

VOCABULARY CURRICULUM

first grade set 1

LESSON PLANS

WEEKLY ROUTINE

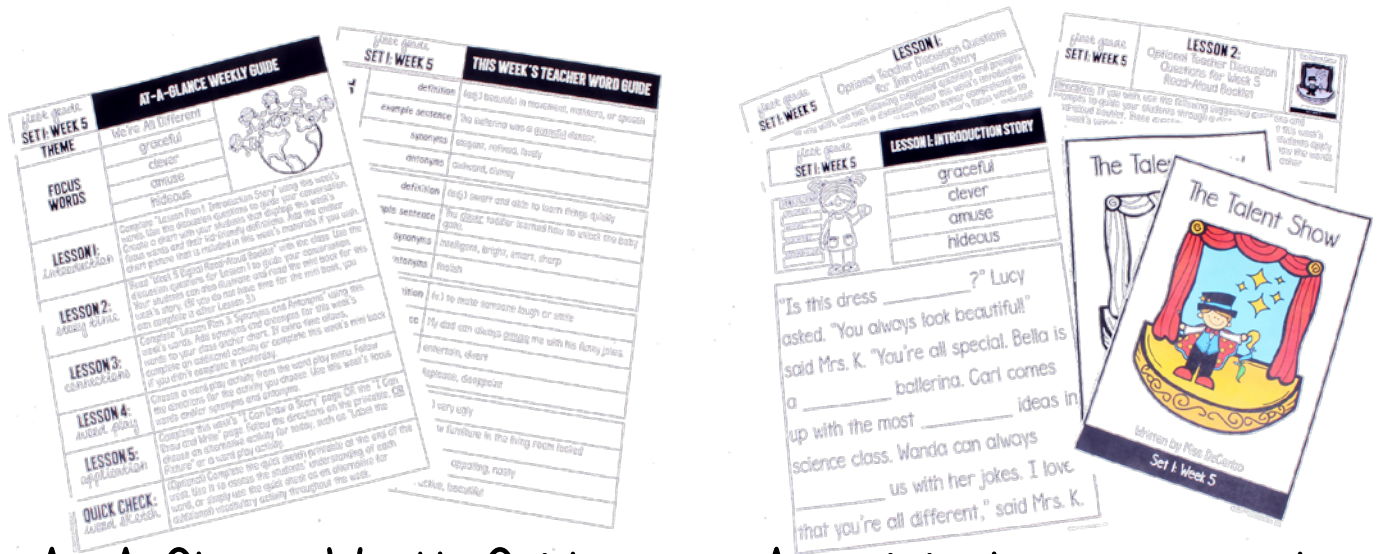
DIGITAL BOOKS

HANDS-ON APPLICATION

WORD PLAY



WEEKLY MATERIALS INCLUDE:



At-A-Glance Weekly Guide
and Weekly Teacher Word
Guide for easy planning and
teacher instruction

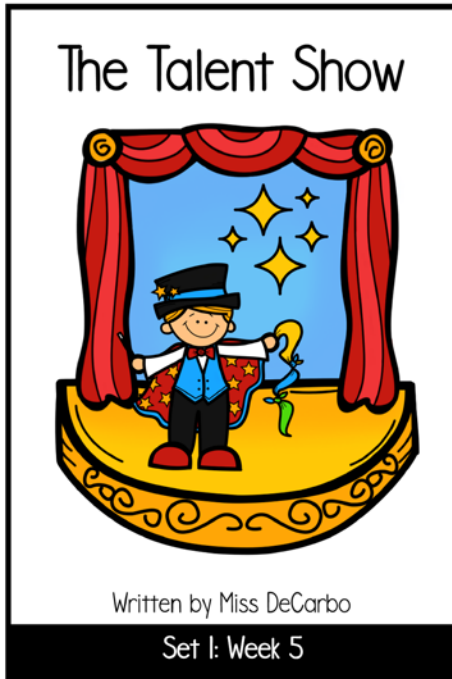
An original passage and a
read-aloud story with detailed
teacher language and
discussions



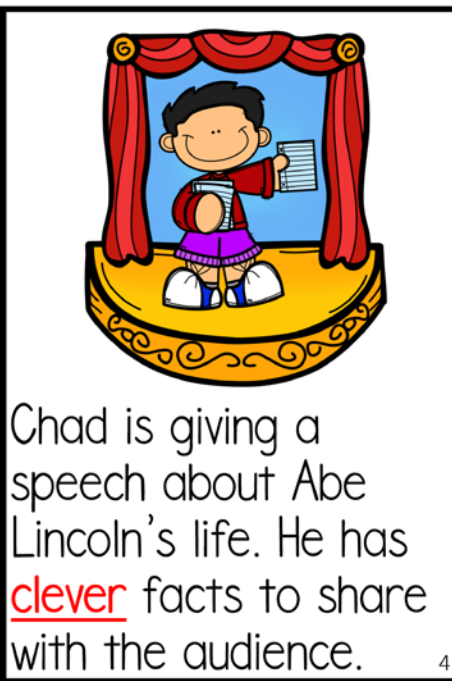
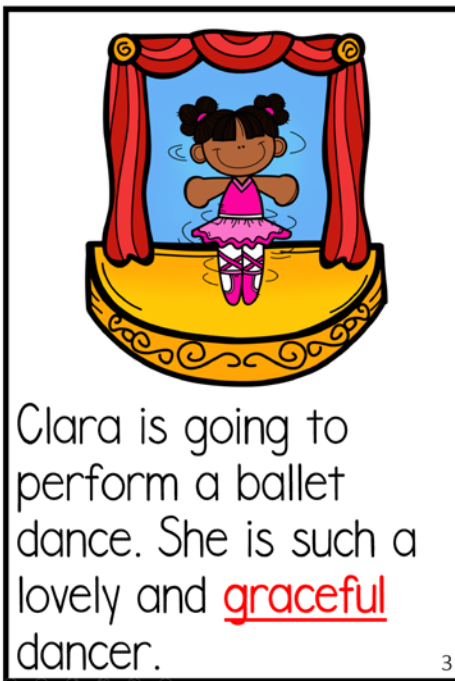
Focus word cards, synonym and antonym word cards, oral
discussion cards, anchor chart cards, an optional assessment
piece, draw and write application activity, label the
photograph printable, digital book, printable book, and MORE!

DIGITAL BOOKS FOR PC & MAC

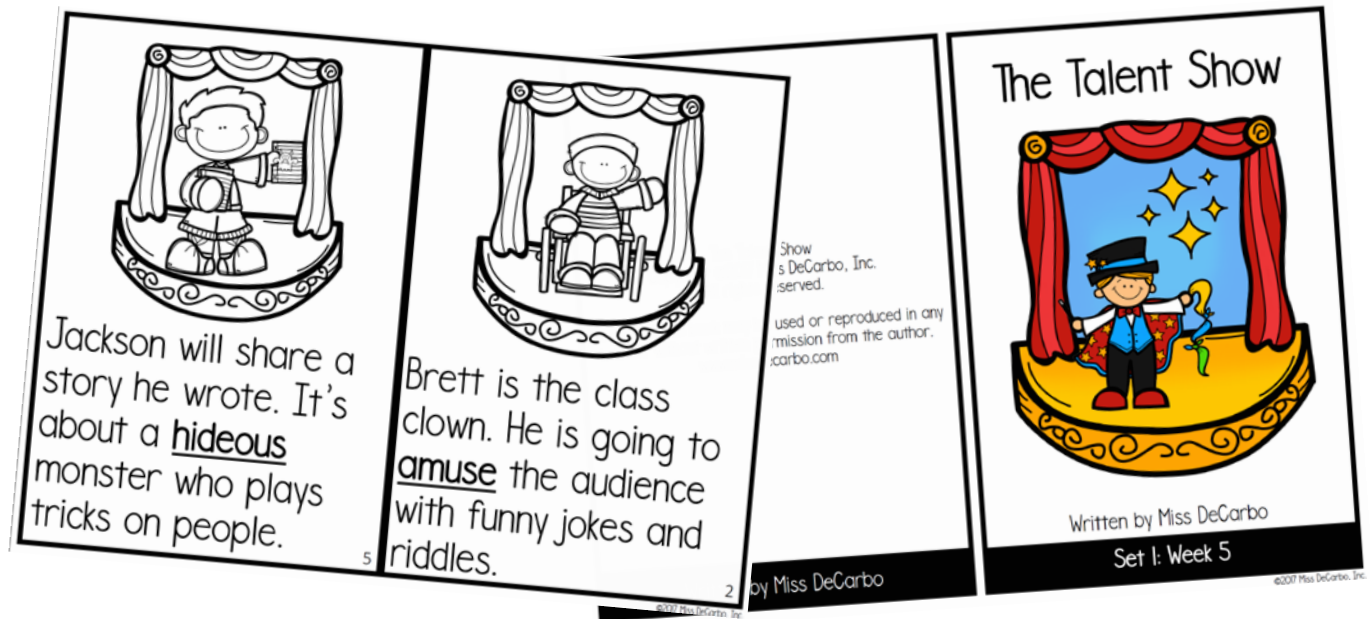
with teacher discussion questions



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.



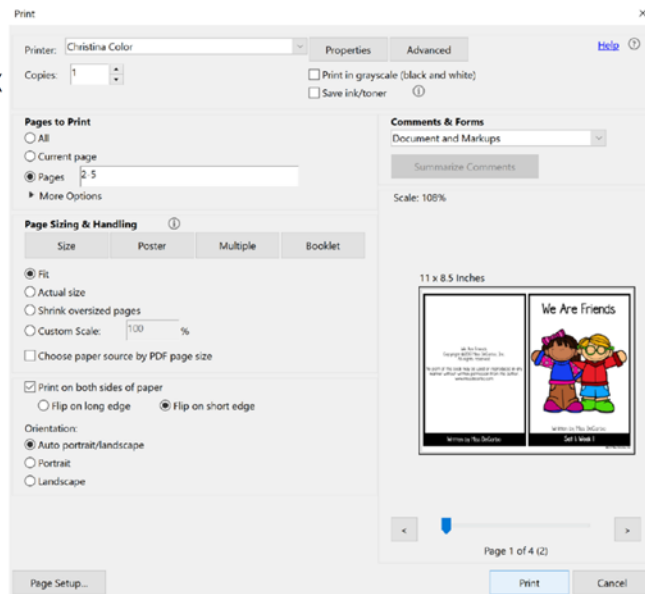
PRINTABLE VERSIONS OF THE READ-ALoud BOOKLETS ARE INCLUDED!



PRINTING INSTRUCTIONS FOR WEEKLY READ-ALoud BOOKLETS

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

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



COLOR & INK-FRIENDLY VERSIONS

EACH WEEK FOLLOWS A CONSISTENT ROUTINE

LESSON 1: <i>introduction</i>	<p>Create an anchor chart with your students that displays this week's words and definitions.</p> <p>Share the introduction story with your students, and complete Lesson 1.</p>
LESSON 2: <i>story time</i>	<p>Read the digital (or printable) booklet for the week, and use the discussion questions to guide your conversation with students.</p> <p>The students will complete this week's mini book.</p>
LESSON 3: <i>connections</i>	<p>Add this week's synonyms and antonyms to your anchor chart.</p> <p>Complete the synonym and antonym activity.</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 independent activity "I Can Draw a Story" journal entry or the "I Can Draw and Write" journal entry 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>

<p>first grade INTRODUCTION</p> <p>Materials:</p> <ul style="list-style-type: none"> pocket chart sentence strips chart paper marker word cards introduction story for Lesson 1 	<p>LESSON PLAN 1: INTRODUCTION STORY</p> <p>Set Up: Write the week's introduction story on sentence strips, place them in a pocket chart for the whole group to see. You also write it largely on an anchor chart. Draw a "blank" () of sentence strips, just as it is shown on the story printable. Place word cards in a row above or below the pocket chart story. Flip cards over so that students <i>cannot</i> see them yet. Mix up the or the word cards. If you would prefer <i>not</i> to use a pocket chart anchor chart, place the introduction story printable under a</p>	<p>first grade STORY TIME</p> <p>Materials:</p> <ul style="list-style-type: none"> digital booklet for this week OR a printable copy (color or black and white) student copies of 	<p>LESSON PLAN 2: WHOLE-GROUP READ-ALoud AND PRINTABLE MINI BOOK</p> <p>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.</p> <p>If you are using the digital booklet, open up the file for the week you are on. The digital booklets are found in the zip folder of this resource. You can open the digital booklets on any computer that PowerPoint installed. When you open the file, the automatically open up and be ready for use. If you are digital booklet, both color and black and white <i>printable</i> each week's booklets are available.</p>
<p>I have a story that I want to I'm going to need your help to</p> <p>Do NOT read the word cards "blank" whenever there is an e. Ask the students, "Does anyone exercise helps students draw know. The exercise also expose thought of, used, or shared, h allows them to put these know can think of that make sense i the remaining sentences in the</p> <p>Now, flip each word card over screen), and read the week's</p>	<p>first grade CONNECTIONS</p> <p>Materials:</p> <ul style="list-style-type: none"> 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 <p>This lesson is designed to be straightforward and simple: The teacher will engage in a discussion with the students to share words that mean the same and words that are different from the week's three focus words. You'll notice that for some weeks, the synonym and antonym list is minimal. (This frequently happens if the focus words are nouns rather than adjectives.) Since we</p>	<p>LESSON PLAN 3: SYNONYMS & ANTONYMS</p> <p>Set Up: This lesson can be completed in a whole-group setting or a small-group setting. You will be adding synonyms and antonyms to your weekly word chart (anchor chart) for the week, so you will want to have it nearby. A pocket chart is needed if you choose to complete the word sort activity. Cut out (laminated if you wish) this week's synonym and antonym word cards.</p>	<p>PowerPoint installed. When you open the file, the automatically open up and be ready for use. If you are digital booklet, both color and black and white <i>printable</i> each week's booklets are available.</p> <p>weekly word chart (anchor chart) that you made with the by for reference when needed.</p> <p>story to share with you today! It is a different story it will help us learn even more about our new words to listen very carefully and very closely because we appens in the book and sharing our thoughts.</p> <p>ing to review and discuss the vocabulary and what is d. (You may need to reteach what the vocabulary chart you created for the week with your students.) inal teacher discussion questions and page that will</p>
<p>first grade WORD PLAY</p> <p>Materials:</p> <p>The materials for this lesson will vary depending on the word play activity you choose to use for the week.</p>	<p>LESSON PLAN 4: WORD PLAY ACTIVITY</p> <p>Set Up: Every week for Lesson 4, you will choose an activity off of the included word play menu.</p> <p>You can choose to work your way through all three activities and then repeat them, or, complete the same activity for two or three weeks in a row. Use as many of them or as few of them as you would like. The choice is yours! These word play activities are also wonderful to use as additional or supplemental vocabulary activities if you want to mix up your weekly routine or add more activities to it. These word play activities would also make fantastic vocabulary activities that you can complete within a small group in order to challenge your students, differentiate for your students, or provide extra practice.</p>	<p>understanding synonyms and building vocabulary. For each focus word, we've now st three words!</p> <p>antonyms for the week with synonyms are words that mean ent)." Use your "Weekly Teacher focus word. Add the new kly word chart (anchor chart)</p>	<p>LESSON PLAN 5: I CAN DRAW AND WRITE A STORY</p> <p>Lesson is completed independently by the students (with the teacher). You will want to ensure that your weekly anchor chart) is available for you and your students to eded. Pass out a copy of the week's "I Can Draw a le OR a copy of the "I Can Draw and Write a Story," each student. Decide which template works best for your ities, time of the school year, and your own goals for f you're using this activity in a small group, you can hich template you provide, according to their needs.</p>
<p>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.</p> <p>You will then choose a Word Play Activity from the included word play menu. The word play activity options for Set I include the following activities:</p> <ul style="list-style-type: none"> Word Theater Word Chat Word Chant 	<p>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.</p> <p>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 three focus words will limit their vocabulary acquisition. This resource is set up to be as expansive as you make it. The activities and lesson plans can accommodate more than the three focus words and even more than the number of synonym and antonyms I've listed on the "Weekly Teacher Word Guides." Feel free to expose your students to as many synonyms and antonyms as you'd like, and encourage them to use those words during the word play 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.</p> <p>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!</p>	<p>WORD SORT</p> <p>us word cards horizontally chart. Hold up a synonym ad it aloud. Have the students ack to you and share anything about the word. Ask, "Does this he thing as any of the words ket chart this week?" The u sort each synonym word under one of the three focus same meaning. Repeat the g the antonym word cards. phs are included in the</p>	<p>What you learned about our new words this week to t to see and hear what you share with us in your stories."</p> <p>at the top of the printable page. Each week's story page ponder: or a prompt that asks them to think about the activity is a writing response activity. The students are and connections through illustrations that they create. andful beginning writing activity for young children. ough their illustrations are developing essential beginning unctional and logical thinking skills, and an understanding of "ry" activity is a great way for students to practice words independently and to their own lives. This puts the makes it meaningful, and allows them to demonstrate or own, unique ways. Likewise, if you are using the writing tic: putting their thoughts, ideas, experiences, and the words.</p>
<p>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.</p> <p>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 three focus words will limit their vocabulary acquisition. This resource is set up to be as expansive as you make it. The activities and lesson plans can accommodate more than the three focus words and even more than the number of synonym and antonyms I've listed on the "Weekly Teacher Word Guides." Feel free to expose your students to as many synonyms and antonyms as you'd like, and encourage them to use those words during the word play 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.</p> <p>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!</p>	<p>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.</p> <p>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 three focus words will limit their vocabulary acquisition. This resource is set up to be as expansive as you make it. The activities and lesson plans can accommodate more than the three focus words and even more than the number of synonym and antonyms I've listed on the "Weekly Teacher Word Guides." Feel free to expose your students to as many synonyms and antonyms as you'd like, and encourage them to use those words during the word play 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.</p> <p>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!</p>	<p>activity for this lesson. If you sson with any of the extra</p>	<p>Illustrate or Write a Picture to Tell Your Story. Be very detailed in your picture. That means ow as much as you can in order to tell us what happened in your story. When we are done ur stories, you'll have time to share your story with a friend. Be ready to tell everything happened in your story when you share your picture with your friend."</p> <p>Anticipation Options: You'll notice that at the bottom of each "I Can Draw (and Write)" a printable, there are the four focus words for the week. Depending on the time of the your students' ability levels, and your own goals for the lesson, you can encourage: the ts to label their pictures with the week's focus words. You could also have the students ad glue the words onto their story illustrations in order to label them. If your students are cting the writing template, they can use the words at the bottom as a word bank as they and spell.</p> <p>the students have worked on their printables, have them share their responses with a r or group of friends. Encourage students to use complete sentences when they share. ample, we do not want students to say, "I draw a picture of ____." We want to rage the students to be oral storytellers and use complete sentences to tell the sequenc ts that happened in their stories and pictures.</p>

LESSON 1: INTRODUCTION

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

first grade
SET 1: WEEK 5

POCKET CHART

LESSON 1: INTRODUCTION STORY

graceful
clever
amuse
hideous

"Is this dress _____?" Lucy asked.

"You always look beautiful!" said Mrs. K.

"You're all special. Bella is a _____

ballerina. Carl comes up with the most _____

_____ ideas in science class.

Wanda can always _____ us with

I love that you're all different," said Mrs. K.

first grade
SET 1: WEEK 5

POCKET CHART

LESSON 1: INTRODUCTION STORY

graceful
clever
amuse
hideous

"Is this dress _____?" Lucy asked. "You always look beautiful!" said Mrs. K. "You're all special. Bella is a _____ ballerina. Carl comes up with the most _____ ideas in science class. Wanda can always _____ us with her jokes. I love that you're all different," said Mrs. K.

"Is this dress **hideous**?" Lucy asked.

"You always look beautiful!" said Mrs. K.

"You're all special. Bella is a **graceful**

ballerina. Carl comes up with the most

clever ideas in science class.

Wanda can always **amuse** us with her jokes.

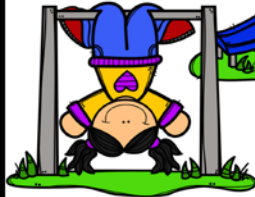
I love that you're all different," said Mrs. K.

LESSON 2: STORY TIME

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



Today is picture day!
Ming is so happy. She
is thrilled that she
gets to dress up for
school.



Ming cannot get
picture taken
after recess.
to be patient
until it is her

first grade
SET 1: WEEK 6

LESSON 2:
Optional Teacher Discussion
Questions for Week 6
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.

How does Ming feel at the beginning of the story? (Answer: Ming is happy.) *Thrilled means happy and excited. What is Ming thrilled about?* (Answer: Ming is thrilled to dress up for school.) *Do you get thrilled to dress up on picture day? Why or why not?* (Answers will vary.)

Ming has to be patient and wait until after recess to get her picture taken. Being patient can be so hard sometimes. Patient means to wait without complaining. It is hard for me to be patient when I am waiting in a really long line. It is also hard for me to be patient when I get stuck in a traffic jam in the car. When is it difficult for you to be patient? (Allow students to share their thoughts with you or a partner.)

Ming had to sit still and keep steady while she smiled for her picture. Steady means not shaking or moving. If you were the photographer, what would you have to keep steady? (Answer: The photographer has to keep the camera steady. If the camera is moving or shaking, the photograph will be blurry.)

Ming says that she is exhausted at the end of the story. What does she do first on page 6? (Answer: Ming yawns.) *Why do people yawn?* (Answer: People yawn when they are tired.) *If we use what we know about yawning, what do you think exhausted means in this story?* (Answer: Exhausted means tired.) *Right, Ming is exhausted, or tired, at the end of the story. Great job, word detectives!*

Set 1, Week 5 My Weekly Word Book



By Christina



I feel joyful.



I am friendly.

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!



SYNONYMS

ANTONYMS

hideous

appalling

disgusting

beautiful

attractive

graceful

elegant

refined

clumsy

awkward

clever

bright

intelligent

amuse

divert

entertain

"Is this dress **elegant**?" Lucy asked.

"You always look beautiful!" said Mrs. K.

"You're all special. Bella is a **beautiful**

ballerina. Carl comes up with the most

intelligent ideas in science class.

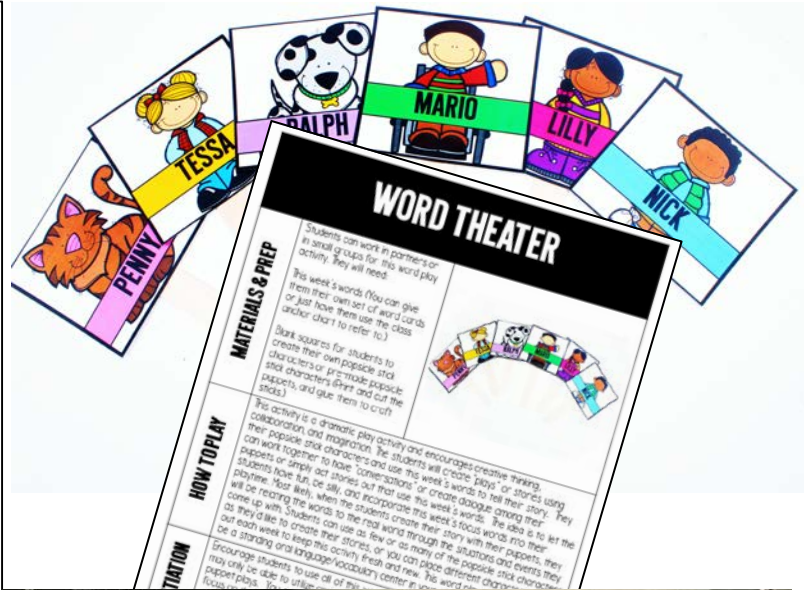
Wanda can always **entertain** us with her jokes.

I love that you're all different," said Mrs. K.

LESSON 4: WORD PLAY

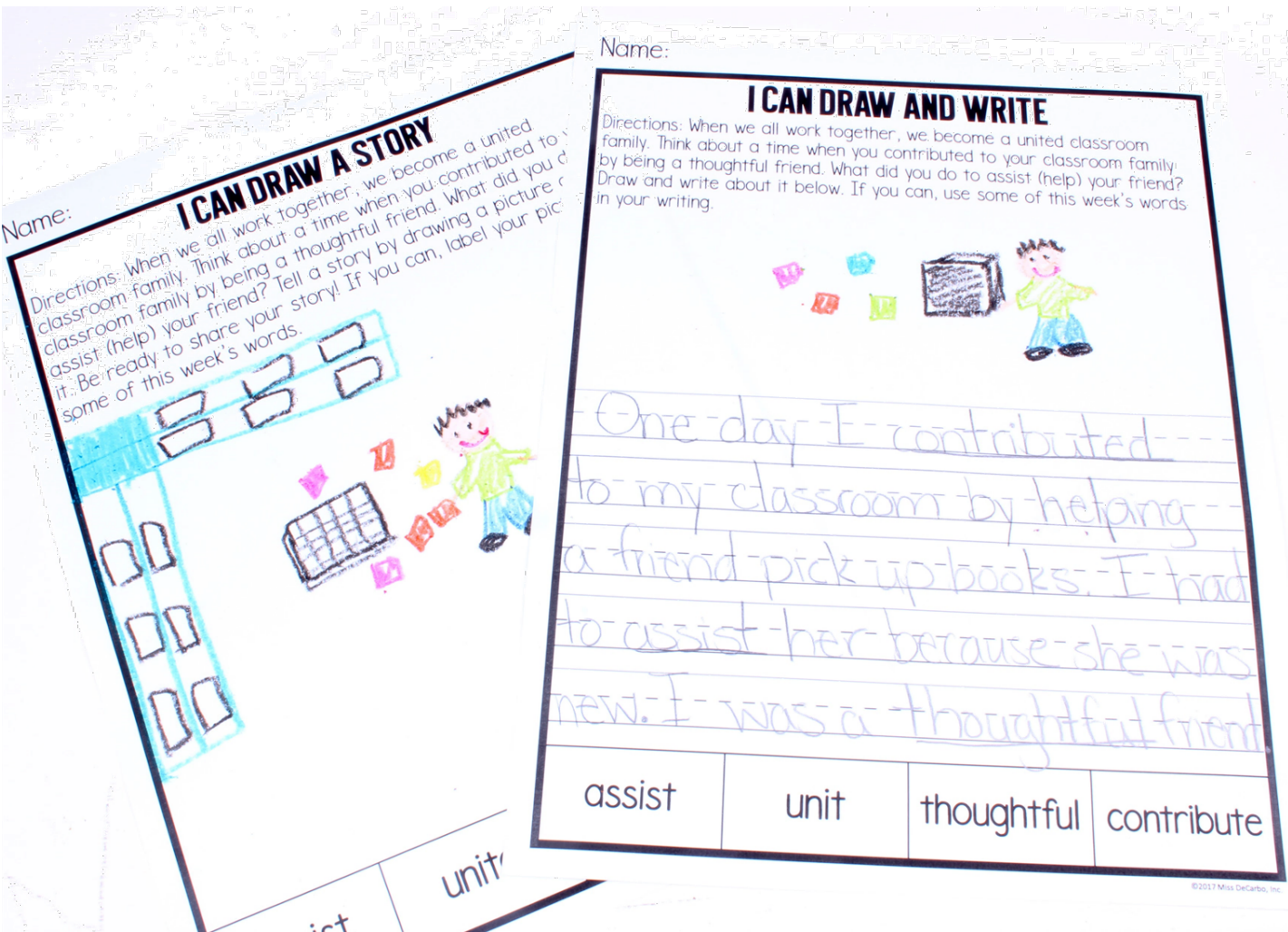
Choose a hands-on activity to practice using the week's words.

first grade SET I WORD PLAY MENU	
NAME OF ACTIVITY	PAGE
Word Theater (Dramatic Play Word Play Activity) (Use popsicle stick characters to act out a story using the words.)	47
Word Chat (Oral Discussion Word Play Activity) (Use the word photograph cards for an oral language discussion activity.)	51
Word Chant (Practice and learn synonyms and antonyms through a chant.)	53



LESSON 5: APPLICATION

The students will apply the words to their lives by drawing and writing a journal entry.



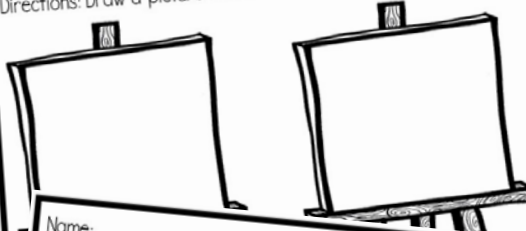
Choose the differentiated templates that work best for your students.

OPTIONAL WORD SKETCH ASSESSMENTS ARE INCLUDED

Name: _____

WEEKLY WORD SKETCH

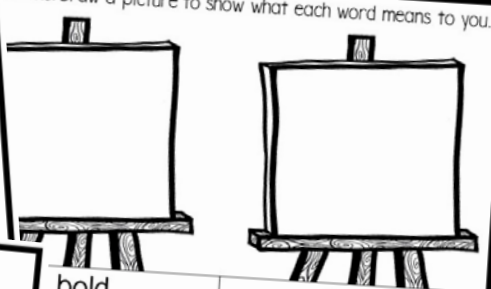
Directions: Draw a picture to show what each word means to you.



Name: _____

WEEKLY WORD SKETCH

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




bold sketch

Name: _____

WEEKLY WORD SKETCH

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

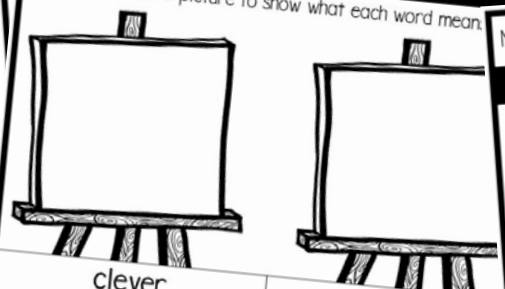


thrilled

Name: _____

WEEKLY WORD SKETCH

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



clever graceful

Name: _____

WEEKLY WORD SKETCH

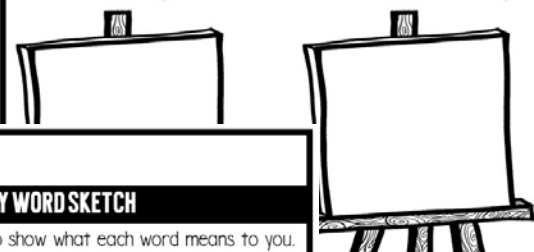
Directions: Draw a picture to show what each word means to you.



Name: _____

WEEKLY WORD SKETCH

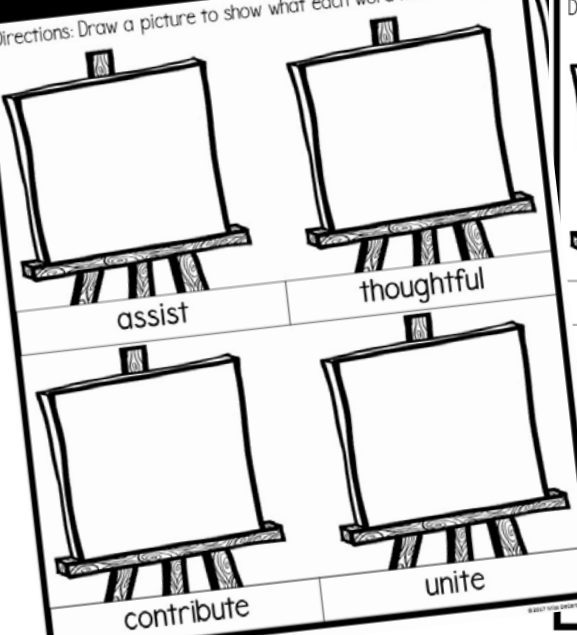
Directions: Draw a picture to show what each word means to you.



Name: _____

WEEKLY WORD SKETCH

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



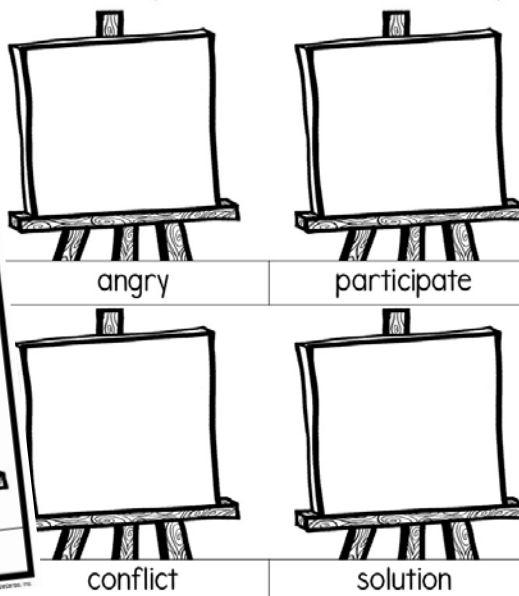
assist thoughtful

contribute unite

Name: _____

WEEKLY WORD SKETCH

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



angry participate

conflict solution

Name: _____

WEEKLY WORD SKETCH

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



sob cranky

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 Picture”	This is a great follow-up to the “Word Chat” activity. It can also be easily used as an independent application activity in exchange for the “I Can Draw a Story” printable or the “I Can Draw and Write” printable.
Vocabulary Notebook	Have students illustrate the vocabulary cards for the week and paste them into personal vocabulary notebooks. Students can write synonyms and antonyms beside each word card in their notebooks.
Quick Sketch	The quick sketch page was designed to be used as an optional, end-of-the-week assessment. However, this page can also be used as an additional activity for the week or in exchange for one of the lesson plan activities.

THEME

We're All Different

FOCUS WORDS

graceful

clever

amuse

hideous



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 with this week's materials, if you wish.

LESSON 2: story time

Read "Week 5: I Can Draw a Story" aloud to your class. Use the discussion questions to guide your conversation. Your students can illustrate and read the mini book for this week's story. (If you do not have time for the mini book, you can complete it after Lesson 3.)

LESSON 3: connections

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

LESSON 4: word play

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

LESSON 5: application

Complete this week's "I Can Draw a Story" page OR the "I Can Draw and Write" page. 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: word sketch

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

PREVIEW

GRACEFUL

definition

(adj.) beautiful in movement, manners, or speech

example sentence

The ballerina was a graceful dancer.

synonyms

elegant, refined, lovely

antonyms

awkward, clumsy

CLEVER

definition

(adj.) smart and able to learn things quickly

example sentence

The clever toddler learned how to unlock the baby gate.

synonyms

intelligent, quick, smart,

synonyms

foolish

AMUSE

definition

(v.) to make someone laugh or smile

example sentence

My dad can always amuse me with his funny jokes.

synonyms

entertain, divert

antonyms

displease, disappoint

HIDEOUS

definition

(adj.) very ugly

example sentence

The new furniture in the living room looked hideous.

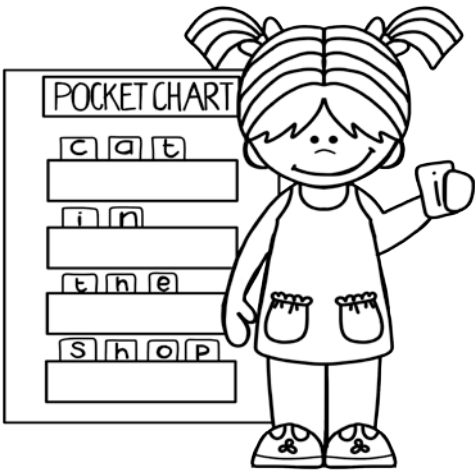
synonyms

disgusting, appalling, nasty

antonyms

attractive, beautiful

PREVIEW



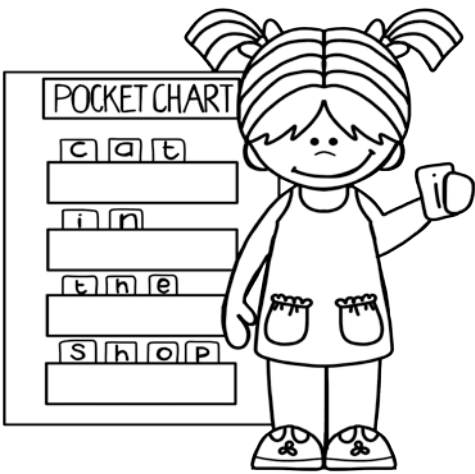
graceful

clever

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hideous

“Is this dress _____?” Lucy asked. “You always look beautiful!” said Mrs. K. “You’re all special. Bella is a _____ ballerina. Carl comes up with the most _____ ideas in science class. Wanda can always _____ us with her jokes. I love that you’re all different,” said Mrs. K.



graceful

clever

amuse

hideous

“Is this dress hideous?” Lucy asked. “You always look beautiful!” said Mrs. K. “You’re all special. Bella is a graceful ballerina. Carl comes up with the most clever ideas in science class. Wanda can always amuse us with her jokes. I love that you’re all different,” said Mrs. K.

first grade
SET I: WEEK 5

LESSON I:
Optional Teacher Discussion Questions
for Introduction Story

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

Lucy was worried that the dress she had on looked hideous. Hideous means very ugly. What does Mrs. K tell Lucy when she asks about her dress? (Answer: She says that Lucy looks beautiful.) Yes! Mrs. K tells Lucy that she is beautiful. Hideous is the opposite of beautiful. They are both adjectives, or describing words. What other words can we use to describe what something looks like? (Answers will vary.)

Bella is a graceful ballerina. Graceful means she moves in a beautiful, smooth way. Graceful can also be used to describe someone's manners and speech. For example, if someone is always saying "please", "thank you", and "pardon me", we would say that person is being graceful because they are polite and well-mannered. So, someone who gives a beautiful, kind speech and does it smoothly with their words is a graceful speaker. Do you know someone who is graceful? What do they do that makes him or her graceful? (Answers will vary.)

What kind of ideas does Carl come up with in the story? (Answer: clever ideas) Clever means smart or bright. All of you are clever, too! Tell a friend beside you something clever. You could teach him or her an interesting fact you know about an animal, you could tell him or her something you know a lot about, or even tell him or her how something works. (Answers will vary.)

In the story, Wanda knows how to amuse her friends with jokes. Amuse means to make someone smile or laugh. I am going to amuse you right now by telling you a joke. Are you ready? Why did the teacher wear sunglasses? (Pause for a few seconds.) Because his class was so bright!

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

graceful

I.5

clever

I.5

amuse

I.5

hideous

I.5

first grade
SET I: WEEK 5

**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.



first grade
SET I: WEEK 5

LESSON 2:

Optional Teacher Discussion
Questions for Week 5
Read-Aloud Booklet



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

This talent show sounds like so much fun! Brett is going to amuse the audience with his jokes. What happens when someone tells a funny joke? (Answer: They laugh.) Yes, when we laugh, we are amused. Amuse means to make someone laugh or smile. Now, I want you to turn to your friend beside you and try to amuse him or her by making a joke or saying something that will make him or her smile. You can tell a joke, a riddle, or just say something silly. Ready, set, go! (Allow time for the students to practice amusing their friend.)

If someone is graceful, she moves smoothly, acts, or speaks beautifully. What did Clara do in the story that was graceful? (Answer: She was a graceful ballerina.) Yes, Clara is a graceful dancer who moves smoothly and beautifully!

Chad shared clever facts about Abe Lincoln for his talent. Do you think someone who shares information and facts about someone is smart or foolish? (Answer: smart) Clever means smart. In this classroom, we are all clever! Turn and give someone beside you a compliment by saying, "You are so clever!" (Allow students to share their compliments with one another.)

Jackson wrote a story about a hideous monster. Hideous means very ugly. Would you rather wear a hideous outfit or a beautiful outfit? Would you rather see a hideous monster or a graceful ballerina? Would you rather have a hideous pet or an adorable baby sister or brother? (Allow students to share their silly "would you rather" opinions.)

PREVIEW

The clever owl is reading a book.

The graceful elephant is dancing.

Let's draw funny pictures that
amuse us!

My Weekly Word Book



The hideous monster is playing
on the computer.

By _____

graceful

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

elegant

1.5

refined

PREVIEW

1.5

awkward

1.5

clumsy

1.5

first grade
SET I: WEEK 5

**LESSON 3:
SYNONYM & ANTONYM CARDS**

clever

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

smart

1.5

intelligent

1.5

bright

1.5

foolish

1.5

*Three synonyms and one antonym are provided this week.

amuse

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

entertain

1.5

divert

PREVIEW

1.5

displease

1.5

disappoint

1.5

hideous

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

disgusting

I.5

appalling

I.5

attractive

I.5

beautiful

I.5

Name: _____

I CAN DRAW A STORY

Directions: Pretend you see a monster walking down the street. Is it a graceful monster? Is it clever? Is it hideous? Does it amuse people with its funny jokes and stories? Tell a story by drawing a picture about your monster. Be ready to share your story! If you can, label your picture with some of this week's words.

PREVIEW

graceful

clever

amuse

hideous

Name: _____

I CAN DRAW AND WRITE

Directions: Pretend you saw a monster walking down the street. Is it a graceful monster? Is it clever? Is it hideous? Does it amuse people with its funny jokes and stories? Draw and write about it below. Use some of this week's words in your writing to describe your monster.

PREVIEW

graceful

clever

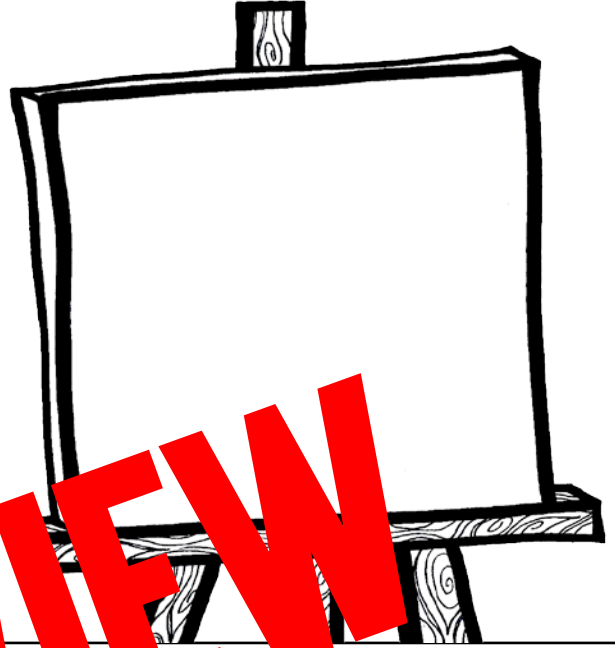
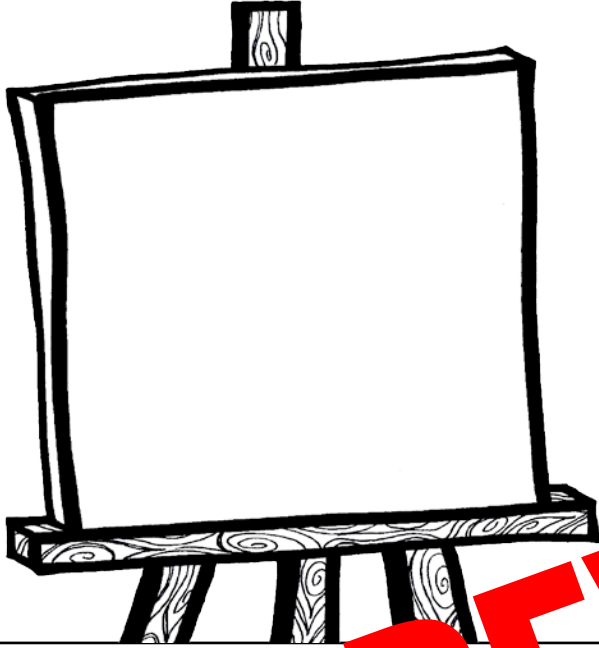
amuse

hideous

Name: _____

WEEKLY WORD SKETCH

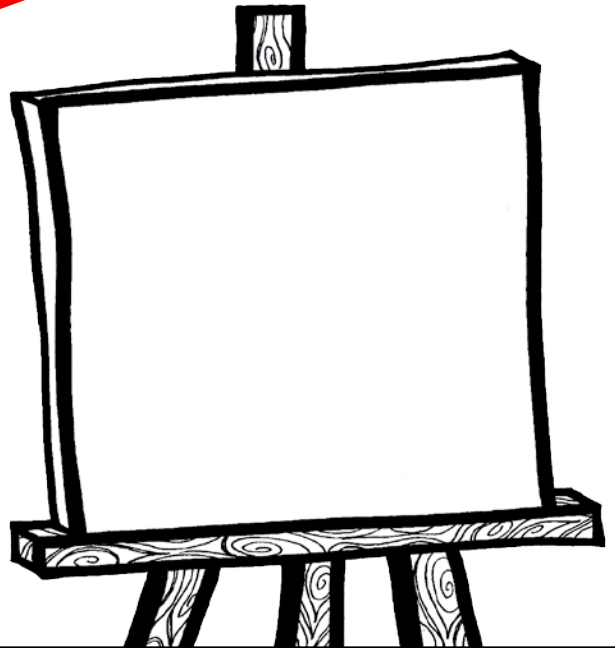
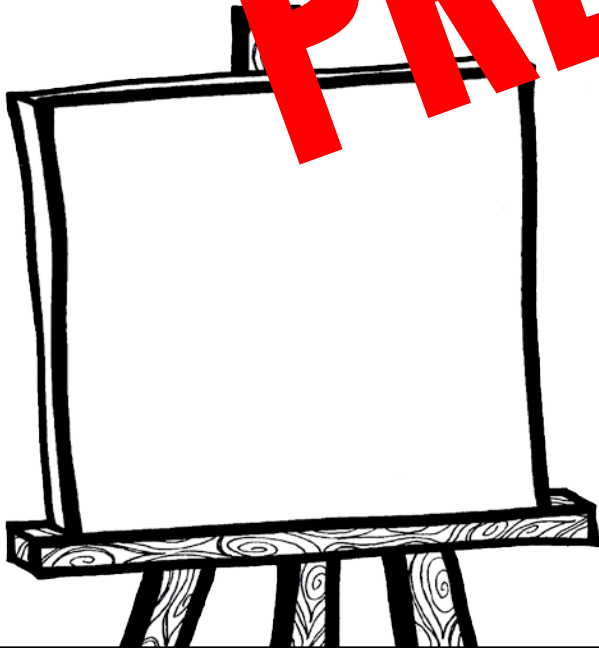
Directions: Draw a picture to show what each word means to you.



PREVIEW

love

graceful



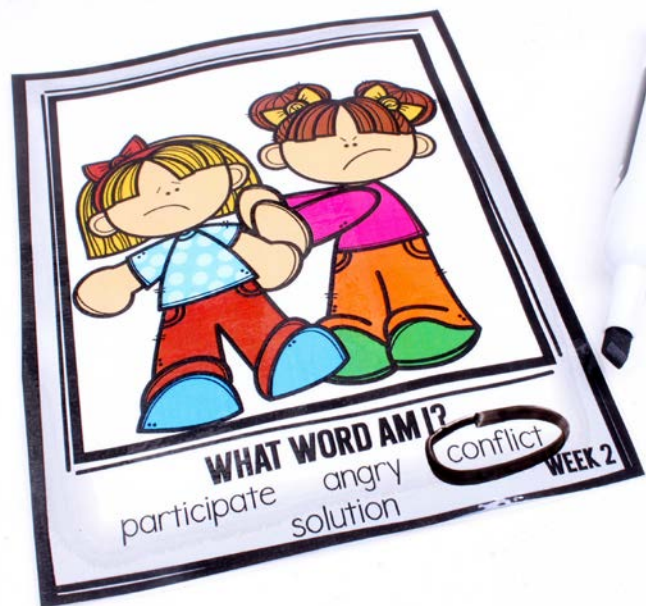
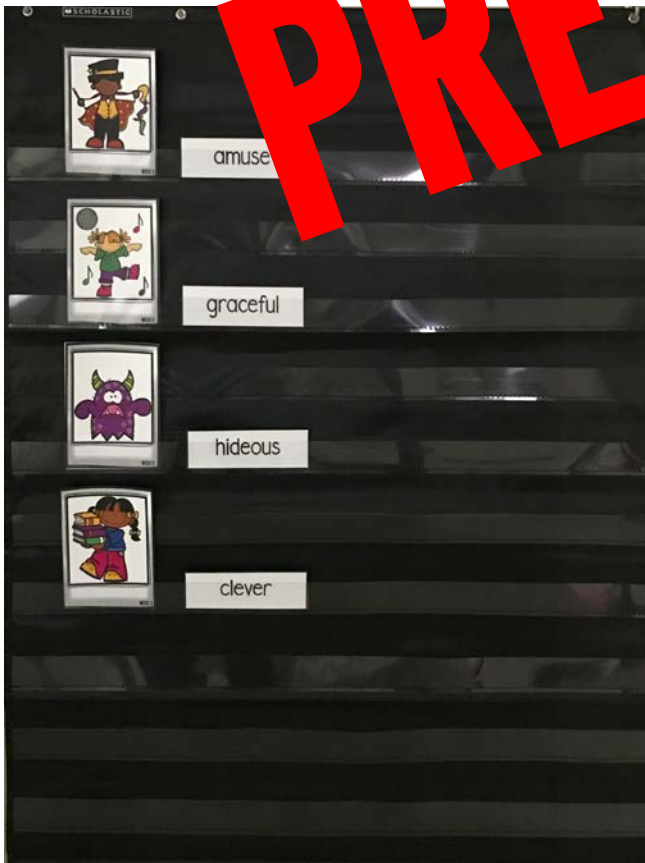
hideous

amuse

PICTURE CARDS FOR WORD CHAT

WORD PLAY ACTIVITY

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





WHAT WORD AM I?

clever graceful hideous

amuse

WEEK 5



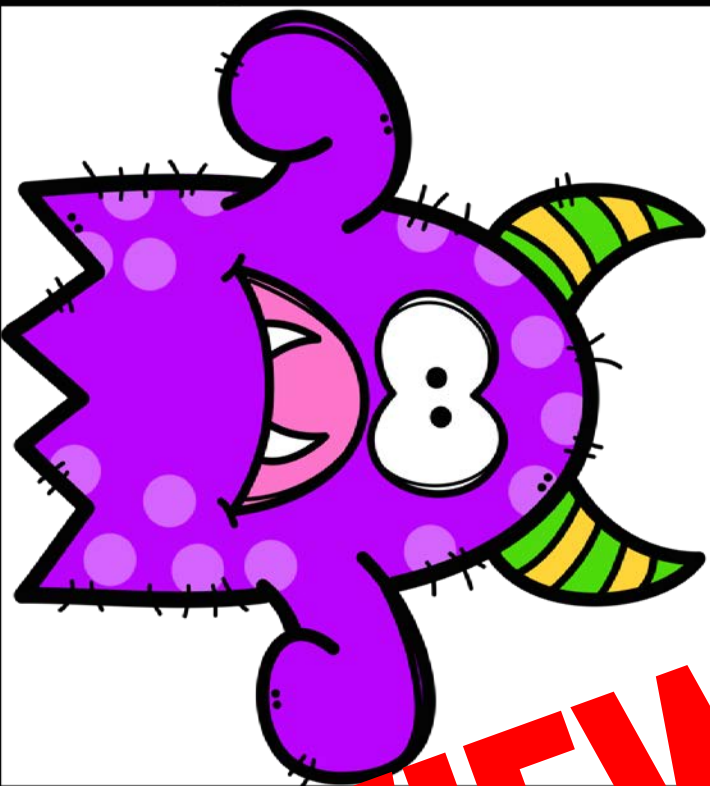
WHAT WORD AM I?

clever graceful hideous

amuse

WEEK 5

PREVIEW



WHAT WORD AM I?

clever graceful hideous
amuse

WEEK 5

PREVIEW



WHAT WORD AM I?

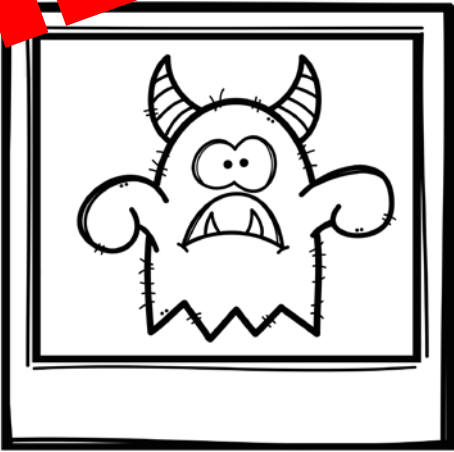
clever graceful hideous
amuse

WEEK 5

Name: _____

LABEL THE PHOTOGRAPH

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



PREVIEW

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clever	graceful	hideous	amuse
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VOCABULARY CARDS WEEK 5

graceful

beautiful in movement,
manners, or speech

clever

smart and able to learn
things quickly

PREVIEW

amuse

to make someone laugh
or smile

hideous

very ugly

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 four 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 four “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 twenty words for the week, rather than just four focus words!

I don’t know if I can fit “one more thing” into my daily schedule. How long will the daily lessons take? Is the routine flexible?

It can often feel like we are trying to “fit it all in” throughout our school day. The weekly routine and program is set up to be able to be as flexible or as rigid as you would like. There are 5 lessons per week, but you can certainly complete all of them each week, or you may pick and choose two or three that you like best. The flexibility is one of the greatest beauties of this resource! I’ve also set it up in a simple way that allows you to swap different activities in and out if you want to mix things up and do something “different” from week to week. So for example, instead of completing the writing application activity for Lesson 5 one week, you may choose to toss that and complete a different word play activity instead. Or, you may have a three day week at school, and choose to just do the first two lessons for that week. You’ll still be exposing your students to new vocabulary in a meaningful, content-rich way, even if you do not complete all five lessons throughout the week. It’s a win-win for both teachers and students alike!

The activities and lessons can generally be completed in about 20 minutes. However, once again, you can extend your discussions and activities or you can complete the lessons quickly in just 15 minutes a day, if you wish.

RATIONALE AND RESEARCH

Is this a “no-prep” or “just-print” vocabulary resource?

Even though everything has been created for you in an effort to make this intentional vocabulary time as easy and stress-free as possible, this is not a “just-print” or “no-prep” resource. Why? As a teacher and a curriculum author, I do not believe that such an important concept as vocabulary can possibly be given the credit it deserves in a “just-print” format. Each week, I suggest reading through the short introduction passage, read-aloud booklet, and teacher suggested discussion questions so that you can be prepared to discuss the concepts, scenarios, and comprehension material with your students. I also suggest previewing the weekly focus words and taking a look at the synonyms, antonyms, definitions, and example sentences. You may even want to come up with additional examples of your own to meet the individual background needs of your students. In addition to previewing the material, there will be vocabulary cards and some supplemental material to cut out and laminate (if you wish). Personally, I like to present the introduction stories for Lesson I in a pocket chart with pocket chart sentence strips. If this is something you wish to do it will require just a few minutes of prep time at the beginning of the week. The weekly anchor chart that you create with your students can be completed with them during Lesson I and will not take more than a few minutes.

I have other word lists my district requires me to teach. Can you add these words, or can I use the lessons with my own word lists?

The specific design of this resource was created for grades K-2. In each grade level, the word lists are entirely different so that students can complete the curriculum from kindergarten to second grade and not have any repeated words from week to week. I have chosen Tier 2 words that are important for your students to know and words they will commonly use, hear, see, and read throughout their entire lives. Due to the time it took to coordinate these weekly word lists across three grade levels, I will not be adding custom word lists or editable features to the resource at this time. However, if your district requires additional vocabulary words, the basic strategies, concepts, and activities can be used with your other words. For example, with a little creativity, you could certainly use most of the word play menu activities with other word lists from your classroom!

RESEARCH CITATIONS

The following is a list of articles, books, and journals that I used in my own research about vocabulary over the past several years. I'm including these citations for your convenience if you would like to read more about vocabulary instruction.

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.

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

The collage features several educational resources:

- Vocabulary Curriculum:** A notebook with a yellow cover and a cartoon girl illustration. The text "Vocabulary Curriculum" is written in large, bold letters, and "just 5 minutes a day!" is written in a script font.
- Rationale:** A binder with a colorful cover (yellow, pink, blue) and the text "Rationale" and "Week One".
- Status of the Class:** A table with the title "Status of the Class" and a list of words: "crash", "allow", "promise", "harmful", "anxious", "endured", "rushed", "crouched". The table has columns for "Before", "During", and "After" for each word.
- Week Four:** A calendar strip with the text "Week Four" and "Week Five".

Would you rather wear frozen pants or a frozen shirt? Why

gigantic

WEEK 1

WEEK 2

WEEK 3

WEEK 4

WEEK 5

WEEK 6

WEEK 7

WEEK 8

WEEK 1

In Just 15 Min. a day!

[illegible]

WEEKLY LESSONS

[illegible]

MISS DECARBO

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



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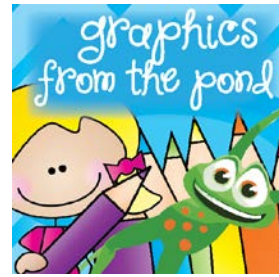
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