

VOCABULARY CURRICULUM

first grade set 3

LESSON PLANS

WEEKLY ROUTINE

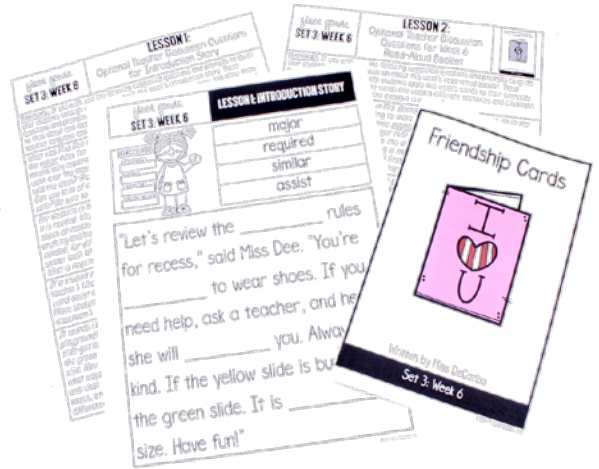
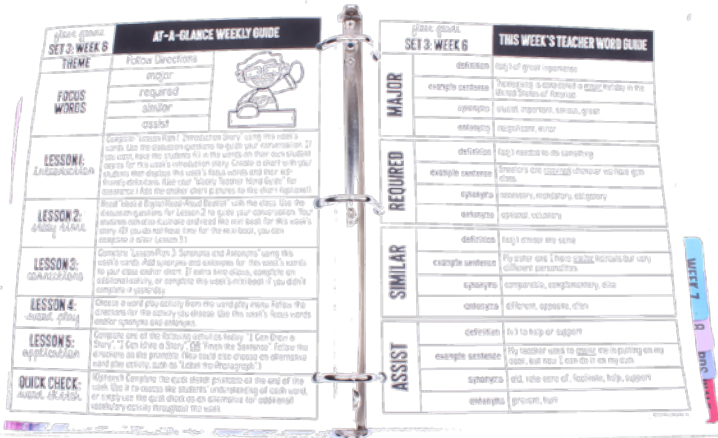
DIGITAL BOOKS

HANDS-ON APPLICATION

WORD PLAY

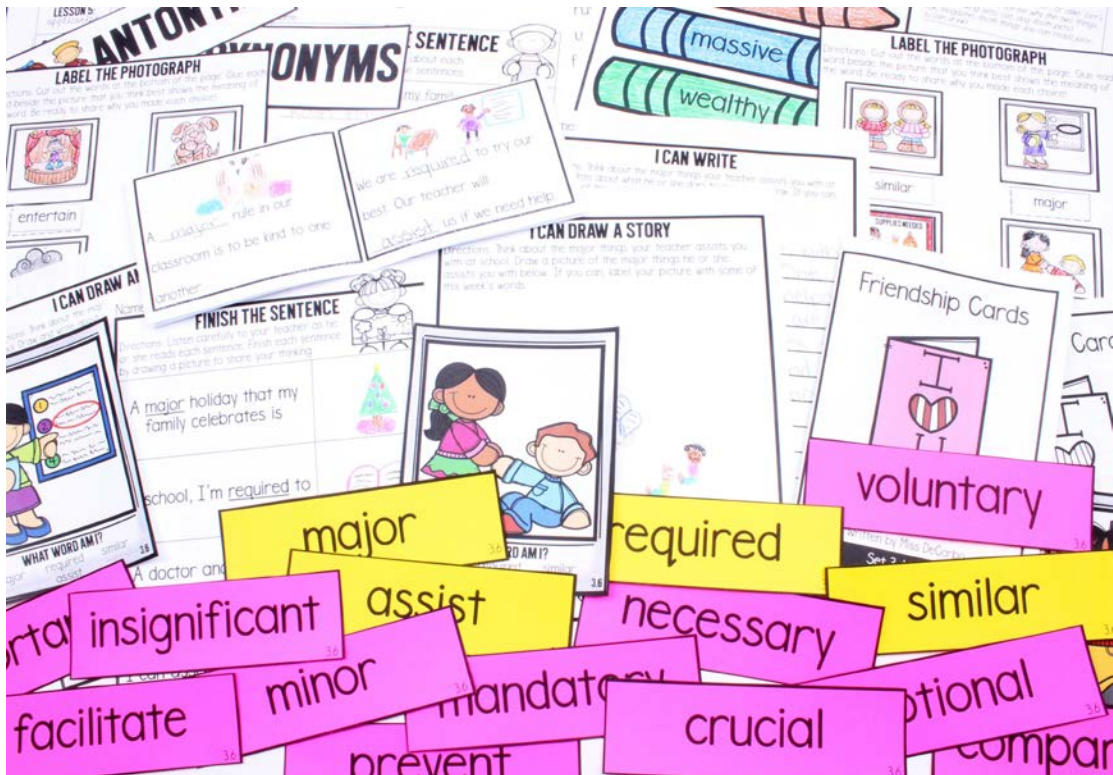


WEEKLY MATERIALS INCLUDE:



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

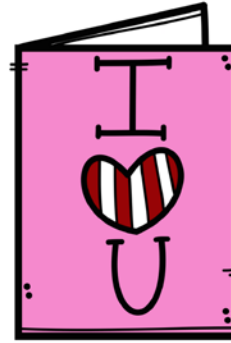


Focus word cards, synonym and antonym word cards, oral discussion cards, anchor chart cards, optional assessment pieces, word play printables, draw and write application activities, label the photograph printables, digital book, printable book, and MORE!

DIGITAL BOOKS FOR PC & MAC

with teacher discussion questions

Friendship Cards



Written by Miss DeCarbo

Set 3: Week 6

©2017 Miss DeCarbo, Inc.

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



"One major thing to remember is to throw away your trash. This will keep our classroom clean.

3

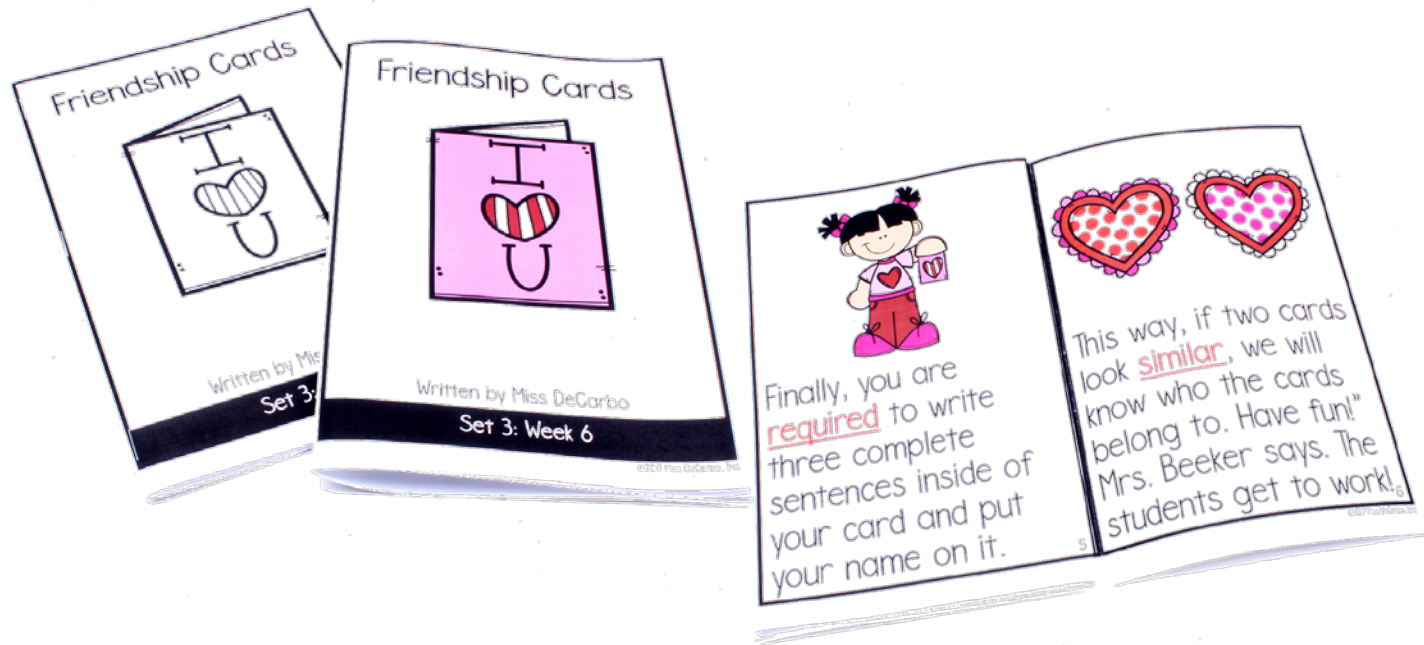


If you need help, raise your hand so that I can assist you. I am happy to help you with your card!

4

©2017 Miss DeCarbo, Inc.

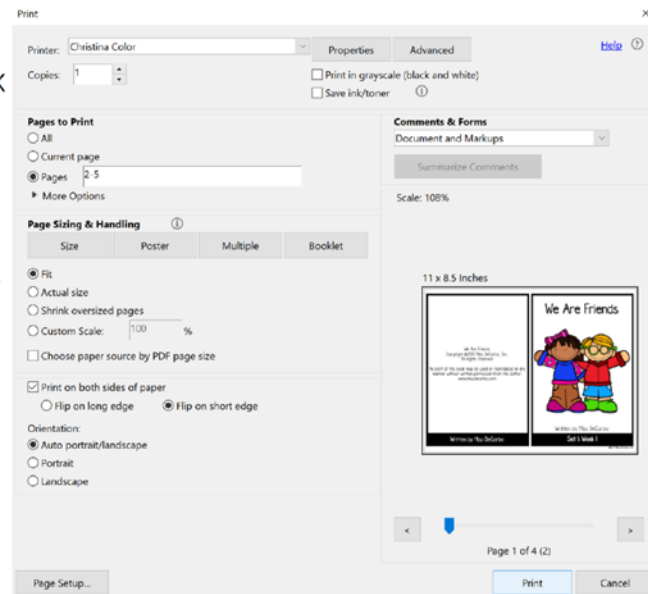
PRINTABLE VERSIONS OF THE READ-ALoud BOOKLETS ARE INCLUDED!



PRINTING INSTRUCTIONS FOR WEEKLY READ-ALoud BOOKLETS

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

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



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 of your choice.</p>
LESSON 4: <i>word play</i>	<p>Choose an activity from the word play menu.</p>
LESSON 5: <i>application</i>	<p>Students will complete one of the following independent activities:</p> <ul style="list-style-type: none">• "I Can Draw a Story" journal entry• "I Can Draw and Write" 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

<p><i>first grade</i> 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 student copies are optional 	<p>LESSON PLAN 1: INTRODUCTION STORY</p> <p>Set Up: Write the week's introduction story on sentence strips, and place them in a pocket chart for the whole group to see. You can also write 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 <i>cannot</i> see them yet. Mix up the order of the word cards. If you would prefer <i>not</i> 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 the focus words with sticky notes.</p>	<p><i>first grade</i> 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 this week's mini book (optional) 	<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 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 printed booklet, both color and black and white printable booklets are available.</p>								
<p>*I have a story that I want to share with you, but I'm going to need your help to find some new words.</p> <p>Do NOT read the word cards yet. First, read each "blank" whenever there is an empty space. Then, ask the students, "Does anyone know a word that exercise helps students draw from their schema and prior knowledge. The exercise also exposes your students to new words, and if used, or shared, had we only exposed allows them to put these known words into context. You can think of that make sense in the blank space for the remaining sentences in the story.</p> <p>Now, flip each word card over (or remove the sticky note), and read the week's focus words to the students. Record the words on a paper to use and refer to throughout the week. I already know the meanings of any of the words. (Refer to the teacher word guide to discuss each word's meaning. Add the definitions to each word's meaning. (You will be adding to this as you fill in the blanks for our story with the new words.)</p> <p>Read the story <i>again</i> to the students (choral read each appropriate spot. Stop after each sentence.</p>	<p><i>first grade</i> 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>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>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> <p>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 mean the same", and "Antonyms are words that are opposite." Use your "Weekly Teacher Word Guide" to help you share the word. Add the new synonyms and antonyms you discuss to your word chart (anchor chart) that you created in Lesson 1.</p>	<p>to share with you today! It is a different story that helps us learn even more about our new words. We will read it very carefully and very closely because we are in the book and sharing our thoughts."</p> <p>review and discuss the vocabulary and what it may mean to you. (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 printed booklet, both color and black and white printable booklets are available.)</p> <p>After discussion questions page that will help you about the book. Use this scripted teacher guide to discuss the words and put them into your own words. Do a nice job of asking the questions, and they help them work on comprehension. Try to stay within the book. Since it is a story, try to read it in different ways, these weekly read-alouds are for students to see, hear, and talk about the story and the words.</p> <p>strate the mini book for the week. <i>NEW IN SET 3</i></p>									
<p><i>first grade</i> APPLICATION</p> <p>Materials:</p> <ul style="list-style-type: none"> student copies of the week's "I Can Draw a Story" OR the "Finish the Sentence" printable pencils and crayons anchor chart for this week's words <p>I CAN DRAW A STORY</p> <p>Read the story prompt to the students. Each week's story page will have a question for the students to ponder or a prompt that asks them to think about the words in relation to their own lives. The students are writing and sharing their ideas, stories, and connections through illustrations they create. Students who can orally tell stories through their illustrations are developing essential beginning writing skills, oral language abilities, sequential and logical thinking skills, and an understanding of plots and events. The "I Can Draw a Story" and the "I Can Draw and Write 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.</p> <p>*You will draw a picture (and/or write) 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.*</p>	<p>LESSON PLAN 3: SYNONYMS & ANTONYMS</p> <p>REREAD THE INTRODUCTION STORY</p> <p>A great way to teach synonyms for each focus word of the week is to reread the introduction story you completed in Lesson 1. Repeat the lesson using the synonyms instead of the focus words. You can also try to have students help you insert the antonyms into the blanks in the story. Sometimes the antonyms will not make sense in the sentence, but this leads to great discussions with the students about why some words make sense and others do not.</p> <p>You can also choose the "Word Chant" word play activity for this lesson. If you choose to skip the synonym and antonym activities, you can do the extra activities within the packet.</p>	<p><i>first grade</i> 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. Each word play activity has a full sheet of directions. The materials for each activity can be found on those pages.</p> <p>Set Up: Every week for Lesson 4, you will choose an activity off of the word play menu on page 49. These also make excellent review activities!</p> <p>You can choose to work your way through all of the activities over the next eight weeks, or complete the same activity for two or three weeks in a row. Use as many of them or as few of them as you would like. The choice is yours! These word play activities are also wonderful to use as additional or supplemental vocabulary activities if you want to mix up your weekly routine or add more activities to it. These word play activities would also make fantastic vocabulary activities that you can complete within a small group in order to challenge, differentiate, or provide extra practice.</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 3 include the following activities:</p> <table border="1"> <tr> <td>word wondering</td> <td>word theater</td> <td>word drama</td> </tr> <tr> <td>word artist</td> <td>word chat</td> <td>word crayons</td> </tr> <tr> <td>word sing-along</td> <td>word chant</td> <td>word emojis</td> </tr> </table>	word wondering	word theater	word drama	word artist	word chat	word crayons	word sing-along	word chant	word emojis
word wondering	word theater	word drama									
word artist	word chat	word crayons									
word sing-along	word chant	word emojis									
<p>DIFFERENTIATION OPTIONS</p> <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>	<p>DIFFERENTIATION OPTIONS</p> <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.</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 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> <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>									

LESSON I: INTRODUCTION

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

required

assist

similar

major

"Let's review the _____ rules for recess," said Miss Dee. "You're _____ to wear shoes. If you need help, ask a teacher, and he or she will _____ you. Always be kind. If the yellow slide is busy, use the green slide. It is _____ in size. Have fun!"

first grade
SET 3: WEEK 6

LESSON I: INTRODUCTION STORY



major
required
similar
assist

"Let's review the _____ rules for recess," said Miss Dee. "You're _____ to wear shoes. If you need help, ask a teacher, and he or she will _____ you. Always be kind. If the yellow slide is busy, use the green slide. It is _____ in size. Have fun!"

first grade
SET 3: WEEK 6

LESSON I:
Optional Teacher Discussion Questions
for Introduction Story

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

What was Miss Dee reviewing in the passage? (Answer: Miss Dee was reviewing the major rules for recess.) Miss Dee reviewed the major rules, but Miss Dee means very important. There were probably other recess rules that Miss Dee told the class? (Possible answers: wear shoes, ask a teacher for help, be kind, for different activities. What is required if you want to play soccer? (a soccer ball) What is required if you want to read a book? (a book to read) Can you think of a major rule that we have inside of our classroom to keep us safe? Be sure to tell us why you think it is a major rule. (Answers will vary.)

The students in the passage are required to wear shoes. Required means that it is needed. Why do you think the students need, or are required, to wear shoes at recess? (Possible answers: to be safe, so that they don't step on anything and hurt themselves) *Let's think of some things that are required, or needed, for different activities. What is required if you want to play soccer? (a soccer ball) What is required if you want to read a book? (a book to read) What is required to play tag? (people and space to run)*

If a student needs help at recess, what should he or she do? (Answer: Ask a teacher.) *When the student asks for help, the teacher will assist him or her. The word assist means to help. How can we assist our friends in our classroom? (Have students give examples of ways they can help each other in the classroom) What are some ways your teacher assists you?* (Answers will vary.)

It sounds like the yellow slide is a popular piece of equipment on the playground! What did Miss Dee advise, or tell, the students to do if the yellow slide got busy? (Answer: Use the green slide.) *Miss Dee said that the yellow and green slide are similar in size. The word similar means almost the same or alike. How are we all similar in our classroom? In what ways are we alike? In what ways are we different? (Have a discussion about what makes us similar and what makes us different. You can also discuss the beauty of our differences such as our hair colors, skin tones, eyes, and cultures.)*

"Let's review the **major** rules for recess," said Miss Dee. "You're **required** to wear shoes. If you need help, ask a teacher, and he or she will **assist** you. Always be kind. If the yellow slide is busy, use the green slide. It is **similar** in size. Have fun!"

LESSON 2: STORY TIME

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



"One major thing to remember is to throw away your trash. This will keep our classroom clean."



If you need help, raise your hand so that I can assist you. I am happy to help you with your card!

first grade
SET 3: 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.

What were the first graders in Mrs. Decker's class getting ready to do in the story? (Answer: They were going to make friendship cards for people they love.) Mrs. Decker went over three major, or important, rules for the students to follow. What was the first major rule she told them in the story? (Answer: Throw away your trash.) Why was this a major rule? (Answer: It keeps the classroom clean.) When something is major, it is super important. What is something major that you think all first graders should learn? (What is vary, but may include how to read, how to add, etc.)

If the students need Mrs. Decker to assist them, what should they do? (Answer: raise their hands.) Assist means to help. Think about the chores and the jobs you do at your own house. What are some ways that you assist your family at home? Start your sentence with, "I assist at home by..." (Some examples might include making the bed, setting the table, taking out the trash, helping a younger brother or sister, etc.)

On page five, what does Mrs. Decker tell the students they are required to do? (Answer: Write in complete sentences and put their names on their cards.) If something is required, it is needed, or mandatory. It means that you have to do it. Would you rather be required to go to school an hour earlier or an hour later? Why? (Answers will vary.)

If two cards look similar to one another, the names on the cards will help Mrs. Decker know which card belongs to which person. The word assist means play a word game. Yesterday we talked about ways we are similar, or alike. Let's are similar to one another. (List the following sets: cat, dog (both pets) water (both liquids or things you can drink)



Differentiated printable
books are included, too!

LESSON 3: CONNECTIONS

Share, discuss, and sort synonyms and antonyms.

SYNONYMS

ANTONYMS

required

necessary

mandatory

optional

voluntary

similar

comparable

alike

different

opposite

major

important

crucial

insignificant

minor

assist

facilitate

help

prevent

hurt

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

Let's review the

mandatory

recess," said Miss Dee. "You

required

to

wear shoes. If you need help, ask a teacher,

and he or she will

facilitate

you. Always be

kind. If the yellow slide is busy, use the green slide.

It is comparable in size. Have fun!"

LESSON 4: WORD PLAY

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

WORD DRAMA

MATERIALS & PREP

- word cards for the current week (You can also use review words)
- This is a no-prep activity! The only thing you will need is this week's focus word cards.

HOW TO PLAY

One student will be the "word actor or word actress." The remaining students will be seated in front of the actor or actress. This game is similar to the game of Charades.

Choose a student or group of students to be the word actors. The remaining students will be the "guessers."

Whisper a focus word of your choice to the word actor. Do not let the rest of the class hear or see what the focus word is. The word actor will act out the word and its meaning using only their facial expressions and gestures. (It is your choice if you allow props for the game.) The word actor may NOT talk, whisper, or use any kind of words while he or she is acting the word out. (It is your choice if you allow sound effects.)

The rest of the players will guess which focus word the word actor is acting out. There is one 60-second timer to this game.

The guesser is not just allowed to call out a focus word and win. He or she must explain why he or she believes the focus word is being acted out. There must be reasoning, justification, and/or explanation attached to the guess. This prohibits a student from just calling out random focus words. Do not tell the guesser if he or she is correct until the explanation has been given. You may choose to call on more than one student to explain their reasoning and guess before deciding if they are correct or incorrect.

OTHER WAYS TO PLAY

- You can keep score if you would like. In my classroom, we just play for fun!
- You can play this in teams if you would like. Each word actor will act out a different word. The word actor's team has to guess their word before the other team guesses theirs.
- You can play using synonyms and antonyms. Instead of whispering this week's focus words to the word actor, assign a synonym or antonym.

WORD CRAYONS

Color each focus word on a crayon. For each color, color each focus word. For each color, color each focus word. For each color, color each focus word.

WORD THEATER

MATERIALS & PREP

- this week's words (You can give them their own sets of word cards, or just have them use the class anchor chart to refer to.)
- blank squares for students to create their own puppets (characters or pre-made puppets or characters) (Use the puppets, and act out the words.)

HOW TO PLAY

This activity is a dramatization of the words. Students will work together to create their own puppets (characters or pre-made puppets or characters) (Use the puppets, and act out the words.)

WORD ARTIST

MATERIALS & PREP

- any of the following materials for your students to draw on:
- dry erase markers and mini whiteboards or class whiteboard
- OR crayons and paper
- word cards or anchor chart
- timer (1- or 2-minute timer)
- copies of the coordinating half-sheet pages if used with partners

AS A WHOLE-GROUP

This game is similar to Pictionary. You can choose to play as a whole group (or small group) or with partners. If you choose to play as a whole group, provide the first word artist that the teacher chooses with drawing materials. I prefer to have the student draw on the whiteboard or the smartboard so that the entire class can see the illustration. Share one of the week's focus words with the word artist, but do not let the rest of the class see it. When you say "Go!", the word artist will start to illustrate the focus word the best he or she can. The class has to try to guess which of the week's focus words the word artist is drawing. To eliminate shouting and to keep the room calm, I suggest having students raise their hands to guess the words. The teacher will call on students who guess the word correctly. The teacher will play a "teacher versus student" game. The teacher will guess the word, and the student will guess the word.

MY WORD ARTIST RECORDING SHEET

Canvas #1	Canvas #2	Canvas #3

SYNONYM SING-ALONG

Tune: The Farmer in the Dell

Let's sing the word _____

Let's sing the word _____

LABEL THE PHOTOGRAPH

Directions: Cut out the words 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!

entertain

gloomy

hilarious

blue

LESSON 5: APPLICATION

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

Three differentiated activities are shown:

- I CAN DRAW AND WRITE**
Directions: Think about the major things your teacher assists you with at school. Draw and write about what he or she does to assist you below. If you can, use words in your writing.

- I CAN DRAW A STORY**
Directions: Think about the major things your teacher assists you with at school. Draw a picture of the major things he or she assists you with below. If you can, label your picture with some of this week's words.

- I CAN WRITE**
Think about the major things your teacher assists you with at school. Write about what he or she does to assist you below. If you can, use words in your writing.

other assists me with
ings at school. One
ng she does is helps
me to read. We are
read 20 minutes a
Kelly helps and
our writing, too.
- FINISH THE SENTENCE**
Listen carefully to your teacher as he or she reads each sentence. Finish each sentence with a picture to share your thinking.

oliday that my brates is	
quired to	
	
	
- FINISH THE SENTENCE**
Use what you know about each word to finish these sentences.

1. A major holiday that my family celebrates is Rosh Hashanah.

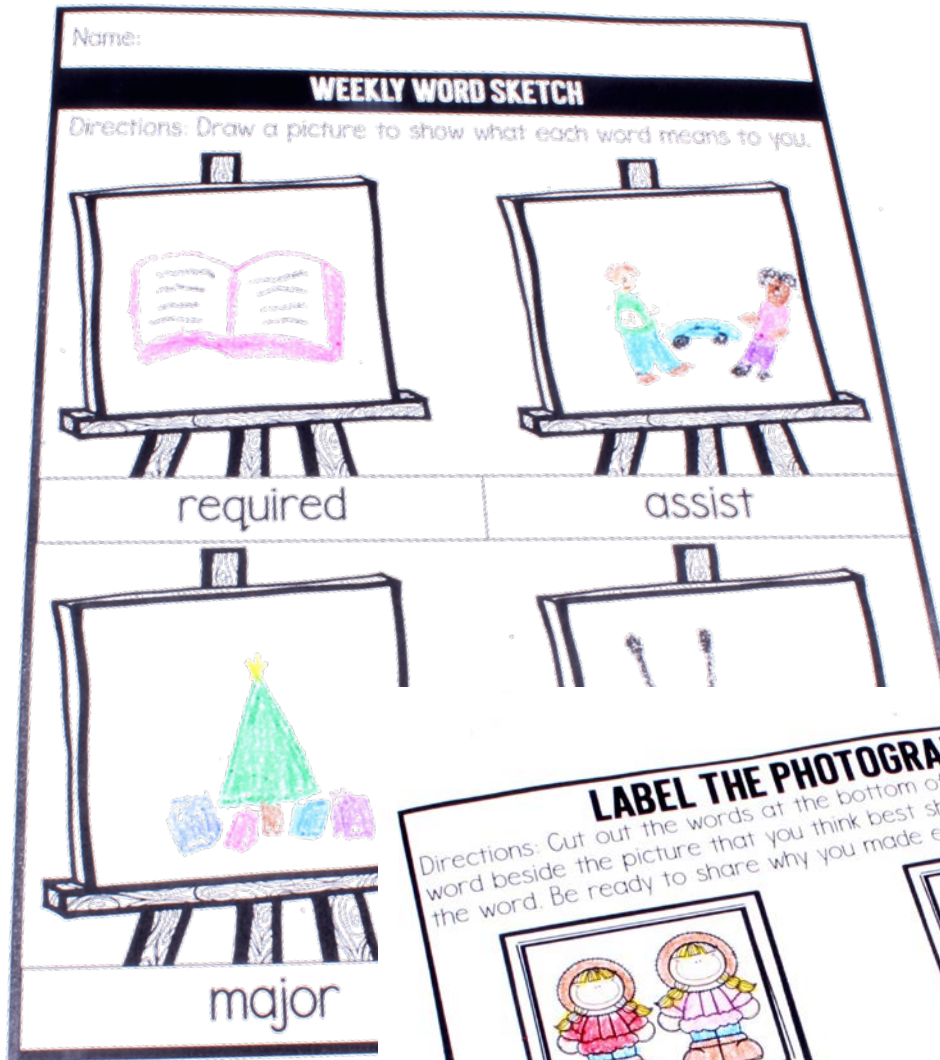
2. At school, I'm required to write in my notebook.

3. A doctor and a vet are similar because they both take care of others.

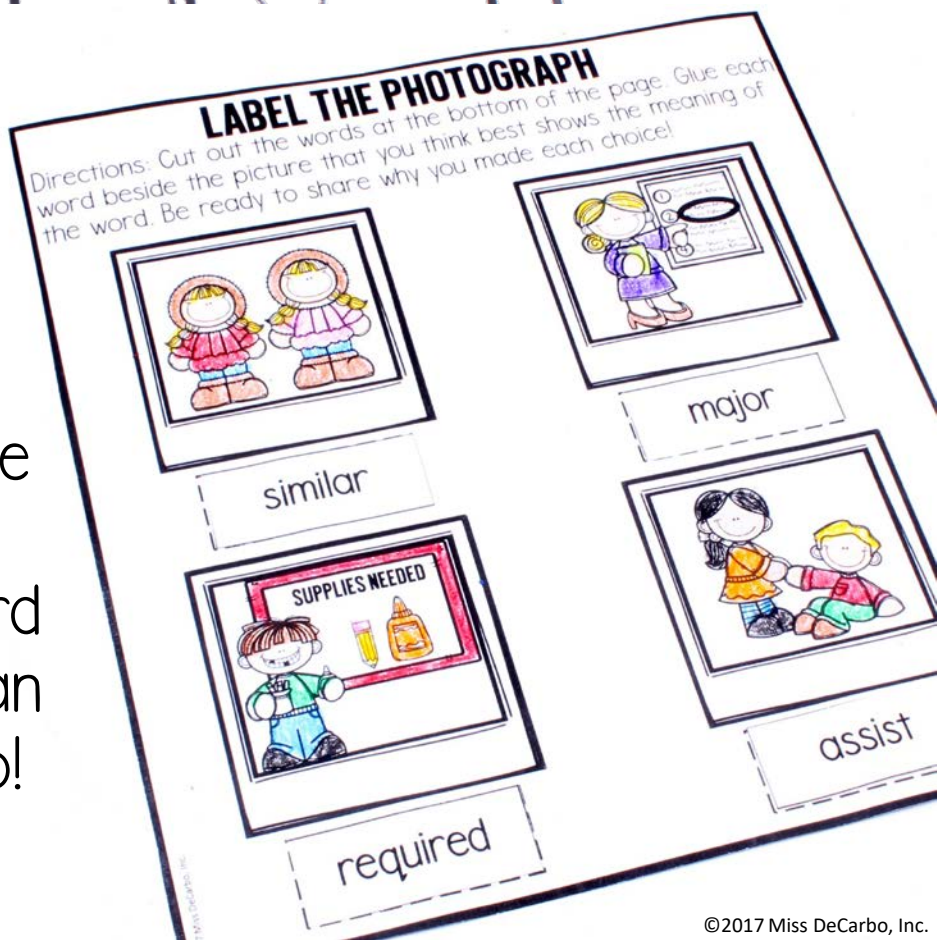
4. I can assist my friends by helping them clean up after indoor recess.

Choose the differentiated activity that works best for your students!

OPTIONAL WORD SKETCH ASSESSMENTS ARE INCLUDED



Teachers can use the "Label the Photograph" word play activity as an assessment, too!



ALTERNATIVE & ADDITIONAL ACTIVITIES

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

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

FIRST GRADE WORD LIST: SET 3

WEEK 1	stable	WEEK 5	dash
	green		foolish
	develop		doubt
	damp		warn
WEEK 2	hilarious	WEEK 6	major
	blue		required
	entertain		similar
	gloomy		assist
WEEK 3	antique	WEEK 7	peek
	massive		slumber
	wealthy		tackle
	achieve		pleasant
WEEK 4	heap	WEEK 8	glare
	narrow		select
	surround		expand
	trot		splendid

first grade
SET 3: WEEK 2

AT-A-GLANCE WEEKLY GUIDE

THEME

Rainy Day Fun

FOCUS WORDS

hilarious

blue

entertain

gloomy



LESSON 1: *introduction*

Complete "Lesson Plan 1: 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 the "Weekly Textbook and Guide" for assistance and the anchor chart picture for a chart (optional).

LESSON 2: *story time*

Read "Weekly Digital At-A-Glance Booklet" with the class. Use the discussion questions for Lesson 2 to guide your conversation. Your students can also illustrate and read the mini book for this week's story. (If you do not have time for the mini book, you can complete it after Lesson 3.)

LESSON 3: *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 one of the following activities today: "I Can Draw a Story", "I Can Write a Story", OR "Finish the Sentence". 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

first grade
SET 3: WEEK 2

THIS WEEK'S TEACHER WORD GUIDE

HILARIOUS

definition

(adj.) very funny

example sentence

My friend Tom tells hilarious jokes during lunch, and we all laugh.

synonyms

humorous, comical, amusing

antonyms

boring, serious, solemn

BLUE

definition

(adj.) sad

example sentence

I felt blue when my new toy broke.

synonyms

sad, melancholy, dejected

antonyms

happy, joyful, ecstatic

multiple meanings

(adj.) the color of the sky
the blue water was so clear that I could see all the way to the bottom.

ENTERTAIN

definition

(v.) to amuse someone or perform for an audience

example sentence

The circus clown did his best to entertain the crowd with his funny tricks and balloon animals.

synonyms

amuse, interest, captivate

antonyms

bore

GLOOMY

definition

(adj.) a little bit dark

example sentence

It looks gloomy outside when the clouds block the sun.

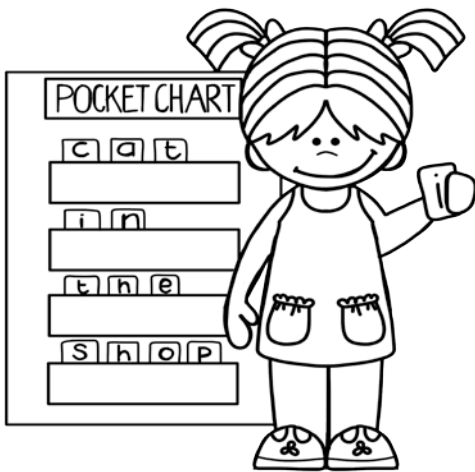
synonyms

dim, bleak, dreary

antonyms

bright, clear, light

PREVIEW



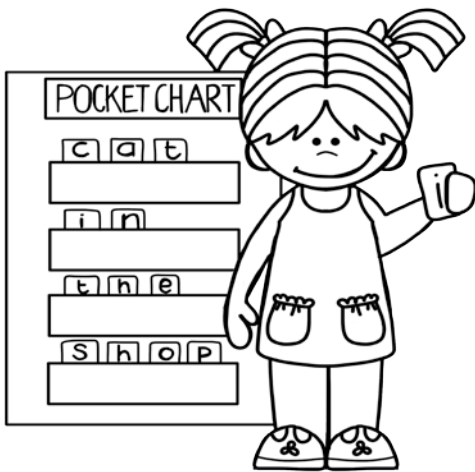
hilarious

blue

entertain

gloomy

Mahala was crying and feeling
_____. I can't play outside.
It's a rainy _____ day," she
said. "You can _____ yourself
inside. Be creative!" Dad said. Mahala
wrote some jokes to read to Dad.
He laughed! "This is _____!"
Dad said. Mahala had a splendid day!



hilarious

blue

entertain

gloomy

Mahala was crying and feeling
blue. I can't play outside.
It's a rainy gloomy day," she
said. "You can entertain yourself
inside. Be creative!" Dad said. Mahala
wrote some jokes to read to Dad.
He laughed! "This is hilarious!"
Dad said. Mahala had a splendid day!

Name _____

first grade
SET 3: WEEK 2

LESSON 1: INTRODUCTION STORY
STUDENT COPY

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

hilarious

blue

entertain

gloomy

Mahala was crying and feeling _____.
"I can't play outside."
It's a rainy, _____ day," she
said. "You can _____ yourself
inside. Be creative!" Dad said. Mahala
wrote some jokes to read to Dad. He
laughed! "This is _____!" Dad
said. Mahala had a splendid day!

first grade
SET 3: WEEK 2

LESSON I:
Optional Teacher Discussion Questions
for Introduction Story

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

At the beginning of the story, Mahala was crying. How was Mahala feeling when she was crying? (Answer: Mahala was feeling blue.) There is more than one meaning for the word blue. In this story, blue means sad. Why was Mahala feeling blue, or sad, at the beginning of the story? (Answer: Mahala wanted to go outside to play, but it was raining.) Have you felt blue recently? What happened that made you feel blue? (Answers will vary.) Blue can also be a color word. A beautiful day might have a clear, blue sky. What color is the sky on a blue day? (Possible answers: blueberries, name something in the classroom that is blue.)

The author described the weather in the story as gloomy. What does the word gloomy mean? (Answer: gloomy) The word gloomy has a little bit of a mark. Do you prefer gloomy days or bright and sunny days? (Answers will vary.) Sometimes we can describe someone's mood as gloomy, too. If someone is unhappy or mad, we might say that he or she is in a gloomy mood. Would you rather have a gloomy friend or a joyful friend? Why?

Dad tells Mahala that she can entertain herself inside by being creative. Entertain means to amuse someone or perform for an audience. What does Mahala decide to do to entertain, or amuse, herself? (Answer: Mahala wrote jokes to read to Dad.) We can entertain an audience by putting on a play, singing a song, or playing a game with them. Sometimes, like in this story, we have to entertain ourselves if there is no one to play with us. Reading a book or doing a puzzle are two ways to entertain ourselves. What do you like to do to entertain yourself on a rainy day? Start your sentence with, "I entertain myself by..." (Answers will vary.)

What did Dad do when Mahala told him jokes? (Answer: Dad laughed.) Dad thought Mahala's jokes were hilarious. Hilarious means really funny! Now, I am going to tell you a really hilarious joke! Are you ready to laugh? (Share this joke: Knock, knock! (Who's there?) Canoe! (Canoe who?) Canoe help me with my homework?")

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

hilarious

3.2

blues

PREVIEW

3.2

entertain

3.2

gloomy

3.2

first grade
SET 3: WEEK 2

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

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

PREVIEW



RAINY DAY FUN



RAINY DAY FUN

LESSON 2:

Optional Teacher Discussion Questions for Week 2 Read-Aloud Booklet

Indoor Recess



Written by Miss DeCarbo
Set 3: Week 2

first grade
SET 3: WEEK 2

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

Why will the students have indoor recess? (Answer: It is raining and gloomy out.) Gloomy means a little bit dark. When it is gloomy and raining while you're at school, what do you like to do during indoor recess? Start your sentence with, "On gloomy days, I like to..." (Provide time for students to turn and talk.)

How is Jayla feeling at the beginning of the story? (Answer: Jayla is feeling blue.) Why is Jayla feeling blue? (Answer: She misses her mother and sister.) Blue means to feel sad. Yesterday we talked about times when we feel blue. How can we tell if someone is feeling blue? What might his or her face or body be doing if he or she is feeling blue? (Discuss blue words we can gather from people who are blue, such as crying, looking at the ground, frowning, crossing their arms, etc. This is a great way to reach empathy to students.)

I think Sara is a kind friend! Do you think so, too? Why? (Possible: Sara is kind because she tries to cheer Jayla up and make her smile.) Entertain means to amuse someone or perform for an audience. What does Sara do to entertain Jayla? (Answer: She does a magic trick for her.) Now, I want YOU to entertain someone beside you by turning to a friend and singing a song with them! You can choose to sing a nursery rhyme song such as "Row, Row, Row Your Boat", "I'm a Little Teapot", or a song that you may enjoy or be practicing in music class. Singing for others is a form of entertainment. (Provide time for students to sing and entertain one another.)

Hilarious means really funny. Did Jayla think Sara's trick was hilarious? (Answer: Yes) What did Jayla do that lets us know she thought it was hilarious? (Answer: Jayla laughed.) What was so hilarious about Sara's joke? (Answer: There were tons of scarves in the hat!) Let's all laugh like we would if we had just heard something that was hilarious. Does anyone have a hilarious joke they would like to share with us?

I entertain myself by using my imagination. I can make up a game!

When it is a gloomy day outside, I feel very blue.

I can also write and draw a funny story. This picture tells a hilarious story about a naughty puppy!

When it is a _____ day
outside, I feel very _____.

I _____ myself by using my
imagination. I can make up a game!

Set 3, Week 2

My Weekly Word Book

By _____

I can also draw a funny story. This

picture tells a _____ story

about a naughty puppy!

hilarious

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

comical

3.2

amusing

PREVIEW

3.2

boring

3.2

serious

3.2

blue

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

sad

3.2

depressed

PREVIEW

3.2

joyful

3.2

ecstatic

3.2

entertain

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

amuse

3.2

captivate

3.2

interest

3.2

bore

3.2

gloomy

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

bleak

3.2

PREVIEW
dreary

3.2

bright

3.2

clear

3.2

Name: _____

I CAN DRAW A STORY

Directions: Think about what you could do to entertain someone and make him or her laugh if he or she was feeling blue. Would you put on a play? Tell them a joke? Tell a story about what you would do by drawing a picture about it. If you can, label your picture with some of this week's words.

PREVIEW

hilarious

blue

entertain

gloomy

Name: _____

I CAN DRAW AND WRITE

Directions: Think about what you could do to entertain someone and make him or her laugh if he or she was feeling blue. Would you put on a play? Tell them a joke? Draw and write about what you would do below. If you can, use some of this week's words in your writing.

PREVIEW

hilarious

blue

entertain

gloomy

Name: _____

I CAN WRITE

Directions: Think about what you could do to entertain someone and make him or her laugh if he or she was feeling blue. Would you put on a play? Tell them a joke? Write about what you would do below. If you can, use some of this week's words in your writing.

PREVIEW

hilarious

blue

entertain

gloomy

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.



It was hilarious when

I can entertain my friends

PREVIEW

I feel blue when

On gloomy days, I like to

Name: _____

FINISH THE SENTENCE



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

1 It was **hilarious** when

2 I can **entertain** my friends by

3 I feel **blue** when

4 On **gloomy** days, I like to

PREVIEW

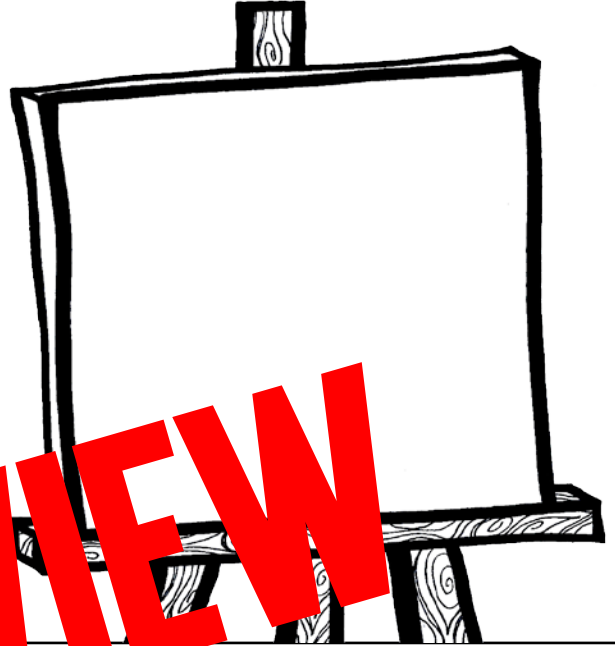
Name: _____

WEEKLY WORD SKETCH

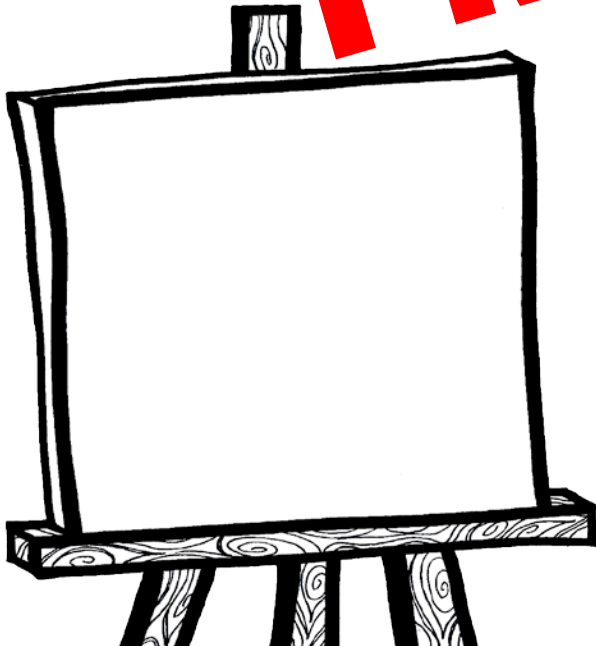
Directions: Draw a picture to show what each word means to you.



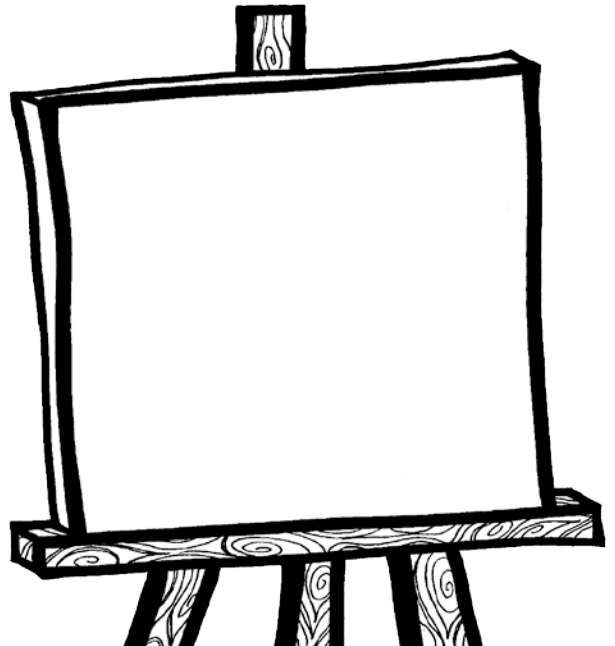
hilarious



entertain



gloomy



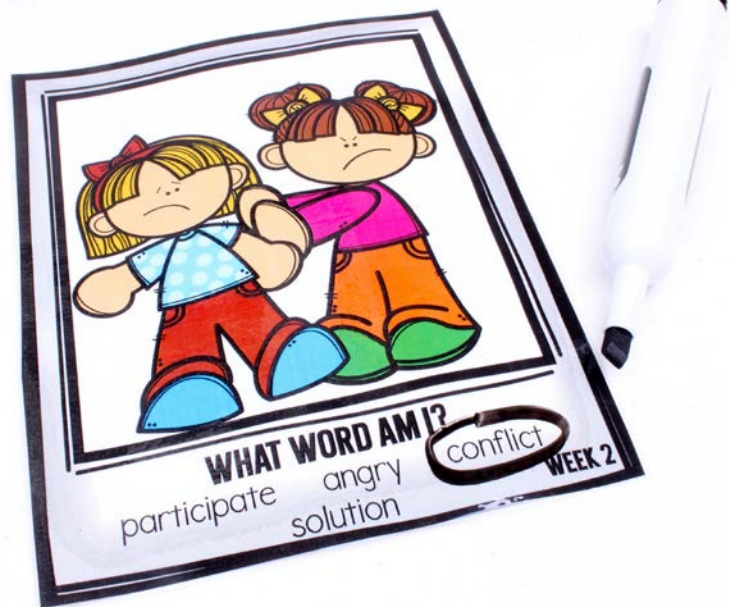
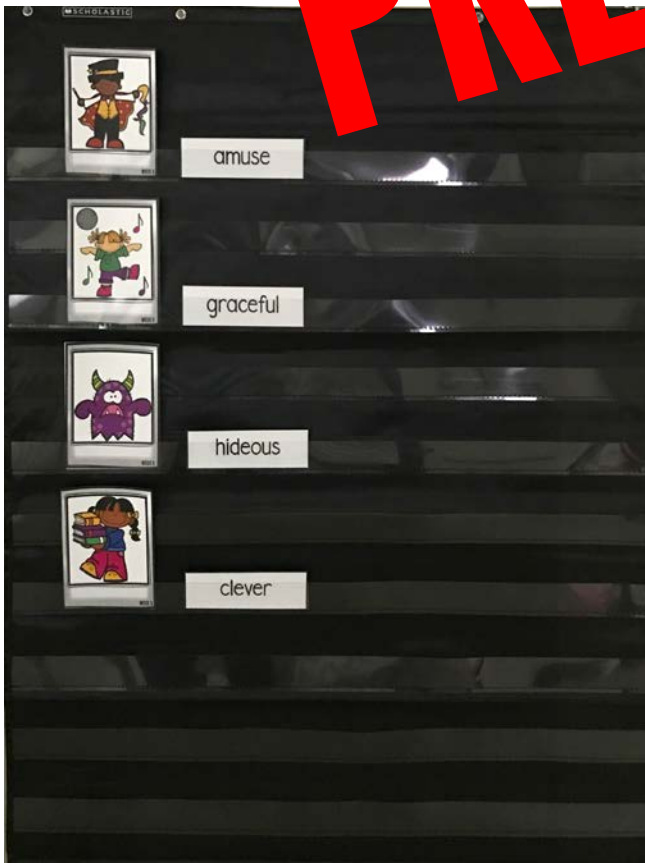
blue

PREVIEW

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 a synonym and antonym cards to each picture as an extension activity or a vocabulary challenge. If you would like, you can laminate the picture cards and have students circle which word they assign to each picture with dry erase markers. This would also make a great small group activity or center!



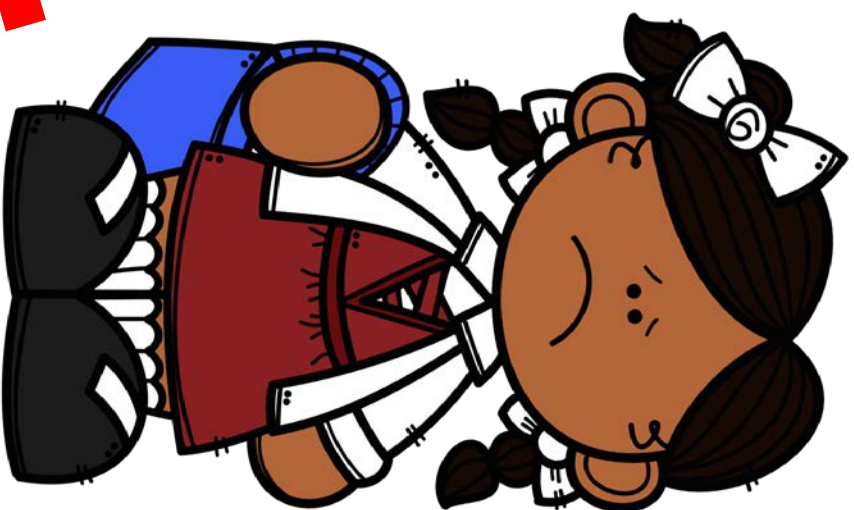


WHAT WORD AM I?

hilarious blue entertain

gloomy

3.2



WHAT WORD AM I?

hilarious blue entertain

gloomy

3.2

PREVIEW



WHAT WORD AM I?

hilarious blue entertain

gloomy

3.2



WHAT WORD AM I?

hilarious blue entertain

gloomy

3.2

Name: _____

LABEL THE PHOTOGRAPH

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



PREVIEW



©2017 Miss DeCarbo, Inc.



hilarious	blue	entertain	gloomy
-----------	------	-----------	--------

Name: _____

WORD CRAYONS

Directions: Think about what color best describes each word. For example, yellow is a great color for the word "happy" because yellow is cheerful. Red is a good color for the word "love" because when we love people, our red hearts are full! Color each of this week's focus words a color that you think describes the word.



hilarious



love



entertain



gloomy

OPTIONAL VOCABULARY CARDS FOR WORD WALL OR NOTEBOOKS

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

PREVIEW

VOCABULARY CARDS WEEK 2

hilarious
very funny

bite
s

PREVIEW

entertain
to amuse someone or
perform for an audience

gloomy
a little bit dark

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 and 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, 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 texts. 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, and 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 the 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 as flexible or as rigid as you would like. There are five 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 each 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 suggested teacher 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 materials 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 that my district requires me to teach. Can you add these words, or can I use the lessons with my own word lists?

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

RESEARCH CITATIONS

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

Cunningham, A. E., & Stanovich, K. E. (1997). Early reading acquisition and its relation to reading experience and ability 10 years later. *Developmental Psychology*, 33(6), 934-945.

Beck, I. L. (2013). *Bringing Words to Life, Second Edition: Robust Vocabulary Instruction*. Guilford Publications, Incorporated.

Hart, B., & Risley, T. R. (1995). *Meaningful differences: everyday parenting and intellectual development in young American children*. Baltimore, MD: Paul H. Brookes.

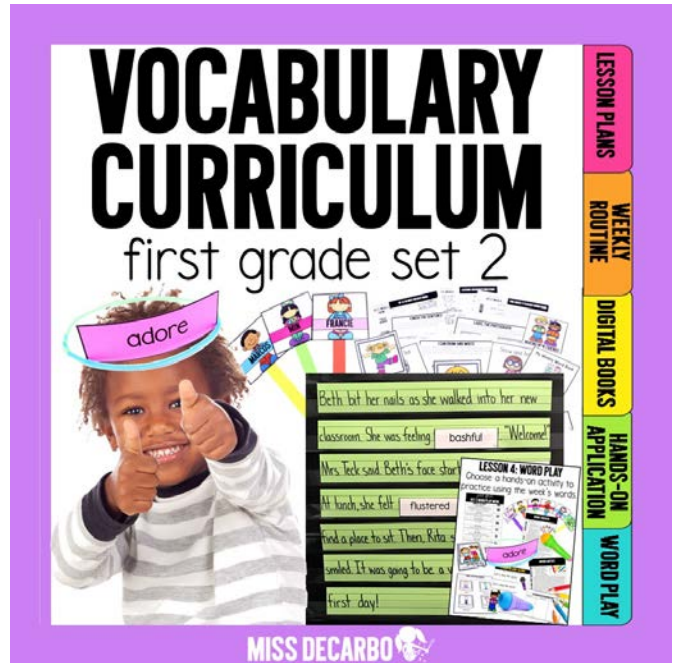
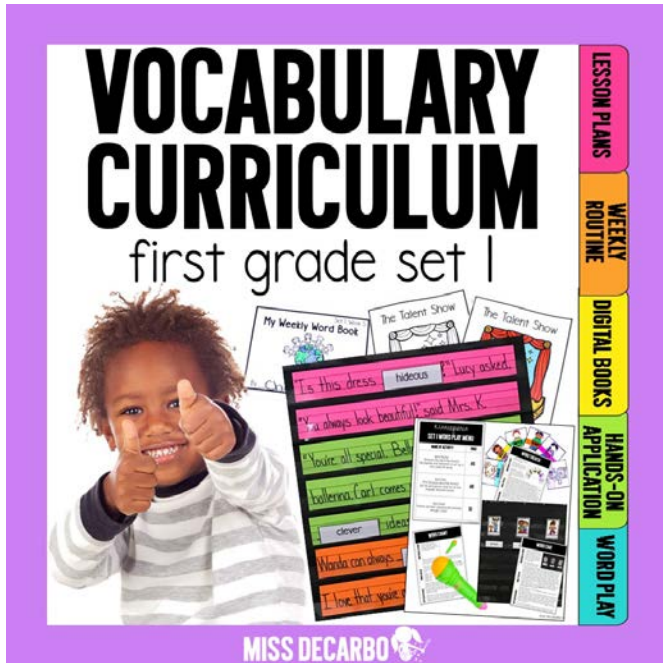
Kindle, K. J. (2008). *Teaching vocabulary In the K-2 classroom: easy strategies for infusing vocabulary learning into morning meetings, transitions, centers, and more*. New York: Scholastic.

Nagy, W. E., & Anderson, R. C. (1984). How Many Words Are There in Printed School English? *Reading Research Quarterly*, 19(3), 304.

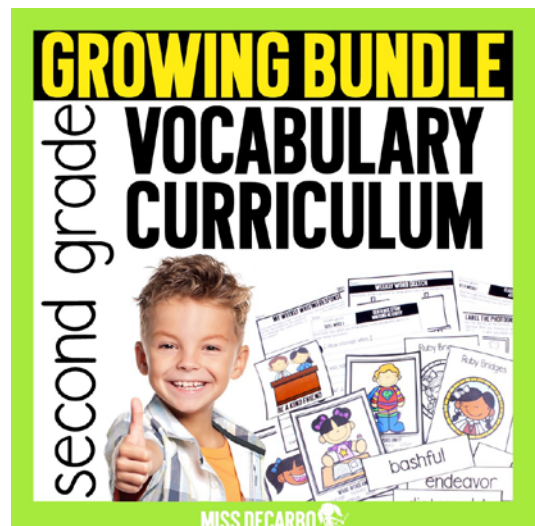
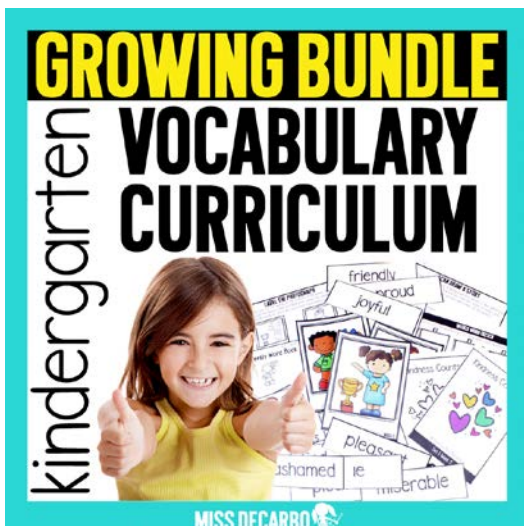
Snow, C. E., Burns, M. S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

LOOKING FOR SET 1 & 2?

CLICK BELOW TO CHECK IT OUT!



KINDERGARTEN AND SECOND GRADE ARE AVAILABLE, TOO!



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

[illegible]

The image consists of three separate photographs. The leftmost photo shows a paper airplane with a rainbow-colored body and a white paper wing, resting on a wooden surface. The middle photo shows a paper smiley face with a yellow body and a white paper wing, also resting on a wooden surface. The rightmost photo shows a paper heart with a yellow body and a white paper wing, resting on a wooden surface.

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]

DAILY WORK! WEEKLY LESSONS

Vocabulary Passage: Week 3

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

DAY 1

Selavathar *What the House for the Day 1* *What the House for the Day 1*

The Shaking Tenth of How Durable Were Invented

Word Relationship: Week 4

Word	Relationship	Word	Relationship
1. activate	2. activate	3. activate	4. activate
5. activate	6. activate	7. activate	8. activate
9. activate	10. activate	11. activate	12. activate
13. activate	14. activate	15. activate	16. activate
17. activate	18. activate	19. activate	20. activate
21. activate	22. activate	23. activate	24. activate
25. activate	26. activate	27. activate	28. activate
29. activate	30. activate	31. activate	32. activate
33. activate	34. activate	35. activate	36. activate
37. activate	38. activate	39. activate	40. activate
41. activate	42. activate	43. activate	44. activate
45. activate	46. activate	47. activate	48. activate
49. activate	50. activate	51. activate	52. activate
53. activate	54. activate	55. activate	56. activate
57. activate	58. activate	59. activate	60. activate
61. activate	62. activate	63. activate	64. activate
65. activate	66. activate	67. activate	68. activate
69. activate	70. activate	71. activate	72. activate
73. activate	74. activate	75. activate	76. activate
77. activate	78. activate	79. activate	80. activate
81. activate	82. activate	83. activate	84. activate
85. activate	86. activate	87. activate	88. activate
89. activate	90. activate	91. activate	92. activate
93. activate	94. activate	95. activate	96. activate
97. activate	98. activate	99. activate	100. activate

DAY 2

Suggested Teaching Facts:

Observational Notes:

Word Relationship: Week 4

Word	Relationship	Word	Relationship
1. activate	2. activate	3. activate	4. activate
5. activate	6. activate	7. activate	8. activate
9. activate	10. activate	11. activate	12. activate
13. activate	14. activate	15. activate	16. activate
17. activate	18. activate	19. activate	20. activate
21. activate	22. activate	23. activate	24. activate
25. activate	26. activate	27. activate	28. activate
29. activate	30. activate	31. activate	32. activate
33. activate	34. activate	35. activate	36. activate
37. activate	38. activate	39. activate	40. activate
41. activate	42. activate	43. activate	44. activate
45. activate	46. activate	47. activate	48. activate
49. activate	50. activate	51. activate	52. activate
53. activate	54. activate	55. activate	56. activate
57. activate	58. activate	59. activate	60. activate
61. activate	62. activate	63. activate	64. activate
65. activate	66. activate	67. activate	68. activate
69. activate	70. activate	71. activate	72. activate
73. activate	74. activate	75. activate	76. activate
77. activate	78. activate	79. activate	80. activate
81. activate	82. activate	83. activate	84. activate
85. activate	86. activate	87. activate	88. activate
89. activate	90. activate	91. activate	92. activate
93. activate	94. activate	95. activate	96. activate
97. activate	98. activate	99. activate	100. activate

DAY 3

Questions to Ask:

Observational Notes:

Questions to Ask:

Observational Notes:

Associating Words: Week 2

Word	Relationship	Word	Relationship
1. activate	2. activate	3. activate	4. activate
5. activate	6. activate	7. activate	8. activate
9. activate	10. activate	11. activate	12. activate
13. activate	14. activate	15. activate	16. activate
17. activate	18. activate	19. activate	20. activate
21. activate	22. activate	23. activate	24. activate
25. activate	26. activate	27. activate	28. activate
29. activate	30. activate	31. activate	32. activate
33. activate	34. activate	35. activate	36. activate
37. activate	38. activate	39. activate	40. activate
41. activate	42. activate	43. activate	44. activate
45. activate	46. activate	47. activate	48. activate
49. activate	50. activate	51. activate	52. activate
53. activate	54. activate	55. activate	56. activate
57. activate	58. activate	59. activate	60. activate
61. activate	62. activate	63. activate	64. activate
65. activate	66. activate	67. activate	68. activate
69. activate	70. activate	71. activate	72. activate
73. activate	74. activate	75. activate	76. activate
77. activate	78. activate	79. activate	80. activate
81. activate	82. activate	83. activate	84. activate
85. activate	86. activate	87. activate	88. activate</

MISS DECARBO

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



CONNECT WITH ME



VISIT MY BLOG

click here: www.missdecarbo.com

VISIT MY STORE

click here:
www.missdecarbotpt.com



THANK YOU



for choosing a Miss DeCarbo educational resource.



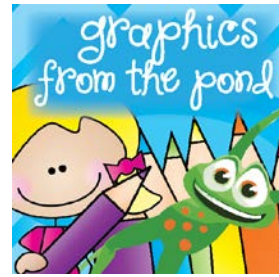
TERMS OF USE:



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

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

CLIP ART & FONT CREDITS:



Stock photographs from www.shutterstock.com

Photo ID: 541161439 Photographer: Gelpi <https://www.shutterstock.com/g/nelgelpi>