

VOCABULARY CURRICULUM

first grade set 2

LESSON PLANS

WEEKLY ROUTINE

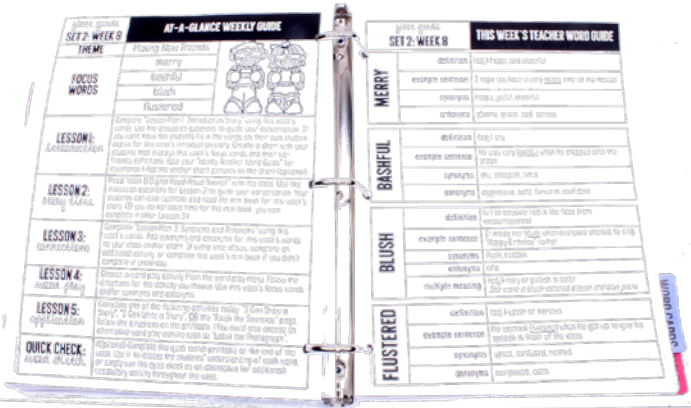
DIGITAL BOOKS

HANDS-ON APPLICATION

WORD PLAY

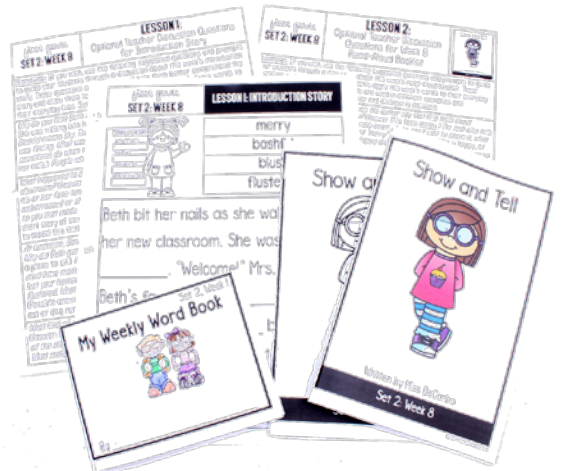


WEEKLY MATERIALS INCLUDE:



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

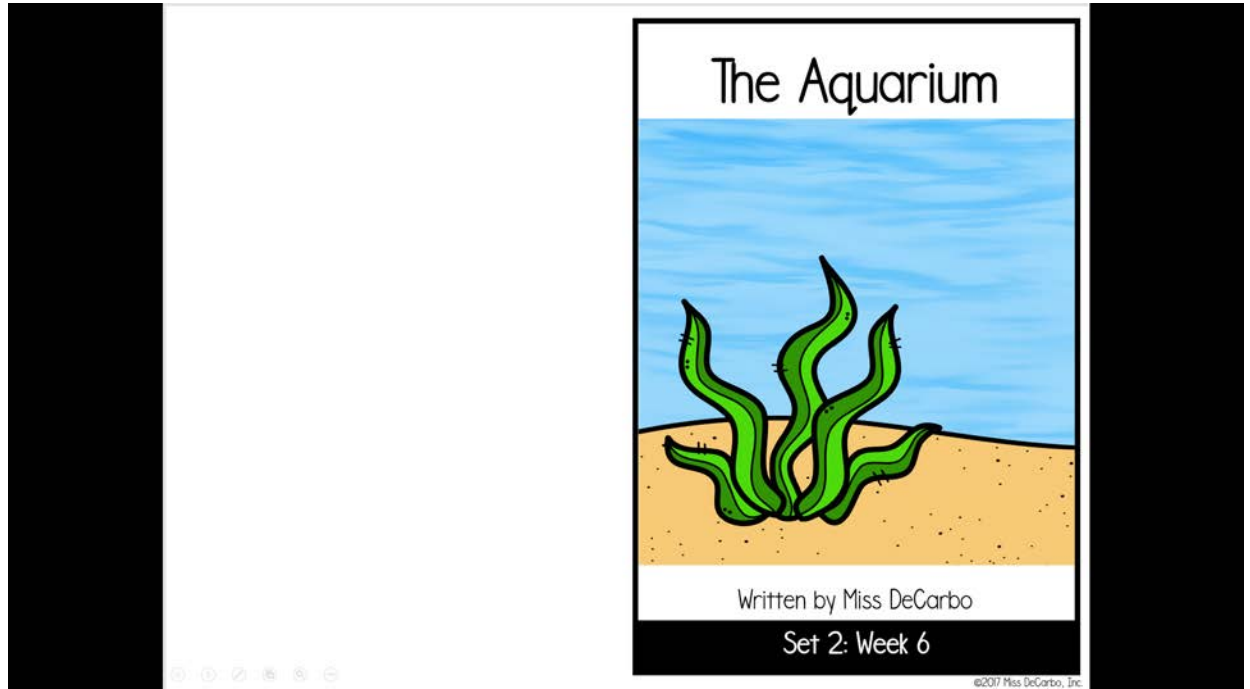
An original passage and a
read-aloud story with detailed
teacher language and
discussions



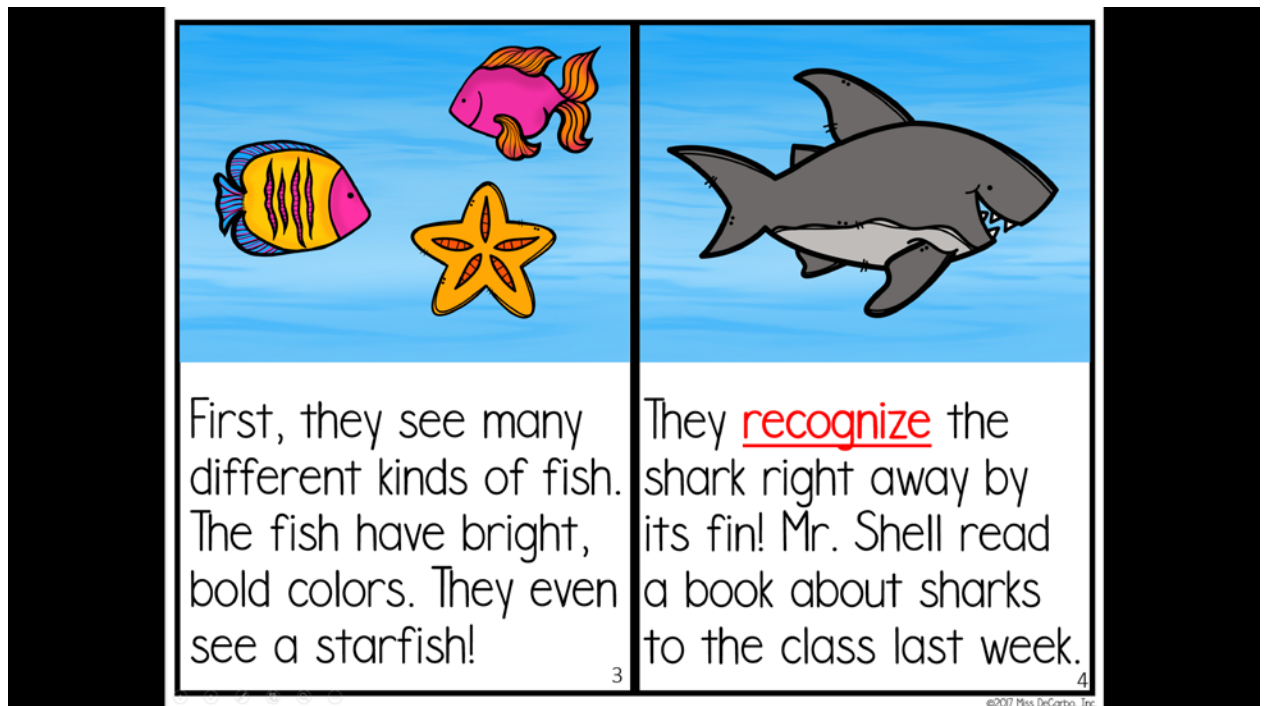
Focus word cards, synonym and antonym word cards, oral
discussion cards, anchor chart cards, an optional assessment
piece, draw, write, and respond application activity, label the
photograph printable, digital book, printable book, and MORE!

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.



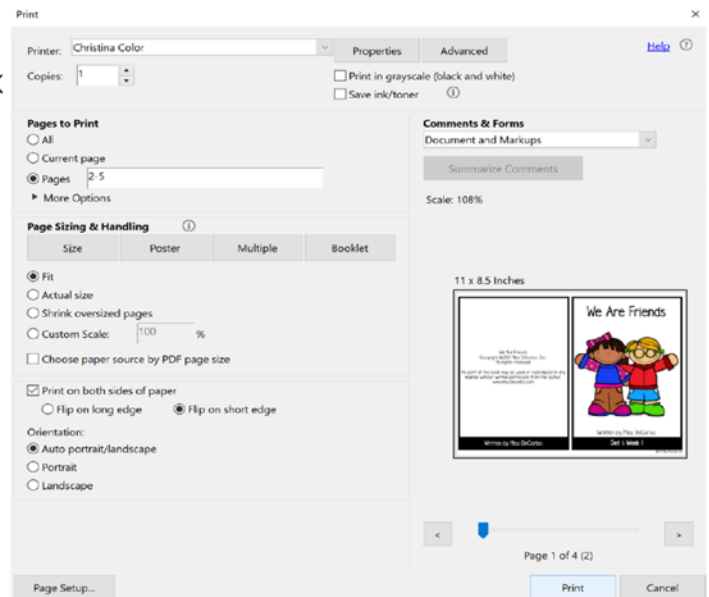
PRINTABLE VERSIONS OF THE READ-ALoud BOOKLETS ARE INCLUDED!



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.



EACH WEEK FOLLOWS A CONSISTENT ROUTINE

LESSON 1: <i>introduction</i>	<p>Create an anchor chart with your students that displays this week's words and definitions.</p> <p>Share the introduction story with your students, and complete Lesson 1.</p>
LESSON 2: <i>story time</i>	<p>Read the digital (or printable) booklet for the week, and use the discussion questions to guide your conversation with students.</p> <p>The students will complete this week's mini book.</p>
LESSON 3: <i>connections</i>	<p>Add this week's synonyms and antonyms to your anchor chart.</p> <p>Complete the synonym and antonym activity of your choice.</p>
LESSON 4: <i>word play</i>	<p>Choose an activity from the word play menu.</p>
LESSON 5: <i>application</i>	<p>Students will complete one of the following independent activities:</p> <ul style="list-style-type: none">• "I Can Draw or Write a Story" journal entry• "Finish the Sentence" activity <p>The students will apply this week's words to their everyday lives. (The teacher could also choose an activity off of the alternative options list instead.)</p>

MASTER LESSON PLANS FOR YOUR WEEKLY ROUTINE

<div>first grade</div> <div>INTRODUCTION</div> <div>Materials:</div> <ul style="list-style-type: none">pocket chartsentence stripschart papermarkerword cardsintroduction story for Lesson 1	<div>LESSON PLAN 1: INTRODUCTION STORY</div> <div>Set Up:</div> <p>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 it largely on an anchor chart. Draw a blank (____) on your sentence strips, just as it is shown on the story printable. Place the word cards in a row above or below the pocket chart story. Flip the cards over so that students cannot see them yet. Mix up the order of the word cards. If you would prefer not to use a pocket chart or an anchor chart, place the introduction story printable under a document camera, or display it on a screen. If you're projecting the story on a screen, cover up the focus words with a sticky note.</p>
<div>"I have a story that I want to share with you. I'm going to need your help to find some new words to use."</div> <div>Do NOT read the word cards yet. First, read the "blank" whenever there is an empty space. Then again. Ask the students, "Does anyone know this word?" This exercise helps students draw from their already known. The exercise also exposes you to otherwise thought of, used, or shared, had. It also allows them to put these known words as they can think of that make sense in the routine with the remaining sentences in the routine.</div> <div>Now, flip each word card over (or remove it from the screen), and read the week's focus words to each word back to you after you read it to the class. Do not use the word cards to read the word. The teacher word guide to discuss each word's meaning. Add the definition of each word's meaning. (You will be adding to the blanks for our story with the new words.)</div> <div>Read the story <u>again</u> to the students (choral or each appropriate spot. Stop after each sentence and ask the students to write the word in the blank space in the sentence. 21 words in the story.)</div>	<div>first grade</div> <div>CONNECTIONS</div> <div>Materials:</div> <ul style="list-style-type: none">weekly word chart that includes the week's focus words and kid-friendly definitionspocket chartsynonym and antonym word cards for the weekmarkers <div>Set Up:</div> <p>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>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 four 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 twenty words for the week, rather than just four words!</p> <div>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 words that are opposite (or different)." Use synonyms and antonyms for each focus word with your students to the weekly word</div>
<div>first grade</div> <div>WORD PLAY</div> <div>Materials:</div> <p>The materials for this lesson will vary depending on the word play activity you choose to use for the week. Each word play activity has a full sheet of directions. The materials for each activity can be found on those pages.</p> <div>Set Up:</div> <p>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!</p> <p>You can choose to work your way through all six activities over the next eight weeks and then repeat them, or complete the same activity for two or three weeks in a row. Use as many of them or as few of them as you would like. The choice is yours! These word play activities are also wonderful to use as additional or supplemental vocabulary activities if you want to mix up your weekly routine or add more activities to it. These word play activities would also make fantastic vocabulary activities that you can complete within a small group in order to challenge, differentiate, or provide extra practice.</p> <div>"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."</div> <div>You will then choose a word play activity from the included word play menu. The word play activity options for Set 2 include the following activities:</div> <ul style="list-style-type: none">Word WonderingWord ArtistWord Sing-AlongWord TheaterWord ChatWord Chant <div>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.</div> <div>Important:</div> <p>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 four 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 four 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> <div>If you have extra time throughout the week, feel free to choose any of the word play activities to add to your daily schedule, revisit, and repeat! Have fun playing with words!</div>	<div>first grade</div> <div>STORY TIME</div> <div>Materials:</div> <ul style="list-style-type: none">digital booklet for this week OR a printable copy (color or black and white)student copies of this week's mini book (optional) <div>Set Up:</div> <p>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 has Microsoft PowerPoint installed. When you open the file, the booklet will automatically open up and be ready for use. If you are using a digital booklet, both color and black and white printable versions of each week's booklets are available.</p> <p>...story to share with you today! It is a different story and it will help us learn even more about our new words to listen very carefully and very closely because we will be using them in the book and sharing our thoughts."</p> <p>...ing to review and discuss the vocabulary and what it is about. (You may need to reteach what the vocabulary word means and what it is about for the week with your students.)</p> <p>Additional teacher discussion questions page that will help students about the book. Use this scripted teacher guide in order to discuss the words and put them into your discussion questions. Do a nice job of asking the questions, and they help them work on comprehension by are listening to within the book. Since it is vocabulary used in different ways, these weekly read-aloud and your students to see, hear, and talk about the words in new situations and stories.</p>
	<div>LESSON PLAN 3: SYNONYMS & ANTONYMS</div> <div>WORD SORT</div> <p>four focus word cards horizontally in a pocket chart. Hold up a synonym or antonym card, and read it aloud. Have the students write the word back to you and share anything they know about the word. Ask, "Does anyone know the meaning of this word?" It will help you sort each synonym or antonym by placing it under one of the four cards that has the same meaning. Repeat the process using the antonym word cards.</p> <p>as a quick alternative activity for this lesson, replace this lesson with any of the word play activities.</p> <div>©2017 Miss DeCarbo, Inc.</div> <div>developing essential beginning writing skills, oral language abilities, sequential and logical thinking skills, and an understanding of plots and events. This "I Can Draw a Story" activity puts the vocabulary in context for the students, makes it meaningful, and allows them to demonstrate their understanding of the words in their own unique ways. Optional: Have students share their stories with friends or the class.</div> <div>"You will draw a picture to tell your story. Be very detailed in your picture. That means to draw as much as you can in order to tell us what happened in your story."</div>
	<div>LESSON PLAN 5: DRAW A STORY, WRITE A STORY, OR FINISH THE SENTENCE</div> <div>FINISH THE SENTENCE</div> <p>For this writing application activity, you can choose the illustration version OR the written version. Read the first sentence aloud to the students and provide time for them to complete their picture or writing. This "Finish the Sentence" activity encourages students to apply the week's focus words to their own everyday lives. Each student's answer (or picture) will likely be different based on individual life experiences and the student's own understanding and ownership of the word. For each sentence, your students will draw or write in order to complete the sentence/thought. For example, in the sentence starter, "I am frightened when...", a child might draw a picture of a thunderstorm. (or write the words "...there is a thunderstorm.") The student is showing understanding of the word frightened by communicating that a thunderstorm is something that scares him or her! I encourage students to read the sentences out loud in order to focus on oral language and practice speaking in complete sentences.</p> <div>DIFFERENTIATION OPTIONS</div> <p>Depending on the time of the year, and your students' ability levels, you can encourage the students to label their pictures with the week's focus words. You could also have the students cut out and glue the words onto their story illustrations in order to label them.</p> <div>DIFFERENTIATION OPTIONS</div> <p>Choose the illustration or writing version based on student needs, level, time of the year, etc. You may want to use the illustration version for a few weeks and then switch to the writing version. The illustration version will not be included in Set 3.</p> <div>©2017 Miss DeCarbo, Inc.</div>

LESSON 1: INTRODUCTION

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

merry

flustered

blush

bashful

Beth bit her nails as she walked into her new classroom. She was feeling _____ "Welcome!"

Mrs. Teck said. Beth's face started to _____

At lunch, she felt _____

find a place to sit. Then, Rita _____

smiled. It was going to be a very _____

first day!

first grade
SET 2: WEEK 8

LESSON 1: INTRODUCTION STORY



merry

bashful

blush

flustered

Beth bit her nails as she walked into her new classroom. She was feeling _____. "Welcome!" Mrs. Teck said. Beth's face started to _____. At lunch, she felt _____ because she couldn't find a place to sit. Then, Rita sat beside her. Beth smiled. It was going to be a very _____ first day!

Beth bit her nails as she walked into her new

classroom. She was feeling **bashful** "Welcome!"

Mrs. Teck said. Beth's face started to **blush**

At lunch, she felt **flustered** because she couldn't

find a place to sit. Then, Rita sat beside her. Beth

smiled. It was going to be a very **merry**

first day!

first 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.

Why do you think Beth felt **bashful** at the beginning of the story? (Answer: She was walking into her new classroom, or she was a new student.)

Bashful means shy. There's a clue in the story that helps us know how Beth was feeling. What was Beth doing at the beginning of the story that people sometimes do when they are shy and nervous? (Answer: Beth was biting her nails.) People who are nervous or shy sometimes bite their nails.

What happened to Beth's face after Mrs. Teck welcomed her to the classroom? (Answer: Beth's face started to **blush**.) When someone blushes, his or her face turns pinkish or reddish. It often happens when someone is embarrassed or shy. Have you ever had something embarrassing happen to you that made you blush? (Answers will vary. You may want to tell a silly short story of something embarrassing that has happened to you in order to model this thinking for your students.)

At lunchtime, Beth felt **flustered**. **Flustered** means to feel upset or nervous. Why did Beth get flustered in the story at lunch? (Answer: She couldn't find a place to sit.) Right! I'm so glad Rita came and sat down beside her. That must have made Beth feel happy and relieved instead of flustered. If you lost your homework and you were looking everywhere for it, you might feel flustered. What are some other things that might make you flustered? (Possible answers: taking a test, forgetting your lunchbox at home, when a cat or dog runs away, not knowing how to do something, etc.)

What kind of day did Beth think it was going to be at the end of the story? (Answer: a **merry** day. Merry means happy. Why was Beth merry at the end of the story? (Answer: Rita sat beside her, and she made a new friend.) What makes you have a merry day? (Answers will vary.)

LESSON 2: STORY TIME

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



Mila tugs at the bear and frowns. She is feeling **flustered**! Miss Kay fixes the zipper and frees the bear!



Now Mila can do Show and Tell. She stands in front of the class, but suddenly feels **bashful**. Her f



Written by Miss
Set 2: Y

Show and Tell



Written by Miss DeCarbo
Set 2: Week 8

first 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.

At the beginning of the story, how does the author say that Mila feels about sharing her new teddy bear at school? (Answer: Mila feels **happy**.) The text also tells us that Mila can't wait to share her teddy bear. If she can't wait to share it, what can we figure out about what the word "happy" means? (Answer: Mila is happy, or merry means happy.) If merry means happy and cheerful, use your face to show us how "happy" looks like. (Allow students time to smile at one another and have "happy" facial expressions.)

*Why was Mila **flustered** in the middle of the story?* (Answer: Her teddy bear's arm got caught in the zipper of her backpack. She could not get it out.) How would you feel if your teddy bear was stuck in your backpack right before it was your turn for Show and Tell? (Answers will vary. Some students will say that they would feel sad, upset, mad, worried, etc. Encourage them to use Tier 2 words they have previously learned from your vocabulary word wall.) **Flustered** means to be upset or nervous. Getting my teddy bear stuck in a zipper would make me upset and nervous, too!

Who helped Mila get the bear unstuck? (Answer: Mila's friend Kay.) How does Mila feel when she finally stands in front of the class for Show and Tell? (Answer: Mila feels **bashful**.) What happens to Mila's face? (Answer: It turns pink.) **Bashful** means shy. Would you rather feel **bashful** if you had to do Show and Tell. Let's play "Would You Rather?" Would you rather feel **bashful** or **flustered** means or **flustered** because you can't find your classroom on the first day of school? Why? (Encourage students to explain their reasoning and use the Tier 2 words.)

*In the story, we read that Mila **blushes**. Sometimes our faces turn pink when we feel embarrassed, too. When our faces turn pink or reddish, we call it **blushing**. Colors are often used to describe how people feel. If someone looks green, that means that he or she looks like he or she is sick or not feeling well. If someone is blue, it means that he or she feels or looks sad. If someone turns pink, it means that he or she is embarrassed or shy. Let's play a quick word game! If you had to choose, would you rather look green, blue, or pink? Why? (Answers will vary.)*


Printable
books are
included, too!

I have a lot of emotions! I
sometimes feel **flustered**.

Sometimes I feel **bashful**. My face
starts to **blush** and turn pink.

LESSON 3: CONNECTIONS

Share, discuss, and sort synonyms and antonyms.

 **SYNONYMS**

 **ANTONYMS**

flustered

rattled

upset

calm

composed

merry

joyful

happy

grave

gloomy

blush


redden

flush

bashful

timid

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

Beth bit her nails as she walked into  new

classroom. She was feeling shy "Welcome!"

Mrs. Teck said. Beth's face started to redden

At lunch, she felt rattled because she couldn't

find a place to sit. Then, Rita sat beside her. Beth

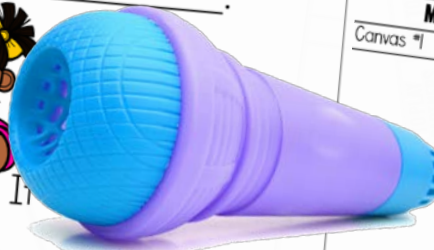
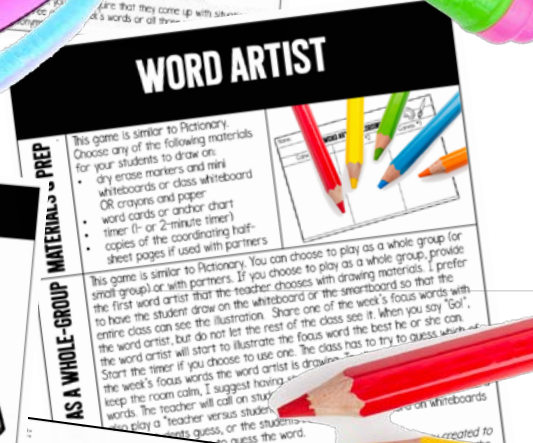
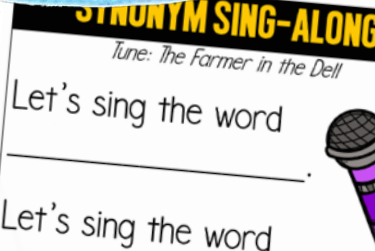
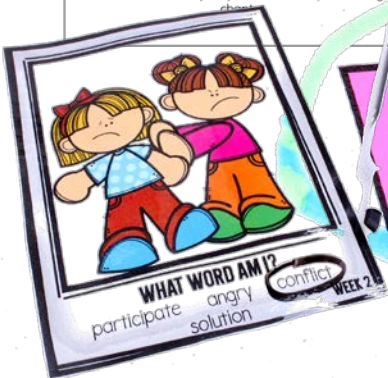
smiled. It was going to be a very joyful

first day!

LESSON 4: WORD PLAY

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

first grade SET 2 WORD PLAY MENU	
NAME OF ACTIVITY	PAGE
Word Wonderings (Critical Thinking and Oral Language Game) Students provide clues in order to get the "word wonderer" to guess the secret word.	50
Word Artist The word artist illustrates a word and tries to get the group, class, or partner to guess the word before the timer runs out.	52
Word Sing-Along Use the song to practice synonyms connected to the focus words.	54
Word Theater (Dramatic Play Word Play Activity) Use popsicle stick characters to act out a story using the words.	57
Word Chat (Oral Discussion Word Play Activity) Use the word picture cards for an oral language discussion activity.	61
Word Chant Practice and learn synonyms and antonyms through a chant.	63







LESSON 5: APPLICATION

The students will apply the words to their lives by drawing and writing journal entries or completing a "Finish the Sentence" writing activity.

Name: _____

FINISH THE SENTENCE

Directions: Listen carefully to your teacher as he or she reads each sentence. Finish each sentence by drawing a picture to share your thinking.

I feel <u>merry</u> when I see	
I get <u>bashful</u> when	
I <u>blush</u> when someone tells me	
I feel <u>flustered</u> when	

Name: _____

FINISH THE SENTENCE

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

1 I feel merry when I see my cousins on the weekends.

I get bashful when I have to sing on stage in music.

I blush when someone tells me that I looked so good.

I feel flustered when I forget my box on the bus.

Name: _____

I CAN DRAW AND WRITE

Directions: Think of a time when your face blushed because you felt bashful or flustered. Draw and write about what happened below. If you can, use some of this week's words in your writing.

oh no!

I felt flustered when I dropped my crayons during art. They rolled all over the floor. My friend Blake helped me pick them up. Then I felt merry.

merry bashful blush flustered

Name: _____

I CAN DRAW A STORY

Think of a time when your face blushed because you felt bashful or flustered. Tell a story about what happened by drawing it. If you can, label your picture with some of this week's words.

blush

merry





Choose the differentiated activity that work best for your students!

OPTIONAL WORD SKETCH ASSESSMENTS ARE INCLUDED

Name: _____

WEEKLY WORD SKETCH


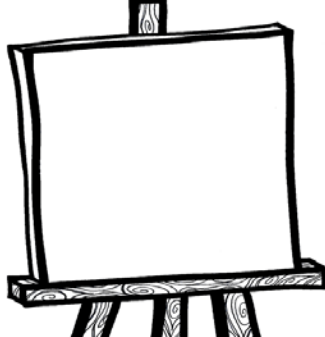


Directions: Draw a picture to show what each word means to you.

	
mend	k
	
critical	

Name: _____

WEEKLY WORD SKETCH

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

	
weak	persist
	
essential	impossible

ALTERNATIVE & ADDITIONAL ACTIVITIES

This resource can be as flexible or as guided as you would like! Feel free to mix things up a bit during the week by swapping out a weekly lesson plan for any of the following activities, or use any of the following ideas as additional vocabulary activities to enhance your instruction or routine for the week.

Name of Activity	Ideas for Use
Oral Discussion Word Chat Activity	This oral language/class discussion activity encourages critical thinking and fits nicely into Lesson 3 as a follow-up activity, in exchange for the activity in Lesson 4, or as an additional activity to your week.
Label the Photograph	This is a great follow-up to the "Word Chat" activity. It can also be easily used as an independent application activity in exchange for the "I Can Draw a Story" printable.
Vocabulary Notebook	Have students illustrate the vocabulary cards for the week and paste them into personal vocabulary notebooks. Students can write synonyms and antonyms beside each word card in their notebooks.
Finish the Sentence	If you do not use the "Finish the Sentence" activity on Day 5, this makes an excellent additional activity, review activity, or small-group follow-up.
Quick Sketch	The quick sketch page was designed to be used as an optional, end-of-the-week assessment. However, this page can also be used as an additional activity for the week or in exchange for one of the lesson plan activities.

FIRST GRADE WORD LIST: SET 2

WEEK 1	weak	WEEK 5	sibling
	persist		disappointed
	essential		revise
	impossible		discard
WEEK 2	mumble	WEEK 6	important
	polite		rare
	ignore		recognize
	form		intelligent
WEEK 3	mend	WEEK 7	scatter
	prepare		settle
	knowledge		careless
	critical		honest
WEEK 4	filthy	WEEK 8	merry
	spotless		bashful
	scold		blush
	respect		flustered

first grade
SET 2: WEEK 8

AT-A-GLANCE WEEKLY GUIDE

THEME

Making New Friends

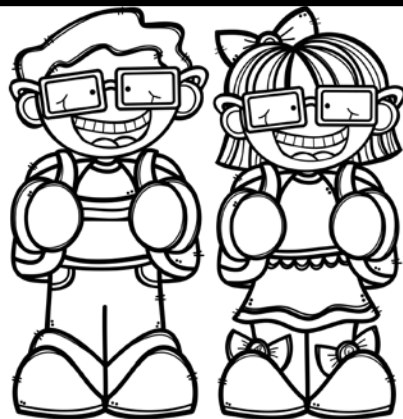
FOCUS WORDS

merry

bashful

blush

flustered



LESSON 1: *introduction*

Complete "Lesson Plan I: Introduction Story" using this week's words. Use the discussion questions to guide your conversation. If you want, have the students fill in the words on their own student copies for this week's introduction story. 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 pictures to the chart (optional).

LESSON 2: *story time*

Read "Week 8 Digital Read-Aloud Booklet" with students. Use the discussion questions for Lesson 2 to guide your conversation. Your students can also illustrate and create the mini book using this week's story. You do not have to complete the mini book if you cannot get to it by Lesson 5.

LESSON 3: *connections*

Complete "Lesson Plan 3: Synonyms and Antonyms" using this week's words. Have students find synonyms and antonyms for this week's words 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 one of the following activities today: "I Can Draw a Story", "I Can Write a Story", OR the "Finish the Sentence" page. Follow the directions on the printable. (You could also choose an alternative word play activity such as "Label the Photograph".

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

MERRY

definition

(adj.) happy and cheerful

example sentence

I hope you have a very merry time at the movies!

synonyms

happy, joyful, cheerful

antonyms

gloomy, grave, sad, serious

BASHFUL

definition

(adj.) shy

example sentence

He was very bashful when he stepped onto the stage.

synonyms

shy, sheepish, timid

antonyms

aggressive, bold, forward, confident

BLUSH

definition

(v.) to become rosy in the face
(adj.) embarrassed

example sentence

She made him blush when everyone started to sing "Happy Birthday" to her.

synonyms

flush, redden

antonyms

n/a

multiple meaning

(adj.) rosy or pinkish in color
She wore a blush-colored blouse and blue jeans.

FLUSTERED

definition

(adj.) upset or nervous

example sentence

He seemed flustered when he got up to give his speech in front of the class.

synonyms

upset, confused, rattled

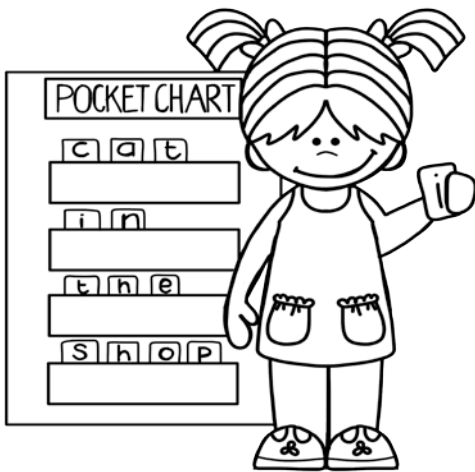
antonyms

composed, calm

PREVIEW

first grade
SET 2: WEEK 8

LESSON 1: INTRODUCTION STORY



merry

bashful

blush

flustered

Beth bit her nails as she walked into her new classroom. She was feeling _____ "Welcome" Mrs. Turk said.

Beth's face warmed to _____. At

lunch, she felt _____ because she

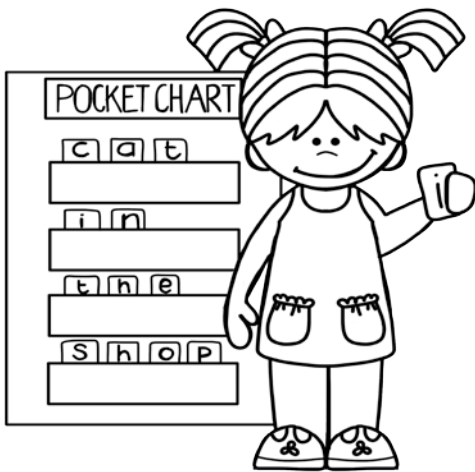
couldn't find a place to sit. Then, Rita

sat beside her. Beth smiled. It was

going to be a very _____ first day!

first grade
SET 2: WEEK 8

LESSON 1: INTRODUCTION STORY



merry

bashful

blush

flustered

Beth bit her nails as she walked into her new classroom. She was feeling bashful. “Welcome,” Mrs. Turk said. Beth’s face warmed to blush. At lunch, she felt flustered because she couldn’t find a place to sit. Then, Rita sat beside her. Beth smiled. It was going to be a very merry first day!

Name _____

first grade
SET 2: WEEK 8

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.

merry

bashful

blush

flustered

Beth bit her nails as she walked into her new classroom. She was feeling _____ "Welcome" Mrs. Tok said. Beth's face turned to _____. At lunch, she felt _____ because she couldn't find a place to sit. Then, Rita sat beside her. Beth smiled. It was going to be a very _____ first day!

first grade
SET 2: WEEK 8

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.

Why do you think Beth felt bashful at the beginning of the story? (Answer: She was walking into her new classroom, or she was a new student.)
Bashful means shy. There's a clue in the story that helps us know how Beth was feeling. What was Beth doing at the beginning of the story that people sometimes do when they are shy and nervous? (Answer: Beth was biting her nails.) *People who are nervous or shy sometimes bite their nails.*

What happened to Beth's face after Mrs. Teck welcomed her to the classroom? (Answer: Beth's face started to blush. *When someone blushes, his or her face turns pinkish or reddish. What ever happened when someone is embarrassed or shy. Have you ever had something embarrassing happen to you that made you blush?* (Answers will vary.) You may want to tell a silly short story of something embarrassing that has happened to you in order to model this thinking for your students.)

At lunchtime, Beth felt flustered. Flustered means to feel upset or nervous. Why did Beth get flustered in the story at lunch? (Answer: She couldn't find a place to sit.) *Right! I'm so glad Rita came and sat down beside her. That must have made Beth feel happy and relieved instead of flustered. If you lost your homework and you were looking everywhere for it, you might feel flustered. What are some other things that might make you flustered?* (Possible answers: taking a test, forgetting your lunchbox at home, when a cat or dog runs away, not knowing how to do something, etc.)

What kind of day did Beth think it was going to be at the end of the story? (Answer: a merry day) *Merry means happy. Why was Beth merry at the end of the story?* (Answer: Rita sat beside her, and she made a new friend.)
What makes you have a merry day? (Answers will vary.)

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

merry

2.8

bashful

2.8

PREVIEW
blush

2.8

flustered

2.8

first grade
SET 2: WEEK 8

**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.



MAKING NEW FRIENDS



MAKING NEW FRIENDS

LESSON 2:

Optional Teacher Discussion Questions for Week 8 Read-Aloud Booklet

Show and Tell



Written by Miss DeCarbo
Set 2: Week 8

first grade
SET 2: WEEK 8

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.

*At the beginning of the story, how does the author say that Mila feels about sharing her new teddy bear at school? (Answer: Mila feels merry.) The text also tells us that Mila can't wait to share her teddy bear! If she can't wait to share it, what can we figure out about what the word "merry" means? (Answer: Mila is happy, or merry means happy.) If merry means happy and cheerful, use your face to show us what the word "merry" **looks** like. (Allow students time to smile at one another and have "happy" facial expressions.)*

Why was Mila flustered in the middle of the story? (Answer: Mila's teddy bear's arm got caught in the zipper of her backpack. She couldn't get it out.) Would you feel if your teddy bear was stuck in your backpack before your turn for Show and Tell? (Answers will vary.) Some students will say that they would feel sad, upset, mad, worried, etc. Encourage them to use Tier 2 words they have previously learned from your word-of-the-week wall.) Flustered means to be upset or nervous. Getting my teddy bear stuck in my zipper would make me upset and nervous, too!

Who helped Mila get the bear unstuck? (Answer: Mila's friend Kay) How does Mila feel when she finally stands in front of the class for Show and Tell? (Answer: Mila feels bashful.) What happens to Mila's face? (Answer: It turns pink.) Bashful means shy. Raise your hand if you would feel bashful if you had to do Show and Tell. Let's play "Would You Rather?". Would you rather feel bashful on your first day of school or flustered because you can't find your classroom on the first day of school? Why? (Encourage students to explain their reasoning and use the Tier 2 words.)

In the story, we read that Mila blushes. Sometimes our faces turn pink when we feel embarrassed, too. When our faces turn pink or reddish, we call it blushing. Colors are often used to describe how people feel. If someone looks green, that means that he or she looks like he or she is sick or not feeling well. If someone is blue, it means that he or she feels or looks sick. If someone turns pink, it means that he or she is embarrassed or shy. Let's play a quick word game! If you had to choose, would you rather look green, blue, or pink? Why? (Answers will vary.)

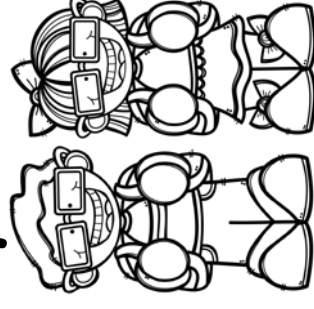
Sometimes I feel bashful. My face starts to blush and turn pink.

I have a lot of emotions! I sometimes feel flustered.

PREVIEW

Set 2, Week 1

My Weekly Word Book



By _____

Sometimes I have a big smile on my face because I feel so merry!

merry

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

happy

2.8

joyful

2.8

PREVIEW
gloomy

2.8

grave

2.8

first grade
SET 2: WEEK 8

LESSON 3:
SYNONYM & ANTONYM CARDS

bashful

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

flush

2.8

redden

2.8

PREVIEW
rosy

2.8

pinkish

2.8

SPECIAL NOTE: The word "bashful" only comes with two synonyms this week and NO antonyms. For your convenience and discretion, I've also included two synonyms for the multiple meaning definition on this page.

blush

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

shy

2.8

timid

2.8

bold

2.8

confident

2.8

flustered

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

upset

2.8

rattled

2.8

composed

2.8

calm

2.8

Name: _____

I CAN DRAW A STORY

Directions: Think of a time when your face blushed because you felt bashful or flustered. Tell a story about what happened by drawing a picture about it. If you can, label your picture with some of this week's words.

PREVIEW

merry

bashful

blush

flustered

Name: _____

I CAN DRAW AND WRITE

Directions: Think of a time when your face blushed because you felt bashful or flustered. Draw and write about what happened below. If you can, use some of this week's words in your writing.

PREVIEW

merry

bashful

blush

flustered

Name: _____

FINISH THE SENTENCE

Directions: Listen carefully to your teacher as he or she reads each sentence. Finish each sentence by drawing a picture to share your thinking.



I feel merry when I see

I get bashful when

I blush when someone
tells me

I feel flustered when

PREVIEW

Name: _____

FINISH THE SENTENCE



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

1 I feel **merry** when I see _____

2 I get **bashful** when _____

3 I blush when someone calls me _____

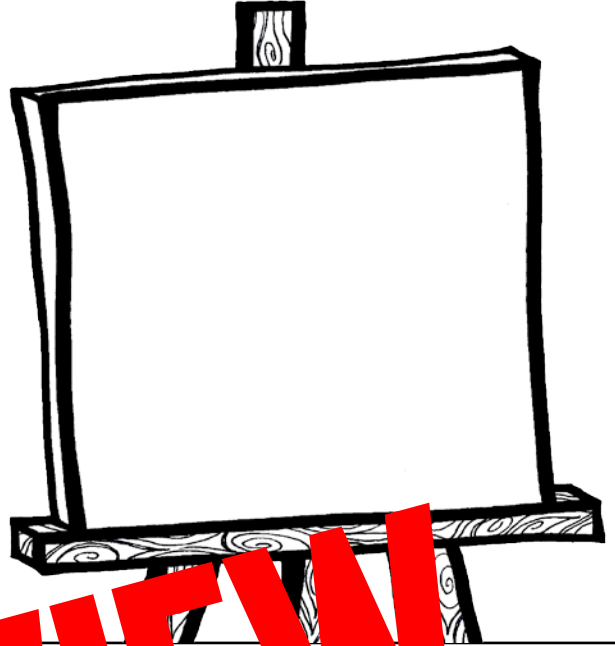
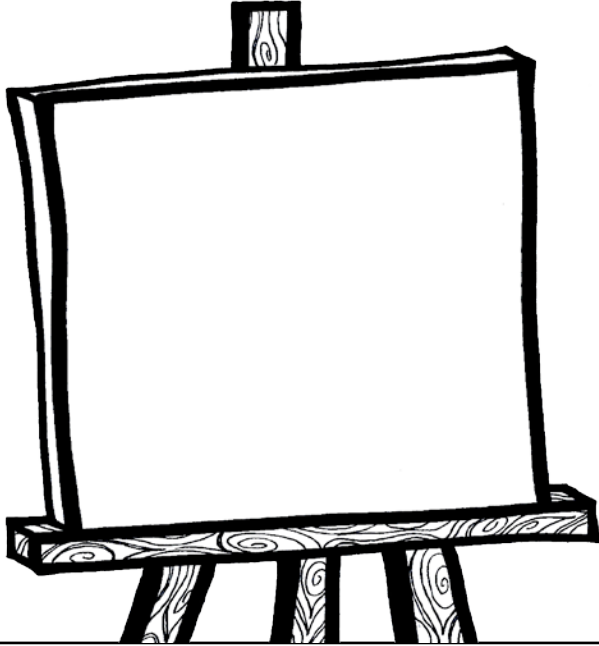
4 I feel **flustered** when _____

PREVIEW

Name: _____

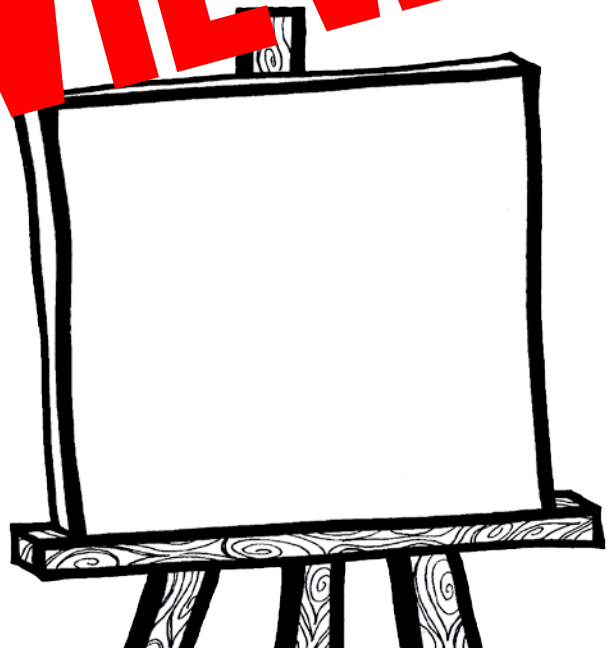
WEEKLY WORD SKETCH

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



bashful

me



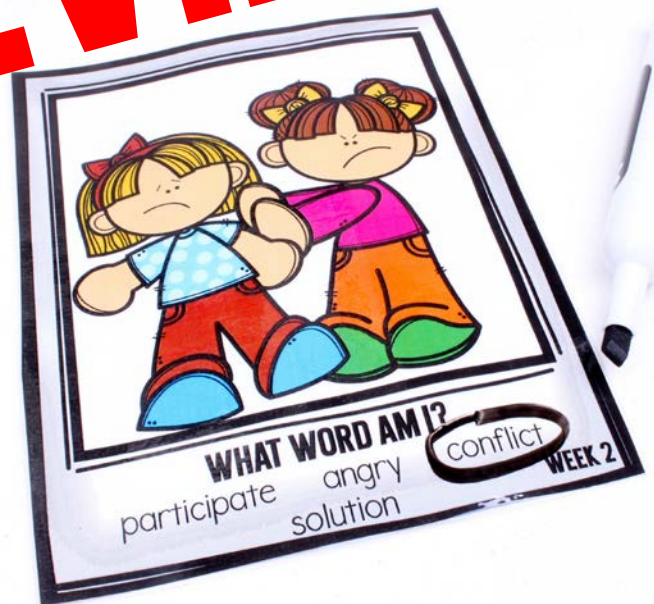
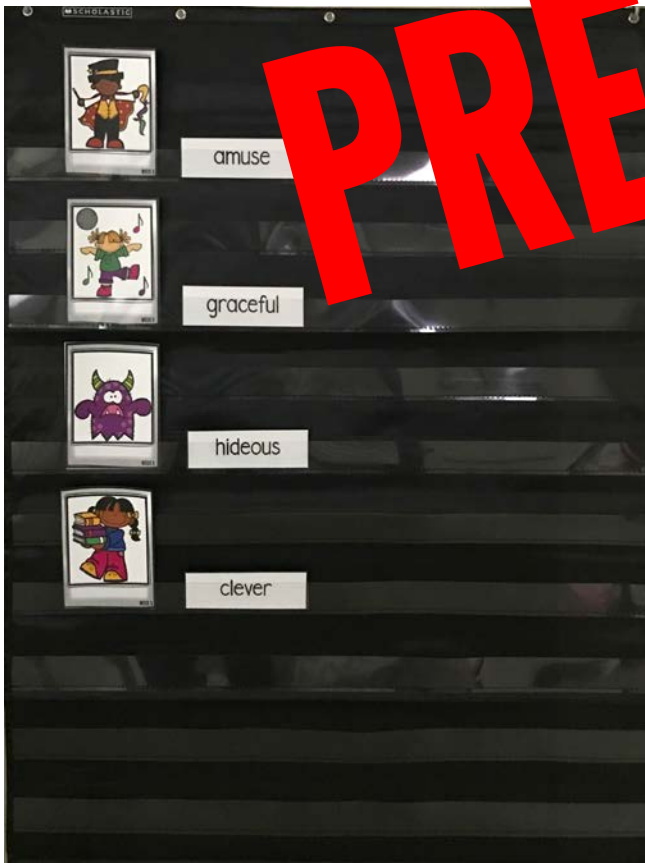
flustered

blush

PICTURE CARDS FOR WORD CHAT

WORD PLAY ACTIVITY

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





WHAT WORD AM I?

merry bashful blush
flustered

2.8

PREVIEW



WHAT WORD AM I?

merry bashful blush
flustered

2.8



WHAT WORD AM I?

merry bashful blush
flustered

2.8

PREVIEW



WHAT WORD AM I?

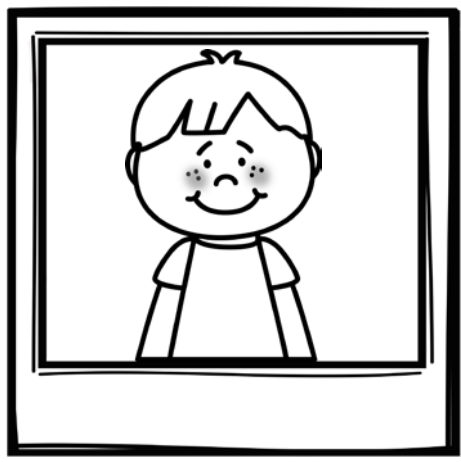
merry bashful blush
flustered

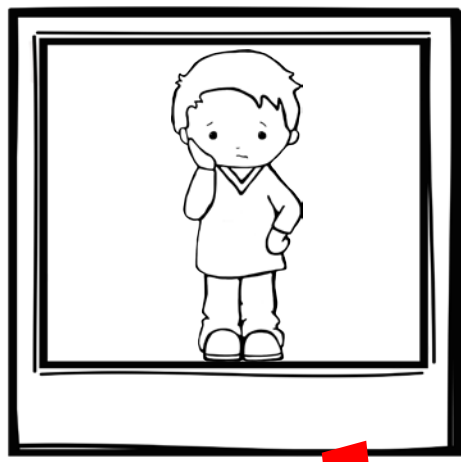
2.8

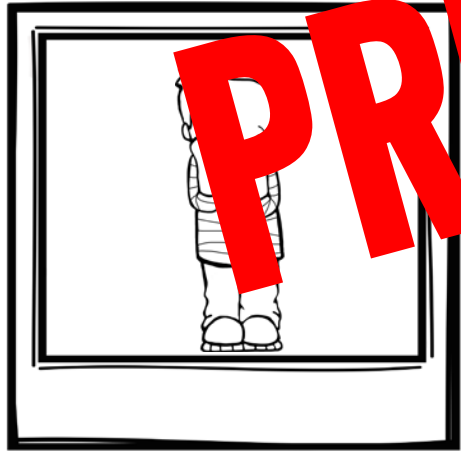
Name: _____

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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merry	bashful	blush	flustered
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VOCABULARY CARDS WEEK 8

merry

happy and cheerful

bashful

shy

PREVIEW

blush

to become red in the
face from embarrassment

flustered

upset or nervous

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.

**LOOKING FOR SET I?
CLICK BELOW TO CHECK IT OUT!**

VOCABULARY CURRICULUM

first grade set I



LESSON PLANS

**WEEKLY
ROUTINE**

DIGITAL BOOKS

**HANDS-ON
APPLICATION**

WORD PLAY

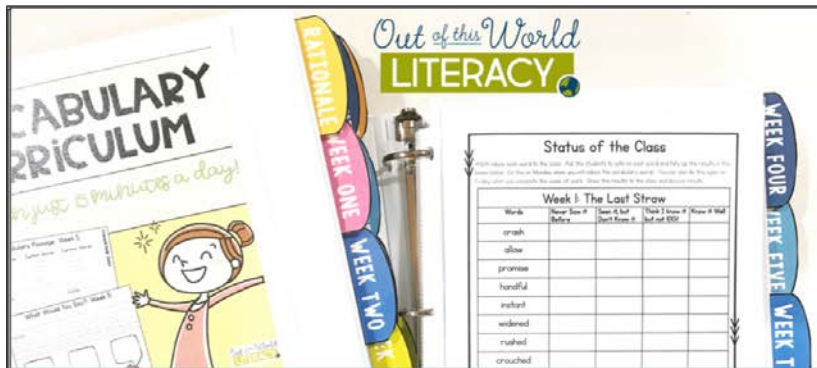
MISS DECARBO



THIS RESOURCE IS PART OF A VERTICAL CURRICULUM

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

TEACHVOCAB.COM

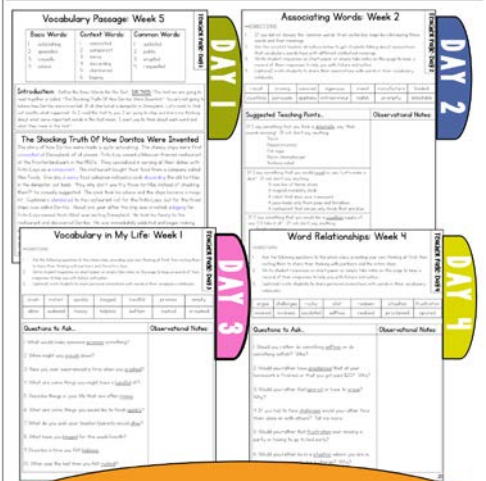


VOCABULARY CURRICULUM



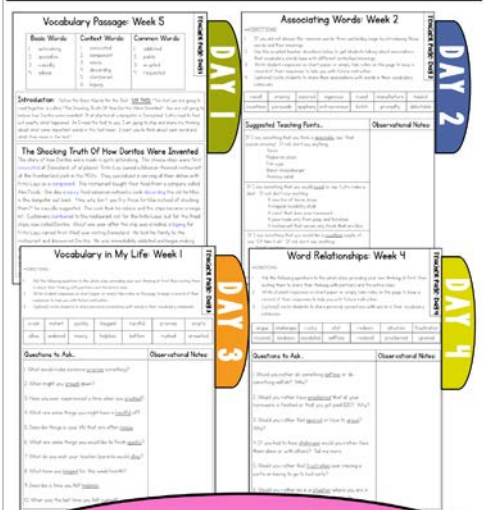
In Just 15 Min. a day!

STUDENT PRACTICE



DAILY WORK!

WEEKLY LESSONS



EASY-TO-FOLLOW!

MISS DECARBO

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



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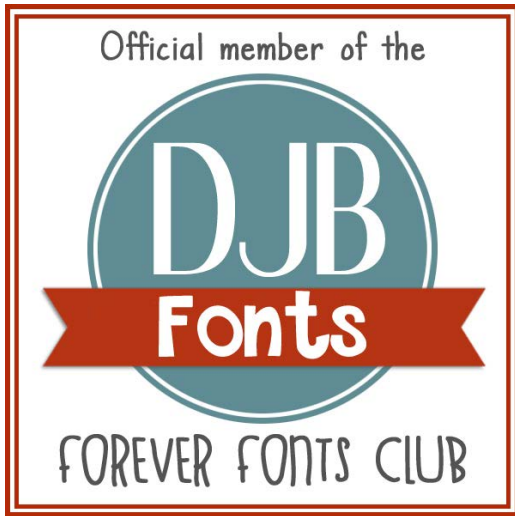
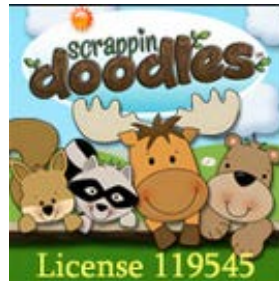
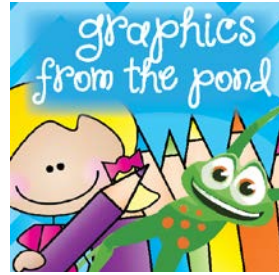
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