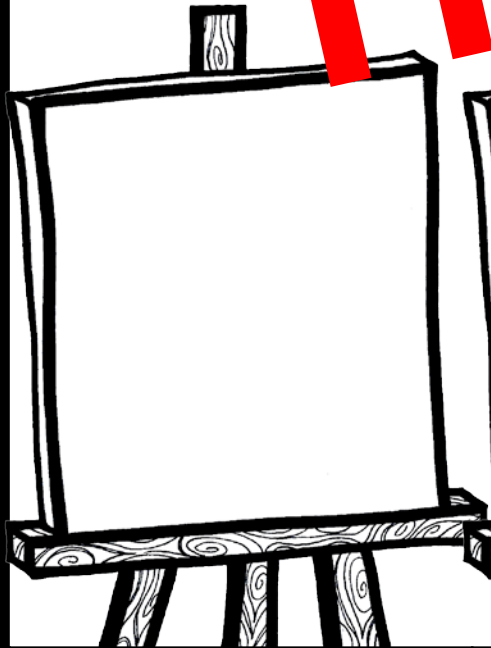
WEEKLY WORD SKETCH

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



disastrous

ambitious



iridescent

scattered

impressive

Name: _____

second grade
SET 3: WEEK 6

**CLOZE VOCABULARY
ASSESSMENT**

Directions: Read through all five sentences before you begin. Write in the word that belongs in each sentence. Use the word bank to help you.

WORD BANK	glamorous	iridescent
impressive	scattered	drastic

1 My toys were _____ all over the floor.

2 She wore a _____ and _____ band.

3 The restaurant was fancy and _____.

4 The gymnast gave a flawless and _____ performance at the meet.

5 My teacher made some _____ changes to our seating arrangement.

THE STUDENT COMPLETED _____ OUT OF 5 SENTENCES CORRECTLY.

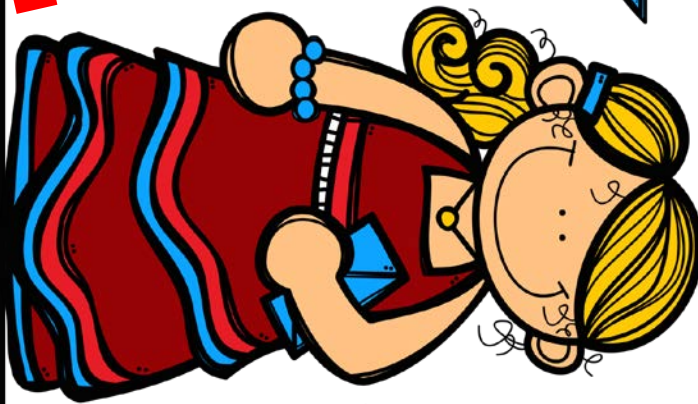
PICTURE CARDS FOR WORD CHAT

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, reasoning, 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 dry erase markers. This would also make a great small-group activity or center!

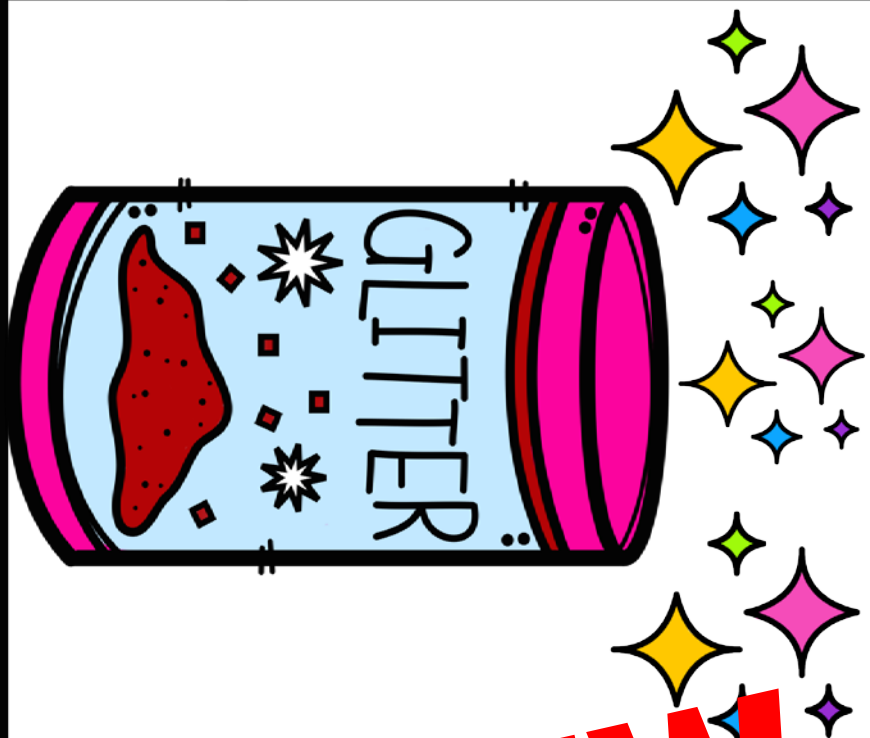
PREVIEW

WHAT WORD AM I?



impressive glamorous iridescent
scattered drastic

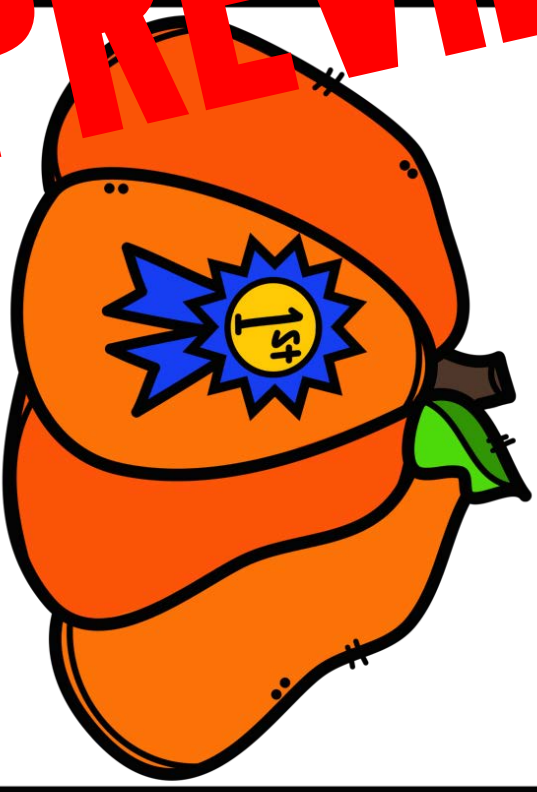
3.6



WHAT WORD AM I?

glamorous iridescent

impressive scattered drastic 3.6

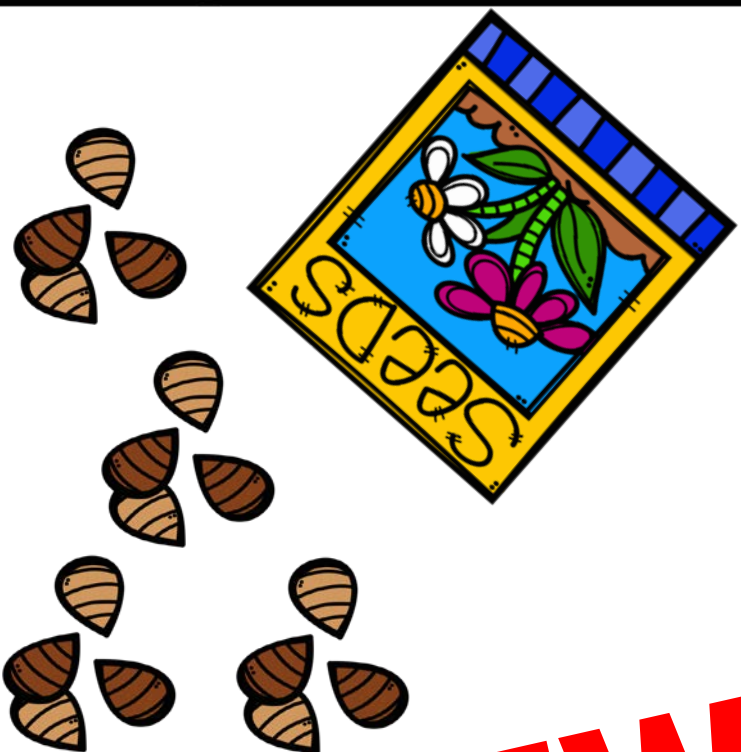


WHAT WORD AM I?

glamorous iridescent

impressive scattered drastic 3.6

PREVIEW



WHAT WORD AM I?

glamorous iridescent

impressive scattered drastic **3.6**



WHAT WORD AM I?

glamorous iridescent

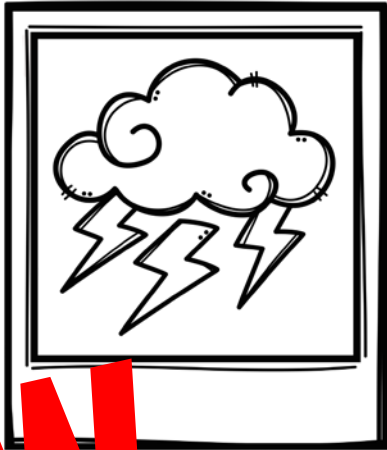
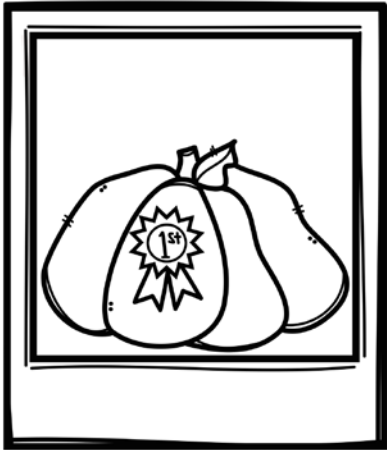
impressive scattered drastic **3.6**

PREVIEW

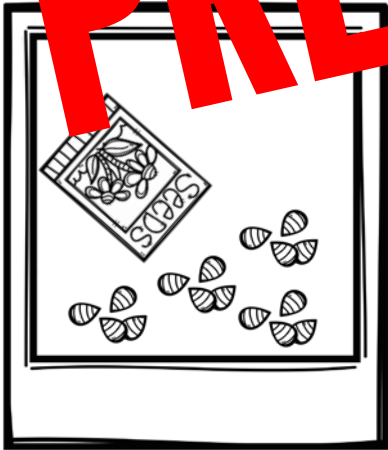
Name: _____

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



glamorous	iridescent	impressive	scattered	drastic
-----------	------------	------------	-----------	---------

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.



glamorous



iridescent



impressive



scattered



drastic

PREVIEW

second grade
SET 4: WEEK 2

AT-A-GLANCE WEEKLY GUIDE

THEME

Our School Family

FOCUS WORDS

empathy

abounding

endure

unify

consider



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 and included in this week's materials if time allows.

LESSON 2: *story time*

Read a "Weekly Digital Reading Aloud Booklet" with students. Use the discussion questions in Lesson 2 to guide your conversation. Your students can also complete the writing response activity that correlates with the week's read-aloud book. (Complete the writing response activity if time allows. You can also complete it after Lesson 3 or in exchange for an activity during Lessons 4 or 5.)

LESSON 3: *connections*

Complete "Lesson Plan 3: Synonyms and Antonyms" using this week's words. (Choose a synonym and antonym activity from the lesson plan.) Add synonyms and antonyms for this week's words to your class anchor chart. If extra time allows, complete an additional activity or the writing response activity from yesterday's lesson.

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 sentence stem writing activity. Follow the directions on the printable, OR choose an alternative activity for today such as "Label the Photograph" or a word play activity.

QUICK CHECK: *assessment*

(Optional) Complete the quick sketch assessment or the cloze assessment at the end of the week. Use it to assess the students' understanding of each word, or simply use the printables as alternative (or additional) vocabulary activities throughout the week.

PREVIEW

second grade
SET 4: WEEK 2

THIS WEEK'S TEACHER WORD GUIDE

EMPATHY	definition	(n.) the ability to understand someone else's experiences and emotions
	example sentence	He felt great <u>empathy</u> when he visited his ill best friend.
	synonyms	understanding, compassion
	antonyms	indifference, disdain

ABOUNDING	definition	(adj.) having more than enough
	example sentence	My take-home folder was <u>abounding</u> with papers, so my teacher helped me clean it out.
	synonyms	filled, teeming, flush, plentiful
	antonyms	empty, lacking, wanting

ENDURE	definition	(v.) to put up with
	example sentence	I had a summer of <u>enduring</u> to my tantrum while I finished eating my lunch.
	synonyms	survive, tolerate, suffer
	antonyms	quit, surrender, stop
	multiple meaning	(v.) to continue The tradition of cinnamon buns for breakfast on special days has <u>endured</u> for three generations.

UNIFY	definition	(v.) to bring things (or people) together
	example sentence	The principal was able to <u>unify</u> the class through team-building exercises and activities.
	synonyms	blend, join, unite, fuse
	antonyms	divide, separate, disjoin

CONSIDER	definition	(v.) to think about carefully
	example sentence	Please <u>consider</u> staying after school to study for the test.
	synonyms	contemplate, ponder
	antonyms	disregard, dismiss

PREVIEW

second grade
SET 4: WEEK 2

LESSON 1: INTRODUCTION STORY



empathy

abounding

endure

unify

consider

Mrs. Chun's students have weekly meetings. They help _____ all of the students in the classroom. "Let's _____ how our class is like a family," she says. "We show _____ when friends are upset," Milo says. "We've had to _____ challenges like losing our class pet and losing the book contest," says Max. "Great points! Our classroom is _____ with kindness!" says Mrs. Chun. The students agree!

second grade
SET 4: WEEK 2

**LESSON 1: INTRODUCTION STORY
TEACHER ANSWER SHEET**



empathy

abounding

endure

unify

consider

Mrs. Chun's students have weekly meetings. They help unify all of the students in the classroom. "Let's consider how our class is like a family," she says. "We show empathy when friends are upset," Milo says. "We've had to endure challenges like losing our class pet and losing the book contest," says Max. "Great points! Our classroom is abounding with kindness!" says Mrs. Chun. The students agree!

Name _____

second grade
SET 4: WEEK 2

LESSON 1: INTRODUCTION STORY
STUDENT COPY

Directions: Read the passage with your teacher, and talk about each word's meaning. Then, write the word that belongs in each blank. Be sure that each word makes sense in the story. Read the completed passage again for fluency.

empathy

abounding

endure

unify

consider

Mrs. Chun's students have weekly meetings. They

help _____ all of the students in the

classroom. "Let's _____ how our class is

like a family," she says. "We show _____

when friends are upset," Milo says. "We've had to

_____ challenges like losing our class pet

and losing the book contest," says Max. "Great

points! Our classroom is _____ with

kindness!" says Mrs. Chun. The students agree!

second grade
SET 4: WEEK 2

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 was Mrs. Chun's class doing in the story? (Answer: They were having a weekly meeting.) *According to the text, how do the weekly meetings help the class?* (Answer: They help unify all of the students in the classroom.) *The word unify means to bring people together. What would happen if the class was not unified and nobody wanted to be around anyone?* (Possible answers: The class would be chaotic, and nobody would be getting along. This could lead to arguments, and students would be upset. They would not be friends.)

Mrs. Chun asked the students to consider how their class is like a family. The word consider means to think about something carefully. Let's practice thinking about something carefully. Let's consider some things we do in our classroom to help unify us and bring us all together as a family. (Answers will vary. Possible answers could include: having weekly meetings, singing songs, reading stories together, playing with one another, etc.)

In the passage, what did you think they do with a friend who is upset? (Answer: They should show empathy. Empathy is the ability to understand someone else's emotions or feelings. For example, if someone is crying, we can show empathy for him or her by asking him or her what is wrong and offering to listen and help. We feel bad that he or she feels bad. If someone is proud of winning a contest, we can understand how he or she is feeling by congratulating him or her and being proud of him or her. Let's pretend someone in our room is sitting at his or her seat and does not look like he or she is feeling well. This friend is resting his or her head on the desk and is frowning. How can we show empathy for this friend? Start your response with, "We can show empathy by..." (Answers will vary. Possible answers include asking the person if he or she needs help going to the nurse, helping to take care of the friend who does not feel well, bringing the friend a cup of water, getting a teacher for help, and feeling sad because he or she is not happy or well.)

Max shares that the class has had to endure some challenges. The word endure means to put up with. Synonyms for endure are brave and suffer. What are some of the challenges the class has had to endure? (Answer: losing a class pet and losing the book contest) *What is a challenge, or something difficult, that you have had to endure? Share what you have endured with a friend. Start your thought with, "I've had to endure..."* (Answers will vary.)

The class came up with some great ways that they have come together as a family. What did Mrs. Chun say that the classroom is abounding with? (Answer: kindness) *The word abounding means having more than enough or filled with. What do you think our classroom is abounding with? For example, our library is abounding with books! Start your thought with, "Our classroom is abounding with..."* (Answers will vary.)

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

empathy

4.2

abounding

4.2

PREVIEW
endure

4.2

unify

4.2

consider

4.2

second grade
SET 4: WEEK 2

**PICTURE CARD TO USE ON THIS
WEEK'S WORD CHART**

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



OUR SCHOOL FAMILY

second grade
SET 4: WEEK 2

LESSON 2:

Optional Teacher Discussion Questions for Week 2 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.

Why is today an important day for Miss Leila's students? (Answer: The students will be choosing the field day events that the class will be participating in on Field Day.) Miss Leila asks the students to consider the different skills that all of them have when they are making choices. The word consider means to think carefully about something. I want you to think carefully about, or consider, a skill or talent that YOU have. Share the skill or talent you possess with the class by saying, "I consider myself to be skilled at..." (Answers will vary.)

On page 2, Miss Leila states that their class is abounding with talent. We learned yesterday that the word abounding means having more than enough. Miss Leila's class has more than enough talent, so she knows they will do well in whatever events they participate in on Field Day. Would you rather have a bedroom that is abounding with toys or a room abounding with books? Why? Would you rather be a part of a classroom that is abounding with readers or a classroom that is abounding with great writers? Why? Would you rather have an abounding amount of talent or an abounding amount of money? Why? (Answers will vary.)

One of the events that the students voted on was endure of something. Why was Hanna not happy with that outcome? (Answer: She couldn't enjoy the game because she had to endure that the rope gives her when she plays the game.) The word endure means to put up with something. Yesterday, you all shared something difficult you have had to endure. The word enjoy means to find delight in something. Would you rather endure an activity or enjoy an activity? Why? (Possible answer: When we enjoy an activity, we are happier because we want to do it. When we endure an activity, we are tolerating it, but we do not like or find pleasure in it.) If I list something you would have to endure, say "Endure!" If I list something you would enjoy, say, "Enjoy!" (List the following: running 10 miles, reading, doing an art project, cleaning your room, making your bed, going to a party, and going to the store.)

What did Miss Leila tell the students to do for the other team if they do not win an event? (Answer: Cheer for them and show empathy.) The word empathy means an understanding of how someone feels. How can we show empathy for a team that loses an event? (Possible answers include: telling them they did a great job, not bragging about winning, shaking their hands, telling them "Well done!", offering a kind smile or hug, saying "It's okay!", etc.)

What are two reasons why William likes Field Day? (Answer: It helps to unify the classroom, and he likes that there are popsicles involved.) The word unify means to bring things or people together. Let's play "Clap It!" If you would like to belong to a unified classroom, clap loudly. If you would not like to belong to a unified classroom, clap softly. Why did you clap the way you did? (Answers will vary. Discuss that a unified classroom is one that works together, plays together, helps one another, and is a happier place! It's always better when we can work together and help one another.)

Name: _____

MY WEEKLY WRITING RESPONSE

Directions: Describe the classroom family that you are a part of. Do you do things together that help unify your class? How does your class show empathy for one another? What is your classroom abounding with? Try to use some of the words at the bottom of your paper in your writing.

PREVIEW

empathy	abounding	endure	unify	consider
---------	-----------	--------	-------	----------

second grade

SET 4: WEEK 2

LESSON 3:

SYNONYM & ANTONYM CARDS

empathy

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

understanding

4.2

compassion

4.2

indifference

4.2

disdain

4.2

second grade

SET 4: WEEK 2

LESSON 3:

SYNONYM & ANTONYM CARDS

abounding

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

plentiful

4.2

filled

PREVIEW

4.2

empty

4.2

lacking

4.2

endure

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

tolerate

4.2

suffer

PREVIEW

4.2

reject

4.2

surrender

4.2

unify

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

join

4.2

unite

PREVIEW

4.2

divide

4.2

separate

4.2

consider

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

contemplate

4.2

ponder

PREVIEW

4.2

dismiss

4.2

disregard

4.2

Name: _____

second grade

SET 4: WEEK 2

SYNONYM AND ANTONYM WORD SORT

Directions: Sort and write two synonyms and two antonyms for every focus word. Use the word bank to sort your synonyms and antonyms.

join	suffer	empty	disregard	surrender
lacking	contemplate	tolerate	compassion	divide
dismiss	plentiful	unite	understanding	disdain
filled	separate	indifference	ponder	reject

focus word	synonyms	antonyms
empathy	PREVIEW	
abounding		
endure		
unify		
consider		

Name: _____

second grade
SET 4: WEEK 2

**SENTENCE STEM
WRITING ACTIVITY**

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

1

I have empathy for _____

2

Our classroom is abounding with _____

3

I don't like _____ I hope to endure _____

4

We can unify our classroom by _____

5

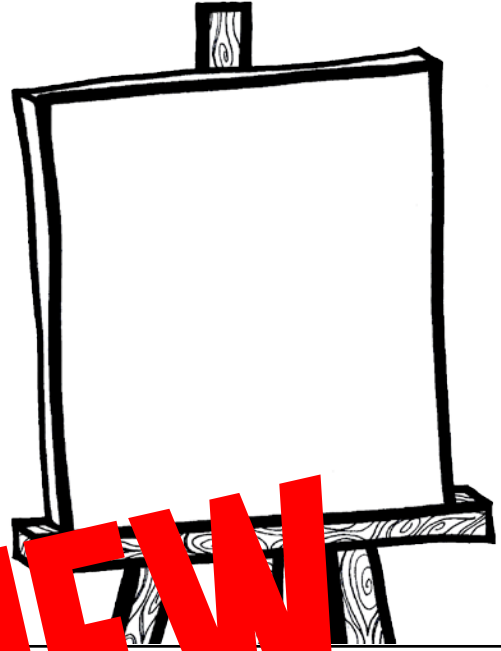
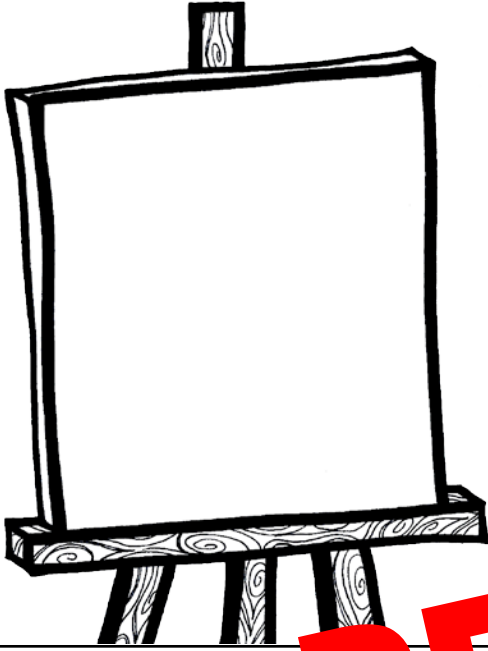
I hope my teacher will consider _____

PREVIEW

Name: _____

WEEKLY WORD SKETCH

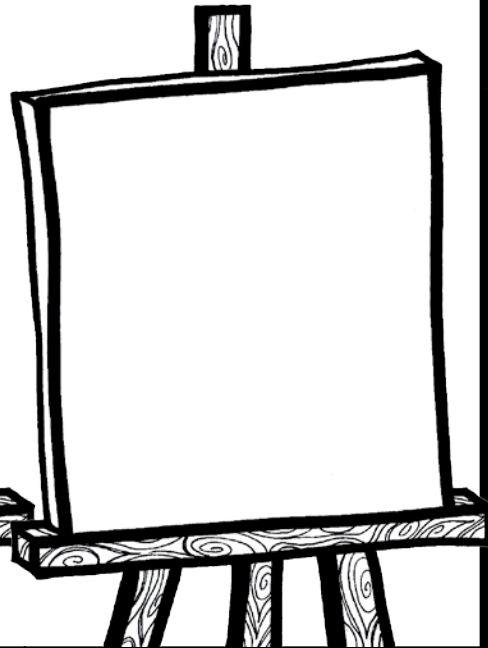
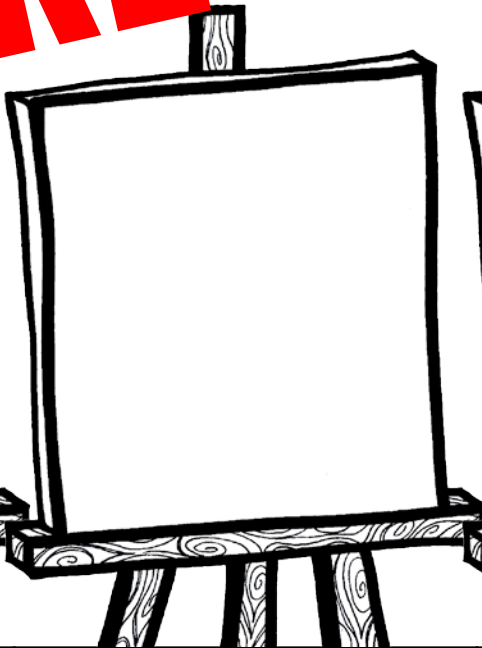
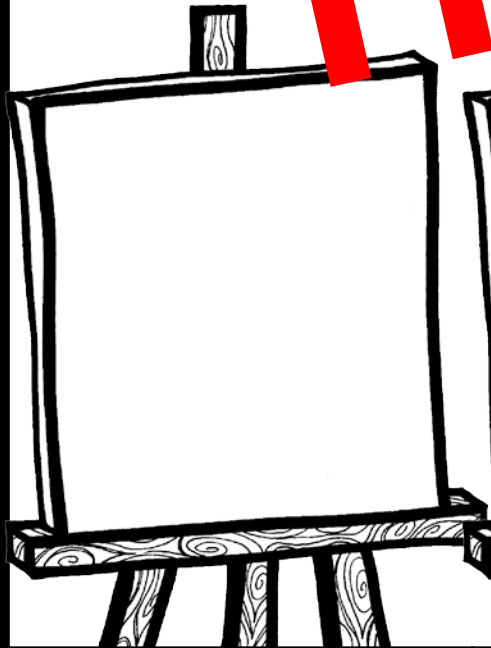
Directions: Draw a picture to show what each word means to you.



abundant

unity

PREVIEW



consider

empathy

endure

Name: _____

second grade
SET 4: WEEK 2

**CLOZE VOCABULARY
ASSESSMENT**

Directions: Read through all five sentences before you begin. Write in the word that belongs in each sentence. Use the word bank to help you.

WORD BANK	empathy	abounding
endure	unify	consider

1 He put on his heaviest coat and went out to _____ the cold weather while he walked the dog.

2 She felt a lot of _____ to her little sister because she was _____ with her.

3 I forgot to empty my folder over the weekend, so it was _____ with papers from school.

4 I wonder if my teacher will _____ giving us an extra recess this afternoon.

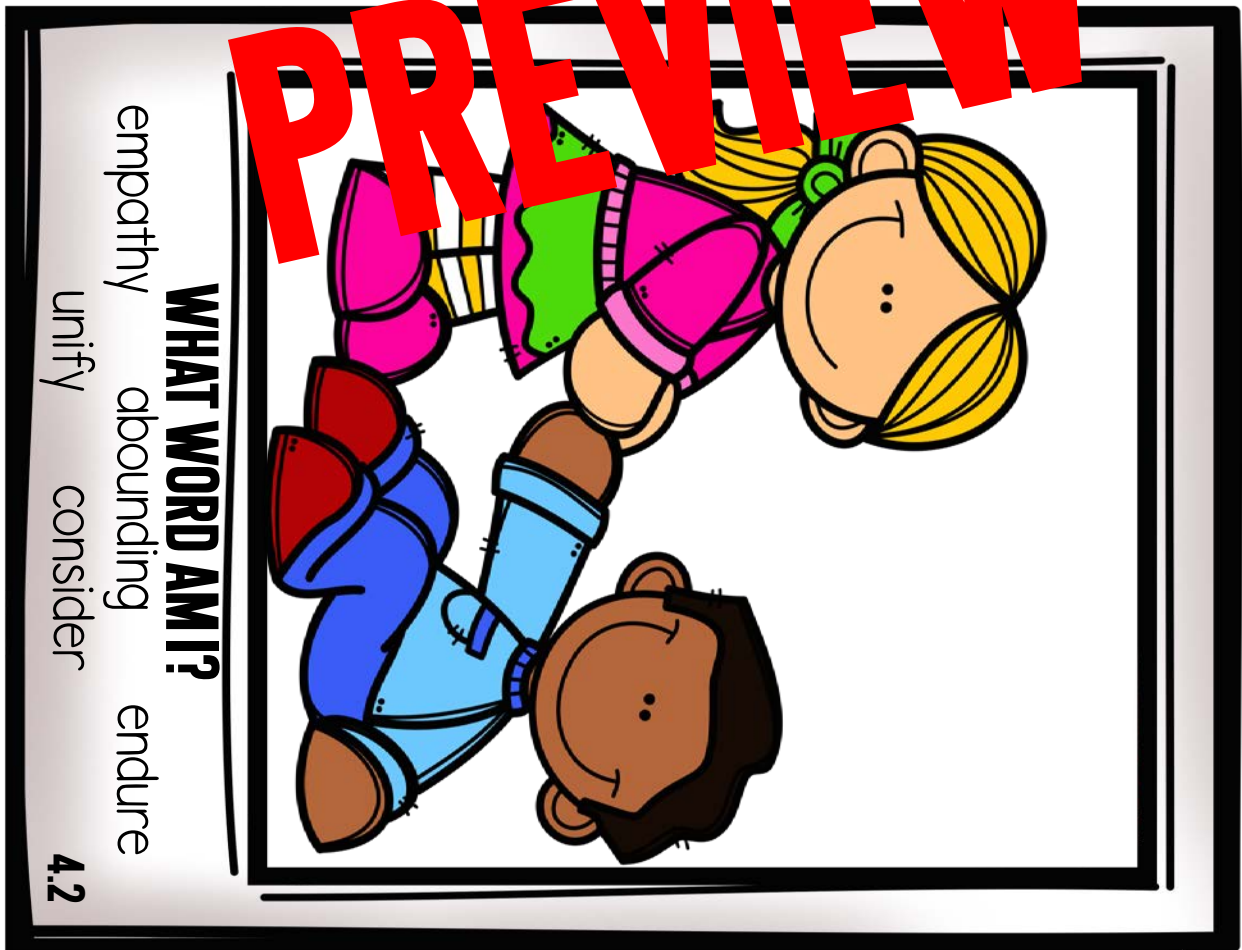
5 My teacher helps _____ our classroom through games that help us get to know one another.

THE STUDENT COMPLETED _____ OUT OF 5 SENTENCES CORRECTLY.

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, reasoning, 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 dry erase markers. This would also make a great small-group activity or center!





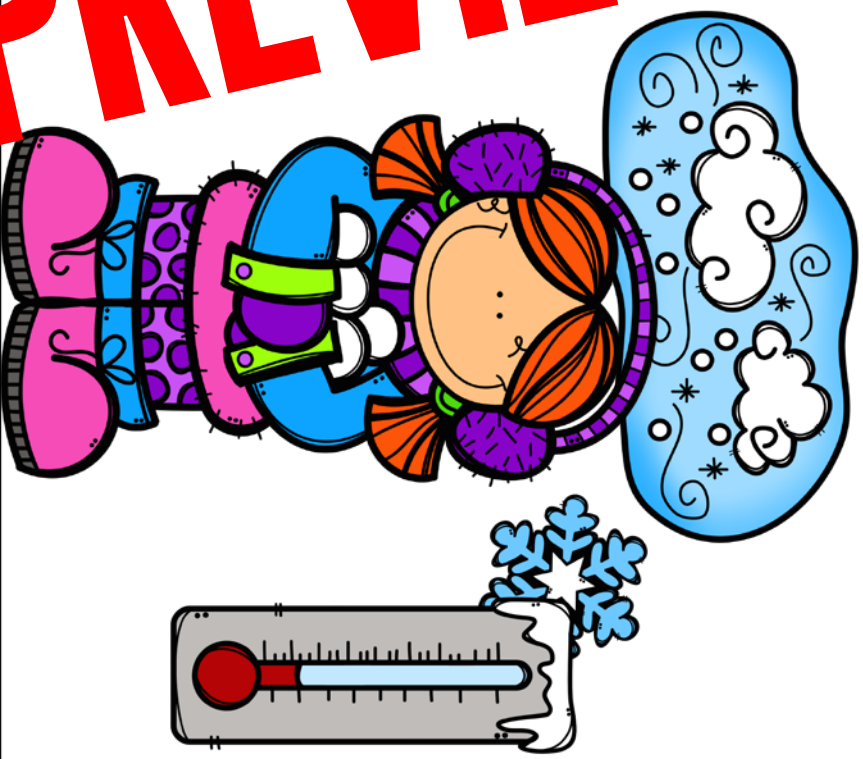
WHAT WORD AM I?

empathy abounding endure

unify consider

4.2

PREVIEW



WHAT WORD AM I?

empathy abounding endure

unify consider

4.2



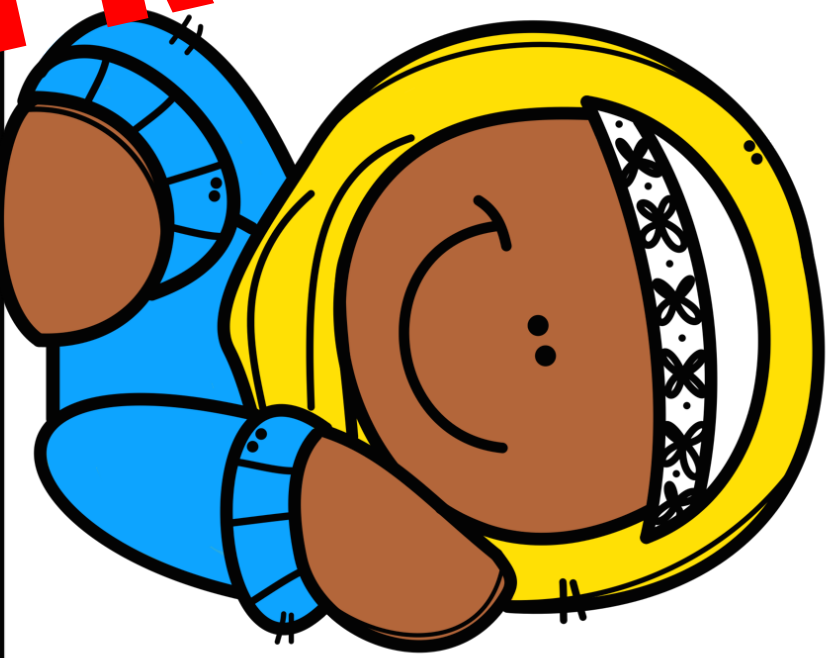
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PREVIEW



WHAT WORD AM I?

empathy abounding endure

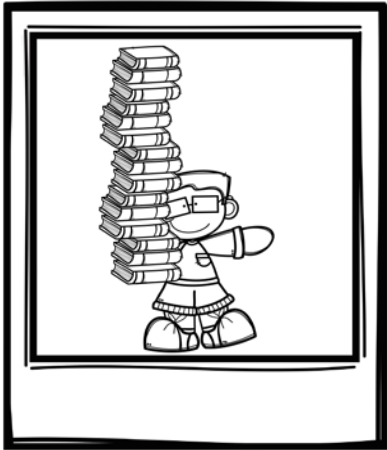
unify consider

4.2

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



empathy	abounding	endure	unify	consider
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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.



empathy



abundance



endure



unify



consider

PREVIEW

empathy

When a friend is upset or sad, it's important to show compassion.

abounding

Tom's collection was filled with books.

endure

We had to endure the rainy season while we had a fire
bill outside.

unify

The team had to join together to practice for the big
game.

consider

My mom said that if we were well behaved this week, she
would contemplate taking us to the zoo.

PREVIEW

OPTIONAL VOCABULARY CARDS FOR WORD WALL OR NOTEBOOKS

The following cards can be used for a vocabulary word wall in your classroom, OR they can be put into personal vocabulary notebooks for the students. This is not part of the weekly lesson plans, but this could certainly be included during Lesson 1 or even at the end of each week after students have really had a lot of exposure and experience using the week's words. Each of the four focus words have been printed with the kid-friendly definition. You'll notice that there is no picture included at the top of each word card. Word walls are most effective when ownership of the wall is given to the students. You can choose a student or group of students each week to illustrate the weekly focus words for the word wall. This helps the students remember and "own" each word with a deeper sense of understanding for its meaning. You can also use these word cards in personal vocabulary notebooks for your students. Each week, students can glue the word cards into a notebook and illustrate each word according to their own understanding by relating it to their lives and/or background knowledge. The students can refer to these notebooks in future lessons and throughout the school year. If you'd like, students can write each focus word's synonyms and antonyms beside the card in their notebooks, too! Blank cards are provided if you would like to add a list of synonyms and antonyms to your word wall or notebooks.

VOCABULARY CARDS WEEK 1

courage

having strength to stand up
to danger, fear, or difficulty

relieve

free from worry, fear,
pain

effort

hard work by the body or
mind

courteous

to be polite and have good
manners

timid

to be shy

VOCABULARY CARDS WEEK 6

glamorous

attractive and exciting

iridescent
shiny and colorful

impressive

deserving attention and
admiration

scattered

spread out all over the place

drastic

extreme action

VOCABULARY CARDS WEEK 2

empathy

the ability to understand
someone else's experiences
and emotions

abounding

having more than enough

endure

to put up with

unify

to bring things (or people)
together

consider

to think about carefully

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.

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.

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 five 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 five “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 over twenty words for the week, rather than just five 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!

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

[illegible]

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~~ banties 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

[illegible]

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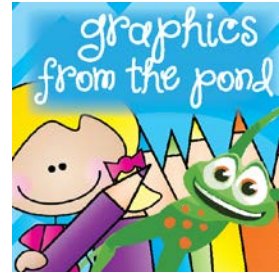
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