

VOCABULARY CURRICULUM

second grade set 3

LESSON PLANS

WEEKLY ROUTINE

DIGITAL BOOKS

HANDS-ON APPLICATION

WORD PLAY



[illegible]

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



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DIGITAL BOOKS FOR PC & MAC

with teacher discussion questions

The Tea Party



Written by Miss DeCarbo

Set 3: 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.



"We're just missing the teacups, Mrs. Treed!" the boys said. Mrs. Treed brought in a tray of tiny teacups. They were gorgeous, with iridescent hand-painted flowers on the cups.

3

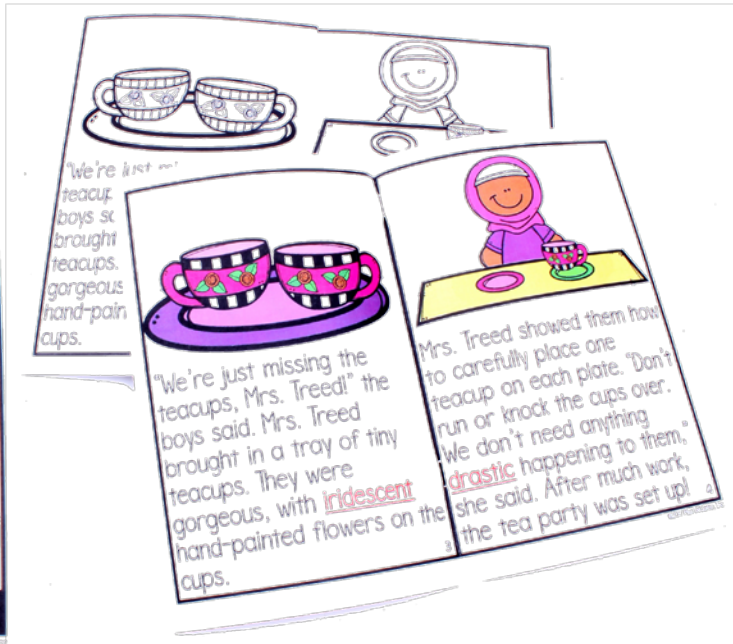
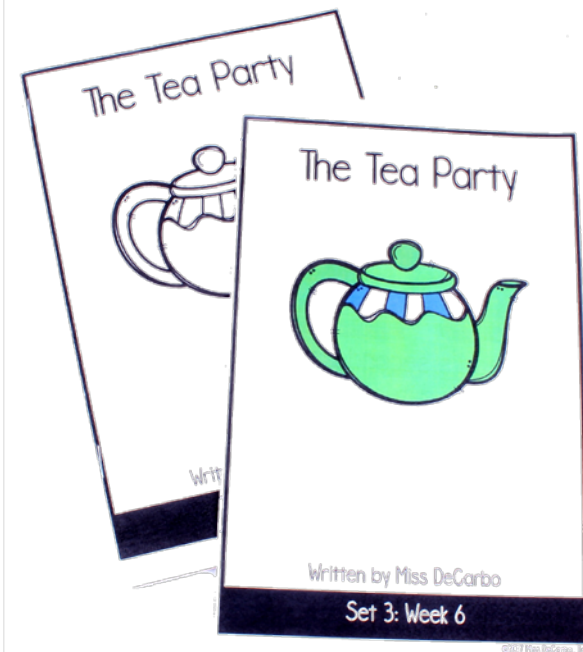


Mrs. Treed showed them how to carefully place one teacup on each plate. "Don't run or knock the cups over. We don't need anything drastic happening to them," she said. After much work, the tea party was set up!

4

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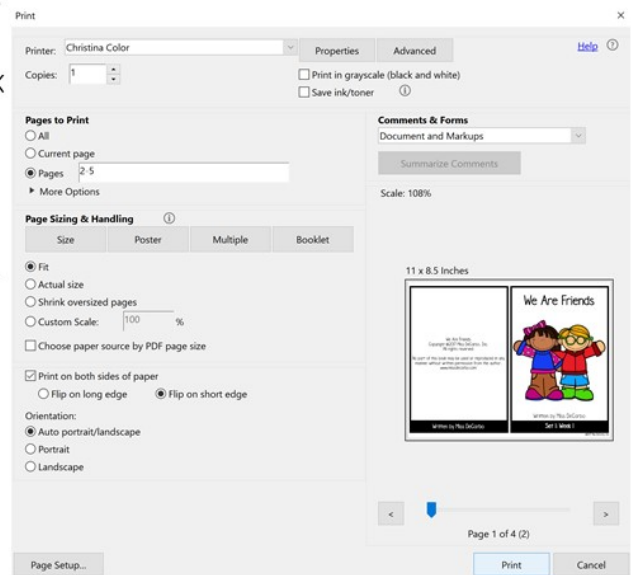
PRINTABLE VERSIONS OF THE READ-ALoud BOOKLETS ARE INCLUDED!



PRINTING INSTRUCTIONS FOR WEEKLY READ-ALoud BOOKLETS

If you choose not to use the digital read-aloud book for Lesson 2 this week, I have included printable versions for your convenience. A color version and black and 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 and 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> |

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100% Satisfaction Guarantee

LESSON 1: INTRODUCTION

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

glamorous drastic scattered iridescent impressive

Tonight was Sofia's ballet recital. She put on

her tutu. It had glitter _____ on it. The

glitter was sparkly and _____. "You look so

_____!" Mom said. She was ready! "Wait!

There's been a _____ change

_____ schedule. Your class will now dance

_____ Mom said. When it was finally her

_____ twirled

Tonight was Sofia's ballet recital. She put on

her tutu. It had glitter _____ on it. The

glitter was sparkly and _____ "You look so

_____!" Mom said. She was ready! "Wait!

There's been a _____ change in the

_____ schedule. Your class will now dance after the break."

Mom said. When it was finally her turn, she

_____ twirled and leaped. That was an _____

_____ performance!" Uncle Lupe said.

second grade
SET 3: WEEK 6

LESSON 1: INTRODUCTION STORY



glamorous
iridescent
impressive
scattered
drastic

Tonight was Sofia's ballet recital. She put on
her tutu. It had glitter _____ on it. The
glitter was sparkly and _____. "You look
so _____!" Mom said. She was ready!
"Wait! There's been a _____ change in the
_____ schedule. Your class will now dance
after the break." Mom said. When it was finally her
turn, she _____ twirled and leaped. That was an
_____ performance!" Uncle Lupe said.

second grade
SET 3: WEEK 6

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.

Sofia was dancing in her ballet recital in the passage. What was scattered on her tutu? (Answer: glitter) The word scattered means spread out all over the place. Let's practice what it means to scatter. When I say "Scatter!", I want everyone to spread out all over the room. However, there are two important rules. The first rule is that you must walk to a place in the room. The second rule is that you must walk somewhere silently. Ready, set, scatter! (Allow students time to spread out. Explain that they are now scattered all over the classroom.)

What two adjectives did the author use to describe the scattered glitter that was on Sofia's tutu? (Answer: sparkly and iridescent) The word iridescent means shiny and colorful. Sequins and gems can be iridescent. Is there anything in our classroom that is iridescent? (Answers will vary. If there are no iridescent items within the classroom, attempt to find an iridescent piece of clothing or an accessory that a student has on to use as an example.)

Mom told Sofia that she looked glamorous. The word glamorous means attractive and exciting. Let's play "Clap It!" If you would like to be described as glamorous, clap loudly. If you would not like to be described as glamorous, clap softly. Be ready to explain why you clapped the way you did. (Allow students some time to share reasons why they would or would not want to be described as glamorous.) Many times, movie stars and entertainers are described as glamorous. Do you know anyone in your life who you would describe as glamorous, or exciting and stylish? (Answers will vary.)

The word drastic means extreme action. There was a drastic change that happened in the passage. What was the drastic change? (Answer: There was a change in the schedule. Sofia's dance was moved to after the break.) A drastic change would be a big change. If you could make a drastic change in our classroom, what would you do? For example, if I could make a drastic change in our classroom, I would have Pops built into the tops of our desks! Wouldn't that be so fun? What drastic change would you make? Start your thought with, "I would make a drastic change by _____." (Allow time for discussion and ideas to be shared.)

What did Uncle Lupe think of Sofia's performance? (Answer: He thought it was an impressive performance.) The word impressive means deserving attention and admiration. Uncle Lupe admired Sofia's ballet performance. I think it's very impressive when my entire class was quietly down the hallway. Seeing everyone in our classroom helping and being kind to one another is impressive. What is something that is impressive to you? Start your sentence with, "It is impressive when _____." (Answers will vary.)

LESSON 2: STORY TIME

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



"We're just missing the teacups, Mrs. Treed!" the boys said. Mrs. Treed brought in a tray of tiny teacups. They were gorgeous, with iridescent hand-painted flowers on the cups.

3



Mrs. Treed to carefully the teacup on the table. She ran or knocked it over. We don't know. A drastic change happened. She said, "I'll just place them in rows." (Answers will vary.)

second grade
SET 3: WEEK 6

LESSON 2: Optional Teacher Discussion Questions for Week 6 Read-Aloud Booklet



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

What was Mrs. Treed's second grade's hosting in the story? (Answer: a tea party.) **Why were they hosting a tea party at school?** (Answer: They were hosting a tea party for the parent volunteers to thank them for all they do.) **After Mrs. Treed hung up crumpled paper, what did Holly and Aalia do?** (Answer: They scattered confetti all over the tables.) **Yesterday we all scattered. Why?** (If you were playing flowers, would you rather find money or candy scattered all over the classroom? place them in rows? Why? (Answers will vary.)

What was iridescent on the teacups in the story? (Answer: hand-painted flowers.) **Is it helpful for construction workers to wear iridescent orange vests when they work?** (Answer: Yes, something that is not iridescent, don't say anything. (List the following: diamond earrings, a tree branch, a glittery wedding dress, the wings on a dragonfly, and a chocolate bar.)

Mrs. Treed asked the students not to knock the teacups over. She said, "We don't need anything drastic to happen to them." The word drastic means extreme action, or severe. What can we infer that Mrs. Treed meant? (Answer: The word drastic means extreme action, or severe. What can we infer that Mrs. Treed meant? What drastic thing could happen to the teacups if they are knocked over? (Answer: The teacups could break.) **Yesterday we talked about some drastic changes we wish we could make to our classroom. Would you rather have a drastic change to our school lunch menu or a drastic change to our playground? Why?** (Answers will vary.)

One of our words this week is impressive. The word impressive means deserving attention and admiration. What was Mr. Allen impressed with in the story? (Answer: He was impressed with all of the hard work the students had done.) **Right! The students made Mr. Allen feel admiration and respect for what they had done. We can infer that the other parent volunteers were impressed, too. Let's reread page five. Raise your hand when you hear a clue from the text that helps us infer that the parent volunteers were impressed.** (Answer: The parents oohed and awed at all of the decorations. This clue tells us they were impressed with the decor at the tea party.)

At the end of the story, what two adjectives did the author use to describe the event? (Answer: fun and glamorous.) **The word glamorous means attractive and exciting. Would you rather wear a glamorous dress or suit or casual pants and a t-shirt? Why?** (Answer: Would you rather have dinner at a glamorous restaurant or have a picnic in the park? Why? Would you rather visit a glamorous movie star or meet your friends at the park to play? Why? (Remind students that there are no right or wrong answers to these "Would You Rather" questions. Answers will vary.)

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SET 3: WEEK 6 MY WEEKLY WRITING RESPONSE

Directions: Pretend that you get to plan a big glamorous party for your classmates. What impressive things will you plan for your party? Describe what your party will look like and what you will do to make it an impressive and glamorous event. Try to use some of the words from the bottom of your paper in your writing.

The party I am planning will be held in the gym. It will be glamorous. It will have a Hollywood theme. There will be a bright red carpet for everyone to walk on. The red carpet will be glitter scattered on it. I will wear a glamorous dress and a crown in my hair. The DJ will play the live band will be playing. I will think my party will be the best from the parties my class has ever had.

glamorous

iridescent

impr


The Tea Party




Written by Miss DeCarbo
Set 3: Week 6

LESSON 3: CONNECTIONS

Share, discuss, and sort synonyms and antonyms.

 **SYNONYMS**

 **ANTONYMS**

| | | | | |
|------------|------------|------------|---------------|--------|
| glamorous | elegant | attractive | plain | boring |
| iridescent | shimmering | pearly | matte | dull |
| impressive | remarkable | notable | insignificant | common |
| scattered | sprinkled | dispersed | assembled | united |
| drastic | severe | harsh | | |

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

Name: _____
second grade
SET 3: WEEK 6

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.

| focus word | synonyms | antonyms |
|------------|------------------------|-------------------------|
| glamorous | elegant attractive | plain boring |
| impressive | notable remarkable | insignificant common |
| iridescent | pearly shimmering | matte dull |
| scattered | dispersed sprinkled | assembled united |
| drastic | severe harsh | mild calm |

Tonight was Sofia's ballet recital. She put on her tutu. It had glitter **dispersed** on it. The glitter was sparkly and **shimmering**. "Wow, look so **elegant**!" Mom said. She was ready! "Wait! There's been a **severe** change in the schedule. Your class will now dance after the break," Mom said. When it was finally her turn, she twirled and leaped. "That was a **remarkable** performance!" Uncle Lupe said.

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

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LESSON 5: APPLICATION

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

Name: _____

second grade
SET 3: WEEK 6

SENTENCE STEM WRITING ACTIVITY

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

- 1 I went to a glamorous party with parents.
- 2 I saw a really impressive science fair.
- 3 She had on an iridescent shoes.
- 4 We scattered the glitter all over Valentine's Day card.
- 5 I made a drastic decision when I asked the bus driver to move my seat assignment.

Name: _____

second grade
SET 3: WEEK 6

SENTENCE STEM WRITING ACTIVITY

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

- 1 I went to a glamorous _____
- 2 I saw a really impressive _____
- 3 She had on an iridescent _____
- 4 We scattered the _____
- 5 I made a drastic decision when I _____

3 VERSIONS OF OPTIONAL ASSESSMENTS ARE INCLUDED

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!



impressive



iridescent



drastic



scattered

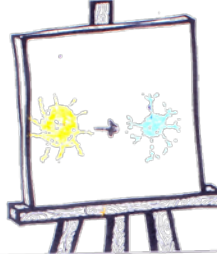


glamorous

Name: _____

WEEKLY WORD SKETCH

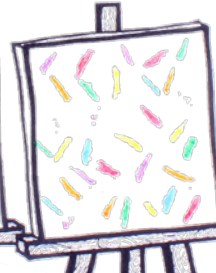
Directions: Draw a picture to show what each word means to you.



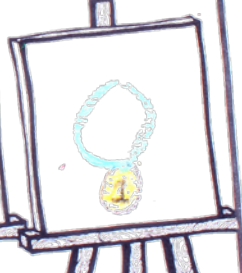
drastic



glamorous



scattered



impressive

Name: _____

second grade
SET 3: WEEK 6

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

impressive

glamorous

scattered

iridescent

drastic

1 My toys were scattered all over the floor.

2 She wore a shiny and iridescent headband.

3 The restaurant was fancy and glamorous.

4 The gymnast gave a flawless and impressive performance at the meet.

5 My teacher made some drastic changes to our seating arrangement.

THE STUDENT COMPLETED 5 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 WORD LIST: SET 3

| | | | |
|---------------|-------------|---------------|------------|
| WEEK 1 | denied | WEEK 5 | suggestion |
| | dodge | | sympathy |
| | slight | | weary |
| | immature | | approach |
| | bare | | proceed |
| WEEK 2 | gaze | WEEK 6 | glamorous |
| | empathy | | iridescent |
| | comprehend | | impressive |
| | imitate | | scattered |
| | irritate | | drastic |
| WEEK 3 | excluded | WEEK 7 | sincere |
| | coincidence | | absolute |
| | brilliant | | ancient |
| | elated | | boast |
| | dapper | | pledge |
| WEEK 4 | region | WEEK 8 | frigid |
| | remarkable | | hustle |
| | alternative | | alarmed |
| | gist | | retire |
| | average | | grasp |

second grade
SET 3: WEEK 6

AT-A-GLANCE WEEKLY GUIDE

THEME

A Fancy Event

FOCUS WORDS

glamorous

iridescent

impressive

scattered

drastic



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 6 Digital Read-Aloud Booklet" with the class. Use the discussion questions for Lesson 2 to guide your conversation. Your students can also complete a writing response activity that correlates with this week's read-aloud book. (Complete the writing response activity during time now/you can't wait, complete the writing response extension for an extra challenge in lessons.)

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.) Label and define 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 3: WEEK 6

THIS WEEK'S TEACHER WORD GUIDE

GLAMOROUS

definition (adj.) attractive and exciting

example sentence The glamorous movie star waved to the reporters while she walked the red carpet.

synonyms attractive, charming, elegant

antonyms boring, plain, unstylish

IRIDESCENT

definition (adj.) shiny and colorful

example sentence The iridescent wings of the dragonfly were a blur of motion as it hovered over the pond.

synonyms lustrous, pearly, shimmering

antonyms dull, matte

IMPRESSIVE

definition (adj.) deserving attention and admiration

example sentence Our math team was an impressive team, only losing two games all year.

synonyms extraordinary, notable, remarkable

antonyms common, insignificant, moderate

SCATTERED

definition (adj.) spread out all over the place

example sentence The scattered pieces of the puzzle looked like crumbs all over the dining room table.

synonyms dispersed, sprinkled, disorganized

antonyms connected, united, assembled

multiple meanings (v.) to move in different directions
We scattered all over the field to find the hidden eggs.

DRASTIC

definition (adj.) extreme action

example sentence Our school made drastic changes to our lunch menu over the summer, and now everyone loves the food!

synonyms severe, forceful, harsh

antonyms calm, easy, mild

PREVIEW



glamorous

iridescent

impressive

scattered

drastic

Tonight was Sofia's ballet recital. She put on her tutu. It had glitter _____ in it. The glitter was _____ and _____. You look so _____," Mom said. She was ready!

"Wait! There's been a _____ change in the schedule. Your class will now dance after the break," Mom said. When it was finally her turn, she twirled and leaped. "That was an _____ performance!" Uncle Lupe said.

second grade
SET 3: WEEK 6

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



glamorous

iridescent

impressive

scattered

drastic

Tonight was Sofia's ballet recital. She put on her tutu. It had glitter scattered in it. The glitter was iridescent and glamorous. You look so glamorous," Mom said. She was ready!

"Wait! There's been a drastic change in the schedule. Your class will now dance after the break," Mom said. When it was finally her turn, she twirled and leaped. "That was an impressive performance!" Uncle Lupe said.

Name _____

second grade
SET 3: WEEK 6

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.

glamorous

iridescent

impressive

scattered

drastic

Tonight was Sofia's ballet recital. She put on her tutu. It had glitter _____ in it. The glitter was _____ and _____. You look so _____." Mom said. She was ready! "Wait! There's been a _____ change in the schedule. Your class will now dance after the break," Mom said. When it was finally her turn, she twirled and leaped. "That was an _____ performance!" Uncle Lupe said.

second grade
SET 3: WEEK 6

LESSON I:

Optional Teacher Discussion Questions for Introduction Story

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

Sophia was dancing in her ballet recital in the passage. What was scattered on her tutu? (Answer: glitter) *The word scattered means spread out all over the place. Let's practice what it means to scatter. When I say "Scatter!", I want everyone to spread out all over the room. However, there are two important rules. The first rule is that you must walk to a place in the room. The second rule is that you must walk somewhere silently. Ready, set, scatter!* (Allow students time to spread out. Explain that they are now scattered all over the classroom!)

What two adjectives did the author use to describe the scattered glitter that was on Sophia's tutu? (Answer: sparkly and iridescent) *The word iridescent means shiny and colorful. Sequins and gems can be iridescent. Is there anything in your room that is iridescent?* (Answers will vary. If there are no iridescent items in the classroom, attempt to find an iridescent piece of clothing or an accessory and use it as an example.)

Mom told Sophia that she looked glamorous. What does glamorous mean? Is it attractive and exciting. Let's play a game. If you would like to be described as glamorous, clap loudly. If you would not like to be described as glamorous, clap softly. Be ready to explain why you clapped the way you did. (Allow students time to share reasons why they would or would not want to be described as glamorous.) Many times, movie stars and entertainers are described as glamorous. Do you know anyone in your life who you would describe as glamorous, or exciting and stylish? (Answers will vary.)

The word drastic means extreme action. There was a drastic change that happened in the passage. What was the drastic change? (Answer: There was a change in the schedule. Sophia's dance was moved to after the break.) *A drastic change would be a big change! If you could make a drastic change to our classroom, what would you do? For example, if I could make a drastic change in our classroom, I would have iPads built into the tops of our desks! Wouldn't that be so fun? What drastic change would you make? Start your thought with, "I would make a drastic change by _____."* (Allow time for discussion and ideas to be shared.)

What did Uncle Lupe think of Sophia's performance? (Answer: He thought it was an impressive performance.) *The word impressive means deserving attention and admiration. Uncle Lupe admired Sophia's ballet performance. I think it's very impressive when my entire class walks quietly down the hallway. Seeing everyone in our classroom helping and being kind to one another is impressive. What is something that is impressive to you? Start your sentence with, "It is impressive when _____."* (Answers will vary.)

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

glamorous

3.6

iridescent

3.6

impressive

3.6

scattered

3.6

drastic

3.6

second grade
SET 3: WEEK 6

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

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



PREVIEW



A FANCY EVENT

second grade
SET 3: WEEK 6

LESSON 2:

Optional Teacher Discussion Questions for Week 6 Read-Aloud Booklet

The Tea Party



Written by Miss DeCarbo
Set 3: Week 6

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 was Mrs. Treed's second graders hosting in the story? (Answer: a tea party) Why were they hosting a tea party at school? (Answer: They were hosting a tea party for the parent volunteers to thank them for all they do.) After Mrs. Treed hung up crepe paper, what did Molly and Aalia do? (Answer: They scattered confetti all over the tables.) Yesterday we all scattered around the classroom. Would you rather find money or candy scattered all over the classroom? Why? If you were planting flowers, would you rather scatter the seeds all over the garden or place them in rows? Why? (Answers will vary.)

What was iridescent on the teacups in the story? (Answer: hand-painted flowers) Is it helpful for construction workers to wear iridescent orange vests? Why? (Answer: Yes, the shiny vest helps people see them so that they can stay safe while working on the road or in the dark.) If I list something that is iridescent, can I say anything? (List the following: a rainbow, a tree branch, a glittery wedding dress, a peacock's tail, a chameleon's skin, and a chocolate bar.)

Mrs. Treed asked the students to knock the teacups over. She said, "We don't need anything drastic to happen to them." What does drastic mean? (Answer: extreme, or severe.) What can we infer that Mrs. Treed meant? What drastic thing could happen to the teacups if they are knocked over? (Answer: The teacups could break.) Yesterday we talked about some drastic changes we wish we could make to our classroom. Would you rather have a drastic change to our school lunch menu or a drastic change to our playground? Why? (Answers will vary.)

One of our words this week is impressive. The word impressive means deserving attention and admiration. What was Mr. Allen impressed with in the story? (Answer: He was impressed with all of the hard work the students had done.) Right! The students made Mr. Allen feel admiration and respect for what they had done. We can infer that the other parent volunteers were impressed, too. Let's reread page five. Raise your hand when you hear a clue from the texts that helps us infer that the parent volunteers were impressed. (Answer: The parents oohed and awed at all of the decorations. This clue tells us they were impressed with the décor at the tea party.)

At the end of the story, what two adjectives did the author use to describe the event? (Answer: fun and glamorous) The word glamorous means attractive and exciting. Would you rather wear a glamorous dress or suit or casual jeans and a t-shirt? Why? Would you rather have dinner at a glamorous restaurant or have a picnic in the park? Why? Would you rather visit a glamorous movie star or meet your friends at the park to play? Why? (Remind students that there are no right or wrong answers to these "Would You Rather" questions. Answers will vary.)

Name: _____

MY WEEKLY WRITING RESPONSE

Directions: Pretend that you get to plan a big glamorous party for your classmates. What impressive things will you plan for your party? Describe what your party will look like and what you will do to make it an impressive and glamorous event. Try to use some of the words at the bottom of your paper in your writing.

PREVIEW

| | | | | |
|-----------|------------|------------|-----------|---------|
| glamorous | iridescent | impressive | scattered | drastic |
|-----------|------------|------------|-----------|---------|

second grade

SET 3: WEEK 6

LESSON 3:

SYNONYM & ANTONYM CARDS

glamorous

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

attractive

3.6

elegant

PREVIEW

3.6

boring

3.6

plain

3.6

second grade

SET 3: WEEK 6

LESSON 3:

SYNONYM & ANTONYM CARDS

iridescent

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

pearly

3.6

shimmering

3.6

dull

3.6

matte

3.6

second grade

SET 3: WEEK 6

LESSON 3:

SYNONYM & ANTONYM CARDS

impressive

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

notable

3.6

remarkable

PREVIEW

3.6

common

3.6

insignificant

3.6

second grade

SET 3: WEEK 6

LESSON 3:

SYNONYM & ANTONYM CARDS

scattered

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

dispersed

3.6

sprinkled

PREVIEW

3.6

united

3.6

assembled

3.6

drastic

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

severe

3.6

harsh

PREVIEW

3.6

mild

3.6

calm

3.6

Name: _____

second grade

SET 3: WEEK 6

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.

| | | | | |
|------------|-----------|------------|-----------|---------------|
| plain | dispersed | severe | matte | insignificant |
| harsh | common | attractive | sprinkled | pearly |
| dull | elegant | united | notable | calm |
| remarkable | mild | shimmering | assembled | boring |

| focus word | synonyms | antonyms |
|---------------|----------------|----------|
| glamorous | PREVIEW | |
| impressive | | |
| iridescent | | |
| scattered | | |
| drastic | | |

Name: _____

second grade
SET 3: WEEK 6

**SENTENCE STEM
WRITING ACTIVITY**

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

1 I went to a **glamorous**

2 I saw a really **impressive**

3 She had a **descent**

4 We scattered the

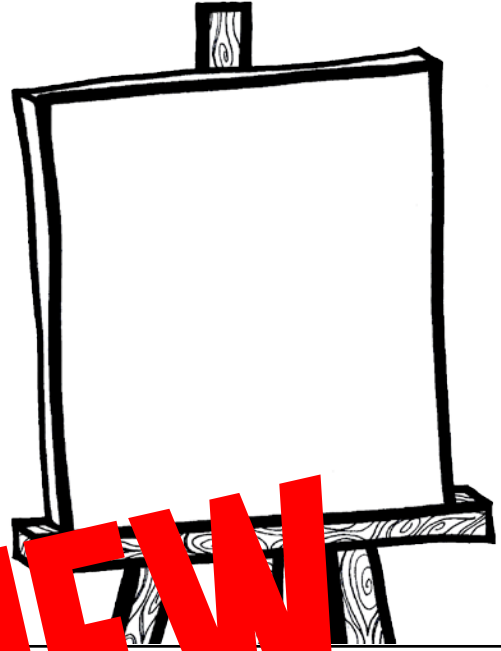
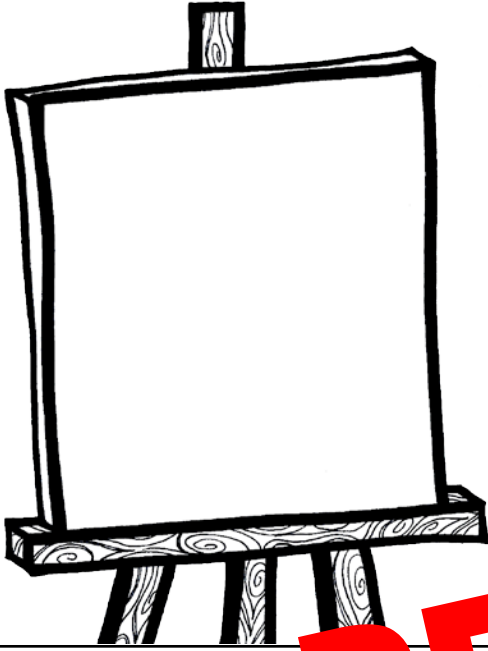
5 I made a **drastic** decision when I

PREVIEW

Name: _____

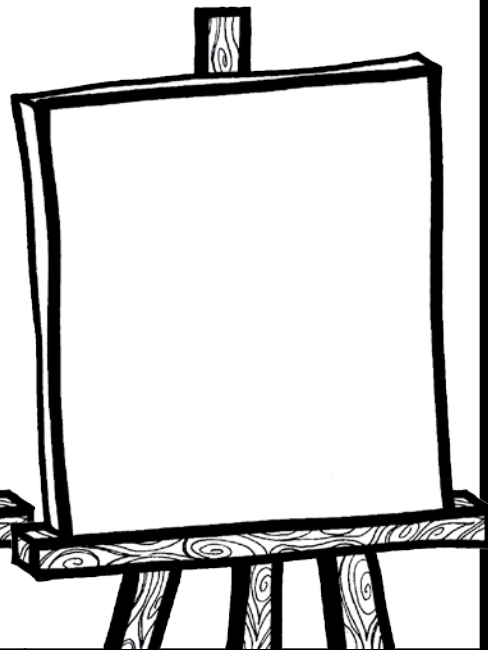
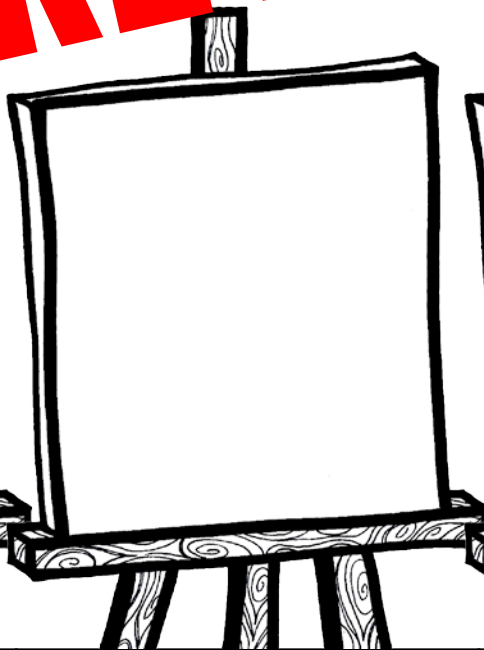
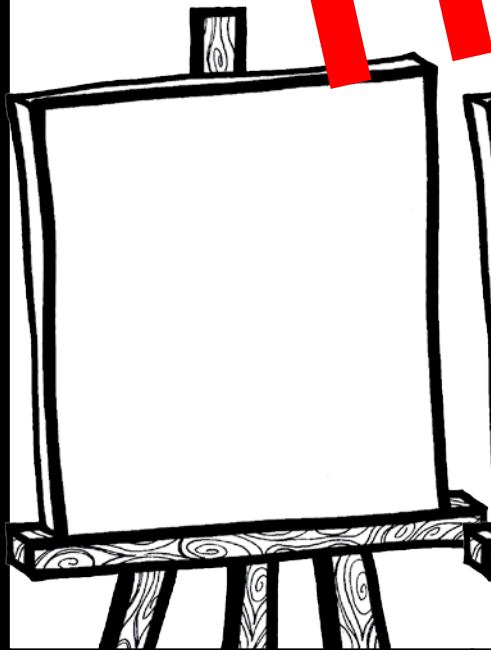
WEEKLY WORD SKETCH

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



disastrous

ambitious



iridescent

scattered

impressive

Name: _____

second grade
SET 3: WEEK 6

**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 | glamorous | iridescent |
| impressive | scattered | drastic |

1 My toys were _____ all over the floor.

2 She wore a _____ and _____ band.

3 The restaurant was fancy and _____.

4 The gymnast gave a flawless and _____ performance at the meet.

5 My teacher made some _____ changes to our seating arrangement.

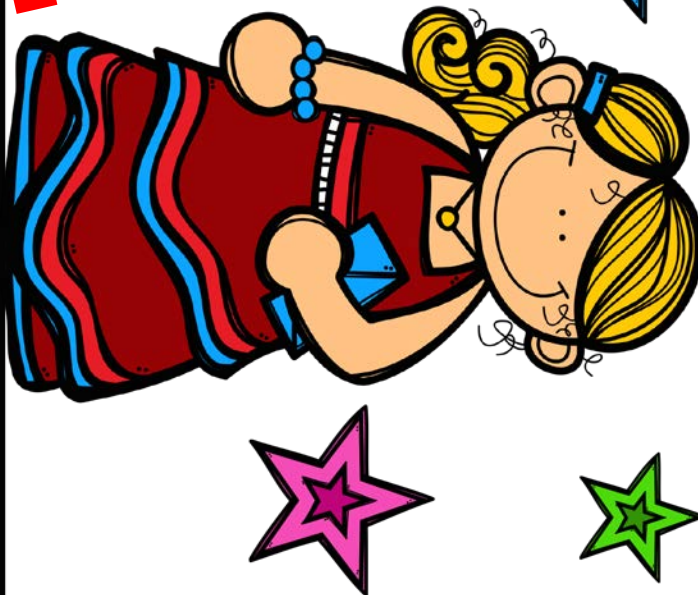
THE STUDENT COMPLETED _____ OUT OF 5 SENTENCES CORRECTLY.

PICTURE CARDS FOR WORD CHAT

WORD PLAY ACTIVITY

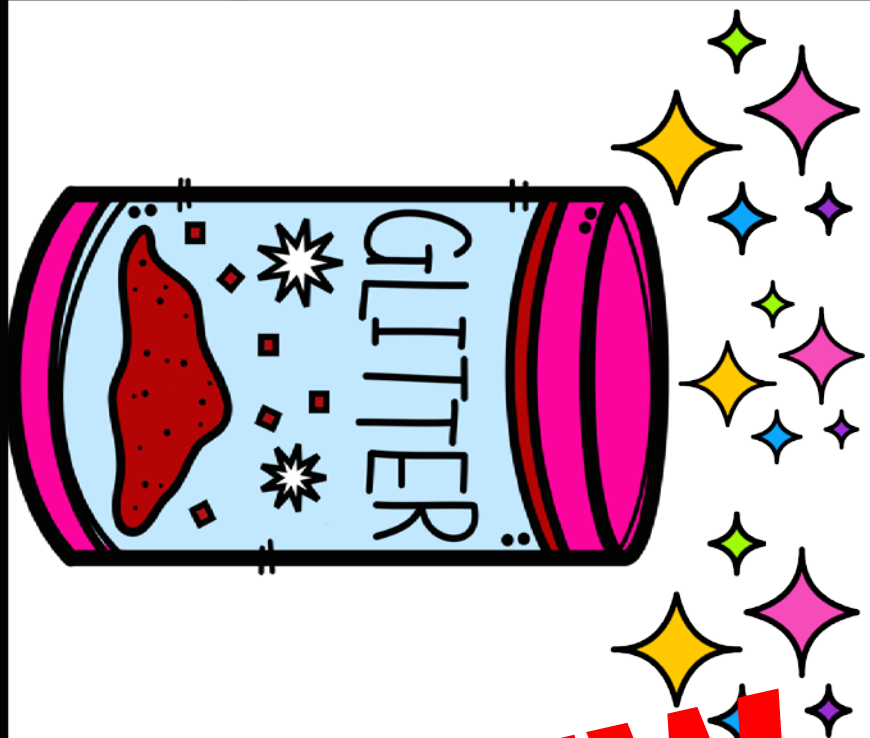
Optional/Supplemental Activity: The following picture cards can be used with the class as an optional, additional, or supplemental word play activity throughout the week. Cut out the cards, and display them on an anchor chart or in your pocket chart. These picture cards can be used with your word cards. 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 dry erase markers. This would also make a great small-group activity or center!

PREVIEW



WHAT WORD AM I?

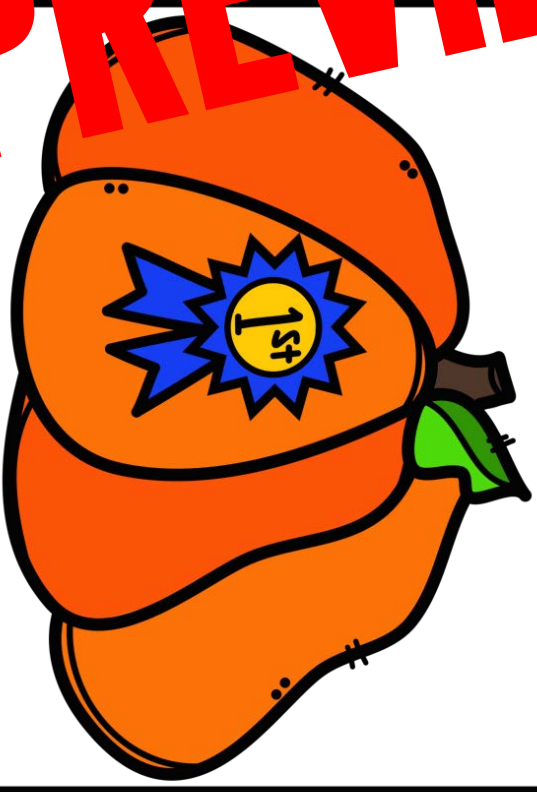
impressive glamorous scattered iridescent drastic 3.6



WHAT WORD AM I?

glamorous iridescent

impressive scattered drastic 3.6

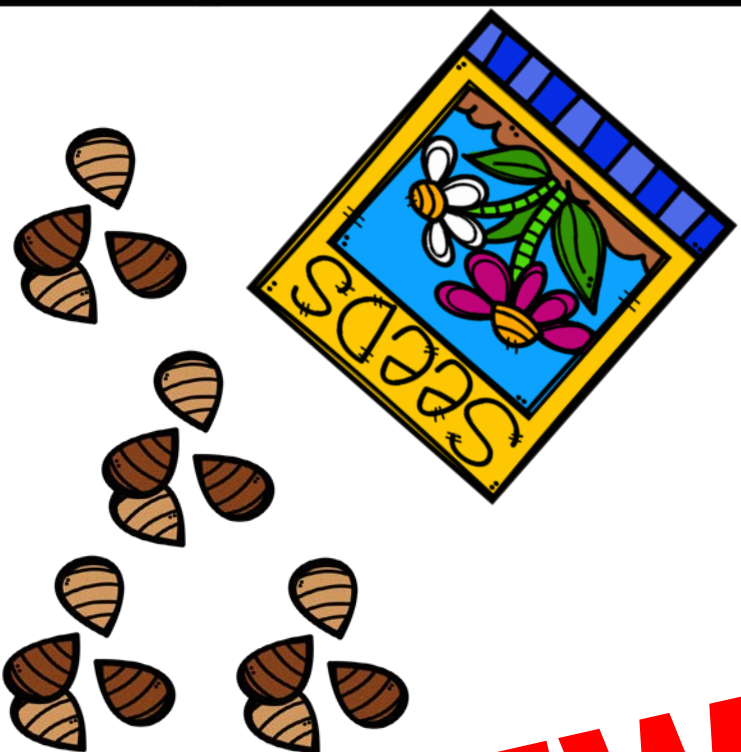


WHAT WORD AM I?

glamorous iridescent

impressive scattered drastic 3.6

PREVIEW



WHAT WORD AM I?

glamorous iridescent

impressive scattered drastic **3.6**



WHAT WORD AM I?

glamorous iridescent

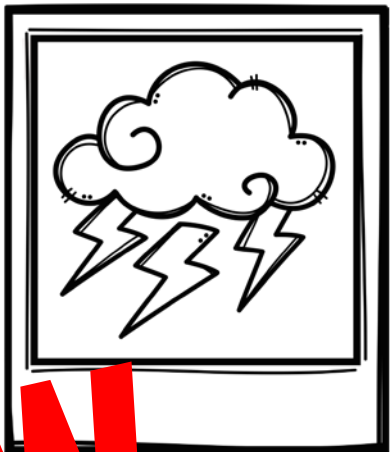
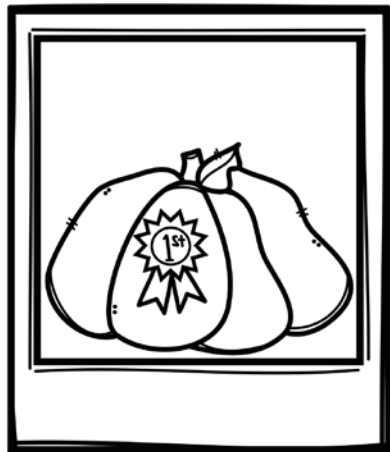
impressive scattered drastic **3.6**

PREVIEW

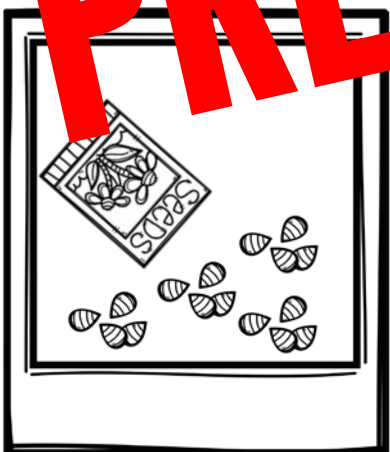
Name: _____

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



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| | | | | |
|-----------|------------|------------|-----------|---------|
| glamorous | iridescent | impressive | scattered | drastic |
|-----------|------------|------------|-----------|---------|

Name: _____

WORD CRAYONS

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



glamorous



iridescent



impressive



scattered



drastic

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 6

glamorous

attractive and exciting

iridescent
shiny and colorful

impressive

deserving attention and
admiration

scattered

spread out all over the place

drastic

extreme action

RATIONALE AND RESEARCH

Why was this resource created?

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

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

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

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

RATIONALE AND RESEARCH

What kind of words does this vocabulary resource focus on?

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

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

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

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

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

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

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

RATIONALE AND RESEARCH

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

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

RATIONALE AND RESEARCH

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

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

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

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

RESEARCH CITATIONS

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

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

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

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

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

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


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

LOOKING FOR SETS 1 AND 2?

CLICK BELOW!

VOCABULARY CURRICULUM

second grade set 1



MISS DECARBO

LESSON PLANS

WEEKLY ROUTINE


DIGITAL BOOKS

HANDS-ON APPLICATION

WORD PLAY

VOCABULARY CURRICULUM

second grade set 2



MISS DECARBO

LESSON PLANS

WEEKLY ROUTINE

DIGITAL BOOKS

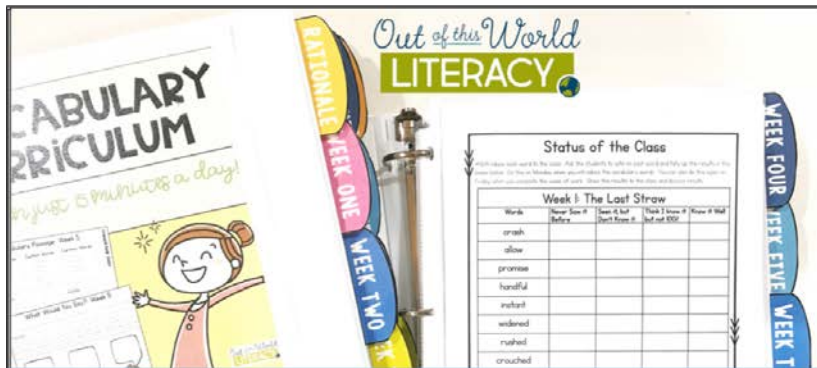
HANDS-ON APPLICATION

WORD PLAY

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. shy | 5. shy | 5. shy | |
| 6. timid | 6. timid | 6. timid | |
| 7. nervous | 7. nervous | 7. nervous | |
| 8. fearful | 8. fearful | 8. fearful | |
| 9. shy | 9. shy | 9. shy | |
| 10. timid | 10. timid | 10. timid | |

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. shy | 5. shy | 5. shy | |
| 6. timid | 6. timid | 6. timid | |
| 7. nervous | 7. nervous | 7. nervous | |
| 8. fearful | 8. fearful | 8. fearful | |
| 9. shy | 9. shy | 9. shy | |
| 10. timid | 10. timid | 10. timid | |

DAY 1

DAY 2

DAY 3

DAY 4



In Just
15 Min.
a day!

EASY-TO-FOLLOW!

MISS DECARBO

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



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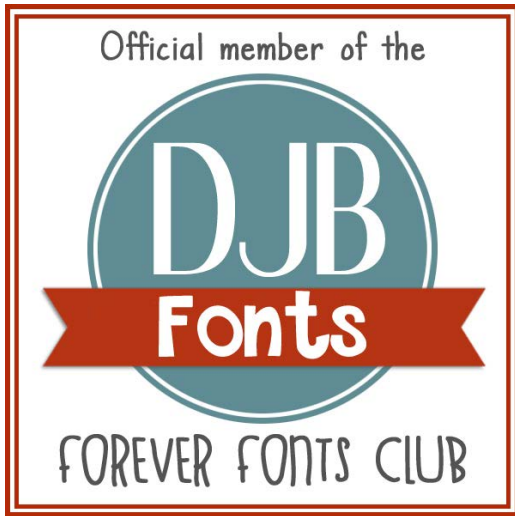
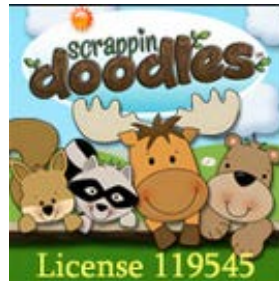
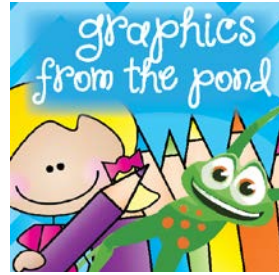
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