

VOCABULARY CURRICULUM

second grade set 2

LESSON PLANS

WEEKLY ROUTINE

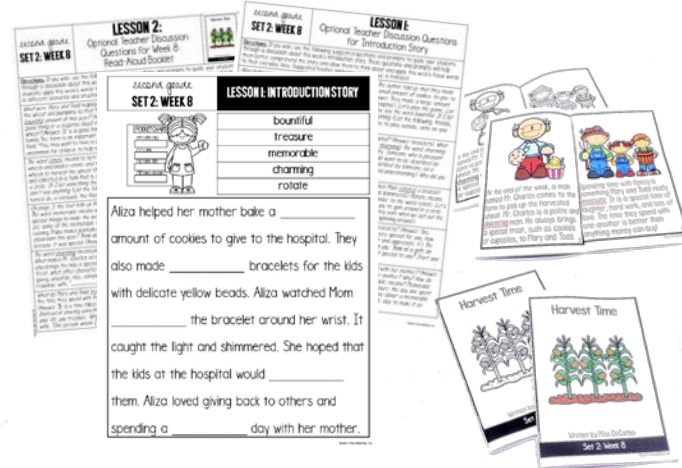
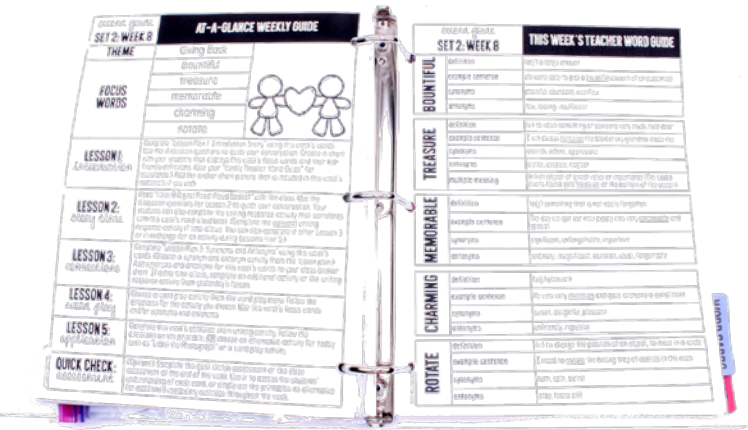
DIGITAL BOOKS

HANDS-ON APPLICATION

WORD PLAY



WEEKLY MATERIALS INCLUDE:



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

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



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

DIGITAL BOOKS FOR PC & MAC

with teacher discussion questions

Chester Greenwood

biography



Written by Miss DeCarbo

Set 2: Week 6

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



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

1



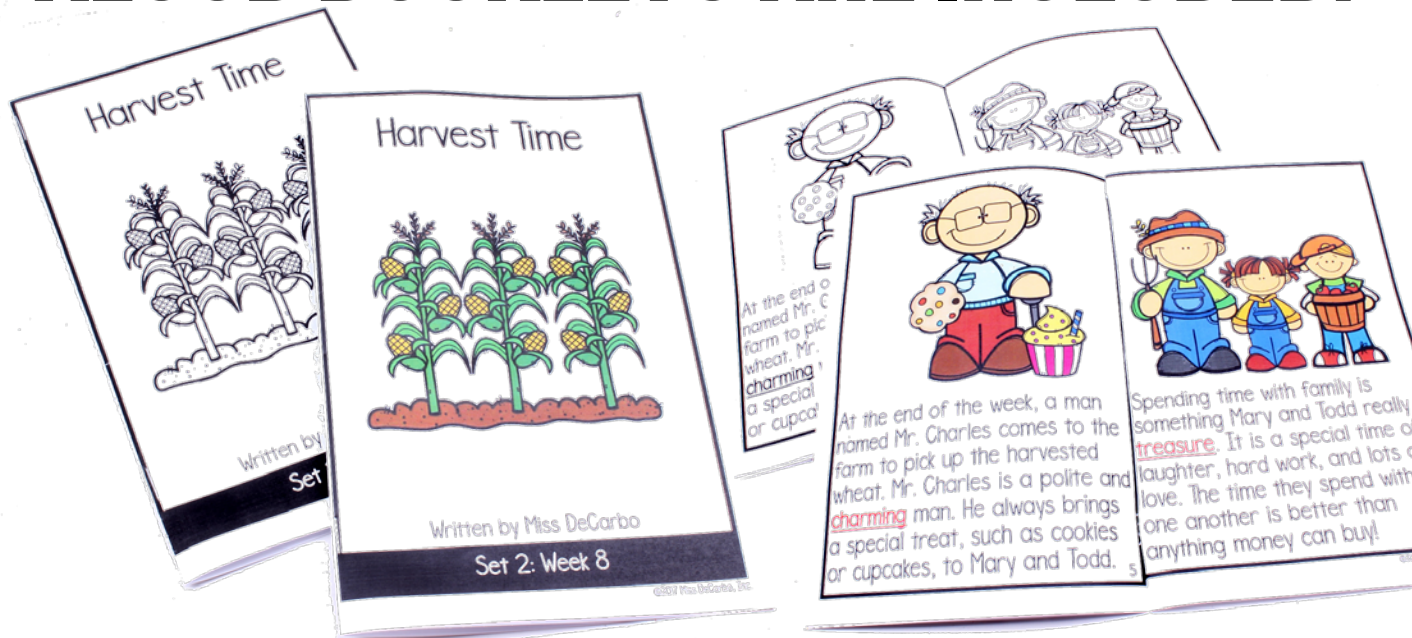
Chester tried to take great **caution** to keep his ears from freezing or getting frostbite. He knew he had to do something to keep his ears warm. He tried to wrap a scarf around his head, but the scarf was itchy. It was also bulky and kept falling off.

2

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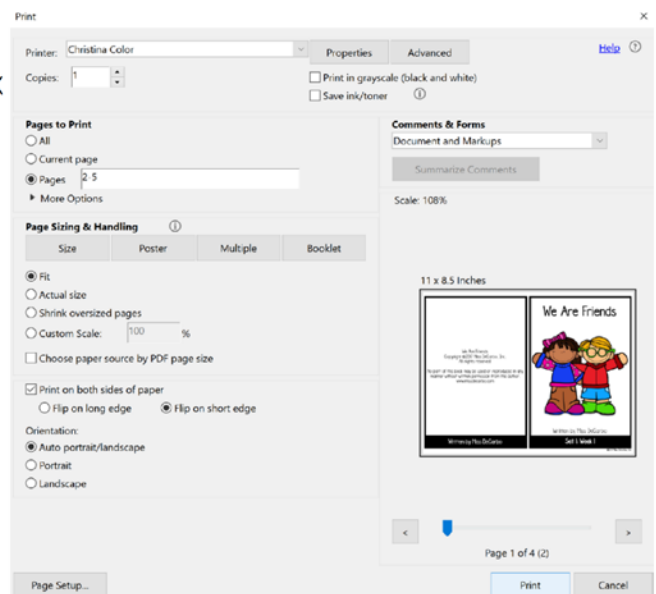
PRINTABLE VERSIONS OF THE READ-ALoud BOOKLETS ARE INCLUDED!



PRINTING INSTRUCTIONS FOR WEEKLY READ-ALoud BOOKLETS

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

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



EACH WEEK FOLLOWS A CONSISTENT ROUTINE

LESSON 1: <i>introduction</i>	<p>Create an anchor chart with your students that displays this week's words and definitions.</p> <p>Share the introduction story with your students, and complete Lesson 1.</p>
LESSON 2: <i>story time</i>	<p>Read the digital (or printable) booklet for the week, and use the discussion questions to guide your conversation with students.</p> <p>The students will complete an optional writing response activity that connects the story to their own lives.</p>
LESSON 3: <i>connections</i>	<p>Add this week's synonyms and antonyms to your anchor chart.</p> <p>Complete the synonym and antonym activity of your choice.</p>
LESSON 4: <i>word play</i>	<p>Choose an activity from the word play menu.</p>
LESSON 5: <i>application</i>	<p>Students will complete the sentence stem writing activity and apply this week's words to their everyday lives. (The teacher could also choose an activity off of the alternative options list instead.)</p>

MASTER LESSON PLANS FOR YOUR WEEKLY ROUTINE

<p>second grade</p> <p>INTRODUCTION</p>	<p>LESSON PLAN 1: INTRODUCTION STORY</p>	<p>second grade</p> <p>LESSON PLAN 2: WHOLE-GROUP READ-ALoud AND PRINTABLE MINI BOOK</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>Set Up: Write the week's introduction story on sentence strips. Place them in a pocket chart for the whole group to see. Also write them largely on an anchor chart. Draw a blank line for your sentence strips, just as it is shown on the story print. Place the word cards in a row above or below the pocket chart. Place the cards over the words in order of the word chart or on an anchor chart or on a document camera. The story on a pocket chart.</p>	<p>Materials:</p> <ul style="list-style-type: none"> digital booklet for this week OR a printed booklet <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 story each week.</p>
<p>"I have a story that I want to share with you. I'm going to need your help to find some words that will make sense in the blank space."</p> <p>Do NOT read the word cards yet. First, read the story. Then, ask the students, "Does anyone know a word that will make sense in the blank space?" The exercise helps students draw from their own knowledge. The exercise also exposes your students to words that they have thought of, used, or shared, had we only allowed them to put these known words into the blank space. This makes sense in the blank space.</p>	<p>second grade</p> <p>CONNECTIONS</p> <p>Materials:</p> <ul style="list-style-type: none"> weekly word chart you created on Day 1 (anchor chart) pocket chart synonym and antonym word cards for the week (optional) synonym and antonym sorting printable <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 straightforward and simple. The teacher will use the weekly teacher word guide to share words that mean the same and words that are different from the week's focus words. The list is minimal. (This frequently changes.) Since we want to expose students to synonyms and antonyms for the words, I will use the word cards. For instance, if a student learns the word "cooperate," the teacher will share the word "cooperate" and the word "cooperate."</p>	<p>Let's open up the file for the week. The files are found in the zip folder of this file. When you open the file, the files are ready for use. If you are using a color and black and white printable, the files are available.</p> <p>Anchor chart) that you made with the words. When needed.</p> <p>you today! It is a different story every week about our new words for the week. I'm very close because we are going to share our thoughts."</p> <p>Discuss the vocabulary and what it means. Reteach what the vocabulary words mean.</p>
<p>second grade</p> <p>WORD PLAY</p>	<p>LESSON PLAN 4: WORD PLAY ACTIVITY</p>	<p>second grade</p> <p>LESSON PLAN 5: SENTENCE STEM WRITING ACTIVITY</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. These also make excellent review activities!</p> <p>You can choose to work your way through all three activities over the next eight weeks and then repeat them, or complete the same activity for two or three weeks in a row. Use as many of them or as few of them as you would like. The choice is yours! These word play activities are also wonderful to use as additional or supplemental vocabulary activities if you want to mix up your weekly routine or add more activities to it. These word play activities would also make fantastic vocabulary activities that you can complete within a small group in order to challenge, differentiate, or provide extra practice.</p>	<p>Set Up: This lesson is completed independently by the students (with guidance from the teacher if needed). You will want to ensure that your weekly word chart (anchor chart) is available for you and your students to refer to if needed. Pass out a copy of the week's "Sentence Stems" writing printable. You may wish to model the first sentence with students, depending upon their needs and the time of the year.</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 2 include the following activities:</p> <ul style="list-style-type: none"> Word Wondering Word Artist Word Sing-Along Word Theater Word Chat Word Chant <p>Each word play activity has its own designated instruction/lesson plan page. I have typed out the directions, set-up, and materials you will need for each activity. Read through the activity of your choice, and complete it with your students.</p> <p>Important: The word play activities are designed to promote creativity and critical thinking. As a result, it's important to include as many synonyms and antonyms as you can within each of the word play activities you complete with your students. Simply teaching our students only the five focus words will limit their vocabulary acquisition. This resource is set up to be as expansive as you make it. The activities and lesson plans can accommodate more than the three focus words and even more than the number of synonym and antonyms I've listed on the Weekly Teacher Word Guides. Feel free to expose your students to as many synonyms and antonyms as you'd like, and encourage them to use those words during the word play activities. Your students do not need to be able to read or spell the vocabulary words independently. That is not the goal of this resource. The goal is for our students to see, hear, understand, and use as many new Tier 2 words as they can acquire. They will use these words within their everyday lives, apply them to new situations, experiences, and scenarios, and be able to comprehend and apply them as they become more capable, independent readers and writers.</p> <p>If you have extra time throughout the week, feel free to choose any of the word play activities to add to your daily schedule, revisit, and repeat! Have fun playing with words!</p>	<p>to use what you have learned about our new words to write your own sentences. The sentences will be all about you and your own life. I can't wait to see what you write.</p> <p>the week's "Sentence Stems" writing printable. Your students will be writing a sentence. The sentence has been "started" for the student with a sentence stem. For example, "I cooperate in my classroom by..." the sentence might say, "I cooperate in my classroom by..." and the student will complete the sentence on his or her own. This activity is a great way to apply their knowledge of the week's words independently and to their own vocabulary in context for the students, makes it meaningful, and allows them to understand the words in their own unique ways. It also gives students a process for students so that they can use each word in the correct way, apply their own critical thinking and original ideas. The activity eliminates the use of the word completely incorrectly. They will still, however, need to have a good understanding of what the word means in order to successfully complete the sentence and in context.</p> <p>completed their sentences, you can choose to have them share their sentences with the whole class, in partners, or in small groups. It is helpful for students to be able to share and model sentences with their peers. This allows them to hear each word in different ways, situations, scenarios, and experiences.</p> <p>Options: Below are several differentiation options that you can use with your students for your lesson plan.</p> <p>challenge for students by eliminating the sentence stems and having students write a sentence for each focus vocabulary word within their notebooks.</p> <p>same writing activity using this week's synonyms and antonyms. Students can choose to write in their vocabulary notebooks or on separate writing paper.</p> <p>to struggle with the sentence stem activity, model a sentence for the student. He can hear what the word sounds like aloud prior to writing his or her own sentence. For example, say, "I cooperate in my classroom by sharing the math games with my friends." Ask the student, "What do you do to cooperate in our classroom?" Help the student write a similar sentence with his or her own idea and thoughts. As students gain confidence with the activity, their confidence and sentence writing abilities will increase, too.</p>	<p>to use what you have learned about our new words to write your own sentences. The sentences will be all about you and your own life. I can't wait to see what you write.</p> <p>the week's "Sentence Stems" writing printable. Your students will be writing a sentence. The sentence has been "started" for the student with a sentence stem. For example, "I cooperate in my classroom by..." the sentence might say, "I cooperate in my classroom by..." and the student will complete the sentence on his or her own. This activity is a great way to apply their knowledge of the week's words independently and to their own vocabulary in context for the students, makes it meaningful, and allows them to understand the words in their own unique ways. 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As students gain confidence with the activity, their confidence and sentence writing abilities will increase, too.</p>

LESSON 1: INTRODUCTION

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

memorable

bountiful

treasure

charming

rotate

Aliza helped her mother bake a _____

amount of cookies to give to the hospital. They

also made _____ bracelets for the kids

with delicate yellow beads. Aliza

_____ the bracelet around

caught the light and shimmered.

kids at the hospital would _____

loved giving back to others and

Aliza helped her

amount of cookies to give to the hospital. They

also made _____ charming _____ bracelets for the kids

with delicate yellow beads. Aliza watched Mom

_____ rotate _____ the bracelet around her wrist. It

caught the light and shimmered. She hoped that the

kids at the hospital would _____ treasure _____ them. Aliza

loved giving back to others and spending a

_____ memorable _____ day with her mother.

second grade

SET 2: WEEK 8

LESSON 1:

Optional Teacher Discussion Questions for Introduction Story

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

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

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

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

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

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

second grade
SET 2: WEEK 8

LESSON 1: INTRODUCTION STORY



bountiful
treasure
memorable
charming
rotate

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

LESSON 2: STORY TIME

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



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



Spending time with something so special, Mr. Charles is a treasure. It's a laughter, happy love. The time one another anything more

Name: _____

MY WEEKLY WRITING RESPONSE

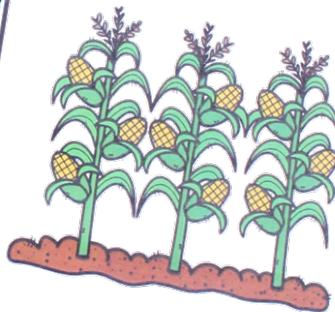
Directions: Think about a time when you shared a memorable moment with someone you treasure. What did you do with this special, treasured person that made the day memorable? Write about your day or moment below. If you can, try to use some of the words at the bottom of your paper in your writing.

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

bountiful

treasure

Harvest Time



Written by Miss DeCarbo

Set 2: Week 8

second grade
SET 2: WEEK 8

LESSON 2: Optional Teacher Discussion Questions for Week 8 Read-Aloud Booklet



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

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

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

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

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

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

LESSON 3: CONNECTIONS

Share, discuss, and sort synonyms and antonyms.

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



treasure

appreciate

adore

neglect

despise

bountiful

plentiful

abundant

lacking

insufficient

memorable

unforgettable

significant

ordinary

forgettable

charming

delightful

sweet

rotate

swivel

turn

spin

pivot

SYNONYM AND ANTONYM WORD SORT

Name: _____

second grade

SET 2: WEEK 8

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

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

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

Aliza helped her mother bake a plentiful

amount of cookies to give to the hospital. They

made delightful bracelets for the kids

delicate yellow beads. Aliza watched Mom

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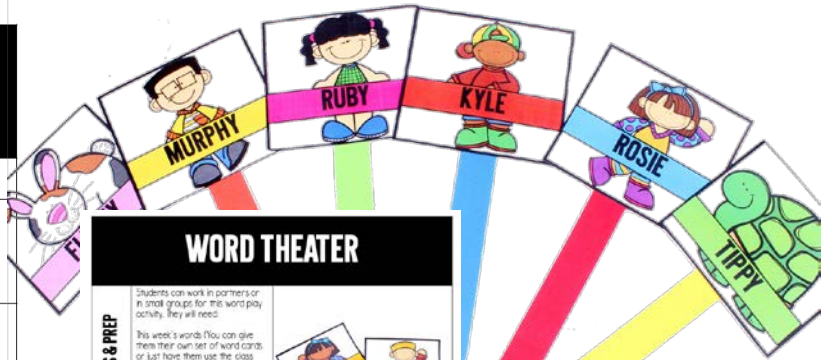
y with her mother.

LESSON 4: WORD PLAY

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

second grade SET 2 WORD PLAY MENU

NAME OF ACTIVITY	PAGE
Word Wonderings (Critical Thinking and Oral Language Game) Students provide clues in order to get the "word wonderer" to guess the secret word.	49
Word Artist The word artist illustrates a word and tries to get the group, class, or partner to guess the word before the timer runs out.	51
Word Sing-Along Use the song to practice synonyms connected to the focus words.	53
Word Theater (Dramatic Play Word Play Activity) Use popsicle stick characters to act out a story using the words.	
Word Chat (Oral Discussion Word Play Activity) Use the word picture cards for an oral language discussion.	
Word Chant Practice learning synonyms and antonyms through a chant.	



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 set of word cards or just have them use the class anchor chart to refer to.)

Blank squares for students to create their own popsicle stick characters or pre-made popsicle stick characters (Print and cut the puppets, and glue them to craft sticks.)

HOW TO PLAY

This activity is a dramatic collaboration and role-play. Popsicle stick characters can work together to tell a story or simply act out a story. Students have fun, use their imaginations, and will be using the words in a meaningful way.

Encourage students to use their words in a story that they can act out. You can also focus on the synonyms and antonyms.

For students who struggle to write, you can have them act out the story. To challenge some students, you can have them act out the story using only the words from the anchor chart.

EXTENSION

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SYNONYM SING-ALONG

Tune: The Farmer in the Dell

Let's sing the word

Let's sing the word

It means the same as

WORD CHAT

MATERIALS & PREP

This word play activity can be completed as a whole-group activity, in partners, or in small groups. Print and cut out the word cards (found within each week's materials), and display them on an anchor chart or in your pocket chart.

You will also need your weekly word cards for this activity.

Students will engage in a discussion about which of this week's words can be used to label each picture. The words are purposefully NOT printed on the pictures 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 student can justify their reasoning through their oral explanations. You can also have students assign the synonyms and antonyms cards to each picture as an extension activity and/or a vocabulary challenge. Ask the students to look at all five pictures. Go over this week's words. Which of these five pictures shows us what means? Why? For example, the student might say that a picture of students playing a math game shows us the meaning of the word cooperate because the students are working together to play the game.

Optional: Each week's "Label the Photograph" printable is a nice follow-up to this word play activity.

For students who struggle to write, you can give them a list of the definitions to help them assign a picture to each word. For example, in Week 1, you may say, "The word cooperate means to work together. Which of these five pictures shows people working together?" The students may then say that the picture of the kids playing a math game shows cooperation. Then, you can discuss other ways your students work together throughout their day in order to cooperate.

You can also have students assign the synonym and antonym cards to each picture as an extension activity and/or a vocabulary challenge for students.

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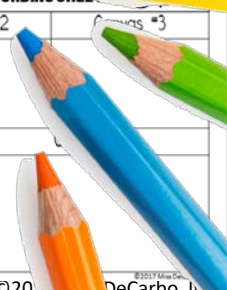
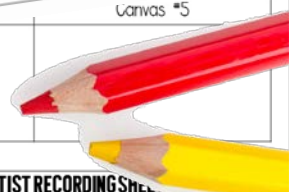
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You can also have students assign the synonym and antonym cards to each picture as an extension activity and/or a vocabulary challenge for students.

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adore



LESSON 5: APPLICATION

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

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

Foreground Worksheet (Yellow):

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

Background Worksheet (White):

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

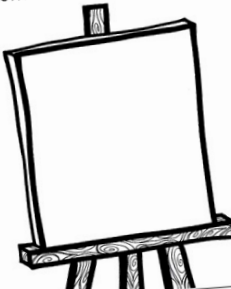
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2 VERSIONS OF OPTIONAL ASSESSMENTS ARE INCLUDED

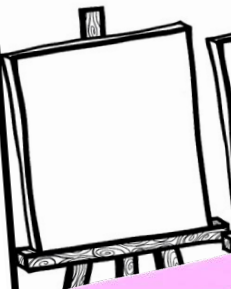
Name: _____

WEEKLY WORD SKETCH

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


bountiful


charming







Name: _____

second grade
SET 2: WEEK 8

SENTENCE STEM WRITING ACTIVITY

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

- 1 We ate a bountiful feast of _____
- 2 The toy I treasure most is _____
- 3 My most memorable day at school was when _____
- 4 The prince was charming because he _____

Name: _____

second grade
SET 2: WEEK 8

CLOZE VOCABULARY ASSESSMENT

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

WORD BANK		
rotate	treasure	charming
	bountiful	memorable

- 1 There was a bountiful amount of flowers in the vase.
- 2 I will always treasure the necklace my grandmother gave me on my birthday.
- 3 Carl had a great smile and a charming personality.
- 4 It takes 365 days for Earth to rotate around the Sun.
- 5 _____ was a memorable day.

ALTERNATIVE & ADDITIONAL ACTIVITIES

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

Name of Activity	Ideas for Use
Oral Discussion “Word Chat” Activity	This oral language/class discussion activity encourages critical thinking and fits nicely into Lesson 3 as a follow-up activity, in exchange for the activity in Lesson 4, or as an additional activity to your week.
“Label the Photograph”	This is a great follow-up to the “Word Chat” activity. It can also be easily used as a differentiated assessment, independent work, or placed within a literacy center with the picture cards.
Vocabulary Notebook	Have students illustrate the vocabulary cards for the week and paste them into personal vocabulary notebooks. Students can write synonyms and antonyms beside each word card in their notebooks.
Quick Sketch or Cloze Assessment	The quick sketch page and the cloze assessment page was designed to be used as optional, end-of-the-week assessments. However, these pages can also be used as additional activities for the week or in exchange for one of the lesson plan activities.

SECOND GRADE WORD LIST: SET 2

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

second grade
SET 2: WEEK 8

AT-A-GLANCE WEEKLY GUIDE

THEME

Giving Back

FOCUS WORDS

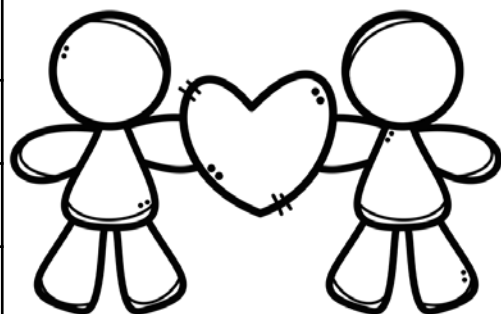
bountiful

treasure

memorable

charming

rotate



LESSON 1: *introduction*

Complete "Lesson Plan 1: Introduction Story" using this week's words. Use the discussion questions to guide your conversation. Create a chart with your students that displays this week's focus words and their kid-friendly definitions. (Use your "Weekly Teacher Word Guide" for assistance.) Add the anchor chart picture that is included in this week's materials if you wish.

LESSON 2: *story time*

Read "Week 8 Digital Read-Aloud Book" with the class. Use the discussion questions for Lesson 2 to guide your conversation. Your students can also complete the writing response activity that correlates with this week's read-aloud book. Complete the writing response activity if time allows. You can also complete it after Lesson 3 or in a writing center during Lesson 4 or 5.)

LESSON 3: *connections*

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

LESSON 4: *word play*

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

LESSON 5: *application*

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

QUICK CHECK: *assessment*

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

PREVIEW

second grade
SET 2: WEEK 8

THIS WEEK'S TEACHER WORD GUIDE

BOUNTIFUL	definition	(adj.) a large amount
	example sentence	We were able to pick a <u>bountiful</u> amount of strawberries!
	synonyms	plentiful, abundant, overflow
	antonyms	few, lacking, insufficient

TREASURE	definition	(v.) to value something or someone very much, hold dear
	example sentence	I will always <u>treasure</u> the blanket my grandma made me.
	synonyms	cherish, adore, appreciate
	antonyms	dislike, despise, neglect
	multiple meaning	(n.) an object of great value or importance (The scuba divers found gold <u>treasure</u> at the bottom of the ocean.)

MEMORABLE	definition	(adj.) something that is not easily forgotten
	example sentence	The day we got our puppy was very <u>memorable</u> and special!
	synonyms	significant, noteworthy, important
	antonyms	ordinary, insignificant, common, usual, forgettable

CHARMING	definition	(adj.) pleasant
	example sentence	He was very <u>charming</u> and gave everyone a compliment.
	synonyms	sweet, delightful, pleasant
	antonyms	unfriendly, repulsive

ROTATE	definition	(v.) to change the position of an object, to move in a circle
	example sentence	I need to <u>rotate</u> the baking tray of cookies in the oven.
	synonyms	turn, spin, swivel
	antonyms	stay, leave still

PREVIEW

second grade
SET 2: WEEK 8

LESSON 1: INTRODUCTION STORY



bountiful

treasure

memorable

charming

rotate

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

second grade
SET 2: WEEK 8

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



bountiful

treasure

memorable

charming

rotate

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

Name _____

second grade
SET 2: WEEK 8

LESSON 1: INTRODUCTION STORY
STUDENT COPY

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

bountiful

treasure

memorable

charming

rotate

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

second grade
SET 2: WEEK 8

LESSON I:

Optional Teacher Discussion Questions for Introduction Story

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

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

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

According to the text, what did Aliza notice about the bracelet when she was putting a bracelet around her wrist? (Answer: She noticed that it caught the light and shimmered.) *Rotate means to change position or move around. Spin, revolve, and turn are similar to the word rotate. Let's stand up and act out the word rotate. When I say, "Rotate!" I want you to spin around in a circle three times. Be careful and keep your feet together so that we can all stay safe when we act out the word rotate.* (Provide time for the students to rotate their bodies by spinning around.)

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

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

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

bountiful

2.8

treasure

2.8

memorable

2.8

charming

2.8

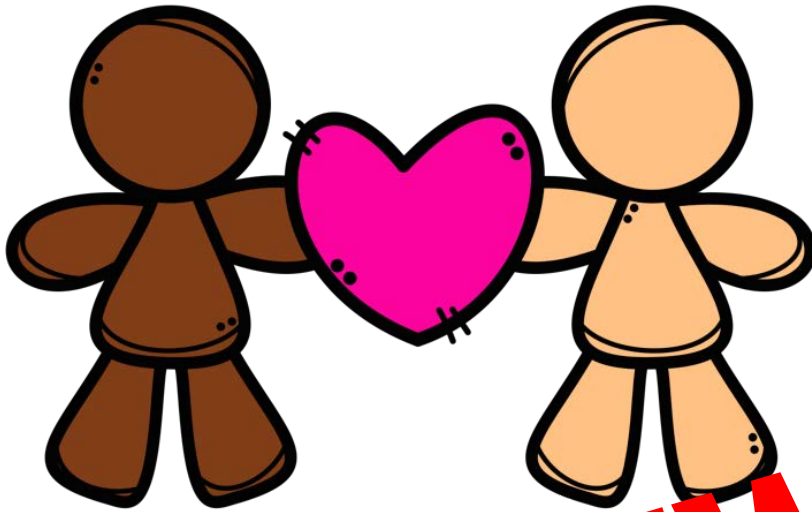
rotate

2.8

second grade
SET 2: WEEK 8

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

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



GIVING BACK

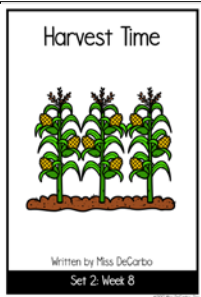


GIVING BACK

second grade
SET 2: WEEK 8

LESSON 2:

Optional Teacher Discussion Questions for Week 8 Read-Aloud Booklet



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

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

The word rotate means to turn around or spin. When Papa drives the combine harvester, the wheels and blades rotate and turn around. Explain how the combine harvester uses the blades and wheels to harvest the wheat. (Answer: As the blades and wheels rotate, or turn, the wheat is cut and collected in a tank that is on the combine harvester.) *Think about something that rotates, or move in a circle. If I list something that rotates, you say, "rotate." If I list something that doesn't rotate, don't say anything.* (List the following: a globe, the wheel, an elevator, a microwave that is turned on, a carousel, the floor of a house, the blades on a fan.)

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

The word charming means pleasant. On page 5, the author tells us about a charming character. What makes Mr. Charles so charming? (Answer: Mr. Charles is charming because he is polite. He is also brings the kids a special treat when he sees them.) *Since Mr. Charles brings the kids a special treat, what other character trait can be use to describe him?* (Possible answers: kind, generous, giving, unselfish, nice, considerate) *Who do you know in your life who is charming? Start your response with, "_____ is charming because...."*

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

Name:

MY WEEKLY WRITING RESPONSE

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

PREVIEW

bountiful	treasure	memorable	charming	rotate
-----------	----------	-----------	----------	--------

second grade

SET 2: WEEK 8

LESSON 3:

SYNONYM & ANTONYM CARDS

bountiful

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

plentiful

2.8

abundant

2.8

PREVIEW
lacking

2.8

insufficient

2.8

second grade

SET 2: WEEK 8

**LESSON 3:
SYNONYM & ANTONYM CARDS**

treasure

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

appreciate

2.8

adore

2.8

PREVIEW
despise

2.8

neglect

2.8

second grade

SET 2: WEEK 8

LESSON 3:

SYNONYM & ANTONYM CARDS

memorable

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

significant

2.8

unforgettable

2.8

PREVIEW
ordinary

2.8

forgettable

2.8

second grade

SET 2: WEEK 8

LESSON 3:

SYNONYM & ANTONYM CARDS

charming

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

sweet

2.8

delightful

2.8

unfriendly

2.8

repulsive

2.8

second grade
SET 2: WEEK 8

LESSON 3:
SYNONYM & ANTONYM CARDS

rotate

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

turn

2.8

spin

2.8

swivel

2.8

pivot

2.8

*NOTE: Antonyms are not included for this word. Four synonyms have been provided instead.

Name: _____

second grade
SET 2: WEEK 8

SYNONYM AND ANTONYM WORD SORT

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

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

focus word	synonyms	antonyms
bountiful		
treasure		
memorable		
charming		
rotate *This word has four synonyms and no antonyms.		

Name: _____

second grade
SET 2: WEEK 8

**SENTENCE STEM
WRITING ACTIVITY**

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

1 We ate a **bountiful** feast of _____

2 The toy I **treasure** most is _____

3 My most **memorable** day at school was when _____

4 The prince was **charming** because he _____

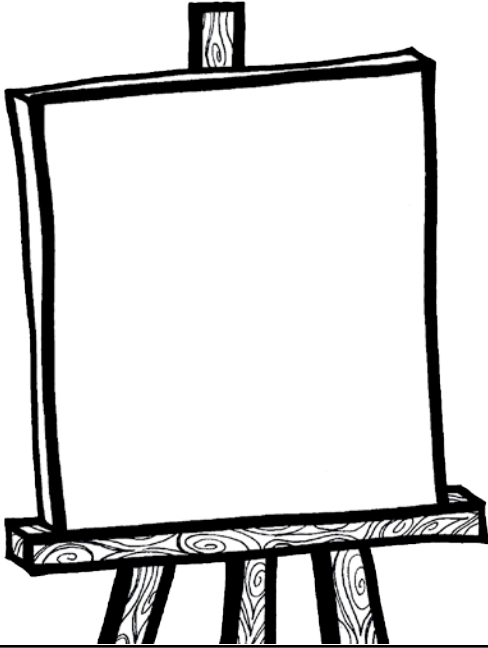
5 Can you **rotate** the _____

PREVIEW

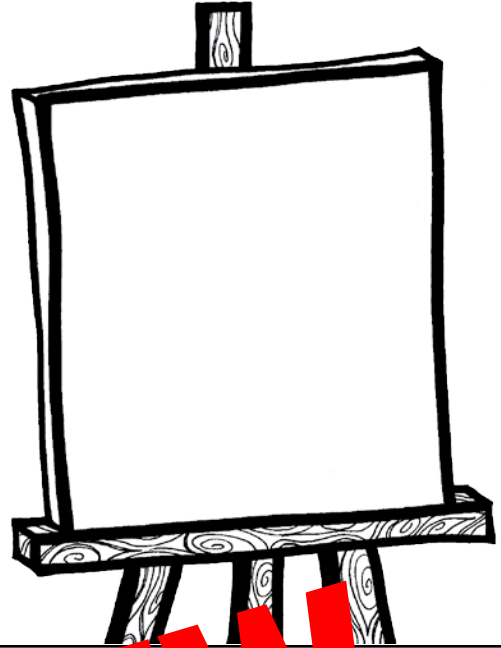
Name: _____

WEEKLY WORD SKETCH

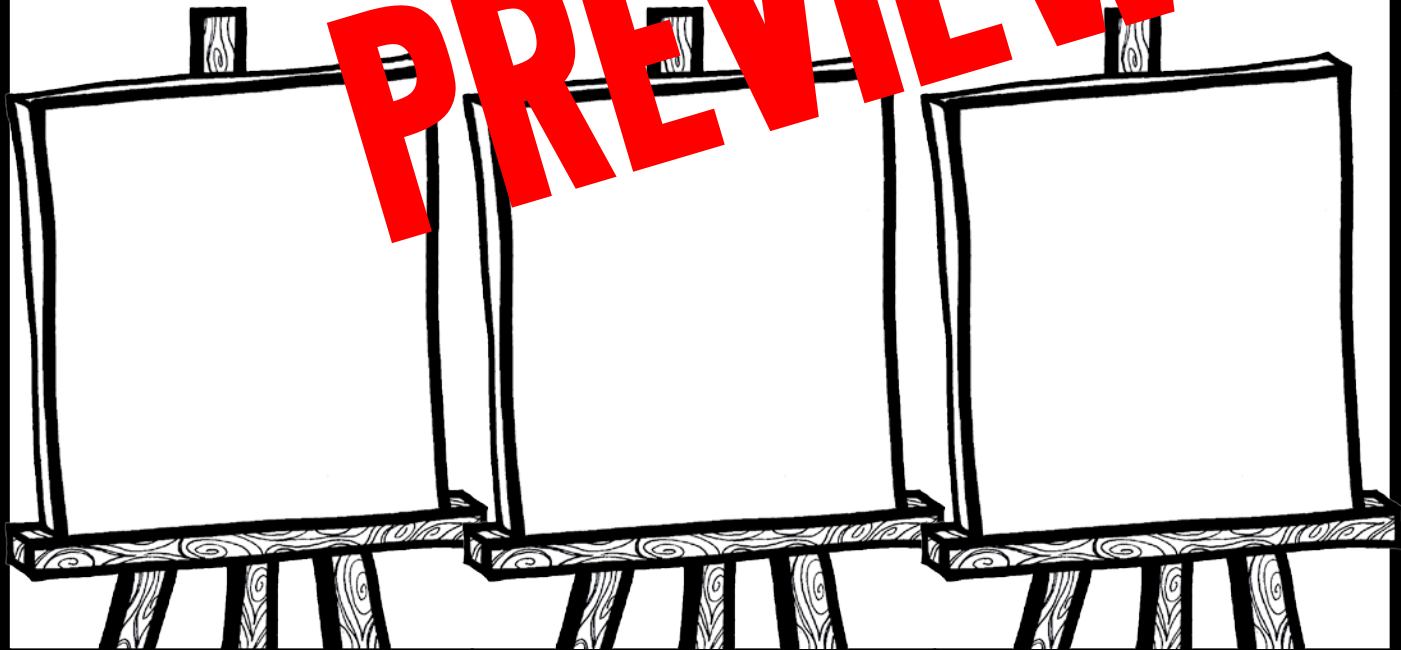
Directions: Draw a picture to show what each word means to you.



bountiful



cheering



memorable

treasure

rotate

Name: _____

second grade
SET 2: WEEK 8

**CLOZE VOCABULARY
ASSESSMENT**

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

WORD BANK	treasure	charming
rotate	bountiful	memorable

- 1** There was a _____ amount of flowers in the vase.
- 2** I will always _____ the necklace my great-grandmother gave me on my birthday.
- 3** Carl had a great time and _____ personal _____.
- 4** It takes 365 days for Earth to _____ around the Sun.
- 5** The day I was born was a _____ day for my entire family.

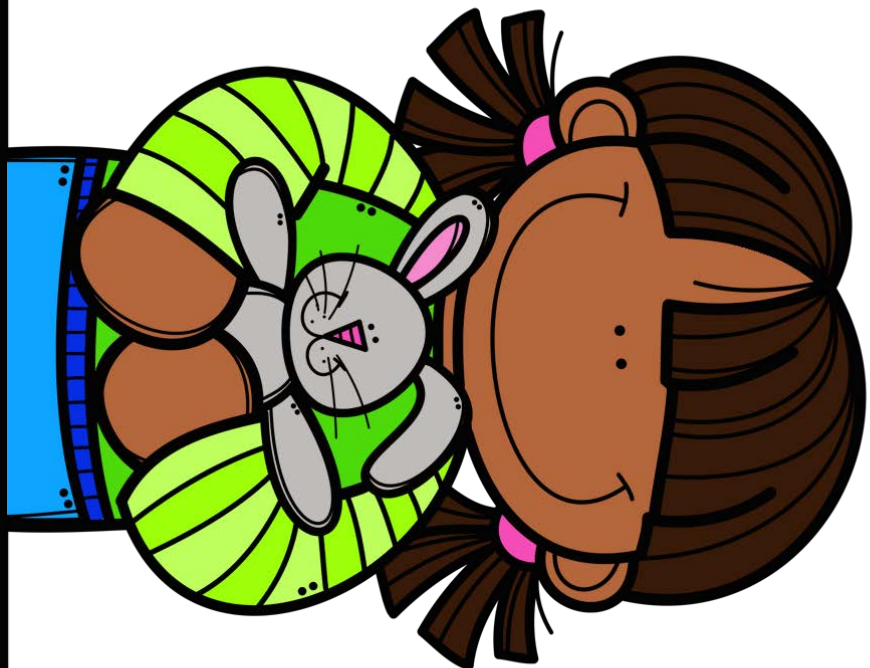
THE STUDENT COMPLETED _____ OUT OF 5 SENTENCES CORRECTLY.

PICTURE CARDS FOR WORD CHAT

WORD PLAY ACTIVITY

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





WHAT WORD AM I?

bountiful treasure charming
memorable rotate

2.8



PREVIEW

WHAT WORD AM I?

bountiful treasure charming
memorable rotate

2.8



WHAT WORD AM I?

bountiful treasure charming
memorable rotate **2.8**



PREVIEW

WHAT WORD AM I?

bountiful treasure charming
memorable rotate **2.8**

Name: _____

LABEL THE PHOTOGRAPH

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



PREVIEW

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bountiful	treasure	memorable	charming	rotate
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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 five 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 8

bountiful
a large amount

treasure memorable
to value something or someone that is not easily
someone very memorable forgotten

charming
pleasant and polite

rotate
to move in a circle

RATIONALE AND RESEARCH

Why was this resource created?

As primary teachers, we know the importance of vocabulary instruction for our beginning readers. It is no surprise that research tells us there is a direct correlation between vocabulary instruction and our students' reading comprehension skills (Anderson and Nagy, 1991). In fact, the following research studies show us how vital vocabulary instruction is within our classrooms:

- In a study by Cunningham and Stanovich (1997), the vocabulary skills of first-grade students predicted their reading achievement in their junior year of high school.
- A study by Hart & Risley in 1995 found that by the age of 3, many low SES children already displayed a large gap in vocabulary compared to peers of higher SES.
- Three years later, we learned that this gap in vocabulary was directly related to reading and comprehension success (Snow, 1998).

We want students to acquire new vocabulary words through the authentic books they read, the books we read to them, and through the rich and robust conversations they have with others. Using picture books that contain rich vocabulary was not a struggle for me as a primary teacher, but finding additional vocabulary activities, resources, and hands-on engagement for vocabulary was often difficult. The leveled books our students read at the small-group table are often not packed with the amount of Tier 2 vocabulary words we hope to expose students to on a weekly basis. As a primary teacher myself, I craved an effective, simple weekly routine that would immerse my students in important Tier 2 vocabulary instruction that they could relate to their everyday lives.

Even more important than a desire for a weekly routine is the need for vocabulary instruction to be embedded in context and not in isolation. Teaching vocabulary words in isolation is not best practice, is not highly supported in educational research, and is not brain-based instruction. When students learn words in isolation, they often fail to remember those words and definitions, and the words are meaningless to their lives. Within this resource, the vocabulary words are always first introduced within the context of a short, kid-friendly passage. Students will make word predictions with this passage and then put the week's new words into the text based on meaning and comprehension. In addition, each week also has an additional book that focuses on the week's words. This booklet is read aloud by the teacher, and the story is different from the initial introduction passage. As a result, the students are reading, seeing, hearing, and discussing the vocabulary words in multiple ways through various scenarios, situations, and examples. We also know that students will retain their understanding of new words when they can use the words and apply them to their real lives. We are proud to share that each week's materials and lessons provide students with ample opportunities to do just that!

RATIONALE AND RESEARCH

What kind of words does this vocabulary resource focus on?

Vocabulary words, for instructional purposes, can be divided up into three categories: Tier 1 words, Tier 2 words, and Tier 3 words.

Tier 1 words consist of commonly-known words. These are words that our students likely learn from their everyday experiences. Your students will most likely already know Tier 1 words. Examples of Tier 1 words consist of words such as *house*, *dog*, *lamp*, *phone*, and *apple*.

Tier 2 words are high-frequency words that often have multiple meanings and are seen across several content areas. These general academic words are often seen in descriptive language. Tier 2 words are the words students have the most difficulty with. They are also the words that are widely misinterpreted when reading text. Examples of Tier 2 words consist of words such as *predict*, *performed*, *timid*, and *content*.

Tier 3 words are low-frequency words and are very domain-specific. They are generally specific to a particular concept. These are words that students will most likely not use outside of their academic courses or careers and include words such as *photosynthesis*, *peninsula*, *economics*.

This resource focuses strictly on Tier 2 words. Building one's understanding of Tier 2 words is the fastest way to close vocabulary gaps in struggling students, because they are the words most widely used and misunderstood.

If I use this resource, is this the only vocabulary instruction and words my students will need to learn?

It is important to understand that going through the activities and lessons in this vocabulary resource will NOT result in your students knowing all of the vocabulary words they will need to know this school year. This resource is designed to be an important part of your overall vocabulary instruction and help you feel assured that you are explicitly teaching vocabulary and integrating it into your instruction on a daily and weekly basis. Just like you always have, you will continue to teach your students many more words every week through the books you read to them, the content you teach, the small-group lessons you instruct, and the conversations you have. This resource provides you with the tools you need to teach vocabulary, strategies, a routine, word play activities that can be used over and over again, and engaging discussions that will lead to additional vocabulary word exposure and rich conversations.

RATIONALE AND RESEARCH

Why are there only five weekly focus words? Is that enough?

Since our goal as teachers should be to expose our students to as many meaningful vocabulary words as we can, understanding synonyms and antonyms is an important part of vocabulary instruction. The resource is set up to contain five “focus words” each week, but those are not the only words they will learn and be exposed to! Throughout the week, you will share synonyms and antonyms for each of the week’s focus words with your students. You should use the synonyms interchangeably, and the students will engage with these synonyms and antonyms throughout the week within their word play and application activities. Therefore, your students will be constantly making connections and associations between words for each of the week’s focus words. For instance, if a student hears and is exposed to two synonyms and two antonyms for each focus word, we’ve now exposed the student to over twenty words for the week, rather than just five focus words!

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

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

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

RATIONALE AND RESEARCH

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

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

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

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

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.

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

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

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

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

VOCABULARY CURRICULUM

second grade set I



LESSON PLANS

WEEKLY
ROUTINE

DIGITAL BOOKS

HANDS-ON
APPLICATION

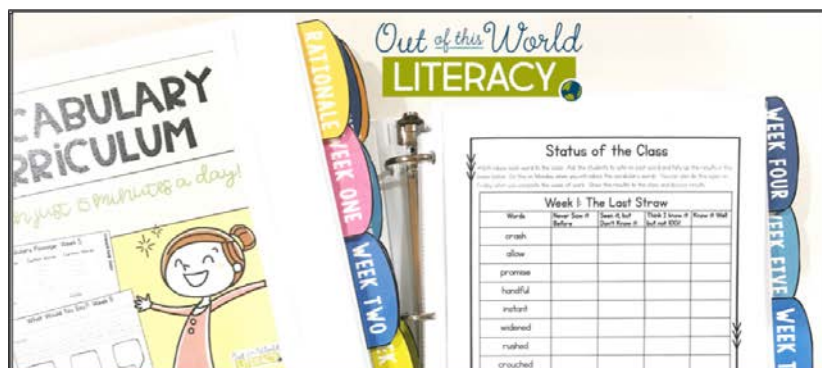
WORD PLAY

MISS DECARBO 

THIS RESOURCE IS PART OF A VERTICAL CURRICULUM

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

TEACHVOCAB.COM



VOCABULARY CURRICULUM



In Just 15 Min. a day!

STUDENT PRACTICE

Vocabulary Passage: Week 5		Associating Words: Week 2	
DAY 1	DAY 2	DAY 3	DAY 4
<p>Basic Words: 1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/> 6. <input type="checkbox"/> 7. <input type="checkbox"/> 8. <input type="checkbox"/> 9. <input type="checkbox"/> 10. <input type="checkbox"/> 11. <input type="checkbox"/> 12. <input type="checkbox"/> 13. <input type="checkbox"/> 14. <input type="checkbox"/> 15. <input type="checkbox"/> 16. <input type="checkbox"/> 17. <input type="checkbox"/> 18. <input type="checkbox"/> 19. <input type="checkbox"/> 20. <input type="checkbox"/> 21. <input type="checkbox"/> 22. <input type="checkbox"/> 23. <input type="checkbox"/> 24. <input type="checkbox"/> 25. <input type="checkbox"/> 26. <input type="checkbox"/> 27. <input type="checkbox"/> 28. <input type="checkbox"/> 29. <input type="checkbox"/> 30. <input type="checkbox"/> 31. <input type="checkbox"/> 32. <input type="checkbox"/> 33. <input type="checkbox"/> 34. <input type="checkbox"/> 35. 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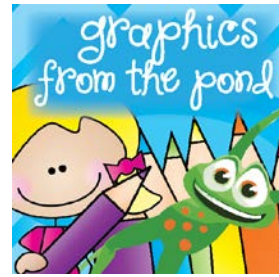
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