

# VOCABULARY CURRICULUM

second grade set 4

LESSON PLANS

WEEKLY ROUTINE

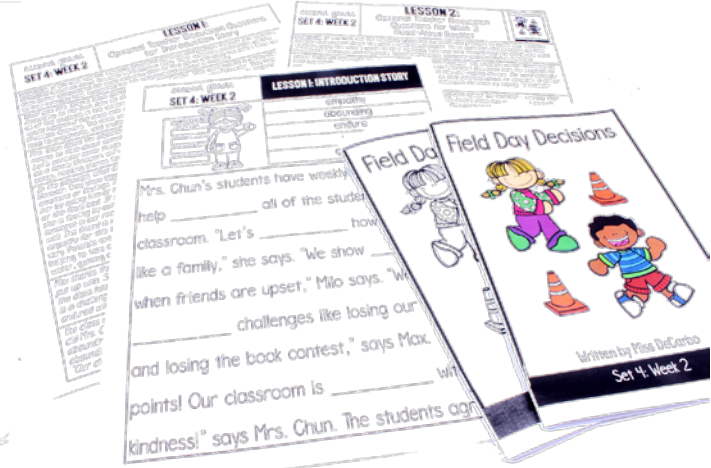
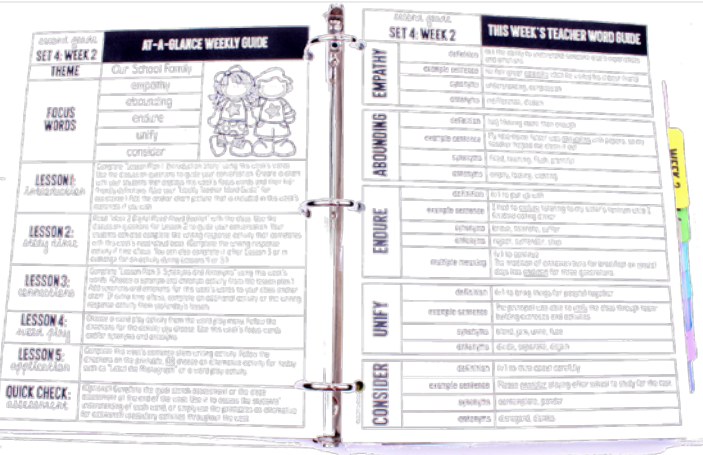
DIGITAL BOOKS

HANDS-ON APPLICATION

WORD PLAY



# WEEKLY MATERIALS INCLUDE:



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

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



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

# DIGITAL BOOKS FOR PC & MAC

with teacher discussion questions

## Field Day Decisions



Written by Miss DeCarbo

Set 4: Week 2

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



"I know you will all do a great job this afternoon. Remember to work hard and try your best. The whole point of Field Day is to have fun! Cheer for the other teams, and show them empathy if they do not win an event. I'm sure they will do the same for us!" Miss Leila said.

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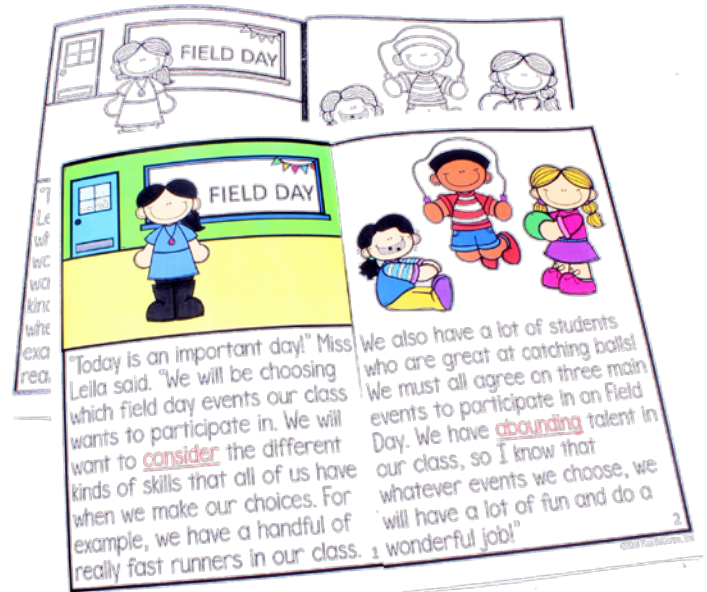
"I just love Field Day!" said Ming. "Me, too!" said William. "It's always such a memorable day. Field Day always helps unify every classroom in our school. We all work together to do our best in the different events. There's also popsicles involved!" Everyone laughed!

6

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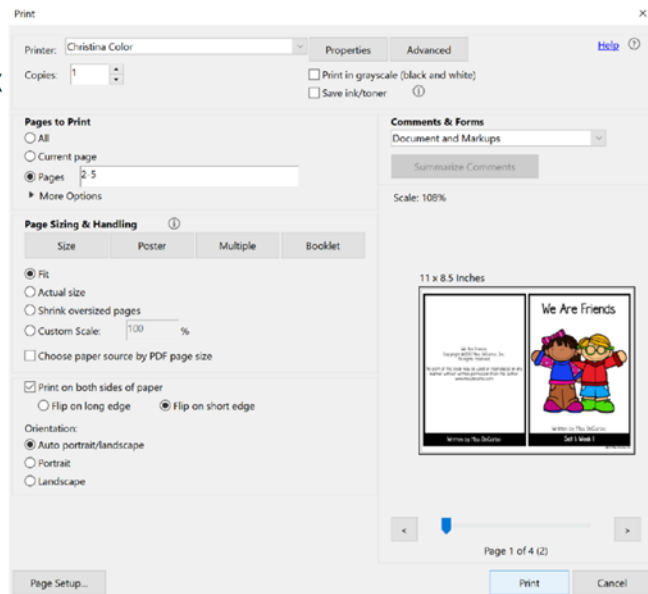
# PRINTABLE VERSIONS OF THE READ-ALoud BOOKLETS ARE INCLUDED!



## PRINTING INSTRUCTIONS FOR WEEKLY READ-ALoud BOOKLETS

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

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





# EACH WEEK FOLLOWS A CONSISTENT ROUTINE

<b>LESSON 1:</b> <i>introduction</i>	<p>Create an anchor chart with your students that displays this week's words and definitions.</p> <p>Share the introduction story with your students, and complete Lesson 1.</p>
<b>LESSON 2:</b> <i>story time</i>	<p>Read the digital (or printable) booklet for the week, and use the discussion questions to guide your conversation with students.</p> <p>The students will complete an optional writing response activity that connects the story to their own lives.</p>
<b>LESSON 3:</b> <i>connections</i>	<p>Add this week's synonyms and antonyms to your anchor chart.</p> <p>Complete the synonym and antonym activity of your choice.</p>
<b>LESSON 4:</b> <i>word play</i>	<p>Choose an activity from the word play menu.</p>
<b>LESSON 5:</b> <i>application</i>	<p>Students will complete 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
<b>Materials:</b> <ul style="list-style-type: none"> <li>pocket chart</li> <li>sentence strips</li> <li>chart paper</li> <li>marker</li> <li>word cards</li> <li>introduction story for Lesson 1</li> <li>student copies are optional</li> </ul>	<b>Set Up:</b> Write the week's introduction story on sentence strips, and place them in a pocket chart for the whole group to see. You can also write them largely on an anchor chart. Draw a "blank" ( ) on your sentence strips, just as it is shown on the story printable. Place the word cards in a row above or below the pocket chart story. Flip the cards over so that students <i>cannot</i> see them yet. Mix up the order of the word cards. If you would prefer <i>not</i> to use a pocket chart or an anchor chart, place the introduction story printable under a document camera, or display it on a screen. If you're projecting the story on a screen, cover up the focus words with sticky notes.

**"I have a story that I want to share with you, but some of the words in the story are missing! I'm going to need your help to find some new words that could make sense in our story."**

Do NOT read the word cards yet. First, read each sentence in the introduction story, and say "blank" whenever there is an empty space. Then, go back and read just the first sentence again. Ask the students, **"Does anyone know a word that would make sense in this sentence?"** This exercise helps students draw from their schema and make connections to words they already know. The exercise also exposes your students to many words they may not have otherwise thought of, used, or shared, had we only exposed them to this week's focus words. It also allows them to put these known words into context. Have students share as many words as they can think of that make sense in the blank space for the first sentence. Repeat this routine with the remaining sentences in the story.

Now, flip each word card over (or remove the sticky note if you're projecting the story onto a screen), and read the week's focus words to the students. Have students repeat and echo each word back to you after you read it to them. Record the week's five focus words on chart paper to use and refer to throughout the week. I suggest first asking the students if they already know the meanings of any of the words. (They may surprise you!) Then, use the weekly teacher word guide to discuss each word's meaning using the kid-friendly definition and the example sentences provided. Add the definitions to your word chart as you teach the students each

second grade CONNECTIONS	LESSON PLAN 3: SYNONYMS & ANTONYMS
<b>Materials:</b> <ul style="list-style-type: none"> <li>weekly word chart that includes the week's focus words and kid-friendly definitions</li> <li>pocket chart</li> <li>synonym and antonym word cards for the week</li> <li>markers</li> </ul>	<b>Set Up:</b> This lesson can be completed in a whole-group setting or a small-group setting. You will be adding synonyms and antonyms to your weekly word chart (anchor chart) for the week, so you will want to have it nearby. A pocket chart is needed if you choose to complete the word sort activity. Cut out (laminated if you wish) this week's synonym and antonym word cards.

This lesson is designed to be straightforward and simple. The teacher will engage in a discussion with the students to share words that mean the same and words that are different from the week's five focus words. You'll notice that for some weeks, the synonym and antonym list is minimal. (This frequently happens if the focus words are nouns rather than adjectives.) Since we want to expose students to as many vocabulary words as possible, understanding synonyms and antonyms for the words they are learning is a vital component to building vocabulary. For instance, if a student learns two synonyms and two antonyms for each focus word, we've now exposed the student to up to twenty-five words for the week, rather than just five words!

Choose one of the activities below as a way to discuss the synonyms and antonyms for the week with your students. Remember to first review with your students that **"Synonyms are words that mean the same,"** and **"Antonyms are words that are opposite (or different)."** Use your "Weekly Teacher Word Guide" to help you share synonyms and antonyms for each focus word. Add the new synonyms and antonyms you discuss with your students to the weekly word chart (anchor chart) that you created in Lesson 1.

REREAD THE INTRODUCTION STORY	WORD SORT
A great way to teach synonyms for each focus word of the week is to reread the introduction story you completed in Lesson 1. Repeat the lesson using the synonyms instead of the focus words. You can also try to have students help you insert the antonyms into the blanks in the story. Sometimes the antonyms will not make sense in the sentence, but this leads to great discussions with the students about why some words make sense and others do not.	Place the five focus word cards horizontally across your pocket chart. Hold up a synonym word card, and read it aloud. Have the students repeat the word back to you and share anything they already know about the word. Ask, <b>"Does this word mean the same thing as any of the words that are in our pocket chart this week?"</b> The students will help you sort each synonym word card by placing it under one of the five focus words that has the same meaning. Repeat the same process using the antonym word cards.
You can also choose the "Word Chart" word play activity as a quick alternative activity for this lesson. If you choose to skip the synonym and antonym instruction, replace this lesson with any of the extra activities within the packet.	

second grade STORY TIME	LESSON PLAN 2: WHOLE-GROUP READ-ALoud AND PRINTABLE MINI BOOK
<b>Materials:</b> <ul style="list-style-type: none"> <li>digital booklet for this week OR a printable copy (color or black and white)</li> <li>a copy of the teacher discussion questions for Lesson 2 of this week (optional)</li> <li>student copies of the week's writing response printable</li> </ul>	<b>Set Up:</b> Story time can take place in a whole-group or a small-group setting. I prefer to complete this lesson in a whole-group setting so that the entire class can hear and participate in the same discussion about the story and our weekly words. <p>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 device that has Microsoft PowerPoint installed. When you open the file, the booklet will automatically open up and be ready for use. If you are not using a digital booklet, both color and black and white printable versions of each week's booklets are available.</p> <p>Have your weekly word chart (anchor chart) that you made with the students nearby for reference when needed.</p>

**"Boys and girls, I have a really great story to share with you today! It is a different story than the one we read yesterday, and it will help us learn even more about our new words for this week. As I read, I want you to listen very carefully and very closely because we are going to be talking about what happens in the book and sharing our thoughts."**

Read the story to the students, stopping to review and discuss the vocabulary and what is happening within the story as you read. (You may need to reteach what the vocabulary words mean by referring to the word chart you created for the week with your students.) **Your weekly materials include an optional teacher discussion questions page that will help you facilitate a discussion with your students about the book.** Use this scripted teacher guide as much or as little as you'd like in order to discuss the words and put them into context for your students. The teacher discussion questions do a nice job of asking the students to relate the words to their own lives, and they help them work on comprehension skills by asking details about what they are listening to within the book. Since it is important for students to hear

second grade APPLICATION	LESSON PLAN 5: SENTENCE STEM WRITING ACTIVITY
<b>Materials:</b> <ul style="list-style-type: none"> <li>student copies of the week's "Sentence Stems" writing printable</li> <li>pencils</li> <li>anchor chart for this week's words</li> </ul>	<b>Set Up:</b> This lesson is completed independently by the students (with guidance from the teacher if needed). You will want to ensure that your weekly word chart (anchor chart) is available for you and your students to refer to if needed. Pass out a copy of the week's "Sentence Stems" writing printable. You may wish to model the first sentence with students, depending upon their needs and the time of the year.

**"Today you will get to use what you have learned about our new words to write your own sentences. These sentences will be all about you and your own life. I can't wait to see what you come up with!"**

Pass out copies of the week's "Sentence Stems" writing printable. Your students will be writing five sentences. Each sentence has been "started" for the student with a sentence stem. For example, for the word "cooperate", the sentence might say, "I cooperate in my classroom by..." The student would have to complete the sentence on his or her own. This activity is a great way for students to practice applying their knowledge of the week's words independently and to their own lives. This puts the vocabulary in context for the students, makes it meaningful, and allows them to demonstrate their understanding of the words in their own unique ways. It also scaffolds the writing process for students so that they can use each word in the correct way, but they will still need to supply their own critical thinking and original ideas. The activity eliminates the chance of students using the word completely incorrectly. They will still, however, need to have a solid understanding of what the word means in order to successfully complete the sentence and put it into the correct context.

When students have completed their sentences, you can choose to have them share their sentences with the whole class, in partners, or in small groups. It is helpful for students to be able to hear examples and model sentences with their peers. This allows them to hear each word being used in multiple ways, situations, scenarios, and experiences.

**Differentiation Options:** Below are several differentiation options that you can use with your students and adapt for your lesson plan.

- Increase the challenge for students by eliminating the sentence stems and having students write a sentence for each focus vocabulary word within their notebooks.
- 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.

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

Mrs. Chun. The students agree!

Mrs. Chun. The students agree!

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# LESSON 2: STORY TIME

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



"I know you will all do a great job this afternoon. Remember to work hard and try your best. The whole point of Field Day is to have fun! Cheer for the other teams, and show them **empathy** if they do not win an event. I'm sure they will do the same for us!" Miss Leila said.

5



"I just love Field Day!" said Ming. "Me, too!" said William. "It's always such a memorable day. Field Day always helps **unify** every classroom in our school. We all work together to do our best in the different events. There's also popsicles involved!"

second grade		LESSON 2: Optional Teacher Discussion Questions for Week 2 Read-Aloud Booklet	
SET 4: WEEK 2			
<p><b>Directions:</b> 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.</p> <p><b>Why is today an important day for Miss Leila's students?</b> (Answer: The students will be choosing the field day events that the class will be participating in on Field Day.) Miss Leila asks the students to <b>consider</b> the different skills that all of them have when they are making choices. The word <b>consider</b> means to think carefully about something. I want you to think carefully about, or consider, a skill or talent that YOU have. Share the skill or talent you possess with the class by saying, "I consider myself to be skilled at..." (Answers will vary.)</p> <p><b>On page 2, Miss Leila states that their class is glamping with talent: life learned yesterday that the word <b>abounding</b> means having more than enough.</b> Miss Leila's class has more than enough talent, so she knows they will do well in whatever events they participate in on Field Day. Would you rather have a bedroom that is <b>abounding</b> with toys or <b>abounding</b> with books? Why? Would you rather be a part of a classroom that is <b>abounding</b> with kindness or a classroom that is <b>abounding</b> with great writers? Why? Would you rather have an <b>abounding</b> amount of friends or an <b>abounding</b> amount of money? Why? (Answers will vary.)</p> <p><b>One of the events that the students voted on was tug-of-war. Why was Hanna not happy with that outcome?</b> (Answer: She couldn't <b>endure</b> the scratches that the rope gives her when she plays the game.) The word <b>endure</b> means to put up with something. Yesterday, you all shared something difficult you have had to <b>endure</b>. The word <b>enjoy</b> means to find delight in something. Would you rather <b>endure</b> an activity or <b>enjoy</b> an activity? Why? (Possible answer: When we <b>enjoy</b> an activity, we are happier because we want to do it. When we <b>endure</b> an activity, we are tolerating it, but we do not like or find pleasure in it.) If I list something you would have to <b>endure</b>, say "Endure!" If I list something you would <b>enjoy</b>, say "Enjoy!" (List the following: running 10 miles, reading, doing an art project, cleaning your room, making your bed, going to a party, and going to the store.)</p> <p><b>What did Miss Leila tell the students to do for the other team if they do not win an event?</b> (Answer: Cheer for them and show <b>empathy</b>.) The word <b>empathy</b> means an understanding of how someone feels. How can we show <b>empathy</b> for a team that loses an event? (Possible answers include: telling them they did a great job, not bragging about winning, shaking their hands, telling them "Well done!", offering a kind smile or hug, saying "It's okay", etc.)</p> <p><b>What are two reasons why William likes Field Day?</b> (Answer: It helps to unify the classroom, and he likes that there are popsicles involved.) The word <b>unify</b> means to bring things or people together. Let's play "Clap It!" If you would like to belong to a unified classroom, clap loudly. If you would not like to belong to a unified classroom, clap softly. Why did you clap the way you did? (Answers will vary. Discuss that a unified classroom is one that works together, plays together, helps one another, and is a happier place! It's always better when we can work together and help one another.)</p>			

NAME: \_\_\_\_\_ SET 4: WEEK 2

### MY WEEKLY WRITING RESPONSE

Directions: Describe the classroom family that you are a part of. Do you do things together that help unify your class? How does your class show empathy for one another? What is your classroom abounding with? Try to use some of the words at the bottom of your paper in your writing.

I am part of a close classroom family. We celebrate our accomplishments. We consider each other's feelings throughout the day. If one of us is upset or feeling blue, we show support or encouragement and by offering encouragement. Our teacher helps (unify) our class by having us work together on projects. I'm happy to be in a classroom that is abounding with...

empathy	abounding	endure
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# LESSON 3: CONNECTIONS

Share, discuss, and sort synonyms and antonyms.

## SYNONYMS

## ANTONYMS

consider

ponder

contemplate

dismiss

disregard

empathy

compassion

understanding

indifference

disdain

abounding

filled

plentiful

lacking

empty

endure

suffer

tolerate

surrender

reject

unify

unite

join

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

Mrs. Chun's students have weekly **unite** They

help **unite** all of the students in the

classroom. "Let's **unite** how our class is

like a family," she says. "We show **compassion** when

friends are upset," Milo says. "We've had to

**suffer** challenges like losing our class pet

and losing the book contest," says Max. "Great points!

Our classroom is **filled** with kindness!" says

Mrs. Chun. The students agree!

Name: \_\_\_\_\_  
SET 4: WEEK 2

## 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.

join	suffer	empty	disregard	surrender
lacking	contemplate	tolerate	compassion	divide
dismiss	plentiful	unite	understanding	disdain
filled	separate	indifference	ponder	reject

focus word	synonyms	antonyms
empathy	compassion understanding	disdain indifference
abounding	filled plentiful	lacking empty
endure	suffer tolerate	surrender reject
unify	join unite	divide separate
consider	ponder contemplate	dismiss disregard



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





# LESSON 5: APPLICATION

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

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

second grade <b>SET 4: WEEK 2</b>	<b>SENTENCE STEM WRITING ACTIVITY</b>
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Directions: Use what you know about each vocabulary word to finish these sentences.

- 1 I have empathy for my friends when they are sad and upset.
- 2 Our classroom is abounding with kindness and respect!
- 3 I don't like when I have to endure the cold weather at recess.
- 4 We can unify our classroom by taking time to get to know one another.
- 5 I hope my teacher will consider giving us an extra recess on Friday.

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# 3 VERSIONS OF OPTIONAL ASSESSMENTS ARE INCLUDED

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

second grade  
**SET 4: WEEK 2**

**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.


<b>WORD BANK</b>	empathy	abounding
endure	unify	consider

- He put on his heaviest coat and went out to endure the cold weather while he walked the dog.
- She felt a lot of empathy toward her little sister because she was home sick with the flu.
- I forgot to empty my folder over the weekend, so it was abounding with papers from school.
- I wonder if my teacher will consider giving us an extra recess this afternoon.
- My teacher helps unify our classroom through games that help us get to know one another.


THE STUDENT COMPLETED 5 OUT OF 5 SENTENCES CORRECTLY.

**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!




abounding




unify



empathy



consider



endure

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

**WEEKLY WORD SKETCH**

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



abounding



unify



consider



empathy



endure

# 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 4

<b>WEEK 1</b>	hover	<b>WEEK 5</b>	haunting
	reluctant		flabbergasted
	astonished		sarcastic
	blunder		depart
	notice		illuminate
<b>WEEK 2</b>	empathy	<b>WEEK 6</b>	savor
	abounding		impeccable
	endure		enthralled
	unify		obvious
	consider		amiable
<b>WEEK 3</b>	swift	<b>WEEK 7</b>	frank
	fortunate		yield
	conceal		permit
	agreeable		provoke
	omit		ominous
<b>WEEK 4</b>	drive	<b>WEEK 8</b>	cease
	harmony		yearn
	fine		aghast
	melody		whimsical
	captivated		meddle

second grade  
**SET 4: WEEK 2**

# AT-A-GLANCE WEEKLY GUIDE

## THEME

Our School Family

## FOCUS WORDS

empathy

abounding

endure

unify

consider



## 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 2 Digital Read-Aloud Booklet" with the class. Use the discussion questions for Lesson 2 to guide your conversation. Your students can also complete the writing response activity that correlates with this week's read-aloud book. (Complete the writing response activity if time allows. You can also complete it after Lesson 3 or in 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.

second grade  
**SET 4: WEEK 2**

# THIS WEEK'S TEACHER WORD GUIDE

<b>EMPATHY</b>	<b>definition</b>	(n.) the ability to understand someone else's experiences and emotions
	<b>example sentence</b>	He felt great <u>empathy</u> when he visited his ill best friend.
	<b>synonyms</b>	understanding, compassion
	<b>antonyms</b>	indifference, disdain

<b>ABOUNDING</b>	<b>definition</b>	(adj.) having more than enough
	<b>example sentence</b>	My take-home folder was <u>abounding</u> with papers, so my teacher helped me clean it out.
	<b>synonyms</b>	filled, teeming, flush, plentiful
	<b>antonyms</b>	empty, lacking, wanting

<b>ENDURE</b>	<b>definition</b>	(v.) to put up with
	<b>example sentence</b>	I had to <u>endure</u> standing to my left in the atrium while I finished reading the book.
	<b>synonyms</b>	endure, suffer, survive, weather, withstand
	<b>antonyms</b>	reject, surrender, stop
	<b>multiple meaning</b>	to continue The tradition of cinnamon buns for breakfast on special days has <u>endured</u> for three generations.

<b>UNIFY</b>	<b>definition</b>	(v.) to bring things (or people) together
	<b>example sentence</b>	The principal was able to <u>unify</u> the class through team-building exercises and activities.
	<b>synonyms</b>	blend, join, unite, fuse
	<b>antonyms</b>	divide, separate, disjoin

<b>CONSIDER</b>	<b>definition</b>	(v.) to think about carefully
	<b>example sentence</b>	Please <u>consider</u> staying after school to study for the test.
	<b>synonyms</b>	contemplate, ponder
	<b>antonyms</b>	disregard, dismiss

**PREVIEW**



second grade  
**SET 4: WEEK 2**

**LESSON 1: INTRODUCTION STORY**



empathy

abounding

endure

unify

consider

Mrs. Chun's students have weekly meetings. They help \_\_\_\_\_ all of the students in the classroom. "Let's \_\_\_\_\_ how our class is like a family," she says. "We show \_\_\_\_\_ when friends are upset," Milo says. "We've had to \_\_\_\_\_ challenges like losing our class pet and losing the book contest," says Max. "Great points! Our classroom is \_\_\_\_\_ with kindness!" says Mrs. Chun. The students agree!

second grade  
**SET 4: WEEK 2**

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



empathy

abounding

endure

unify

consider

Mrs. Chun's students have weekly meetings. They help unify all of the students in the classroom. "Let's consider how our class is like a family," she says. "We show empathy when friends are upset," Milo says. "We've had to endure challenges like losing our class pet and losing the book contest," says Max. "Great points! Our classroom is abounding with kindness!" says Mrs. Chun. The students agree!

Name \_\_\_\_\_

second grade  
**SET 4: WEEK 2**

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

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

empathy

abounding

endure

unify

consider

Mrs. Chun's students have weekly meetings. They help \_\_\_\_\_ all of the students in the classroom. "Let's \_\_\_\_\_ how our class is like a family," she says. "We show \_\_\_\_\_ when friends are upset," Milo says. "We've had to \_\_\_\_\_ challenges like losing our class pet and losing the book contest," says Max. "Great points! Our classroom is \_\_\_\_\_ with kindness!" says Mrs. Chun. The students agree!

second grade  
**SET 4: WEEK 2**

# LESSON I:

## Optional Teacher Discussion Questions for Introduction Story

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

*What was Mrs. Chun's class doing in the story? (Answer: They were having a weekly meeting.) According to the text, how do the weekly meetings help the class? (Answer: They help unify all of the students in the classroom.) The word unify means to bring people together. What would happen if the class was not unified and nobody wanted to be around anyone? (Possible answers: The class would be chaotic, and nobody would be getting along. This could lead to arguments, and students would be upset. They would not be friends.)*

*Mrs. Chun asked the students to consider how their class is like a family. The word consider means to think about something carefully. Let's practice thinking about something carefully. Let's consider some things we do in our classroom to help ourselves and bring us all together as a family. (Answers will vary. Possible answers could include making agreements, singing songs, reading stories together, playing with each other, etc.)*

*In the passage, what did Milo say about the students in the classroom who are upset? (Answer: They show empathy.) The word empathy means the ability to understand someone else's emotions or feelings. For example, if someone is crying, we can show empathy for him or her by asking him or her what is wrong and offering to listen and help. We feel bad that he or she feels bad. If someone is proud of winning a contest, we can understand how he or she is feeling by congratulating him or her and being proud of him or her. Let's pretend someone in our room is sitting at his or her seat and does not look like he or she is feeling well. This friend is resting his or her head on the desk and is frowning. How can we show empathy for this friend? Start your response with, "We can show empathy by..." (Answers will vary. Possible answers include asking the person if he or she needs help going to the nurse, helping to take care of the friend who does not feel well, bringing the friend a cup of water, getting a teacher for help, and feeling sad because he or she is not happy or well.)*

*Max shares that the class has had to endure some challenges. The word endure means to put up with. Synonyms for endure are brave and suffer. What are some of the challenges the class has had to endure? (Answer: losing a class pet and losing the book contest) What is a challenge, or something difficult, that you have had to endure? Share what you have endured with a friend. Start your thought with, "I've had to endure..." (Answers will vary.)*

*The class came up with some great ways that they have come together as a family. What did Mrs. Chun say that the classroom is abounding with? (Answer: kindness) The word abounding means having more than enough or filled with. What do you think our classroom is abounding with? For example, our library is abounding with books! Start your thought with, "Our classroom is abounding with..." (Answers will vary.)*

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

empathy

4.2

abounding

4.2

**PREVIEW**  
measure

4.2

unify

4.2

consider

4.2



second grade  
**SET 4: WEEK 2**

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

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



second grade  
**SET 4: WEEK 2**

# LESSON 2:

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



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

*Why is today an important day for Miss Leila's students? (Answer: The students will be choosing the field day events that the class will be participating in on Field Day.) Miss Leila asks the students to consider the different skills that all of them have when they are making choices. The word consider means to think carefully about something. I want you to think carefully about, or consider, a skill or talent that YOU have. Share the skill or talent you possess with the class by saying, "I consider myself to be skilled at..." (Answers will vary.)*

*On page 2, Miss Leila states that their class is abounding with talent. We learned yesterday that the word abounding means having more than enough. Miss Leila's class has more than enough talent, so she knows they will do well in whatever events they participate in on Field Day. Would you rather have a bedroom that is abounding with toys or abounding with books? Would you rather be a part of a classroom that is abounding with readers or a classroom that is abounding with great writers? Why? Would you rather have an abounding amount of money or an abounding amount of time? Why? (Answers will vary.)*

*One of the events that the students voted on was endure. Why was Hanna not happy with that outcome? (Answer: She would endure the scratch that the rope gives her when she plays the game.) The word endure means to put up with something. Yesterday, you all shared something difficult you have had to endure. The word enjoy means to find delight in something. Would you rather endure an activity or enjoy an activity? Why? (Possible answer: When we enjoy an activity, we are happier because we want to do it. When we endure an activity, we are tolerating it, but we do not like or find pleasure in it.) If I list something you would have to endure, say "Endure!" If I list something you would enjoy, say, "Enjoy!" (List the following: running 10 miles, reading, doing an art project, cleaning your room, making your bed, going to a party, and going to the store.)*

*What did Miss Leila tell the students to do for the other team if they do not win an event? (Answer: Cheer for them and show empathy.) The word empathy means an understanding of how someone feels. How can we show empathy for a team that loses an event? (Possible answers include: telling them they did a great job, not bragging about winning, shaking their hands, telling them "Well done!", offering a kind smile or hug, saying "It's okay!", etc.)*

*What are two reasons why William likes Field Day? (Answer: It helps to unify the classroom, and he likes that there are popsicles involved.) The word unify means to bring things or people together. Let's play "Clap It!" If you would like to belong to a unified classroom, clap loudly. If you would not like to belong to a unified classroom, clap softly. Why did you clap the way you did? (Answers will vary. Discuss that a unified classroom is one that works together, plays together, helps one another, and is a happier place! It's always better when we can work together and help one another.)*

Name:

# MY WEEKLY WRITING RESPONSE

Directions: Describe the classroom family that you are a part of. Do you do things together that help unify your class? How does your class show empathy for one another? What is your classroom abounding with? Try to use some of the words at the bottom of your paper in your writing.

PREVIEW

empathy	abounding	endure	unify	consider
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second grade

**SET 4: WEEK 2**

**LESSON 3:**

**SYNONYM & ANTONYM CARDS**

empathy

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

understanding

4.2

compassion

4.2

indifference

4.2

disdain

4.2



second grade

**SET 4: WEEK 2**

**LESSON 3:**

**SYNONYM & ANTONYM CARDS**

abounding

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

plentiful

4.2

filled

**PREVIEW**

4.2

empty

4.2

lacking

4.2

endure

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

tolerate

4.2

suffer

**PREVIEW**

4.2

reject

4.2

surrender

4.2

unify

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

join

4.2

unite

4.2

divide

4.2

separate

4.2



consider

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

contemplate

4.2

ponder

4.2

dismiss

4.2

disregard

4.2

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

*second grade*

**SET 4: WEEK 2**

## 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.

join	suffer	empty	disregard	surrender
lacking	contemplate	tolerate	compassion	divide
dismiss	plentiful	unite	understanding	disdain
filled	separate	indifference	ponder	reject

focus word	synonyms	antonyms
empathy		
abounding		
endure		
unify		
consider		

**PREVIEW**

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

second grade  
**SET 4: WEEK 2**

**SENTENCE STEM  
WRITING ACTIVITY**

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

**1**

I have empathy for \_\_\_\_\_

**2**

Our classroom is abounding with \_\_\_\_\_

**3**

I don't like \_\_\_\_\_ I hope to acquire \_\_\_\_\_

**4**

We can unify our classroom by \_\_\_\_\_

**5**

I hope my teacher will consider \_\_\_\_\_

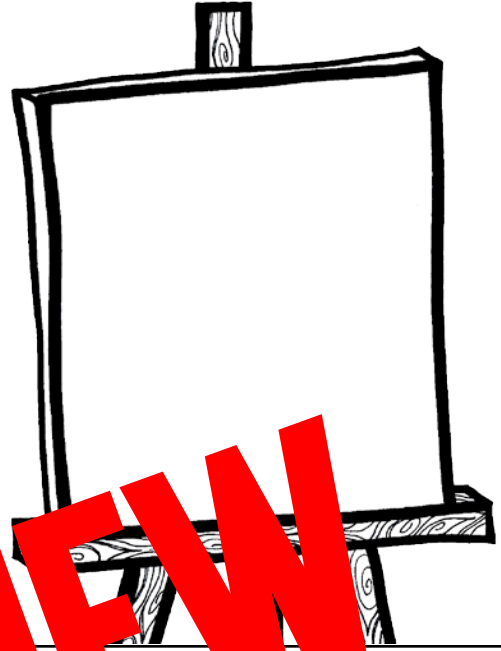
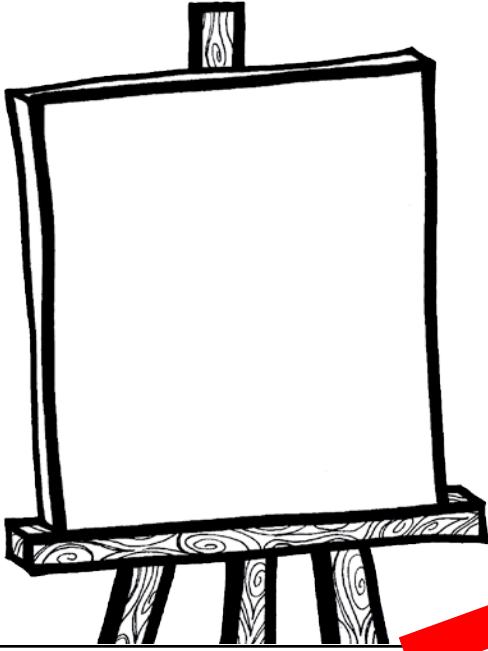
**PREVIEW**



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

# WEEKLY WORD SKETCH

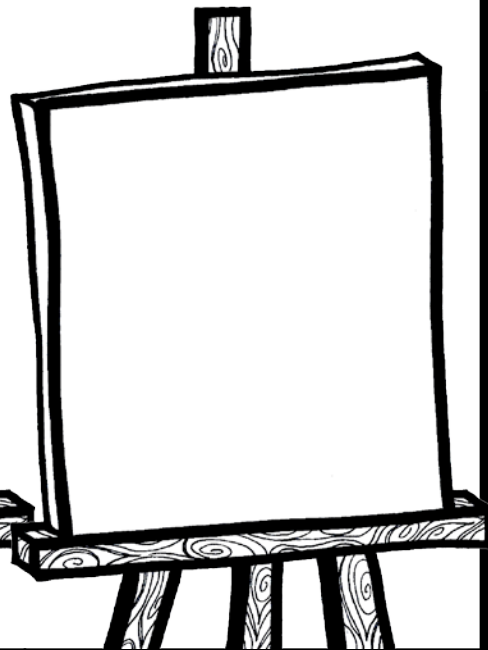
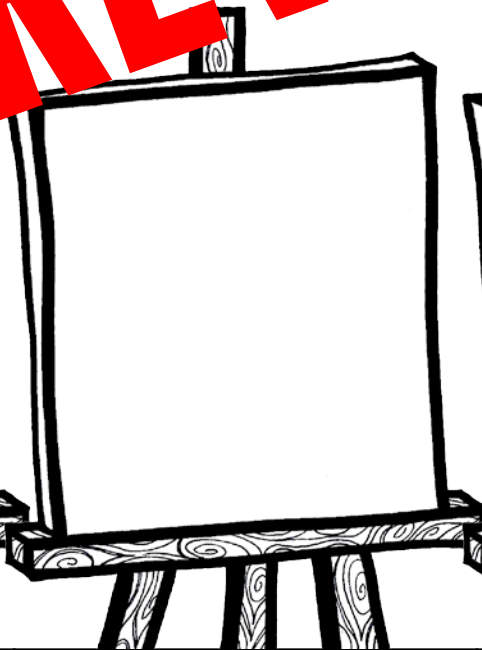
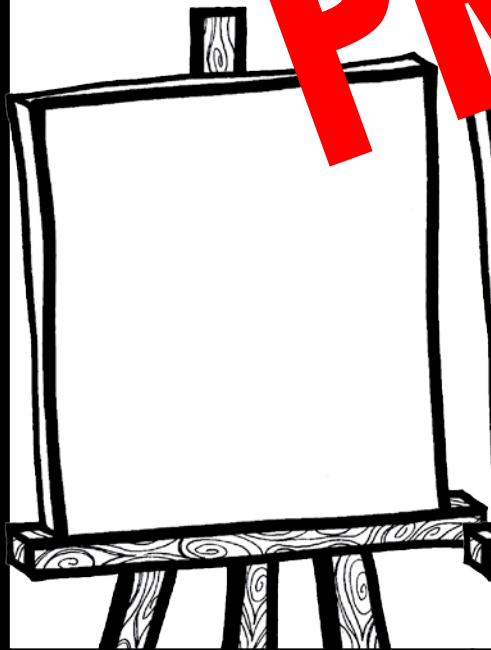
Directions: Draw a picture to show what each word means to you.



about my

unity

**PREVIEW**



consider

empathy

endure

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

second grade  
**SET 4: WEEK 2**

**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.

<b>WORD BANK</b>	empathy	abounding
endure	unify	consider

1 He put on his heaviest coat and went out to \_\_\_\_\_ the cold weather while he walked the dog.

2 She felt a lot of \_\_\_\_\_ to her little sister because she was \_\_\_\_\_ with her.

3 I forgot to empty my folder over the weekend, so it was \_\_\_\_\_ with papers from school.

4 I wonder if my teacher will \_\_\_\_\_ giving us an extra recess this afternoon.

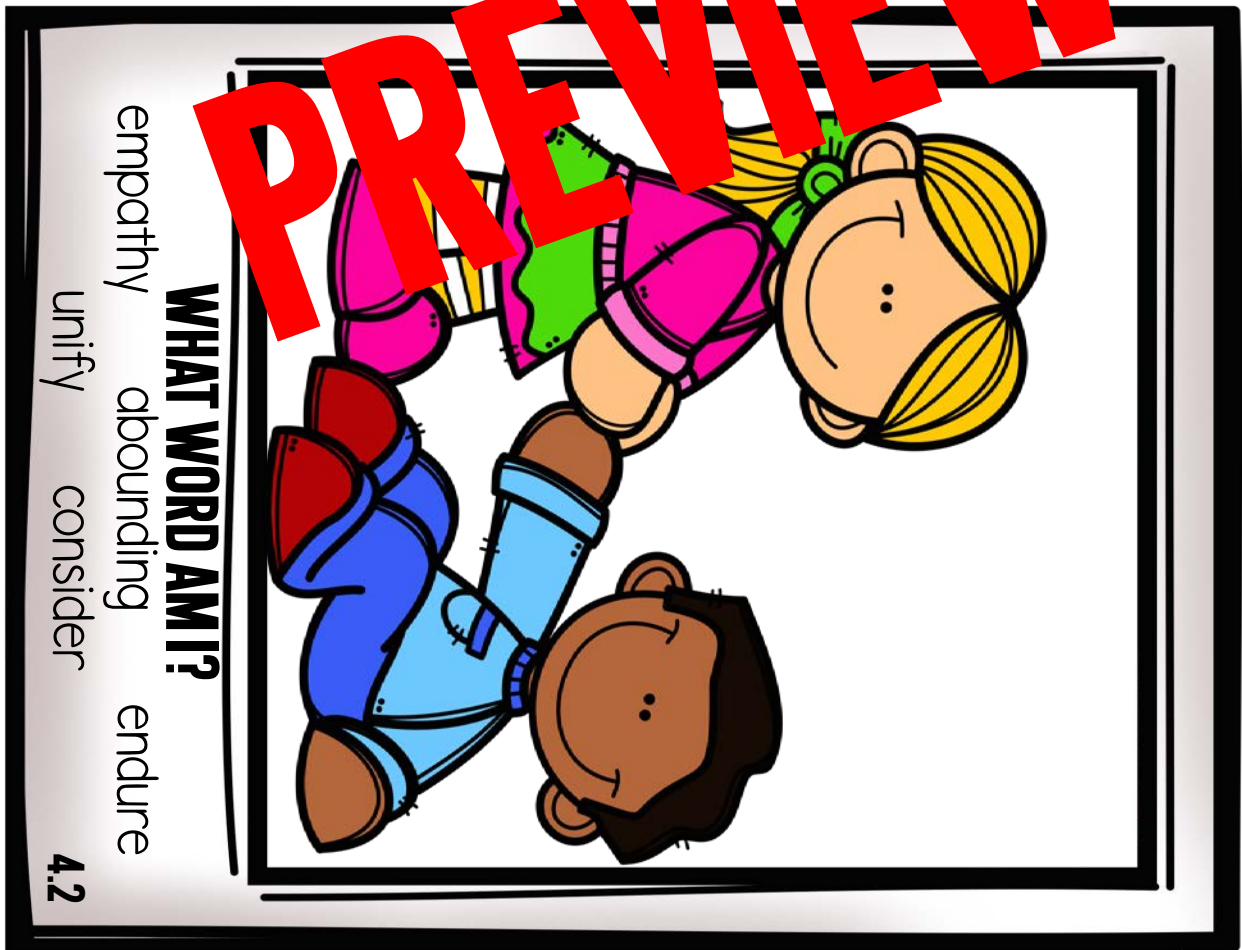
5 My teacher helps \_\_\_\_\_ our classroom through games that help us get to know one another.

**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 morning activity or center!





## WHAT WORD AM I?

empathy    abounding    endure

unify    consider

4.2



## WHAT WORD AM I?

empathy    abounding    endure

unify    consider

4.2

**PREVIEW**

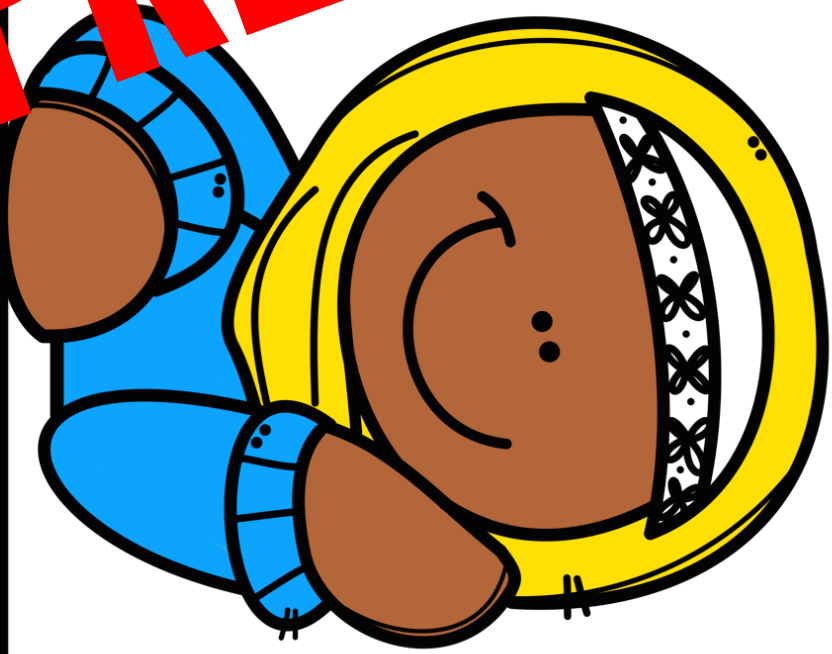




## WHAT WORD AM I?

empathy    abounding    endure

unify    consider    **4.2**



## WHAT WORD AM I?

empathy    abounding    endure

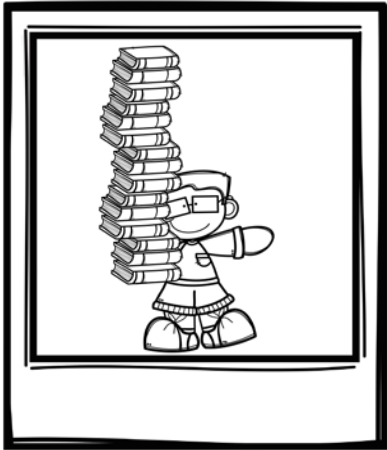
unify    consider    **4.2**

**PREVIEW**

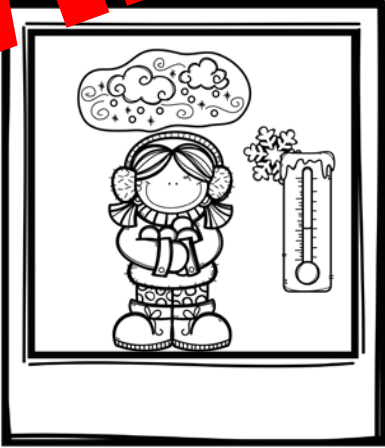
Name: \_\_\_\_\_

# 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!



Two dashed rectangular boxes for labeling the first row of images.



A dashed rectangular box for labeling the bottom-left image.

A dashed rectangular box for labeling the bottom-right image.

**PREVIEW**

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empathy	abounding	endure	unify	consider
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Name: \_\_\_\_\_

## WORD CRAYONS

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

empathy

abounding

endure

unify

consider

**PREVIEW**

# empathy

When a friend is upset or sad, it's important to show compassion.

# abounding

Tom's collection was filled with books.

# endure

We had to endure the rain, heat, and fire while we had a fire drill outside.

# unify

The team had to join together to practice for the big game.

# consider

My mom said that if we were well behaved this week, she would contemplate taking us to the zoo.

**PREVIEW**



# 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 2

**empathy**

the ability to understand  
someone else's experiences  
and emotions

**abundant**

having more than enough

**endure**

to put up with

**unify**

to bring things (or people)  
together

**consider**

to think about carefully

**PREVIEW**

# 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.

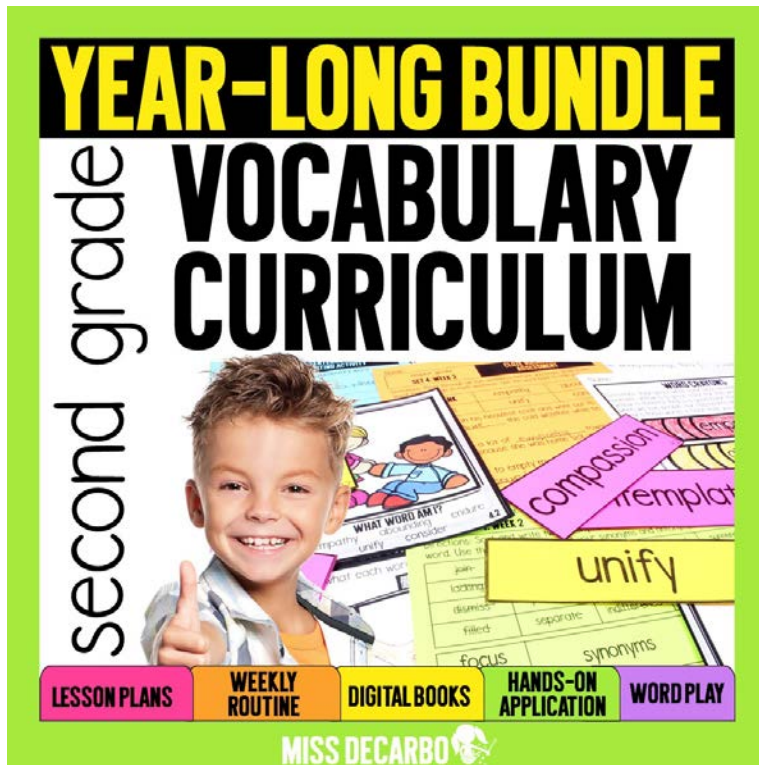
Hart, B., & Risley, T. R. (1995). *Meaningful differences: everyday parenting and intellectual development in young American children*. Baltimore, MD: Paul H. Brookes.

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.

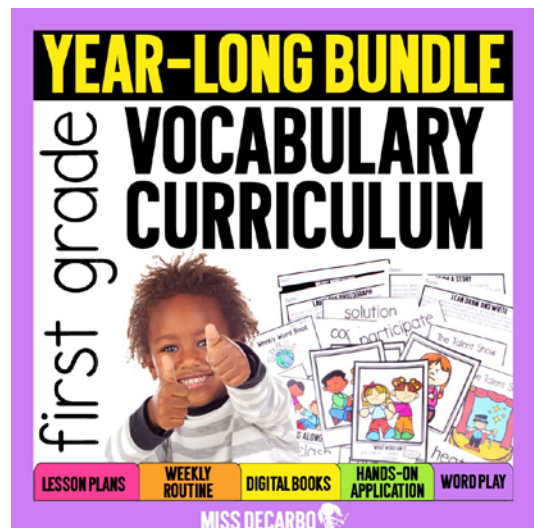
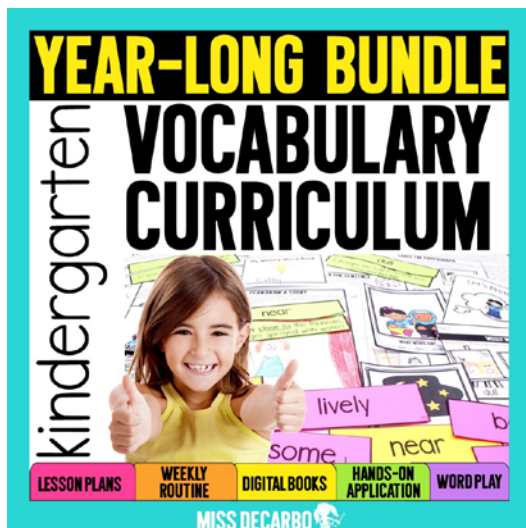
Nagy, W. E., & Anderson, R. C. (1984). How Many Words Are There in Printed School English? *Reading Research Quarterly*, 19(3), 304.

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

# SET 4 IS PART OF A YEAR-LONG CURRICULUM BUNDLE!




# KINDERGARTEN AND SECOND GRADE ARE AVAILABLE, TOO!



# LOOKING FOR VOCABULARY SETS 1, 2, AND 3? CLICK BELOW!

## VOCABULARY CURRICULUM

second grade set 1




LESSON PLANS  
WEEKLY ROUTINE  
DIGITAL BOOKS  
HANDS-ON APPLICATION  
WORD PLAY

MISS DECARBO

## VOCABULARY CURRICULUM

second grade set 2




LESSON PLANS  
WEEKLY ROUTINE  
DIGITAL BOOKS  
HANDS-ON APPLICATION  
WORD PLAY

MISS DECARBO

## VOCABULARY CURRICULUM

second grade set 3



LESSON PLANS  
WEEKLY ROUTINE  
DIGITAL BOOKS  
HANDS-ON APPLICATION  
WORD PLAY

MISS DECARBO

SYNONYMS		ANTONYMS	
elegant	attractive	plain	boring
shimmering	pearly	matte	dull
remarkable	notable	negligent	careless
sprinkled	dispersed	caustic	wholesome
severe	harsh	new	old

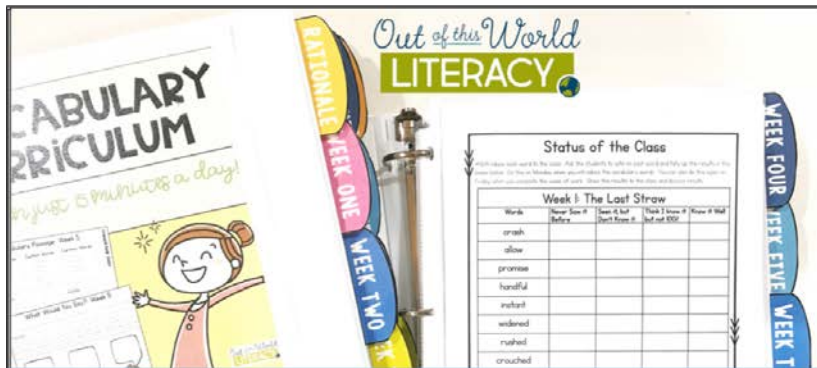
significant  
scattered  
effusive  
elegant  
matte  
iridescent



# THIS RESOURCE IS PART OF A VERTICAL CURRICULUM

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

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



## VOCABULARY CURRICULUM



## STUDENT PRACTICE

Vocabulary Passage: Week 5		Associating Words: Week 2	
Basic Words	Context Words	Common Words	
1. anxious	1. anxious	1. anxious	
2. worried	2. worried	2. worried	
3. nervous	3. nervous	3. nervous	
4. fearful	4. fearful	4. fearful	
5. 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	
Suggested Testing Facts:		Suggested Testing Facts:	
1. What was the main idea of the passage?		1. What was the main idea of the passage?	
2. What was the author's purpose in writing the passage?		2. What was the author's purpose in writing the passage?	
3. What was the author's tone in writing the passage?		3. What was the author's tone in writing the passage?	
4. What was the author's point of view in writing the passage?		4. What was the author's point of view in writing the passage?	
5. What was the author's main message in writing the passage?		5. What was the author's main message in writing the passage?	
6. What was the author's main theme in writing the passage?		6. What was the author's main theme in writing the passage?	
7. What was the author's main topic in writing the passage?		7. What was the author's main topic in writing the passage?	
8. What was the author's main subject in writing the passage?		8. What was the author's main subject in writing the passage?	
9. What was the author's main idea in writing the passage?		9. What was the author's main idea in writing the passage?	
10. What was the author's main point in writing the passage?		10. What was the author's main point in writing the passage?	

## 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	
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1. What was the main idea of the passage?		1. What was the main idea of the passage?	
2. What was the author's purpose in writing the passage?		2. What was the author's purpose in writing the passage?	
3. What was the author's tone in writing the passage?		3. What was the author's tone in writing the passage?	
4. What was the author's point of view in writing the passage?		4. What was the author's point of view in writing the passage?	
5. What was the author's main message in writing the passage?		5. What was the author's main message in writing the passage?	
6. What was the author's main theme in writing the passage?		6. What was the author's main theme in writing the passage?	
7. What was the author's main topic in writing the passage?		7. What was the author's main topic in writing the passage?	
8. What was the author's main subject in writing the passage?		8. What was the author's main subject in writing the passage?	
9. What was the author's main idea in writing the passage?		9. What was the author's main idea in writing the passage?	
10. What was the author's main point in writing the passage?		10. What was the author's main point in writing the passage?	

## EASY-TO-FOLLOW!

In Just  
15 Min.  
a day!

# MISS DECARBO

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



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for choosing a Miss DeCarbo educational resource.



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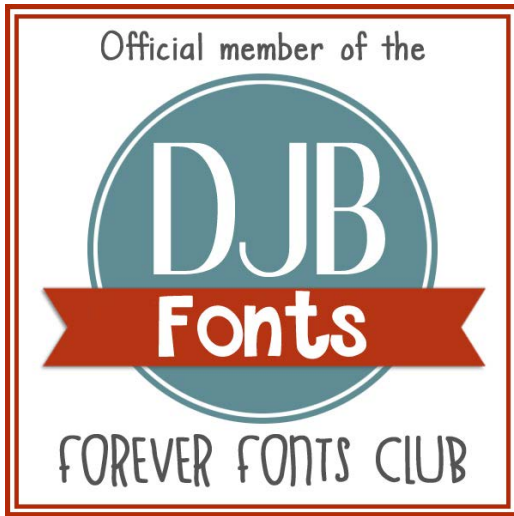
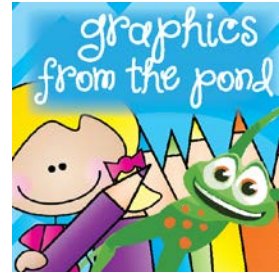


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