

# VOCABULARY CURRICULUM

first grade set 4

LESSON PLANS

WEEKLY ROUTINE

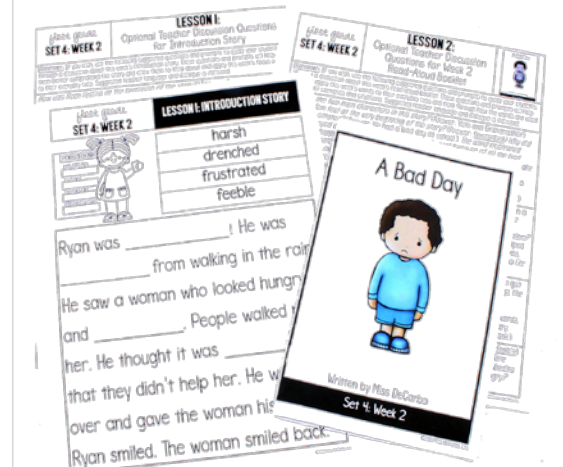
DIGITAL BOOKS

HANDS-ON APPLICATION

WORD PLAY

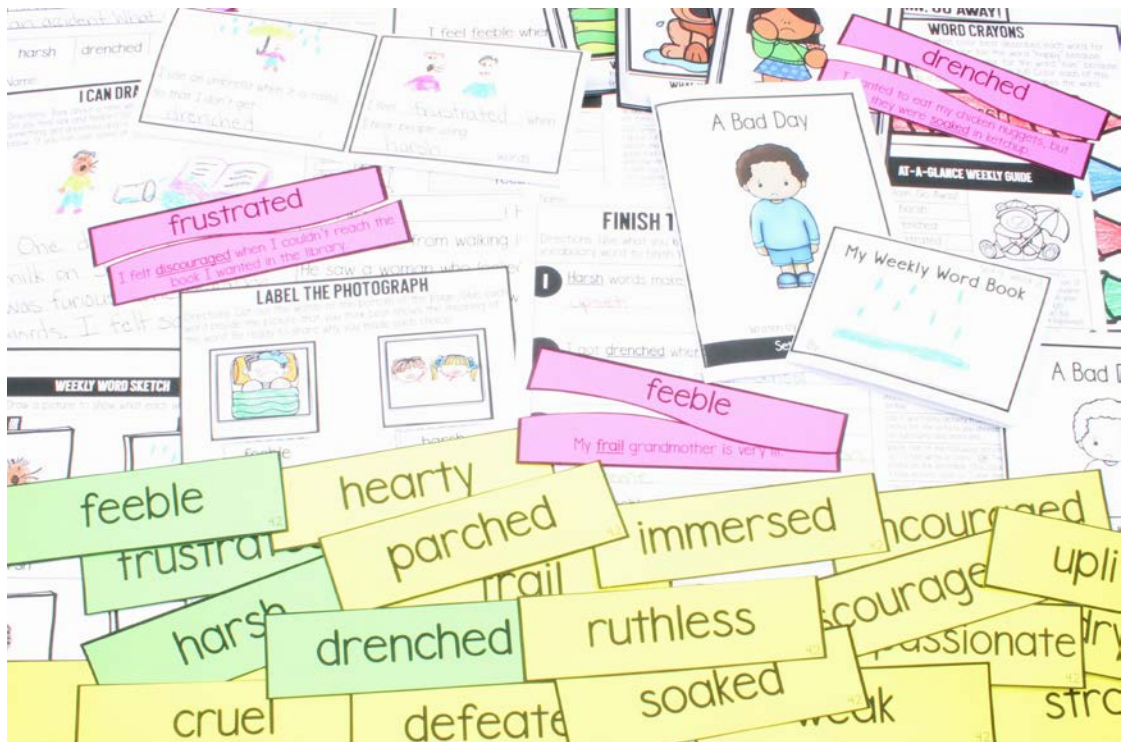


# WEEKLY MATERIALS INCLUDE:



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

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



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

# DIGITAL BOOKS FOR PC & MAC

with teacher discussion questions

## A Bad Day



Written by Miss DeCarbo

Set 4: Week 2

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



"Before lunch, I started to feel sick. My head hurt, and I was tired and feeble. My teacher told me to try to eat lunch first and see if it helped," Yem said. "Did it help?" Grandmother asked. "Yes, I felt better after I ate," Yem said.

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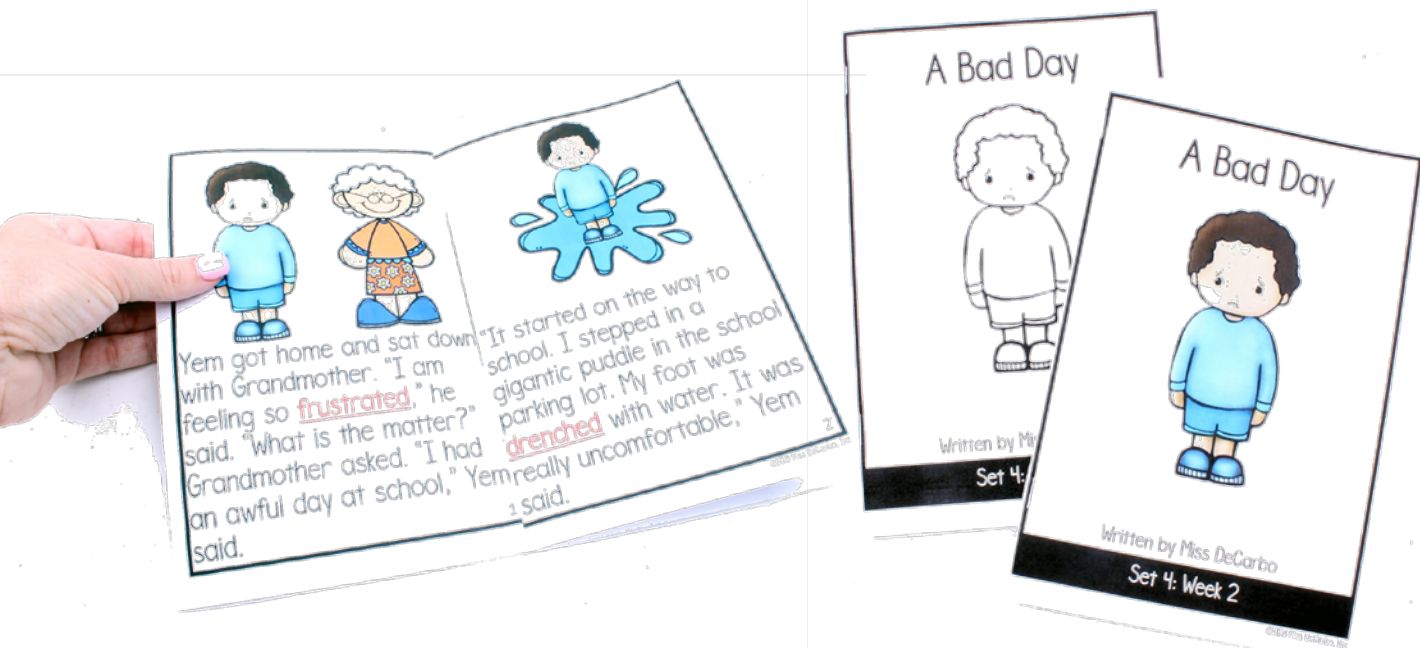
"I know you had a bad day, Yem, but I'm very proud of you. You solved all of your problems yourself. In each situation, you turned a bad moment into a better one!" Grandmother said. "You're right! Tomorrow will be a better day!" Yem said.

6

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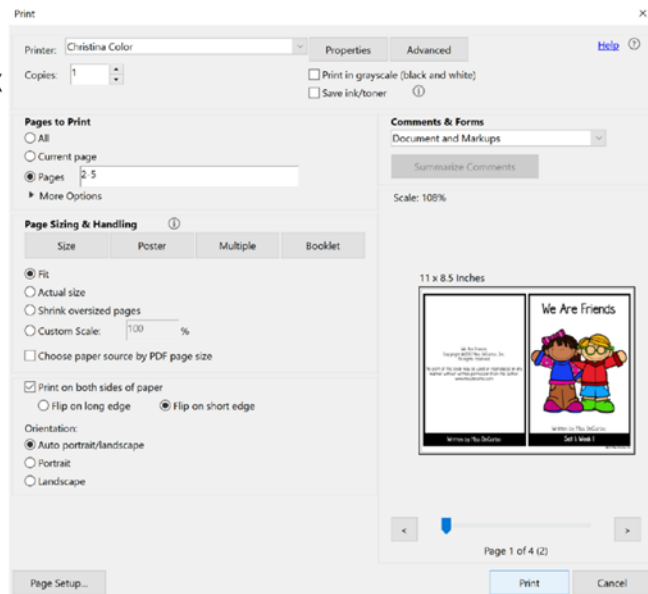
# PRINTABLE VERSIONS OF THE READ-ALoud BOOKLETS ARE INCLUDED!



## PRINTING INSTRUCTIONS FOR WEEKLY READ-ALoud BOOKLETS

If you choose not to use the digital read-aloud 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

<b>LESSON 1:</b> <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>
<b>LESSON 2:</b> <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>
<b>LESSON 3:</b> <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>
<b>LESSON 4:</b> <i>word play</i>	<p>Choose an activity from the word play menu.</p>
<b>LESSON 5:</b> <i>application</i>	<p>Students will complete one of the following independent activities:</p> <ul style="list-style-type: none"><li>• "I Can Draw a Story" journal entry</li><li>• "I Can Draw and Write" journal entry</li><li>• "Finish the Sentence" activity</li></ul> <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> <b>INTRODUCTION</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>pocket chart</li> <li>sentence strips</li> <li>chart paper</li> <li>marker</li> <li>word cards</li> <li>introduction story for Lesson 1</li> <li>student copies are optional</li> </ul>	<p><b>LESSON PLAN 1: INTRODUCTION STORY</b></p> <p><b>Set Up:</b> 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> <b>STORY TIME</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>digital booklet for this week OR a printable copy (color or black and white)</li> <li>student copies of this week's mini book (optional)</li> </ul>	<p><b>LESSON PLAN 2: WHOLE-GROUP READ-ALoud AND PRINTABLE MINI BOOK</b></p> <p><b>Set Up:</b> 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><b>*I have a story that I want to share with you, but I'm going to need your help to find some new words.</b></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 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> <b>CONNECTIONS</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>weekly word chart that includes the week's focus words and kid-friendly definitions</li> <li>pocket chart</li> <li>synonym and antonym word cards for the week</li> <li>markers</li> </ul> <p><b>Set Up:</b> 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 the 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>nd chart (anchor chart) that you made with the reference when needed.</p> <p>to share with you today! It is a different story help us learn even more about our new words. I very carefully and very closely because we in the book and sharing our thoughts."</p> <p>review and discuss the vocabulary and what it may need to reteach what the vocabulary you created for the week with your students.) After discussion questions page that will help about the book. Use this scripted teacher er to discuss the words and put them into sion questions do a nice job of asking the es, and they help them work on comprehension stering to within the book. Since it is try used in different ways, these weekly read- our students to see, hear, and talk about -situations and stories.</p> <p>strate the mini book for the week. <i>NEW IN SET</i></p>												
<p><i>first grade</i> <b>APPLICATION</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>student copies of the week's "I Can Draw a Story" OR the "Finish the Sentence" printable</li> <li>pencils and crayons</li> <li>anchor chart for this week's words</li> </ul> <p><b>I CAN DRAW A STORY</b></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><b>*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.*</b></p> <p><b>DIFFERENTIATION OPTIONS</b></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><b>LESSON PLAN 3: SYNONYMS &amp; ANTONYMS</b></p> <p><b>REREAD THE INTRODUCTION STORY</b></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 complete the extra activities within the packet.</p> <p>(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 student 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> <p><b>DIFFERENTIATION OPTIONS</b></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><i>first grade</i> <b>WORD PLAY</b></p> <p><b>Materials:</b></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><b>LESSON PLAN 4: WORD PLAY ACTIVITY</b></p> <p><b>Set Up:</b> Every week for Lesson 4, you will choose an activity off of the word play menu. 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><b>"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."</b></p> <p>You will then choose a word play activity from the included word play menu. The word play activity options for Set 4 include the following activities:</p> <table border="1"> <tr> <td>word wondering</td> <td>word theater</td> <td>word drama</td> <td>word sing-along:</td> </tr> <tr> <td>word artist</td> <td>word chat</td> <td>word crayons</td> <td>antonyms</td> </tr> <tr> <td>word sing-along</td> <td>word chant</td> <td>word emojis</td> <td>word puzzles</td> </tr> </table> <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><b>Important:</b> 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>	word wondering	word theater	word drama	word sing-along:	word artist	word chat	word crayons	antonyms	word sing-along	word chant	word emojis	word puzzles
word wondering	word theater	word drama	word sing-along:											
word artist	word chat	word crayons	antonyms											
word sing-along	word chant	word emojis	word puzzles											

# LESSON 1: INTRODUCTION

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

harsh

feeble

frustrated

drenched

Ryan was \_\_\_\_\_! He was

\_\_\_\_\_ from walking in the rain. He

saw a woman who looked hungry and

\_\_\_\_\_. People walked past her. He thought

it was \_\_\_\_\_ that they didn't help her.

He walked over and gave her

Ryan smiled. The woman

first grade  
SET 4: WEEK 2

LESSON 1: INTRODUCTION STORY



harsh

drenched

frustrated

feeble

Ryan was \_\_\_\_\_! He was  
\_\_\_\_\_ from walking in the rain.

He saw a woman who looked hungry  
and \_\_\_\_\_. People walked past  
her. He thought it was \_\_\_\_\_

that they didn't help her. He walked  
over and gave the woman his lunch.

Ryan was **frustrated**! He was

**drenched** from walking in the rain. He

saw a woman who looked hungry and

**feeble** People walked past her. He thought

it was **harsh** that they didn't help her.

He walked over and gave the woman his lunch.

Ryan smiled. The woman smiled back.

first grade  
SET 4: WEEK 2

LESSON 1:

Optional Teacher Discussion Questions  
for Introduction Story

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

How was Ryan feeling at the beginning of the story? (Answer: *frustrated*)  
What does the word *frustrated* mean to be annoyed and upset. What was happening causing Ryan to be frustrated in the story? (Answer: He was walking in the rain. What makes you frustrated? Tell a friend beside you about a time when you were frustrated. Start your thought with, "I felt frustrated when..." (Answer: \_\_\_\_\_)

The passage says that Ryan was *drenched* from walking in the rain. It says he was completely covered. What was Ryan completely covered in? (Answer: water or rain) Let's infer. The author doesn't tell us, but does that Ryan was using an umbrella? Start your thought with, "I infer..." (Answer: I infer Ryan was not using an umbrella because he was drenched. Umbrellas keep you dry.) Great inferences! If Ryan was using an umbrella, he might be a little wet, but he probably wouldn't be drenched and completely covered in water.

Ryan saw a woman while he was walking in the rain. What two words did the author use in the passage to describe the woman? (Answer: *hungry* and *feeble*) The word *feeble* means having little strength. A synonym for *feeble* is *weak*. Sometimes we feel *feeble* if we are hungry or sick. How would you help the woman? (Answer: He gave her his lunch.) Would you describe the woman as *kind* or *unkind*? (Answer: *kind*) An antonym, or the opposite, of *kind* is *unkind*. What makes you *strong*? (Possible answers: exercise, healthy foods, etc.)

What did Ryan think of the people who were just walking by the way and not helping her? (Answer: He thought it was *harsh* that they didn't stop to help her.) What does the word *harsh* mean? (Answer: *harsh* means cruel or unkind. Would you rather have a friend who says *harsh* words to you or *kind* words? (Answers will vary.) What does the word *compassionate* mean? (Answer: He gave her his lunch.) Would you describe the woman as *compassionate* or *harsh* and *rude*? (Possible answer: *compassionate* because he was thinking about her and himself.)



# LESSON 2: STORY TIME

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



Yem got home and sat down with Grandmother. "I am feeling so **frustrated**," he said. "What is the matter?" Grandmother asked. "I had an awful day at school," Yem said.

1

"It started school. I started a gigantic puddle in the parking lot **drenched** with water. It was really uncomfortable," Yem said.

2

**first grade**  
**SET 4: WEEK 2**

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

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

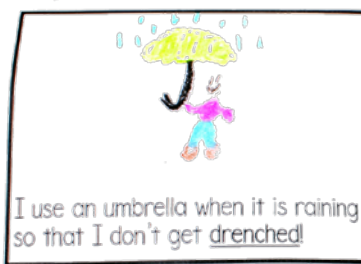
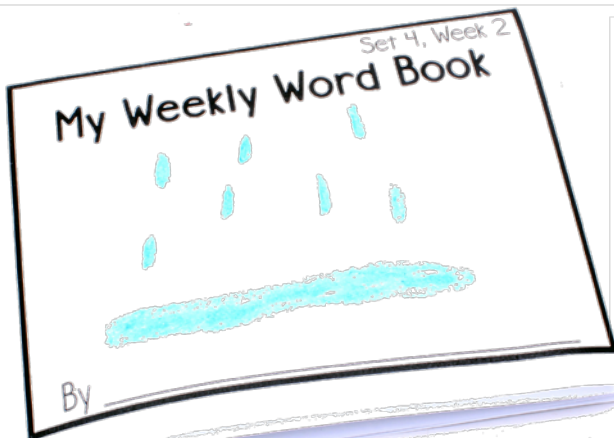
**Who are the two main characters in this story?** (Answer: Yem and Grandmother)  
**How did Yem feel at the very beginning of the story?** (Answer: frustrated) **Why did Yem feel frustrated?** (Answer: He had a bad day at school.) **The word frustrated means annoyed and upset. Yem was annoyed and upset because of all the bad things that happened to him that day. Yesterday we shared some things that made us feel frustrated. Today let's talk about some things we can do when we feel frustrated to make us feel better. Does anyone have any ideas?** (Discuss ways to handle frustration such as taking a deep breath, counting to 10, finding a quiet place in the room to calm down, talking about our feelings, and asking for help.)

**What was the first problem Yem had during his bad day?** (Answer: He stepped in a puddle, and his foot was drenched with water.) **The word drenched means to be completely covered. How would you feel if you had a soaked foot?** (Possible answers: uncomfortable, upset, unhappy, miserable) **How did Yem solve his problem?** (Answer: He asked the nurse for help. She gave him a dry pair of socks and helped dry his shoe off.) **Lots of things can get drenched. I have a friend who drenches or completely covers, her French fries in ketchup! Do you have a sauce that you like to drench your french fries or chicken nuggets in?** (Answers will vary.)

**What happened to Yem after he solved the problem with his sock?** (Answer: He got in an argument with Nolan. Nolan said some harsh words to Yem. In this story, the word harsh means unkind and cruel. What did Nolan say to Yem that hurt his feelings? Answer: Nolan told him to go away when Yem asked to play.) **Let's pretend that we could rewrite this story. Instead of having Nolan say harsh words, what would you have him say that is kind and compassionate?** (Answers will vary. Encourage students to respond in complete sentences as they would in the book.)

**How did Yem feel when he got sick before lunch?** (Answer: tired, hungry, and feeble)  
**The word feeble means weak. Why do you think Yem might have felt weak before lunch?** (Answer: He was hungry.) **Often when we are hungry, it can make our bodies feel weak. Food gives us strength. Have you ever felt feeble when you're hungry?** (Answers will vary. Allow students to share with a friend or with the class.)

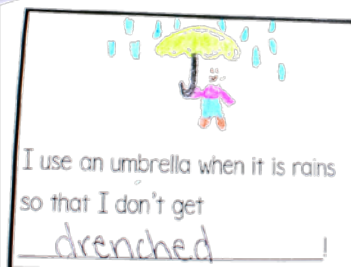
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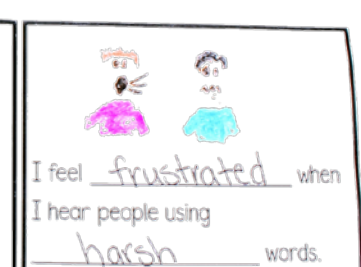
I use an umbrella when it is raining so that I don't get **drenched**!



I feel **frustrated** when I hear people using **harsh** words.



I use an umbrella when it is rains so that I don't get **drenched**!



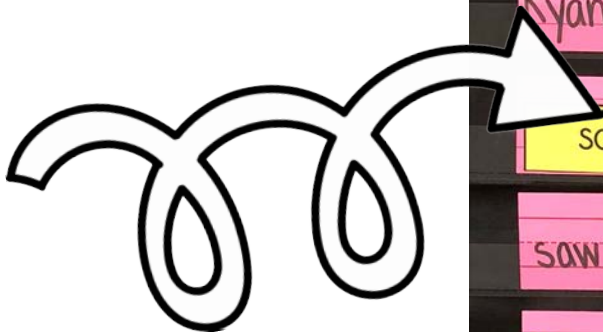
I feel **frustrated** when I hear people using **harsh** words.

Differentiated mini books are included!

# LESSON 3: CONNECTIONS

Share, discuss, and sort synonyms and antonyms.

SYNONYMS			ANTONYMS	
frustrated	discouraged	defeated	encouraged	uplifted
feeble	frail	weak	strong	hearty
drenched	immersed	soaked	dry	parched
harsh	cruel	ruthless	compassionate	gentle



Ryan was discouraged! He was  
soaked from walking in the rain. He  
saw a woman who looked hungry and  
frail. People walked past her. He thought  
it was cruel that they didn't help her.  
He walked over and gave the woman his lunch.  
Ryan smiled. The woman smiled back.

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



# LESSON 4: WORD PLAY

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

### WORD 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.

**TO PLAY**

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

Choose a student or group of students to be the "word actor." The word actor will choose a focus word from the word cards and act out the word. The guessers will try to guess the word. The word actor may use any of the following words to help them act out the word (if you allow sound effects):

- JOYFUL
- UPSET
- GLUM
- NOT SURE

### WORD THEATER

**MATERIALS & PREP**

- Students can work in partners or in small groups for this word play activity. They will need:
- this week's words (You can give them their own sets of word cards, or just have them use the class anchor chart to refer to)
- blank squares for students to create their own puppets (or pre-made puppets or puppets made from paper plates)
- markers or crayons (to color the puppets, and to write the words on the puppets)

This activity is a dramatic performance. Students will use their puppets to act out the words. They will use the puppets to tell a story. They will use the puppets to act out the words. They will use the puppets to tell a story. They will use the puppets to act out the words. They will use the puppets to tell a story.

### WORD CRAYONS

Think about what color best describes each word. For example, yellow is a great color for the word "happy" because it is cheerful. Red is a good color for the word "love" because it is love. Write a color that you think describes the word.

antique

wealthy

### WORD ARTIST

**MATERIALS & PREP**

- This game is similar to Pictionary. Choose any of the following materials:
- classroom whiteboard
- paper
- marker
- anchor chart
- minute timer
- coordinating half-inch binder rings
- if used with partners

Play like Pictionary. You can choose to play as a whole group or in pairs. If you choose to play as a whole group, provide a word card to the teacher. The teacher chooses a word from the word card and draws it on the whiteboard. The students guess the word. The teacher then chooses a word from the word card and draws it on the whiteboard. The students guess the word. The teacher then chooses a word from the word card and draws it on the whiteboard. The students guess the word.

### WORD ARTIST RECORDING SHEET

Canvas #2	Canvas #1

### SET 4 WORD PLAY MENU

NAME OF ACTIVITY	PAGE
Word Sing-Along Antonyms	50
Word Puzzles	53
Word Drama	54
Word Crayons	55
Word Emojis	56
Word Wonders	59
Word Artist	60
Word Sing-Along Synonyms	64
Word Theater	64

### frustrated

I felt discouraged when I couldn't reach the book I wanted in the library.

### SYNONYM SING-ALONG

Tune: The Farmer in the Dell

Let's sing the word \_\_\_\_\_

Let's sing the word \_\_\_\_\_

\_\_\_\_\_ is a synonym.

### adore

### 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.

**TO PLAY**

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

Choose a student or group of students to be the "word actor." The word actor will choose a focus word from the word cards and act out the word. The guessers will try to guess the word. The word actor may use any of the following words to help them act out the word (if you allow sound effects):

- JOYFUL
- UPSET
- GLUM
- NOT SURE

### WORD THEATER

**MATERIALS & PREP**

- Students can work in partners or in small groups for this word play activity. They will need:
- this week's words (You can give them their own sets of word cards, or just have them use the class anchor chart to refer to)
- blank squares for students to create their own puppets (or pre-made puppets or puppets made from paper plates)
- markers or crayons (to color the puppets, and to write the words on the puppets)

This activity is a dramatic performance. Students will use their puppets to act out the words. They will use the puppets to tell a story. They will use the puppets to act out the words. They will use the puppets to tell a story.

### WORD CRAYONS

Think about what color best describes each word. For example, yellow is a great color for the word "happy" because it is cheerful. Red is a good color for the word "love" because it is love. Write a color that you think describes the word.

antique

wealthy

### WORD ARTIST

**MATERIALS & PREP**

- This game is similar to Pictionary. Choose any of the following materials:
- classroom whiteboard
- paper
- marker
- anchor chart
- minute timer
- coordinating half-inch binder rings
- if used with partners

Play like Pictionary. You can choose to play as a whole group or in pairs. If you choose to play as a whole group, provide a word card to the teacher. The teacher chooses a word from the word card and draws it on the whiteboard. The students guess the word. The teacher then chooses a word from the word card and draws it on the whiteboard. The students guess the word. The teacher then chooses a word from the word card and draws it on the whiteboard. The students guess the word.

### WORD ARTIST RECORDING SHEET

Canvas #2	Canvas #1

### SET 4 WORD PLAY MENU

NAME OF ACTIVITY	PAGE
Word Sing-Along Antonyms	50
Word Puzzles	53
Word Drama	54
Word Crayons	55
Word Emojis	56
Word Wonders	59
Word Artist	60
Word Sing-Along Synonyms	64
Word Theater	64

### frustrated

I felt discouraged when I couldn't reach the book I wanted in the library.

### SYNONYM SING-ALONG

Tune: The Farmer in the Dell

Let's sing the word \_\_\_\_\_

Let's sing the word \_\_\_\_\_

\_\_\_\_\_ is a synonym.

### adore

### 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.

**TO PLAY**

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

Choose a student or group of students to be the "word actor." The word actor will choose a focus word from the word cards and act out the word. The guessers will try to guess the word. The word actor may use any of the following words to help them act out the word (if you allow sound effects):

- JOYFUL
- UPSET
- GLUM
- NOT SURE

### WORD THEATER

**MATERIALS & PREP**

- Students can work in partners or in small groups for this word play activity. They will need:
- this week's words (You can give them their own sets of word cards, or just have them use the class anchor chart to refer to)
- blank squares for students to create their own puppets (or pre-made puppets or puppets made from paper plates)
- markers or crayons (to color the puppets, and to write the words on the puppets)

This activity is a dramatic performance. Students will use their puppets to act out the words. They will use the puppets to tell a story. They will use the puppets to act out the words. They will use the puppets to tell a story.

### WORD CRAYONS

Think about what color best describes each word. For example, yellow is a great color for the word "happy" because it is cheerful. Red is a good color for the word "love" because it is love. Write a color that you think describes the word.

antique

wealthy

### WORD ARTIST

**MATERIALS & PREP**

- This game is similar to Pictionary. Choose any of the following materials:
- classroom whiteboard
- paper
- marker
- anchor chart
- minute timer
- coordinating half-inch binder rings
- if used with partners

Play like Pictionary. You can choose to play as a whole group or in pairs. If you choose to play as a whole group, provide a word card to the teacher. The teacher chooses a word from the word card and draws it on the whiteboard. The students guess the word. The teacher then chooses a word from the word card and draws it on the whiteboard. The students guess the word. The teacher then chooses a word from the word card and draws it on the whiteboard. The students guess the word.

### WORD ARTIST RECORDING SHEET

Canvas #2	Canvas #1

### SET 4 WORD PLAY MENU

NAME OF ACTIVITY	PAGE
Word Sing-Along Antonyms	50
Word Puzzles	53
Word Drama	54
Word Crayons	55
Word Emojis	56
Word Wonders	59
Word Artist	60
Word Sing-Along Synonyms	64
Word Theater	64

### frustrated

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### SYNONYM SING-ALONG

Tune: The Farmer in the Dell

Let's sing the word \_\_\_\_\_

Let's sing the word \_\_\_\_\_

\_\_\_\_\_ is a synonym.

### adore




# 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.

**I CAN DRAW A STORY**


Directions: Think about a time when you felt frustrated and had a bad day. Did you feel sick and feeble? Did someone say harsh words to you? Did something get drenched and ruined? Tell story by drawing a picture about it. If you can, label your drawing with some of this week's words.



harsh    drenched    Name: \_\_\_\_\_

**I CAN DRAW AND WRITE**

Directions: Think about a time when you felt frustrated and had a bad day. Did you feel sick and feeble? Did someone say harsh words to you? Did something get drenched and ruined? Draw and write about what happened below. If you can, use some of this week's words in your writing.



One day I spilled my milk on Jenna's book. She was furious! She used harsh words. I felt sad and frustrated. The book was drenched!

harsh    drenched    frustra

**I CAN WRITE**

Think about a time when you felt frustrated and had a bad day. Did you feel sick and feeble? Did someone say harsh words to you? Did something get drenched and ruined? Write about it below. If you can, use this week's words in your writing.

One day I accidentally spilled milk on Jenna's favorite book. The book was drenched! It was horrible. Jenna was really upset and angry. She used harsh words to explain she was feeling. I felt frustrated that she was angry. I didn't understand that it was a horrible day!

harsh    drenched    frustrated    feeble

**FINISH THE SENTENCE**

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

Harsh words make others feel	
I got drenched when	
I feel frustrated when	
I feel feeble when	

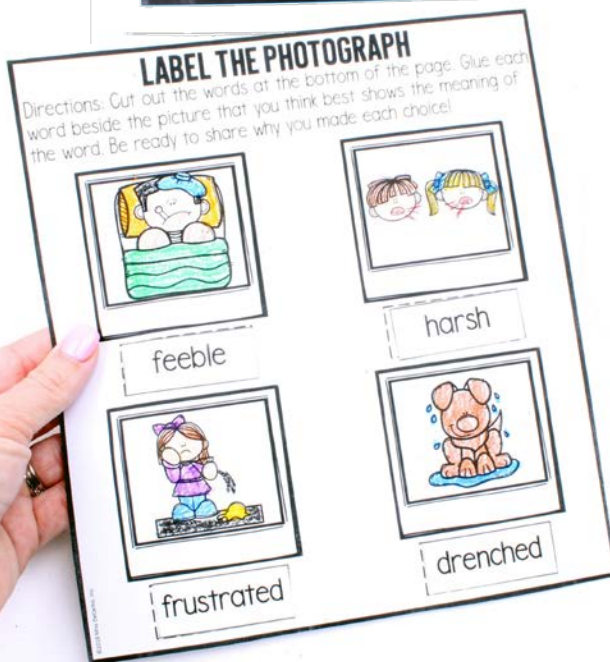
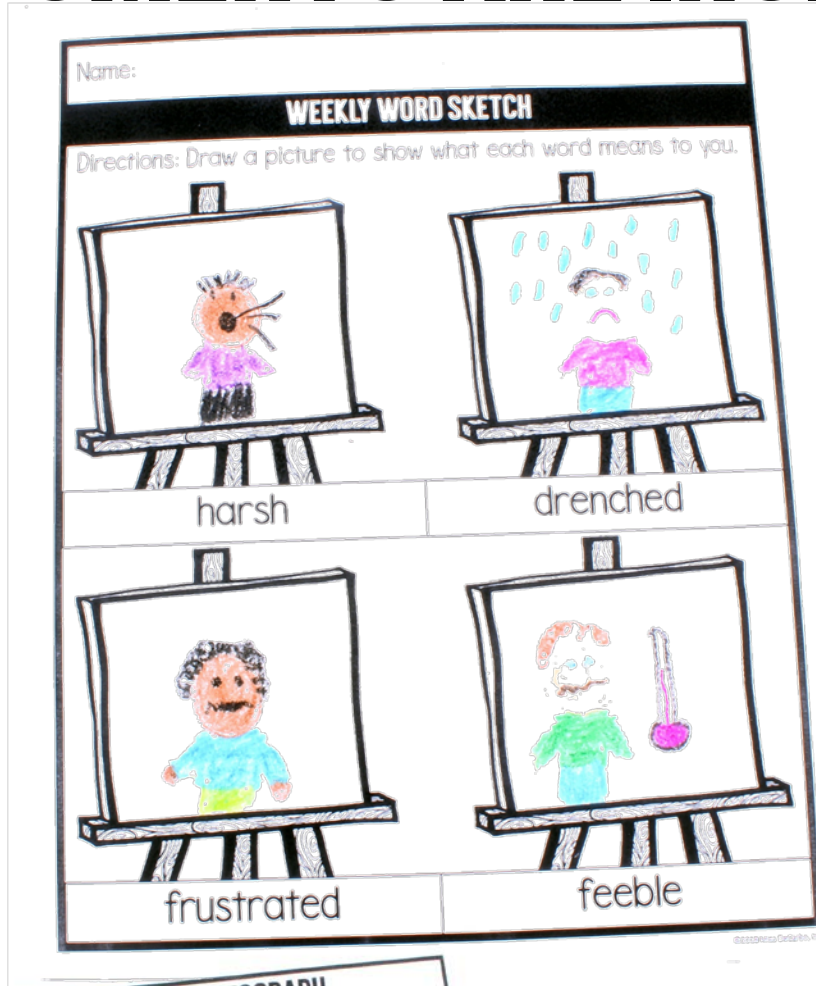
**FINISH THE SENTENCE**

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

- 1 Harsh words make others feel sad and upset.
- 2 I got drenched when I walked home in the rain after school.
- 3 I feel frustrated when my older sister gets all of the attention at home.
- 4 I feel feeble when I am hungry and very thirsty.

Choose the differentiated activity that work 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 4

<b>WEEK 1</b>	accessories	<b>WEEK 5</b>	insist
	observant		agree
	lavish		perky
	dainty		tender
<b>WEEK 2</b>	harsh	<b>WEEK 6</b>	clumsy
	drenched		vintage
	frustrated		limited
	feeble		modern
<b>WEEK 3</b>	flee	<b>WEEK 7</b>	innocent
	vanished		loyal
	pursue		eager
	restless		successful
<b>WEEK 4</b>	ordinary	<b>WEEK 8</b>	coast
	valuable		marine
	astute		scorching
	dangle		defend

first grade  
**SET 4: WEEK 2**

# AT-A-GLANCE WEEKLY GUIDE

## THEME

Rain, Rain, Go Away!

## FOCUS WORDS

harsh

drenched

frustrated

feeble



## 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 copy 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 2 Digital Read-Aloud 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 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.

first grade  
**SET 4: WEEK 2**

# THIS WEEK'S TEACHER WORD GUIDE

## HARSH

<b>definition</b>	(adj.) cruel or unkind
<b>example sentence</b>	The man used <u>harsh</u> words and hurt the little girl's feelings.
<b>synonyms</b>	unpleasant, unkind, rude, ruthless, cruel
<b>antonyms</b>	compassionate, kind, gentle, wonderful
<b>multiple meaning</b>	(adj.) having an unpleasant effect The <u>harsh</u> and snowy weather made the roads difficult to drive on.

## DRENCHED

<b>definition</b>	(adj.) to be completely covered
<b>example sentence</b>	I only like to eat pasta if it is <u>drenched</u> with alfredo sauce.
<b>synonyms</b>	immersed, saturated, soaked
<b>antonyms</b>	dry, parched, dehydrated
<b>multiple meaning</b>	(v) to cover completely The rain <u>drenched</u> me on the short run from the bus.

## FRUSTRATED

<b>definition</b>	(adj.) annoyed and upset
<b>example sentence</b>	My little sister becomes very <u>frustrated</u> whenever she tries to tie her own shoes.
<b>synonyms</b>	discouraged, defeated, upset
<b>antonyms</b>	encouraged, uplifted

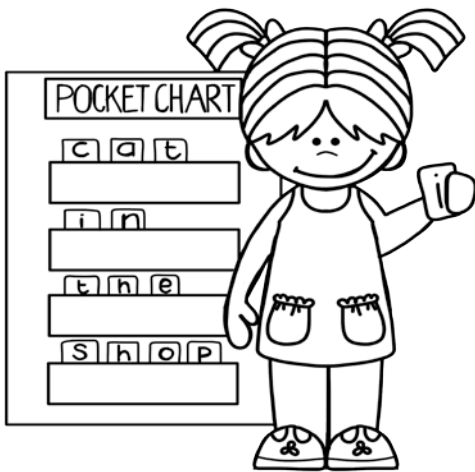
## FEEBLE

<b>definition</b>	(adj.) having little strength
<b>example sentence</b>	When I had the stomach bug, I felt <u>feeble</u> and tired.
<b>synonyms</b>	fragile, frail, weak
<b>antonyms</b>	strong, hearty, firm



first grade  
**SET 4: WEEK 2**

**LESSON 1: INTRODUCTION STORY**



harsh

drenched

frustrated

feeble

Ryan was \_\_\_\_\_. He was  
\_\_\_\_\_ from walking in the rain.  
He saw a woman who looked hungry  
and \_\_\_\_\_. People walked past  
her. He thought it was \_\_\_\_\_  
that they didn't help her. He walked  
over and gave the woman his lunch.  
Ryan smiled. The woman smiled back.

first grade  
**SET 4: WEEK 2**

**LESSON 1: INTRODUCTION STORY**



harsh

drenched

frustrated

feeble

Ryan was frustrated. He was  
drenched from walking in the rain.  
He saw a woman who looked hungry  
and feeble. People walked past  
her. He thought it was harsh  
that they didn't help her. He walked  
over and gave the woman his lunch.  
Ryan smiled. The woman smiled back.

Name \_\_\_\_\_

*first grade*  
**SET 4: WEEK 2**

**LESSON 1: INTRODUCTION STORY**  
**STUDENT COPY**

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

harsh

drenched

frustrated

feeble

Ryan was \_\_\_\_\_. He was  
\_\_\_\_\_ from walking in the rain.  
He saw a woman who looked hungry  
and \_\_\_\_\_. People walked past  
her. He thought it was \_\_\_\_\_  
that they didn't help her. He walked  
over and gave the woman his lunch.  
Ryan smiled. The woman smiled back.

first grade  
**SET 4: WEEK 2**

**LESSON I:**  
Optional Teacher Discussion Questions  
for Introduction Story

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

*How was Ryan feeling at the beginning of the story? (Answer: frustrated) The word frustrated means to be annoyed and upset. What was happening that was causing Ryan to be frustrated in the story? (Answer: He was walking in the rain.) What makes you frustrated? Tell a friend beside you about a time when you felt frustrated. Start your thought with, "I felt frustrated when..." (Answers will vary.)*

*The passage says that Ryan was drenched from walking in the rain. The word drenched means to be completely covered. What was Ryan completely covered in? (Answer: water or rain) Let's infer. The author doesn't tell us, but do you think that Ryan was using an umbrella? Start your thought with, "I infer..." (Possible answer: I infer Ryan was not using an umbrella because he was drenched with water. Umbrellas keep you dry, so if Ryan was wearing an umbrella, he might be a little wet, but he probably wouldn't be drenched and completely covered in water.)*

*Ryan saw a woman who was walking in the rain. What two words did the author use in the passage to describe the woman? (Answer: hungry and feeble) The word feeble means having little strength. A synonym for feeble is weak. Sometimes we feel feeble if we are hungry or sick. How would you have felt if you had seen a woman who looked hungry and feeble sitting in the rain? (Answers will vary. Sad, upset, and concerned are examples.) An antonym, or the opposite, of feeble is strong. What makes you strong? (Possible answers: exercising, eating healthy foods, etc.)*

*What did Ryan think of the people who were just walking by the woman without helping her? (Answer: He thought it was harsh that they didn't stop to help.) The word harsh means cruel or unkind. Would you rather have a friend who used harsh words or gentle words with you? Why? (Answers will vary.) What did Ryan do to help the woman? (Answer: He gave her his lunch.) Would you describe Ryan as kind and compassionate or harsh and rude? Why? (Possible answer: Giving the woman his lunch was compassionate because he was thinking about her instead of himself.)*



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

harsh

4.2

drenched

4.2

frustrated

4.2

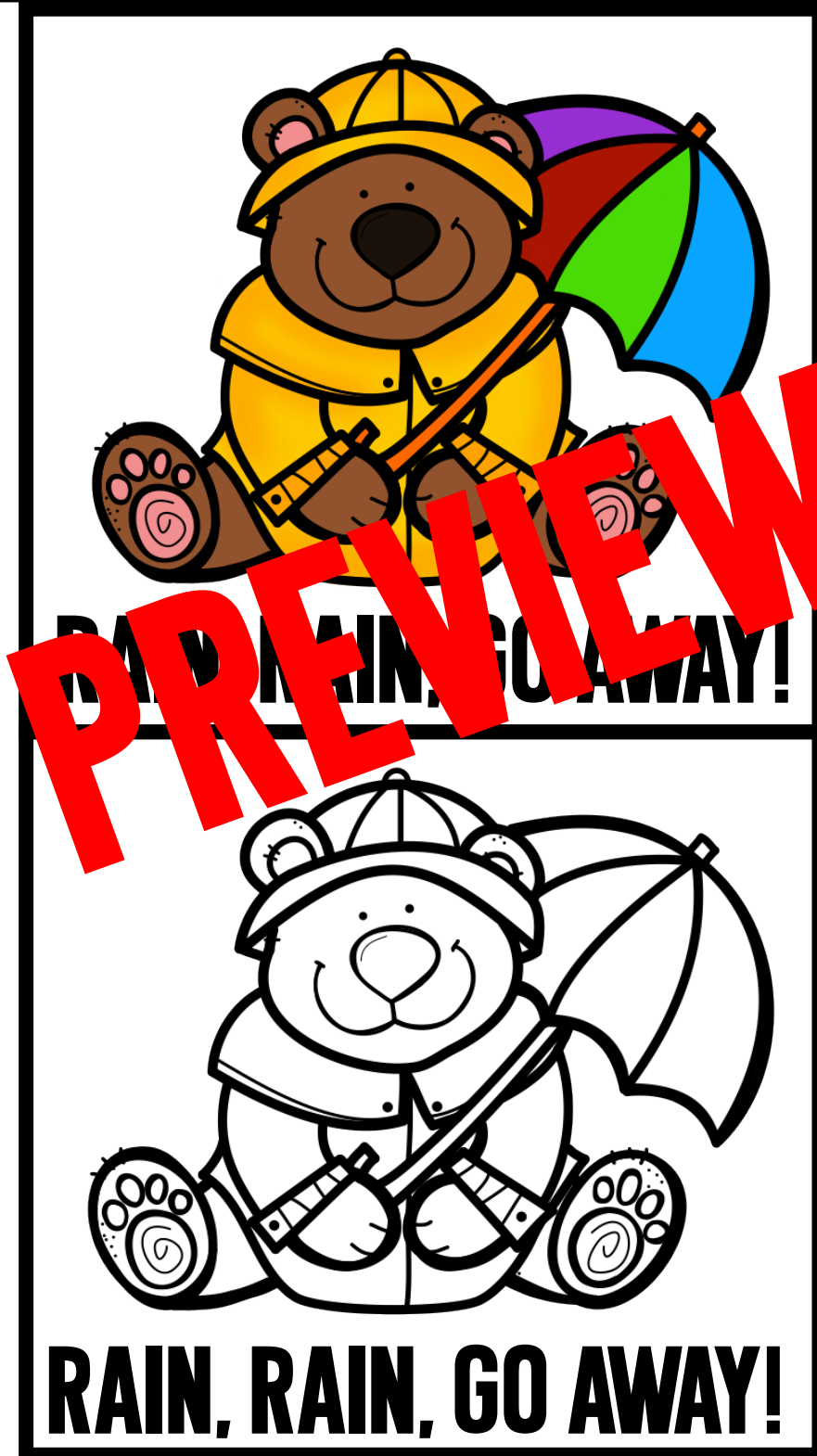
feeble

4.2

*first grade*  
**SET 4: WEEK 2**

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

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



first grade  
**SET 4: WEEK 2**

# LESSON 2:

## Optional Teacher Discussion Questions for Week 2 Read-Aloud Booklet



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

*Who are the two main characters in this story? (Answer: Yem and Grandmother)*  
*How did Yem feel at the very beginning of the story? (Answer: frustrated) Why did he feel frustrated? (Answer: He had a bad day at school.) The word frustrated means annoyed and upset. Yem was annoyed and upset because of all the bad things that happened to him that day. Yesterday we shared some things that make us feel frustrated. Today let's talk about some things we can do when we feel frustrated to make us feel better. Does anyone have an idea? (Discuss ways to handle frustration such as taking a deep breath, turning on a fan, finding a quiet place in the room to calm down, talking about our feelings, and asking for help.)*

*What was the first problem Yem had during his bad day? (Answer: He stepped in a puddle, and his foot got drenched with water.) The word drenched means to be completely covered. How would Yem feel if he had a drenched foot? (Possible answers: uncomfortable, sad, upset, unhappy, miserable) How did Yem solve his problem? (Answer: He asked his mother for help. She gave him a dry pair of socks and helped dry his shoe off.) Lots of things can get drenched. I have a friend who drenches, or completely covers, her french fries in ketchup! Do you have a sauce that you like to drench your French fries or chicken nuggets in? (Answers will vary.)*

*What happened to Yem after he solved the problem with his sock? (Answer: He got in an argument with Nolan.) Nolan said some harsh words to Yem. In this story, the word harsh means unkind and cruel. What did Nolan say to Yem that hurt his feelings? (Answer: Nolan told him to go away when Yem asked to play.) Let's pretend that we could rewrite this story. Instead of having Nolan say harsh words, what would you have him say that is kind and compassionate? (Answers will vary. Encourage students to respond in complete sentences as they would in the book.)*

*How did Yem feel when he got sick before lunch? (Answer: tired, hungry, and feeble) The word feeble means weak. Why do you think Yem might have felt weak before lunch? (Answer: He was hungry.) Often when we are hungry, it can make our bodies feel weak. Food gives us strength. Have you ever felt feeble when you're hungry? (Answers will vary. Allow students to share with a friend or with the class.)*

I feel frustrated when I hear people using harsh words.

I use an umbrella when it is raining so that I don't get drenched!

**PREVIEW**

Set 4, Week 2

## My Weekly Word Book

I can sit down and rest if I feel feeble and tired during recess.

By \_\_\_\_\_



\_\_\_\_\_ words.

I hear people using

I feel \_\_\_\_\_ when

so that I don't get

I use an umbrella when it is rains

\_\_\_\_\_!

Set 4, Week 2

## My Weekly Word Book

I can sit down to rest if I feel

\_\_\_\_\_ and tired at recess.

By \_\_\_\_\_

harsh

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

compassionate

4.2

gentle

**PREVIEW**

4.2

ruthless

4.2

cruel

4.2

drenched

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

soaked

4.2

immense

4.2

dry

4.2

parched

4.2

frustrated

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

discouraged

4.2

defeated

4.2

encouraged

4.2

uplifted

4.2



feeble

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

weak

4.2

fruit

**PREVIEW**

4.2

strong

4.2

heartly

4.2

Name: \_\_\_\_\_

# I CAN DRAW A STORY

Directions: Think about a time when you felt frustrated and had a bad day. Did you feel sick and feeble? Did someone say harsh words to you? Did something get drenched and ruined? Tell a story by drawing a picture about it. If you can, label your picture with some of this week's words.

**PREVIEW**

harsh

drenched

frustrated

feeble

Name: \_\_\_\_\_

# I CAN DRAW AND WRITE

Directions: Think about a time when you felt frustrated and had a bad day. Did you feel sick and feeble? Did someone say harsh words to you? Did something get drenched and ruined? Draw and write about what happened below. If you can, use some of this week's words in your writing.

**PREVIEW**

harsh

drenched

frustrated

feeble

Name:

# I CAN WRITE

Directions: Think about a time when you felt frustrated and had a bad day. Did you feel sick and feeble? Did someone say harsh words to you? Did something get drenched and ruined? Write about it below. If you can, use some of this week's words in your writing.

PREVIEW

harsh	drenched	frustrated	feeble
-------	----------	------------	--------



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.



Harsh words make others  
feel

I got drenched when

I feel frustrated when

I feel feeble when

Name: \_\_\_\_\_

# FINISH THE SENTENCE



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

1 Harsh words make others feel \_\_\_\_\_

---

---

2 I got drenched when \_\_\_\_\_

---

---

3 I feel frustrated when \_\_\_\_\_

---

---

4 I feel feeble when \_\_\_\_\_

---

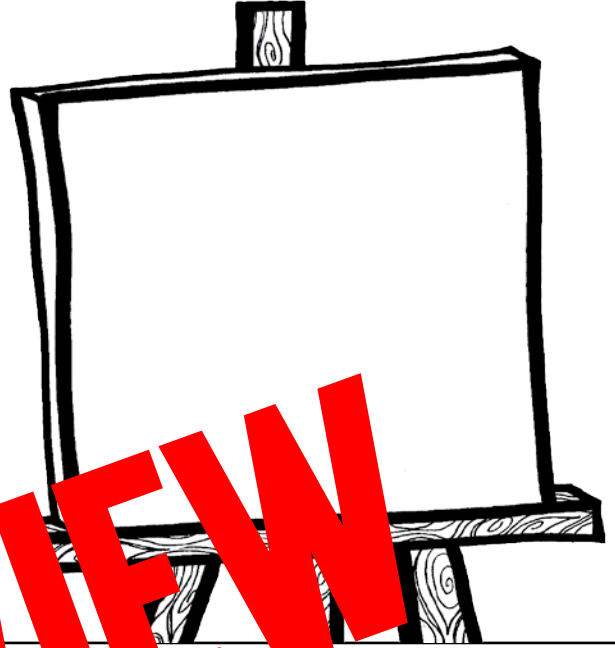
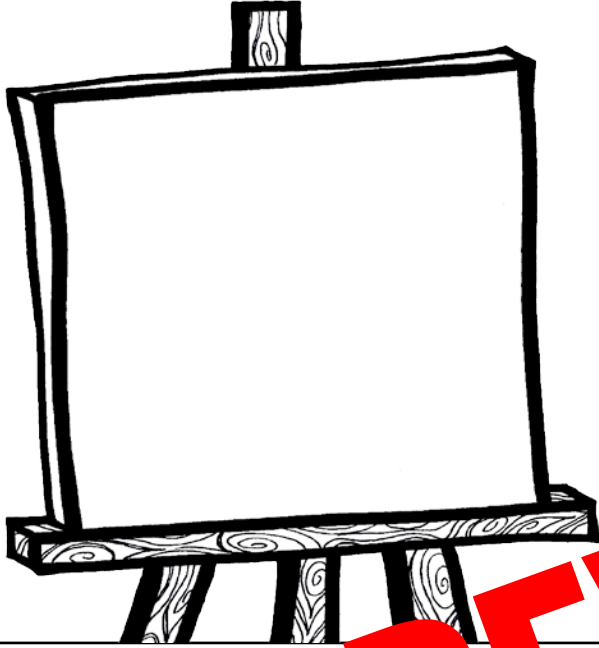
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**PREVIEW**

Name: \_\_\_\_\_

## WEEKLY WORD SKETCH

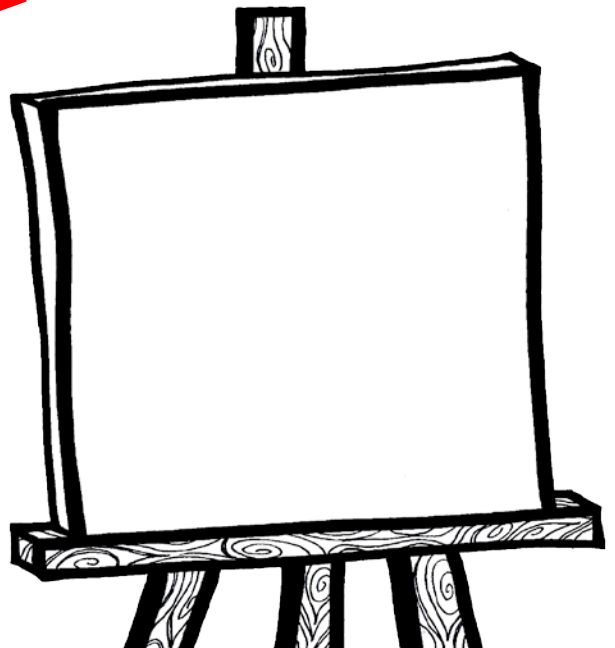
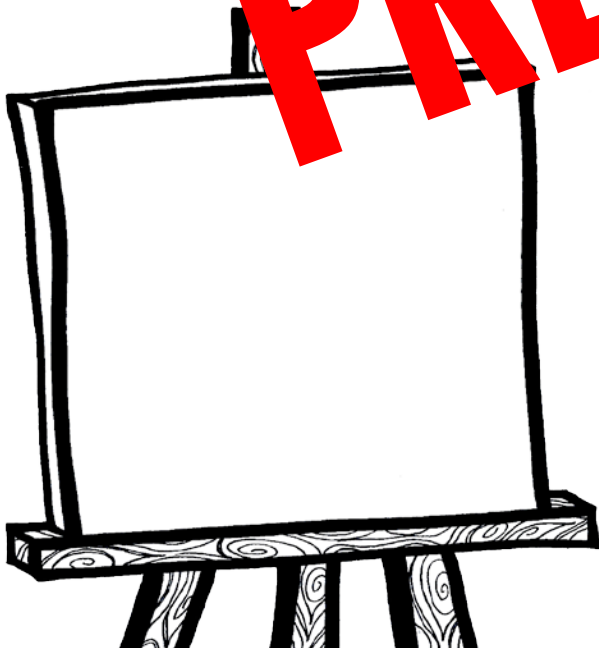
Directions: Draw a picture to show what each word means to you.



**PREVIEW**

loss

enched



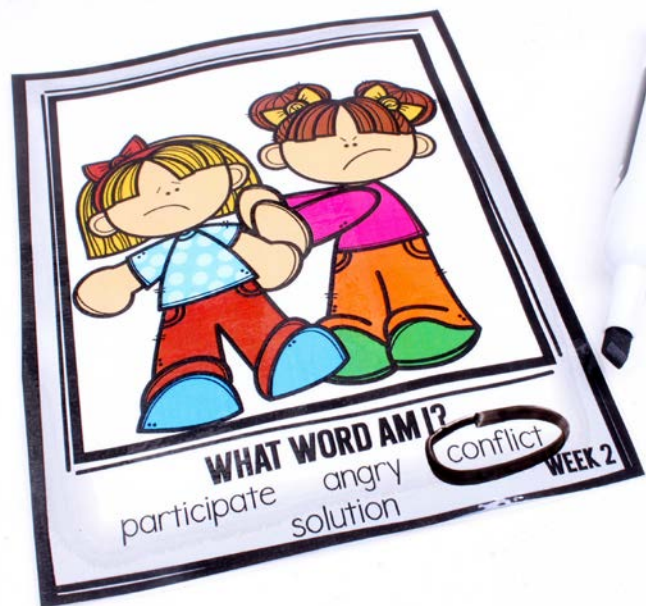
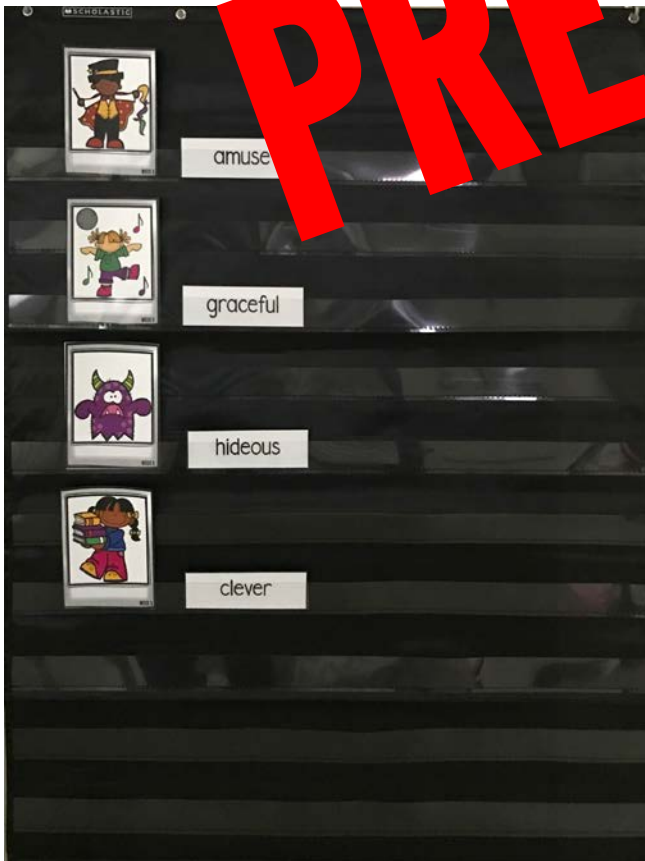
frustrated

feeble

# 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, creating an oral vocabulary challenge. If you would like, you can laminate the picture cards and have students circle which word they assigned each picture with dry erase markers. This would also make a great small-group activity or center.





**WHAT WORD AM I?**

harsh    drenched  
frustrated    feeble

4.2

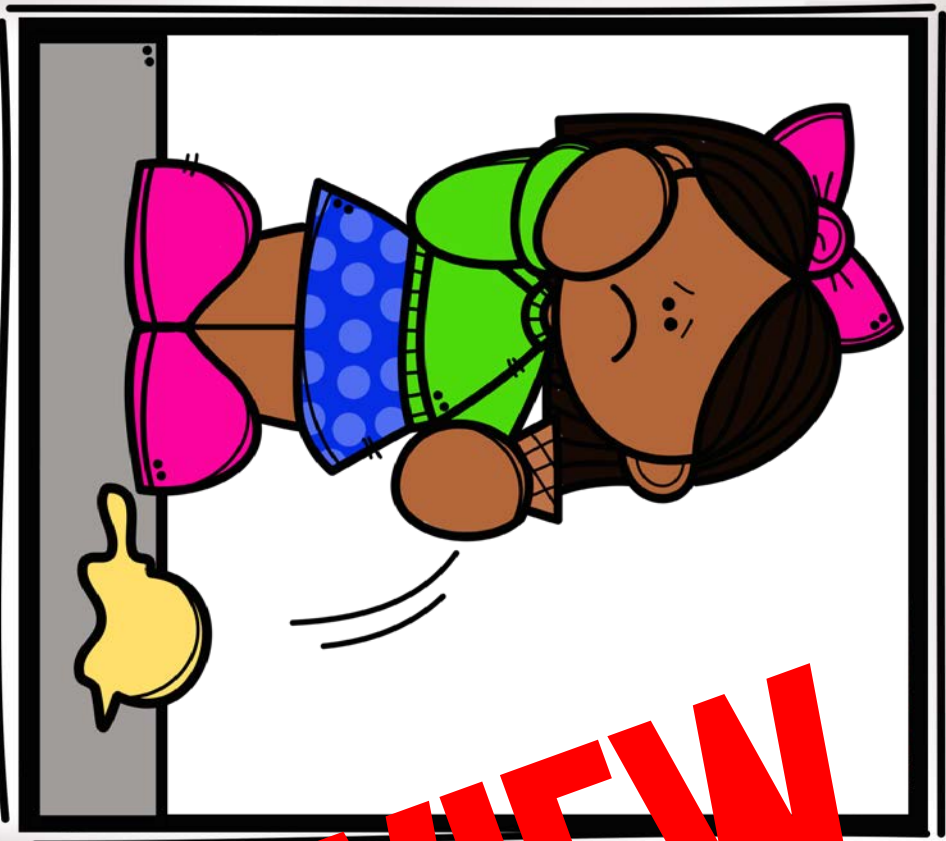


**WHAT WORD AM I?**

harsh    drenched  
frustrated    feeble

4.2





**WHAT WORD AM I?**

harsh    drenched

frustrated    feeble

4.2

**PREVIEW**



**WHAT WORD AM I?**

harsh    drenched

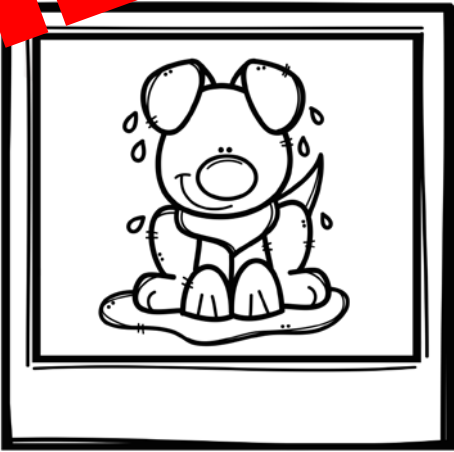
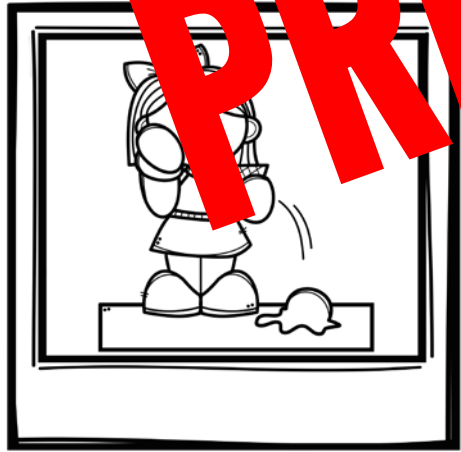
frustrated    feeble

4.2

Name: \_\_\_\_\_

# LABEL THE PHOTOGRAPH

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



PREVIEW

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harsh	drenched	frustrated	feeble
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Name: \_\_\_\_\_

## WORD CRAYONS

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



harsh



unhappy



frustrated



feeble

# harsh

Ruthless name-calling will hurt others' feelings and sadden their hearts.

# drenched

I wanted to eat my chicken nuggets, but they were soaked in ketchup.

# frustrated

I felt discouraged when I couldn't reach the book I wanted in the library.

# feeble

My frail grandmother is very ill.

# OPTIONAL VOCABULARY CARDS FOR WORD WALL OR NOTEBOOKS

The following cards can be used for a vocabulary word wall in your classroom, OR they can be put into personal vocabulary notebooks for the students. This is not part of the weekly lesson plans, but this could certainly be included during Lesson 1 or even at the end of each week after students have really had a lot of exposure and experience using the week's words. Each of the four focus words have been printed with the kid-friendly definition. You'll notice that there is no picture included at the top of each word card. Word walls are most effective when ownership of the wall is given to the students. You can choose a student or group of students each week to illustrate the weekly focus words for the word wall. This helps the students remember and "own" each word with a deeper sense of understanding for its meaning. You can also use these word cards in personal vocabulary notebooks for your students. Each week, students can glue the word cards into 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.



# VOCABULARY CARDS WEEK 2

harsh

cruel or unkind

drenched

to be completely covered

**PREVIEW**

frustrated

annoyed and upset

feeble

having little strength

# 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.*

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.

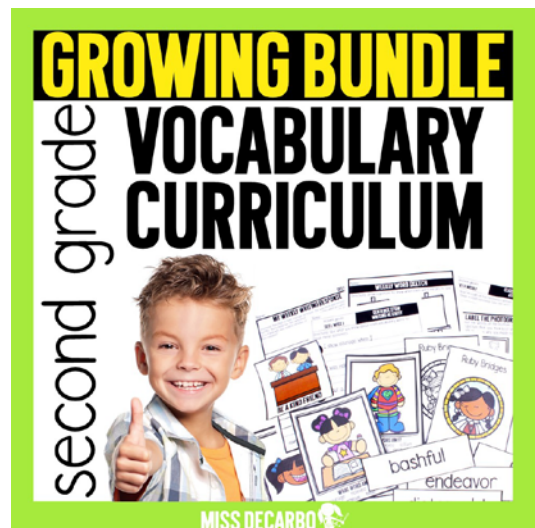
Beck, I. L. (2013). *Bringing Words to Life, Second Edition: Robust Vocabulary Instruction*. Guilford Publications, Incorporated.

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.

[illegible][illegible]

# GET SET 1, SET 2, AND SET 3 BY CLICKING BELOW:

## VOCABULARY CURRICULUM

first grade set 1



My Weekly Word Book

The Talent Show

The Talent Show

Is this dress hideous? Lucy asked.

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

"You're all special. Be ballerina. Cart comes."

clever ideas

Nanda can always

I love that spider

LESSON PLANS

WEEKLY ROUTINE

DIGITAL BOOKS


HANDS-ON APPLICATION

WORD PLAY

MISS DECARBO

## VOCABULARY CURRICULUM

first grade set 2



adore

Beth bit her nails as she walked into her new classroom. She was feeling bashful. "Welcome!" Mrs. Jack said. Beth's face started to flush. All hands, she felt flustered. Find a place to sit. Then, Rita smiled. It was going to be a first day!


LESSON 4: WORD PLAY

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

MISS DECARBO

## VOCABULARY CURRICULUM

first grade set 3



Let's review the major rules for recess," said Mrs. 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 slider is hanging from the green slide, I'll let you know. In case there's fun!"

major rules for

required

assist

voluntary

similar

necessary

crucial

compar

significant

minor

mandat

present

LESSON PLANS

WEEKLY ROUTINE

DIGITAL BOOKS

HANDS-ON APPLICATION

WORD PLAY

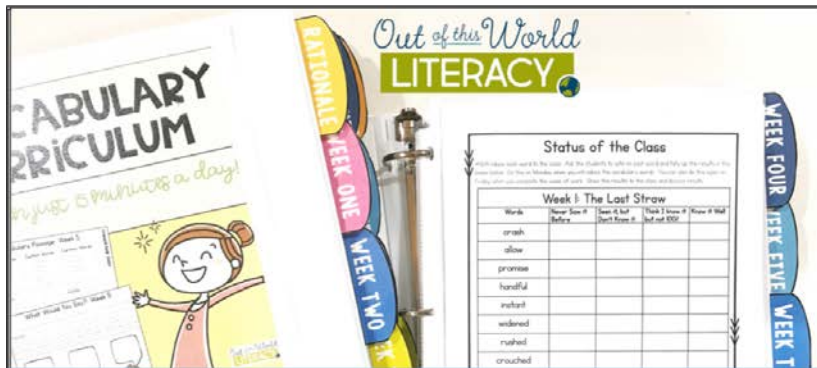
MISS DECARBO



# THIS RESOURCE IS PART OF A VERTICAL CURRICULUM

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

[TEACHVOCAB.COM](http://TEACHVOCAB.COM)



## VOCABULARY CURRICULUM



## STUDENT PRACTICE

Vocabulary Passage: Week 5		Associating Words: Week 2	
Basic Words	Context Words	Common Words	
1. anxious	1. anxious	1. anxious	
2. worried	2. worried	2. worried	
3. nervous	3. nervous	3. nervous	
4. fearful	4. fearful	4. fearful	
5. terrified	5. terrified	5. terrified	
6. petrified	6. petrified	6. petrified	
7. horrified	7. horrified	7. horrified	
8. shocked	8. shocked	8. shocked	
9. stunned	9. stunned	9. stunned	
10. amazed	10. amazed	10. amazed	
11. astonished	11. astonished	11. astonished	
12. dumbfounded	12. dumbfounded	12. dumbfounded	
13. flabbergasted	13. flabbergasted	13. flabbergasted	
14. appalled	14. appalled	14. appalled	
15. horrified	15. horrified	15. horrified	
16. shocked	16. shocked	16. shocked	
17. stunned	17. stunned	17. stunned	
18. amazed	18. amazed	18. amazed	
19. astonished	19. astonished	19. astonished	
20. dumbfounded	20. dumbfounded	20. dumbfounded	
21. flabbergasted	21. flabbergasted	21. flabbergasted	
22. appalled	22. appalled	22. appalled	
23. horrified	23. horrified	23. horrified	
24. shocked	24. shocked	24. shocked	
25. stunned	25. stunned	25. stunned	
26. amazed	26. amazed	26. amazed	
27. astonished	27. astonished	27. astonished	
28. dumbfounded	28. dumbfounded	28. dumbfounded	
29. flabbergasted	29. flabbergasted	29. flabbergasted	
30. appalled	30. appalled	30. appalled	
31. horrified	31. horrified	31. horrified	
32. shocked	32. shocked	32. shocked	
33. stunned	33. stunned	33. stunned	
34. amazed	34. amazed	34. amazed	
35. astonished	35. astonished	35. astonished	
36. dumbfounded	36. dumbfounded	36. dumbfounded	
37. flabbergasted	37. flabbergasted	37. flabbergasted	
38. appalled	38. appalled	38. appalled	
39. horrified	39. horrified	39. horrified	
40. shocked	40. shocked	40. shocked	
41. stunned	41. stunned	41. stunned	
42. amazed	42. amazed	42. amazed	
43. astonished	43. astonished	43. astonished	
44. dumbfounded	44. dumbfounded	44. dumbfounded	
45. flabbergasted	45. flabbergasted	45. flabbergasted	
46. appalled	46. appalled	46. appalled	
47. horrified	47. horrified	47. horrified	
48. shocked	48. shocked	48. shocked	
49. stunned	49. stunned	49. stunned	
50. amazed	50. amazed	50. amazed	
51. astonished	51. astonished	51. astonished	
52. dumbfounded	52. dumbfounded	52. dumbfounded	
53. flabbergasted	53. flabbergasted	53. flabbergasted	
54. appalled	54. appalled	54. appalled	
55. horrified	55. horrified	55. horrified	
56. shocked	56. shocked	56. shocked	
57. stunned	57. stunned	57. stunned	
58. amazed	58. amazed	58. amazed	
59. astonished	59. astonished	59. astonished	
60. dumbfounded	60. dumbfounded	60. dumbfounded	
61. flabbergasted	61. flabbergasted	61. flabbergasted	
62. appalled	62. appalled	62. appalled	
63. horrified	63. horrified	63. horrified	
64. shocked	64. shocked	64. shocked	
65. stunned	65. stunned	65. stunned	
66. amazed	66. amazed	66. amazed	
67. astonished	67. astonished	67. astonished	
68. dumbfounded	68. dumbfounded	68. dumbfounded	
69. flabbergasted	69. flabbergasted	69. flabbergasted	
70. appalled	70. appalled	70. appalled	
71. horrified	71. horrified	71. horrified	
72. shocked	72. shocked	72. shocked	
73. stunned	73. stunned	73. stunned	
74. amazed	74. amazed	74. amazed	
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76. dumbfounded	76. dumbfounded	76. dumbfounded	
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78. appalled	78. appalled	78. appalled	
79. horrified	79. horrified	79. horrified	
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88. shocked	88. shocked	88. shocked	
89. stunned	89. stunned	89. stunned	
90. amazed	90. amazed	90. amazed	
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92. dumbfounded	92. dumbfounded	92. dumbfounded	
93. flabbergasted	93. flabbergasted	93. flabbergasted	
94. appalled	94. appalled	94. appalled	
95. horrified	95. horrified	95. horrified	
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101. flabbergasted	101. flabbergasted	101. flabbergasted	
102. appalled	102. appalled	102. appalled	
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104. shocked	104. shocked	104. shocked	
105. stunned	105. stunned	105. stunned	
106. amazed	106. amazed	106. amazed	
107. astonished	107. astonished	107. astonished	
108. dumbfounded	108. dumbfounded	108. dumbfounded	
109. flabbergasted	109. flabbergasted	109. flabbergasted	
110. appalled	110. appalled	110. appalled	
111. horrified	111. horrified	111. horrified	
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113. stunned	113. stunned	113. stunned	
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118. appalled	118. appalled	118. appalled	
119. horrified	119. horrified	119. horrified	
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255. horrified	255. horrified	255. horrified	
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258. amazed	258. amazed	258. amazed	
259. astonished	259. astonished	259. astonished	
260. dumbfounded	260. dumbfounded	260. dumbfounded	
261. flabbergasted	261. flabbergasted	261. flabbergasted	
262. appalled	262. appalled	262. appalled	
263. horrified	263. horrified	263. horrified	
264. shocked	264. shocked	264. shocked	
265. stunned	265. stunned	265. stunned	
266. amazed	266. amazed	266. amazed	
267. astonished	267. astonished	267. astonished	
268. dumbfounded	268. dumbfounded	268. dumbfounded	
269. flabbergasted	269. flabbergasted	269. flabbergasted	
270. appalled	270. appalled	270. appalled	
271. horrified	271. horrified	271. horrified	
272. shocked	272. shocked	272. shocked	
273. stunned	273. stunned	273. stunned	
274. amazed	274. amazed	274. amazed	
275. astonished	275. astonished	275. astonished	
276. dumbfounded	276. dumbfounded	276. dumbfounded	
277. flabbergasted	277. flabbergasted	277. flabbergasted	
278. appalled	278. appalled	278. appalled	
279. horrified	279. horrified	279. horrified	
280. shocked	280. shocked	280. shocked	
281. stunned	281. stunned	281. stunned	
282. amazed	282. amazed	282. amazed	
283. astonished	283. astonished	283. astonished	
284. dumbfounded	284. dumbfounded	284. dumbfounded	
285. flabbergasted	285. flabbergasted	285. flabbergasted	
286. appalled	286. appalled	286. appalled	
287. horrified	287. horrified	287. horrified	
288. shocked	288. shocked	288. shocked	
289. stunned	289. stunned	289. stunned	
290. amazed	290. amazed	290. amazed	
291. astonished	291. astonished	291. astonished	
292. dumbfounded	292. dumbfounded	292. dumbfounded	
293. flabbergasted	293. flabbergasted	293. flabbergasted	
294. appalled	294. appalled	294. appalled	
295. horrified	295. horrified	295. horrified	
296. shocked	296. shocked	296. shocked	
297. stunned	297. stunned	297. stunned	
298. amazed	298. amazed	298. amazed	
299. astonished	299. astonished	299. astonished	
300. dumbfounded	300. dumbfounded	300. dumbfounded	
301. flabbergasted	301. flabbergasted	301. flabbergasted	
302. appalled	302. appalled	302. appalled	
303. horrified	303. horrified		

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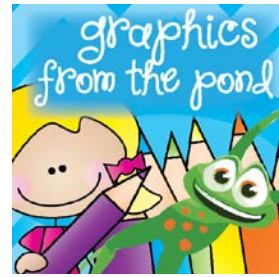
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