

VOCABULARY CURRICULUM

second grade set 1

LESSON PLANS

WEEKLY ROUTINE

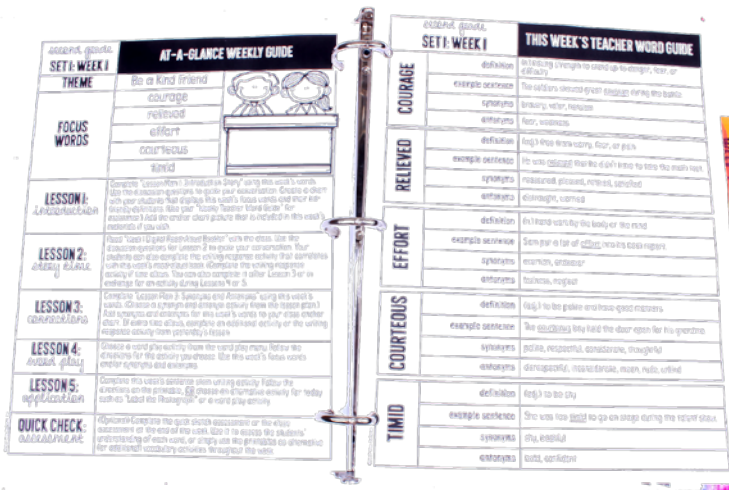
DIGITAL BOOKS

HANDS-ON APPLICATION

WORD PLAY



WEEKLY MATERIALS INCLUDE:



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



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



Focus word cards, synonym and antonym word cards, 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



1 2 3 4 5 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.



After school, Hannah and Lucky go outside to play. Hannah is teaching Lucky how to fetch a ball. "Bring it back!" Hannah yells. Lucky does not obey her commands. He still needs to learn how to follow her directions. Training a puppy is hard work! 3

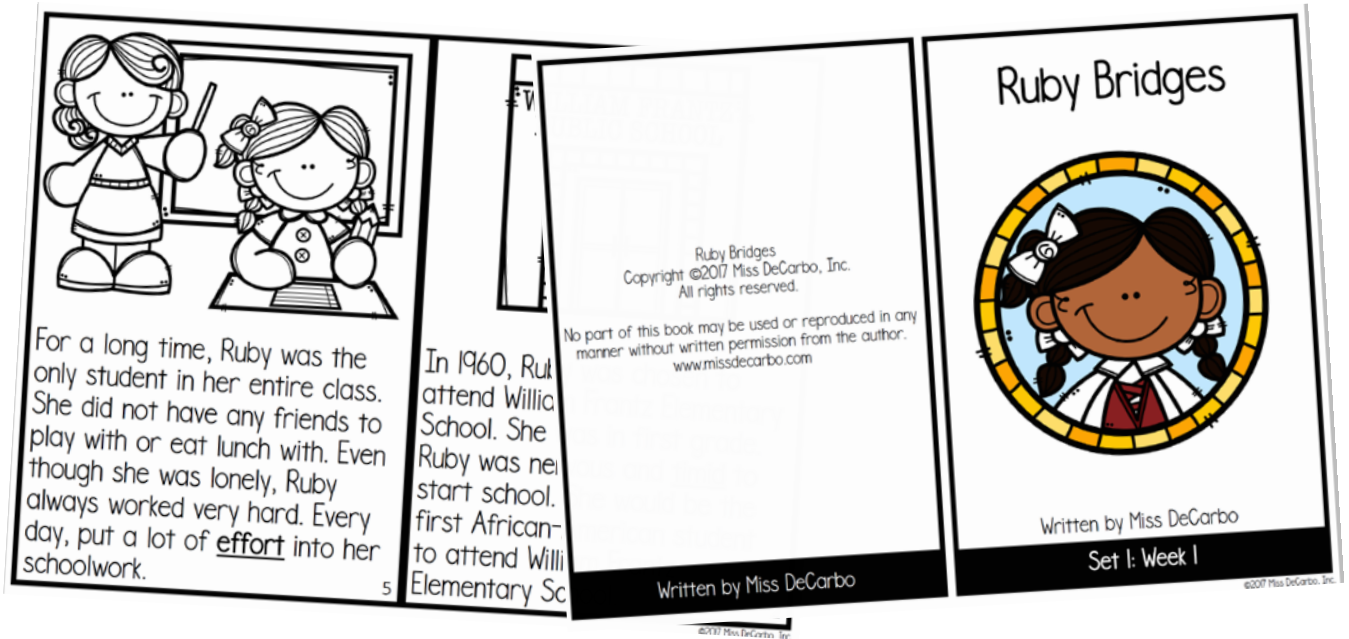


When Lucky obeys Hannah's commands, she gives him a treat. She is careful to not give him too many treats. If she gives him too many treats during the day, she will spoil his dinner. Then Lucky will not want to eat his food. Lucky adores treats! 4

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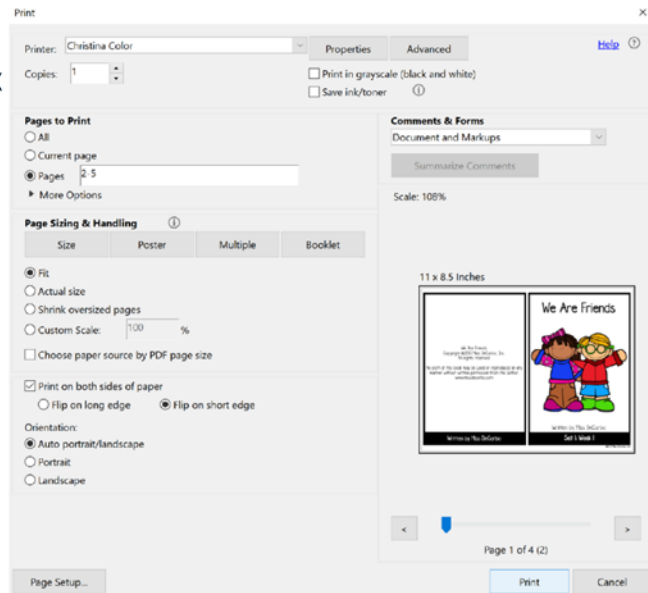
PRINTABLE VERSIONS OF THE READ-ALoud BOOKLETS ARE INCLUDED!



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.



COLOR & INK-FRIENDLY VERSIONS

EACH WEEK FOLLOWS A CONSISTENT ROUTINE

LESSON 1: <i>introduction</i>	<p>Create an anchor chart with your students that displays this week's words and definitions.</p> <p>Share the introduction story with your students, and complete Lesson 1.</p>
LESSON 2: <i>story time</i>	<p>Read the digital (or printable) booklet for the week, and use the discussion questions to guide your conversation with students.</p> <p>The students will complete 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

second grade INTRODUCTION	LESSON PLAN 1: INTRODUCTION STORY	second grade STORY TIME	LESSON PLAN 2: WHOLE-GROUP READ-ALoud AND PRINTABLE MINI BOOK
Materials: <ul style="list-style-type: none"> pocket chart sentence strips chart paper marker word cards introduction story for Lesson 1 	Set Up: Write the week's introduction story on sentence strips, 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" (____) of sentence strips, just as it is shown on the story printable. Place word cards in a row above or below the pocket chart story. Flip cards over so that students <i>cannot</i> see them yet. Mix up the word cards. If you would prefer <i>not</i> to use a pocket chart anchor chart, place the introduction story printable under a pocket chart.	Materials: <ul style="list-style-type: none"> digital booklet for this week OR a printable copy (color or black and white) a copy of the 	Set Up: Story time can take place in a whole-group or a small-group setting. I prefer to complete this lesson in a whole-group setting so that the entire class can hear and participate in the same discussion about the story and our weekly words. 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 PowerPoint installed. When you open the file, the booklets will automatically open up and be ready for use. If you are using a digital booklet, both color and black and white printable copies of each week's booklets are available.
"I have a story that I want to tell you. I'm going to need your help to know what the words mean." Do NOT read the word cards yet. Whenever there is an empty space, ask the students, "Does anyone know what this word means?" The exercise also exposes students to words they have thought of, used, or shared, which allows them to put these words into context. Now, flip each word card over and read the week's words.	second grade CONNECTIONS Materials: <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 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. 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. 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 a variety of words, I have included synonyms and antonyms for the words in the list. If a student learns a new word, expose the student to around 10 words!	LESSON PLAN 3: SYNONYMS & ANTONYMS	PowerPoint installed. When you open the file, the booklets will automatically open up and be ready for use. If you are using a digital booklet, both color and black and white printable copies of each week's booklets are available. weekly word chart (anchor chart) that you made with the teacher for reference when needed. story to share with you today! It is a different story that will help us learn even more about our new words for the week. Please read it very carefully and very closely because we are going to be using it to review and discuss the vocabulary and what it means. (You may need to reteach what the vocabulary words mean created for the week with your students.) Your teacher discussion questions page that will help you understand the meaning of the words.
second grade WORD PLAY	LESSON PLAN 4: WORD PLAY ACTIVITY		LESSON PLAN 5: SENTENCE STEM WRITING ACTIVITY
Materials: The materials for this lesson will vary depending on the word play activity you choose to use for the week.	Set Up: Every week for Lesson 4, you will choose an activity off of the included word play menu. You can choose to work your way through all three activities and then repeat them, or complete the same activity for two or three weeks in a row. Use as many of them or as few of them as you would like. The choice is yours! These word play activities are also wonderful to use as additional or supplemental vocabulary activities if you want to mix up your weekly routine or add more activities to it. These word play activities would also make fantastic vocabulary activities that you can complete within a small group in order to challenge your students, differentiate for your students, or provide extra practice.	WORD SORT Place word cards horizontally on a chart. Hold up a synonym and read it aloud. Have the students look to you and share anything about the word. Ask, "Does this mean the same as any of the words on your pocket chart this week?" The students sort each synonym word under one of the five focus words that have the same meaning. Repeat the process with the antonym word cards. Have students complete the synonym sorting printable while you use the pocket chart or the whole-group activity. (See the teacher word guide for more guidance with this.)	Lesson is completed independently by the students (with the teacher if needed). You will want to ensure that the 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 the students, depending upon their needs and the time of day.
"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!" You will then choose a word play activity from the included word play menu. The word play activity options for Set 1 include the following activities: <ul style="list-style-type: none"> Word Theater Word Chat Word Chant 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. 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 five 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. 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!	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. 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 five 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. 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!	differentiation Options: Below are several differentiation options that you can use with your students and adapt for your lesson plan. <ul style="list-style-type: none"> Increase the challenge for students by eliminating the sentence stems and having students write a sentence for each focus vocabulary word within their notebooks. Have students complete the same writing activity using this week's synonyms and antonyms. Students can write their sentences in their vocabulary notebooks or on separate writing paper. For students who struggle with the sentence stem activity, model a sentence for the student so that he or she 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." Then, 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 experience with the activity, their confidence and sentence writing abilities will increase, too. 	Lesson is completed independently by the students (with the teacher if needed). You will want to ensure that the 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 the students, depending upon their needs and the time of day. Students can choose to have them share their ideas in small groups. It is helpful for students to be able to hear examples and model sentences from their peers. This allows them to hear each word being used in multiple ways, situations, scenarios, and experiences. Below are several differentiation options that you can use with your students and adapt for your lesson plan. <ul style="list-style-type: none"> Increase the challenge for students by eliminating the sentence stems and having students write a sentence for each focus vocabulary word within their notebooks. Have students complete the same writing activity using this week's synonyms and antonyms. Students can write their sentences in their vocabulary notebooks or on separate writing paper. For students who struggle with the sentence stem activity, model a sentence for the student so that he or she 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." Then, 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 experience with the activity, their confidence and sentence writing abilities will increase, too.

LESSON 1: INTRODUCTION

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

courage

timid

courteous

effort

It was Kate's first day at a new school. She took

a deep breath and got the _____ to walk

into the classroom. She felt nervous and _____.

She hoped the other kids would be

toward her. Then a girl

helped Kate find her seat.

She made an _____ to get

to know Kate. Kate felt so _____ to have

made a friend!

second grade
SET 1: WEEK 1

LESSON 1: INTRODUCTION STORY



courage
relieved
effort
courteous
timid

It was Kate's first day at a new school. She took a deep breath and got the _____ to walk into the classroom. She felt nervous and _____. She hoped the other kids would be kind and _____ toward her. Then a girl with dark hair smiled at her. She helped Kate find her seat. She made an _____ to get to know Kate. Kate felt so _____ to have made a friend!

It was Kate's first day at a new school. She took

a deep breath and got the **courage** to walk

into the classroom. She felt nervous and **timid**.

She hoped the other kids would be kind and **courteous**

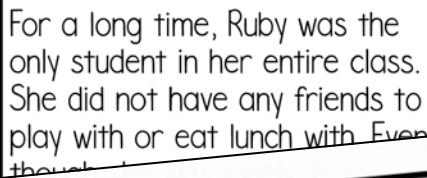
toward her. Then a girl with dark hair smiled at her. She

helped Kate find her seat. She made an **effort**

to get to know Kate. Kate felt so **relieved**

to have made a friend!

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



Eventually
went to
students



Ruby Bridges



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.

In the story, how did Ruby feel about being chosen to be the first black student to attend William Frantz Elementary School? (Answer: Ruby felt nervous and timid). Timid means shy; Ruby didn't know anyone at the school. Sometimes when we do not know anyone, we can feel shy or timid. Another word for timid is bashful. I see a lot of little toddlers who are timid or bashful when they meet new adults. Sometimes they hide behind their parents. Have you ever felt timid before? What?

Raise your hand if you think it would be scary to walk to school while people yelled at you. Yes, it would be scary to walk to school with angry people around. Our story said that Ruby felt relieved when she arrived safely at school. We feel relieved when we don't have to be worried, scared, or in danger anymore. Let's play a word game: If I say something that would make you feel relieved, you say, "I feel better!" If I say something that would not make you feel relieved, you say, "I feel better!" If I say something that would stop right before the bus left, getting the flu, (List the following: getting to the bus stop right before the bus left, getting the flu, studying hard for a test and then going to the bus stop, tripping in the hallway, and finding your missing homework.)

relieved means polite and respectful. What did Ruby do to feel relieved? (Answer: Ruby used her manners to get to the bus stop safely.)

teous means polite and respectful. What did Ruby do on page 4 that was courteous? (Answer: Ruby used her manners and behaved for her teacher.) It's important to have courteous friends. What can we do in our classroom to make sure we are always courteous students? (Answers will vary. Discuss kind behaviors.)

of a lot of effort into her schoolwork. When we put effort into something, we get what we want. If I say something that would require a lot of effort, I want you to tap into it. If I say something that would NOT require a lot of effort, don't do anything. Following: building a house, getting an A+ on a spelling test, watching TV, how to read, taking a nap, double checking your work in math class, etc.)

hand if you think Ruby was a brave little girl. Why do you think she was brave? (If vary.) If someone is brave, he or she has courage. If you have courage, you'd up to fear and be strong when things are difficult. Would you rather have with courage put out a fire or a firefighter who is scared? Why?

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MY WEEKLY WRITING RESPONSE

MY WEEKLY WRITING REST STOP

Directions: Ruby had to have courage at school. She was timid and nervous at first, but Mrs. Henry made her feel welcomed. Think about a time when you were courteous to a friend who was scared, nervous, or timid. What did you do to help your friend feel relieved?

courage	relieved	effort	courteous
			timid

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LESSON 3: CONNECTIONS

Share, discuss, and sort synonyms and antonyms.

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



SYNONYMS			ANTONYMS	
timid	bashful	shy	confident	bold
courteous	polite	considerate	rude	disrespectful
relieved	reassured	pleased	worried	
courage	valor	bravery	fear	
effort	endeavor	exertion	laziness	

It was Kate's first day at a new school. She took a deep breath and got the **valor** to walk into the classroom. She felt nervous and **bashful**. She hoped the other kids would be kind and **polite** toward her. Then a girl with dark hair smiled at her. She helped Kate find her seat. She made an **endeavor** to get to know Kate. Kate felt so **reassured** to have made a friend!

LESSON 4: WORD PLAY

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

second grade SET I WORD PLAY MENU

NAME OF ACTIVITY

PAGE

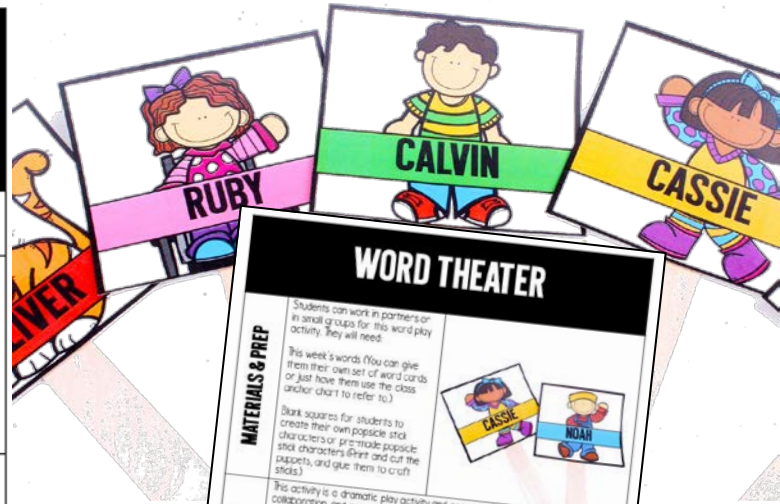
Word Theater
(Dramatic Play Word Play Activity)
(Use popsicle stick characters to act out a story using the words.)

47

Word Chat
(Oral Discussion Word Play Activity)
(Use the word photograph cards for an oral language discussion activity.)

51

Word Chant
(Practice and learn synonym and antonyms through a chant.)



WORD THEATER

MATERIALS & PREP

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.)

HOW TO PLAY

This activity is a dramatic play activity and encourages creative thinking, collaboration, and imagination. The students will create a "play" or a story using their popsicle stick characters and use this week's words to tell their story. They can work together to have "conversations" or create dialogue among their characters or simply act stories out that use this week's words. The idea is to let the students have fun, be silly, and incorporate this week's focus words into their playtime. Most likely, when the students create their story with their puppets, they will be rearing the words to the real world through the situations and events they act out.



WORD CHANT

courage

relieved

timid

WORD CHAT

MATERIALS & PREP

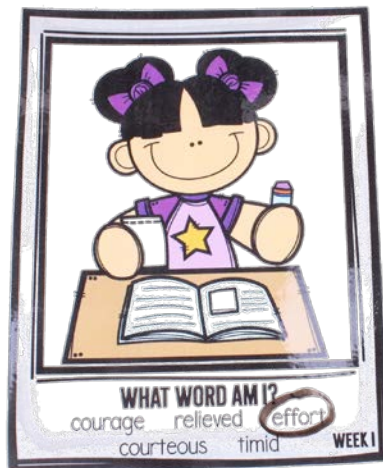
This word play activity can be completed as a whole-group activity, in partners or in small groups. Print and cut out the picture cards (found within each week's materials) and display them on an anchor chart or in your pocket chart. You can choose to laminate the cards and circle the word students choose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

HOW TO PLAY

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, so long as the students can justify their reasoning through their own explanations. You can also have students design the synonyms and antonyms cards to each picture as an extension activity and/or vocabulary challenge. These five pictures show us what ——— means? Why? For example, in Week 1, the students might say that the picture with the students playing a team game showed the meaning of the word cooperate because the students are working together to play the game.

DIFFERENTIATION

Optional: Each week's "Label the Photograph" printable is a nice follow-up to this word play activity. For students who struggle, you can give gentle reminders of the definitions to help them assign a picture to each word. For example, in week 1, you may say, "The word working together? Why?" The students may then say that the picture of the kids playing a team game shows cooperation. Then, you can discuss other ways that your students work together throughout their day in order to cooperate. You can also have students design the synonym and antonym cards to each picture as an extension activity and/or a vocabulary challenge for students.



LESSON 5: APPLICATION

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

SENTENCE STEM WRITING ACTIVITY

Name: second grade

SET I: WEEK 1

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

- 1 I show courage when I sing on stage at church.
- 2 I was relieved that I did not have to take trash out last night.
- 3 I put a lot of effort into my science fair project.
- 4 I am courteous when I meet someone new at school.
- 5 Sometimes I get timid if I have to talk in front of the whole school at an assembly.

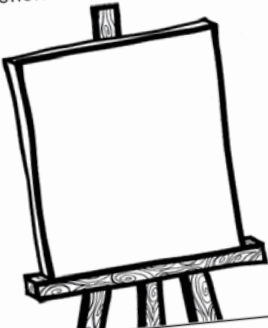
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2 VERSIONS OF OPTIONAL ASSESSMENTS ARE INCLUDED


Name: _____

WEEKLY WORD SKETCH

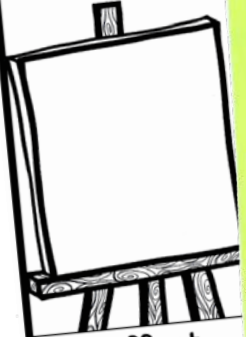
Directions: Draw a picture to show what each word means to you.



courage



relieved



effort

Name: _____

second grade
SET 1: WEEK 1

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		
effort	courage	relieved
	courteous	timid

- He finally had the _____ to sing in front of his friends.
- She felt really _____ on her first day of school.
- _____ of _____ into _____
- _____ her baby sister came
- _____ always said

CORRECTLY.

Name: _____

second grade
SET 1: WEEK 1

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		
effort	courage	relieved
	courteous	timid

- He finally had the courage to sing in front of his friends.
- She felt really timid on her first day of school.
- He studied hard and put a lot of effort into his spelling test.
- Bella was relieved when her baby sister came home from the hospital.
- Tim was a courteous boy who always said "please" and "thank you" at school.

THE STUDENT COMPLETED _____ OUT OF 5 SENTENCES CORRECTLY.

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
SET I: WEEK 1

AT-A-GLANCE WEEKLY GUIDE

THEME

Be a Kind Friend

FOCUS WORDS

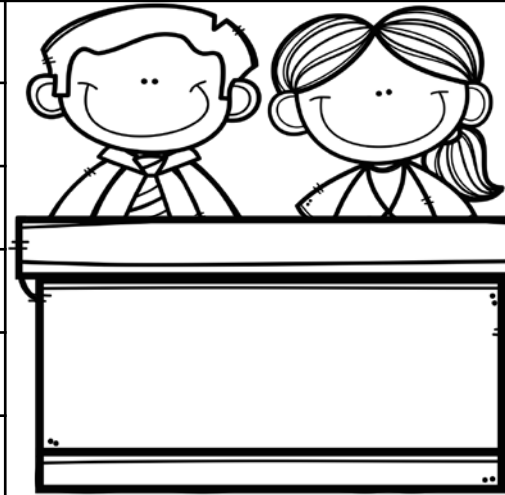
courage

relieved

effort

courteous

timid



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 "I can read or I can't read" for assistance.) Add the anchor chart picture that is included in this week's materials if you wish.

LESSON 2: *story time*

Read "Weird Digital Read-Along Bookset" with students. Use the discussion questions in Lesson 2 to guide your conversation. Your students can also complete the writing response activity that correlates with this week's read-along book. (Complete the writing response activity at any time.) You can also complete it after Lesson 3 or in exchange for an activity during Lessons 4 or 5.

LESSON 3: *connections*

Complete "Lesson Plan 3: Synonyms and Antonyms" using this week's words. (Choose 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 I: WEEK I

THIS WEEK'S TEACHER WORD GUIDE

COURAGE

definition

(n.) having strength to stand up to danger, fear, or difficulty

example sentence

The soldiers showed great courage during the battle.

synonyms

bravery, valor, heroism

antonyms

fear, weakness

RELIEVED

definition

(adj.) free from worry, fear, or pain

example sentence

He was relieved that he didn't have to take the math test.

synonyms

reassured, pleased, relaxed, satisfied

antonyms

distraught, worried

EFFORT

definition

(n.) hard work, the energy or power used

example sentence

Sam put a lot of effort into his book report.

synonyms

exertion, endeavor, labor

antonyms

laziness, neglect

COURTEOUS

definition

(adj.) to be polite and have good manners

example sentence

The courteous boy held the door open for his grandma.

synonyms

polite, respectful, considerate, thoughtful

antonyms

disrespectful, inconsiderate, mean, rude, unkind

TIMID

definition

(adj.) to be shy

example sentence

She was too timid to go on stage during the talent show.

synonyms

shy, bashful

antonyms

bold, confident

PREVIEW



courage

relieved

effort

courteous

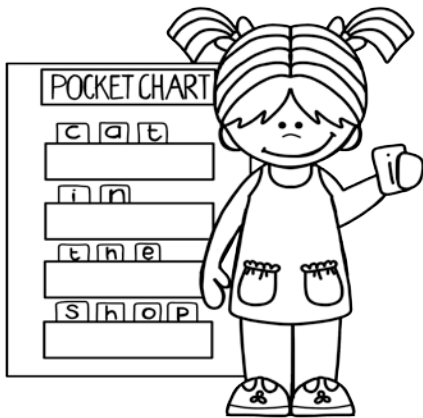
timid

It was Kate's first day at a new school. She took a deep breath and got the _____ to walk into the classroom. She felt nervous and _____. She hoped the other kids would be kind and _____ toward her. Then a girl with dark hair smiled at her. She helped Kate find her seat. She made an _____ to get to know Kate. Kate felt so _____ to have made a friend!

second grade

SET I: WEEK I

LESSON I: INTRODUCTION STORY TEACHER ANSWER SHEET



courage

relieved

effort

courteous

timid

It was Kate's first day at a new school. She took a deep breath and got the courage to walk into the classroom. She felt nervous and timid. She hoped the other kids would be kind and courteous toward her. Then a girl with dark hair smiled at her. She helped Kate find her seat. She made an effort to get to know Kate. Kate felt so relieved to have made a friend!

Name _____

second grade
SET I: WEEK I

LESSON I: 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.

courage

relieved

effort

courteous

timid

It was Kate's first day at a new school. She took a deep breath and got up _____ to walk into the classroom. She felt nervous and _____. She hoped the other kids would be kind and _____ toward her. Then a girl with dark hair smiled at her. She helped Kate find her seat. She made an _____ to get to know Kate. Kate felt so _____ to have made a friend!

second grade
SET I: WEEK 1

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.

If someone has courage, he or she has the strength and bravery to face fear, danger, or something that is difficult. Why do you think Kate needed courage to walk into the classroom? (Possible answer: It was Kate's first day at school, and she was probably scared because she did not know anyone.) *Have you ever felt like Kate and been scared to go somewhere? Did you get enough courage to go, or did you change your mind?* (Allow students to share their experiences.)

Besides being nervous, what did the text tell us about how Kate felt as she walked into her classroom? (Answer: Kate felt timid.) *Timid means shy. When someone is shy, it can be hard for him or her to talk to and play with people he or she does not know very well. Other people are bold, which is the opposite of shy. Someone who is bold is not afraid to meet new people, talk to someone new, or try new things. If you had to describe yourself as timid or bold, which would it be? Raise your hand if you think you are a timid person. This is your chance to show you are a bold person. What can we do in our classroom to make our timid friends feel better?* (Answers will vary.)

Kate hoped the other kids would be kind and courteous. Courteous means polite and respectful. When we are courteous, we think about others' needs, and we are thoughtful people. Let's play a word game. If I say something that is a courteous action, you say, "That's so thoughtful!" If I say something that is not courteous, don't say anything. (List the following: holding a door open for someone, helping someone clean up, ignoring someone, greeting someone in the morning, and laughing at someone.)

Kate's new friend made an effort to get to know her. What kinds of things do you do to get to know someone when he or she is a new friend? (Answers will vary. You may need to model example ideas such as asking a new friend about things he or she likes or doesn't like, asking a friend how he or she is doing, getting to know a friend's family, etc.)

How did Kate feel at the end of the story? (Answer: Kate felt relieved.) *When we are relieved, we stop being scared or worried about something. With your faces, show me what you think Kate looked like when she felt relieved.* (Students will smile at you or even give a big sigh of reassurance. You may need to model these facial expressions for the students.)

second grade

SET I: WEEK I

**LESSON I: INTRODUCTION STORY
FOCUS WORD CARDS**

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

courage

I.I

relieved

I.I

PREVIEW

effort

I.I

courteous

I.I

timid

I.I

second grade

SET I: WEEK I

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.



second grade
SET I: WEEK 1

LESSON 2:

Optional Teacher Discussion
Questions for Week 1
Read-Aloud Booklet

Ruby Bridges



Written by Miss DeCarbo
Set I: Week 1

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.

In the story, how did Ruby feel about being chosen to be the first black student to attend William Frantz Elementary School? (Answer: Ruby felt nervous and timid.) Timid means shy. Ruby didn't know anyone at the school. Sometimes when we do not know anyone, we can feel shy or timid. Another word for timid is bashful. I see a lot of little toddlers who are timid or bashful when they meet new adults. Sometimes they hide behind their parents. Have you ever felt timid before? If so, what made you feel timid? (Answers will vary.)

Raise your hand if you think it would be scary to walk to school alone. Ruby yelled at you. Yes, it would be scary to walk to school alone. Ruby's story said that Ruby felt relieved when she arrived at school. We feel relieved when we don't have to be worried, scared, or in danger anymore. Let's play a word game. If I say something that would make you feel relieved, I say, "I feel better!" If I say something that would not make you feel relieved, I say, "I don't say anything." (List the following: getting to the bus stop right before the bell rings, getting the flu, studying hard for a test and then getting an A+ on it, tripping in the hallway, and finding your missing homework.)

Courteous means polite and respectful. What did Ruby do on page 4 that was courteous? (Answer: Ruby used her manners and behaved for her teacher.) It's important to have courteous friends. What can we do in our classroom to make sure that we are always courteous students? (Answers will vary. Discuss kind behaviors.)

Ruby put a lot of effort into her schoolwork. When we put effort into something, we work hard! When I list something that would require a lot of effort, I want you to tap your nose! If I say something that would NOT take a lot of effort, don't do anything. (List the following: building a house, getting an A+ on a spelling test, watching TV, learning how to read, taking a nap, double checking your work in math class, etc.)

Raise your hand if you think Ruby was a brave little girl. Why do you think she was brave? (Answers will vary.) If someone is brave, he or she has courage. If you have courage, you can stand up to fear and be strong when things are difficult. Would you rather have a firefighter with courage put out a fire or a firefighter who is scared? Why?

Name: _____

MY WEEKLY WRITING RESPONSE

Directions: Ruby had to have courage at school. She was timid and nervous at first, but Mrs. Henry made her feel welcomed. Think about a time when you were courteous to a friend who was scared, nervous, or timid. What did you do to help your friend feel relieved?

PREVIEW

courage	relieved	effort	courteous	timid
---------	----------	--------	-----------	-------

second grade

SET I: WEEK I

LESSON 3:

SYNONYM & ANTONYM CARDS

courage

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

bravery

||

valor

PREVIEW

||

fear

||

weakness

||

second grade

SET I: WEEK I

LESSON 3:

SYNONYM & ANTONYM CARDS

relieved

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

reassured

||

pleased

||

distraught

||

worried

||

second grade

SET I: WEEK I

LESSON 3:

SYNONYM & ANTONYM CARDS

effort

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

exertion

I.I

endeavor

I.I

laziness

I.I

neglect

I.I

second grade

SET I: WEEK 1

LESSON 3:

SYNONYM & ANTONYM CARDS

courteous

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

polite

||

considerate

||

disrespectful

||

rude

||

second grade

SET I: WEEK I

**LESSON 3:
SYNONYM & ANTONYM CARDS**

timid

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

shy

||

bashful

||

bold

||

confident

||

Name: _____

second grade

SET I: WEEK I

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.

fear	polite	confident	pleased	disrespectful
laziness	exertion	reassured	valor	shy
bold	bravery	considerate	neglect	worried
distraught	rude	endeavor	weakness	bashful

focus word	synonyms	antonyms
courage		
relieved		
effort		
courteous		
timid		

PREVIEW

Name: _____

second grade
SET I: WEEK I

**SENTENCE STEM
WRITING ACTIVITY**

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

1

I show courage when I _____

2

I was relieved that I did not have to _____

3

I put a lot of effort to _____

4

I am courteous when _____

5

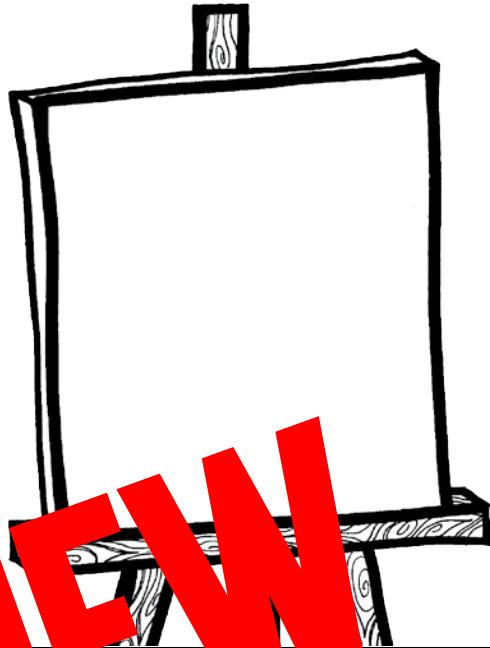
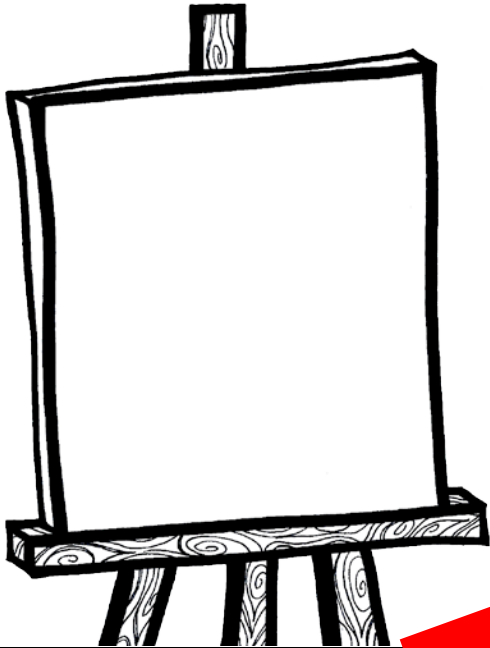
Sometimes I get timid if I have to _____

PREVIEW

Name: _____

WEEKLY WORD SKETCH

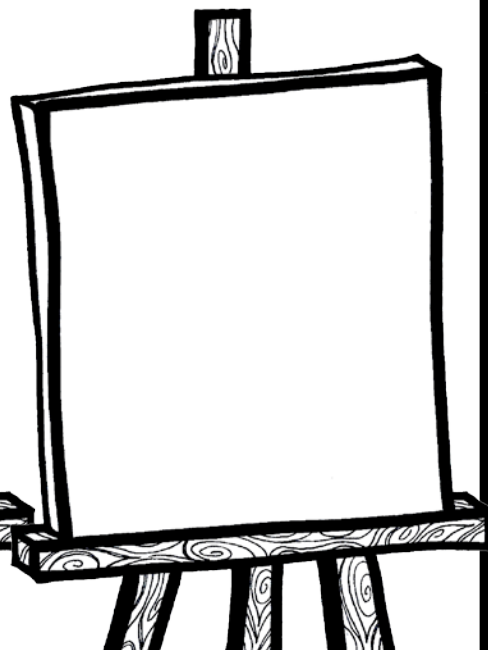
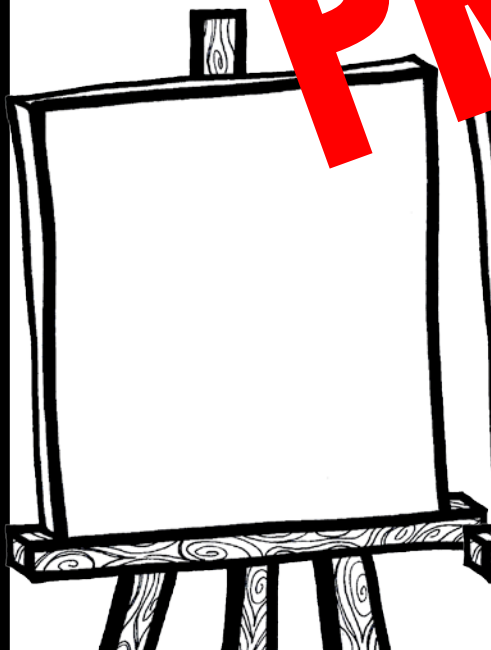
Directions: Draw a picture to show what each word means to you.



courage

relieved

PREVIEW



effort

courteous

timid

Name: _____

second grade
SET I: WEEK I

**CLOZE VOCABULARY
ASSESSMENT**

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

WORD BANK	courage	relieved
effort	courteous	timid

- 1** He finally had the _____ to sing in front of his friends.
- 2** She felt really _____ on her first day of school.
- 3** He studied hard and a lot of _____ into his spelling test.
- 4** Bella was _____ when her baby sister came home from the hospital.
- 5** Tim was a _____ boy who always said "please" and "thank you" at school.

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!

PREVIEW



WHAT WORD AM I?

courage relieved effort

courteous timid **WEEK 1**

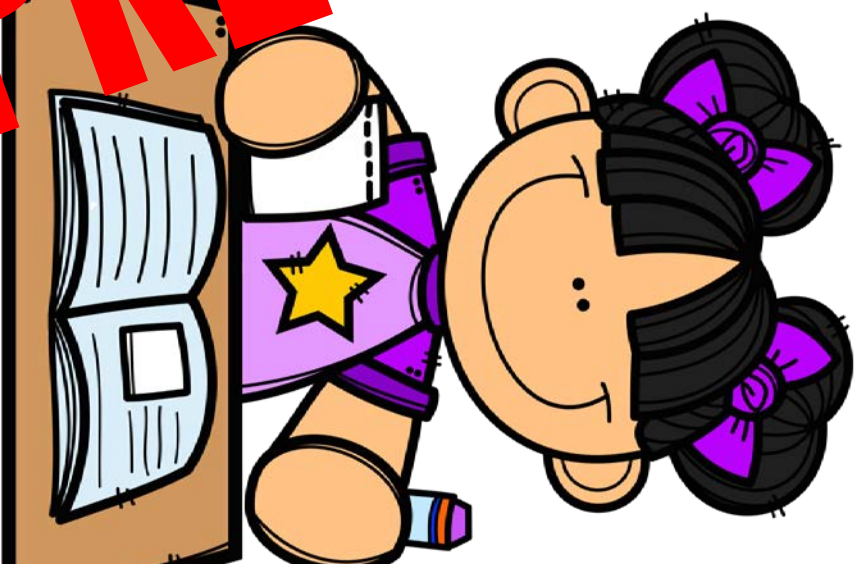


WHAT WORD AM I?

courage relieved effort
courteous timid

WEEK 1

PREVIEW



WHAT WORD AM I?

courage relieved effort
courteous timid

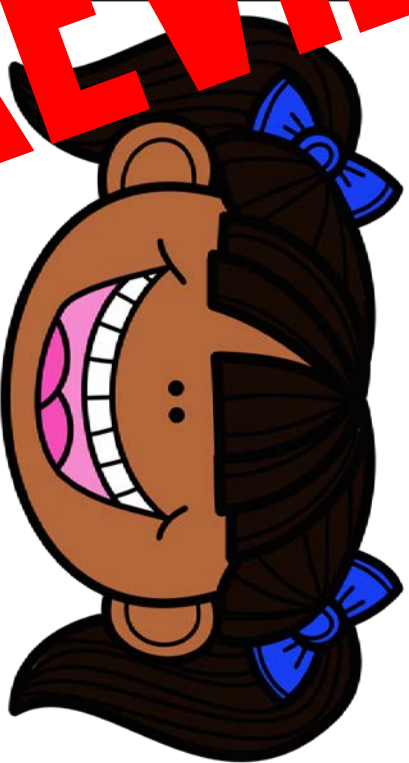
WEEK 1



WHAT WORD AM I?

courage relieved effort
courteous timid

WEEK 1



WHAT WORD AM I?

courage relieved effort
courteous timid

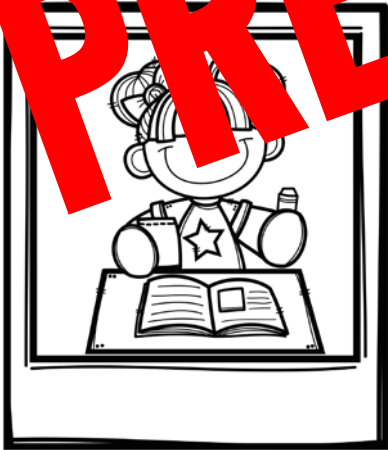
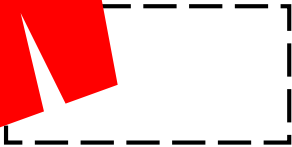
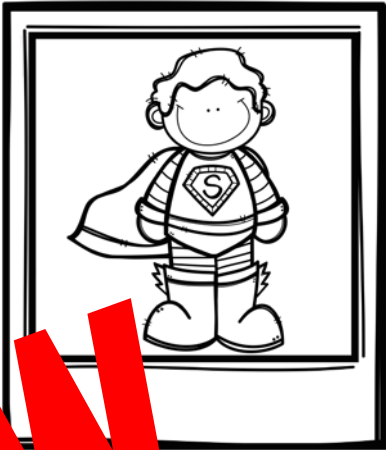
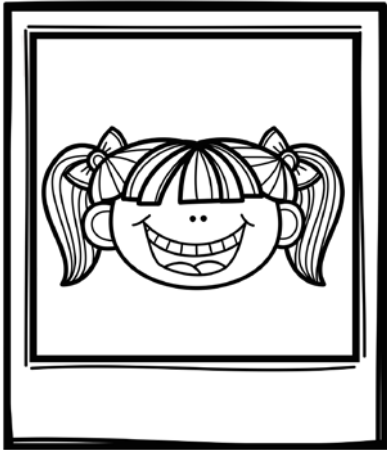
WEEK 1

PREVIEW

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



courage	relieved	effort	courteous	timid
---------	----------	--------	-----------	-------

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 a notebook 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 1

courage

having strength to stand up
to danger, fear, or difficulty

relieve

free from worry, fear,
pain

effort

hard work by the body or
mind

courteous

to be polite and have good
manners

timid

to be shy

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.

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.

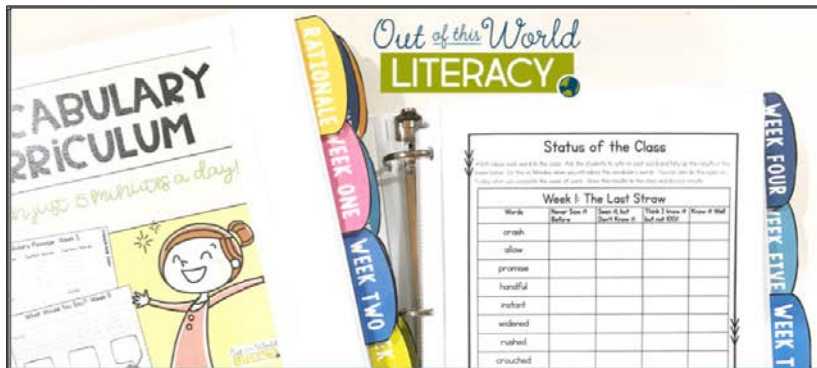
Nagy, W. E., & Anderson, R. C. (1984). How Many Words Are There in Printed School English? *Reading Research Quarterly*, 19(3), 304.

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

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



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	

DAY 1

DAY 2

DAY 3

DAY 4

DAILY WORK!

WEEKLY LESSONS

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	

DAY 1

DAY 2

DAY 3

DAY 4

EASY-TO-FOLLOW!



MISS DECARBO

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



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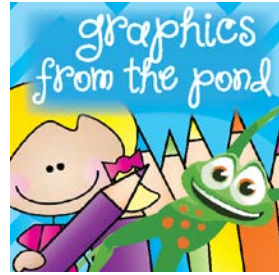
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