

EMPOWERING TEACHERS

Vocabulary Instructional Routine: Make Connections with New Vocabulary

Preparation/Materials: several words selected from “Hansel and Gretel” (e.g., weary, glorious, scare)

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- *Italicized sentences* are what the teacher does
- **Bold type** is what the teacher says
- Regular type is what the student(s) say
- Bullet (•) and bolded type are what the teacher and student(s) say in unison
- Teacher or student slides finder under underlined letter(s) or word(s)



NOTE: This instructional routine should follow reading the story. Prior to the reading, provide a quick, student-friendly definition of the new vocabulary to clarify its meaning in the text. Additionally, when a new vocabulary word is read in the text, a brief definition may be provided again.

TEACHER EXPLAINS TASK

We are going to talk about the meaning of the word **weary**. Then we will learn how it can be used in different sentences.

TEACHER MODELS TASK

Display the word card **weary**.

This word is weary.

Say the word with me.

- **weary**

Repeat the sentence from the story.

Hansel and Gretel sit by the fire for so long, that they become weary and fall fast asleep. Later on in the story, Hansel and Gretel are weary after a very long walk to the cottage so they lie down and fall asleep.

In these sentences, Hansel and Gretel were described as feeling weary.

A child who is weary is feeling very, very tired or exhausted.

Here are other sentences that use the word, **weary**. These sentences will help us think about the meaning of **weary** in different situations.

If a small dog swims across a wide lake, she would be **weary**.

If my grandfather raked leaves all afternoon when it was hot out, he would be **weary**.

Someone who is **weary** is feeling worn out or fatigued.

Let's think about how **weary** may be used in a sentence.

I'm going to say some sentences with the word **weary**. Some sentences will make sense, and some sentences will not make sense.

Listen.

The **weary** dog took a nap after chasing the cat.

This sentence makes sense because the dog may be tired and out of breath so he needs to lie down.

Listen to this sentence.

The man was **weary** so he went for a long jog.

This sentence does not make sense because a weary man would not go jogging. He would rest because he was tired.

Listen to this sentence.

I was **weary** after I played in the water and the sand at the beach.

This sentence makes sense because after a busy day swimming and digging I would need to rest.

When we can explain why we use a new word, or why it makes sense in a sentence, it shows we understand the word and will probably use the word again.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Now let's use the word **weary**. Point to the word card **weary**.

Say the word with me.

- **weary**

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TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

Now let's use the word **weary**. Point to the word card **weary**.

Say the word with me.

- weary

What word means tired or exhausted?

- weary

Yes. The word **weary** means tired or exhausted.

Listen.

If the activity I say would make you tired, say **weary**. If it would not make you **weary** say **nothing**.

running several miles from school to your house

- weary

swimming in a pool all day long

- weary

swinging for a few minutes on a swing

- no response

taking care of a crying baby

- weary

Yes, taking care of a crying baby, swimming in a pool all day and running from school to your house may make you **weary**...swinging for a few minutes on a swing may not make you **weary**.

What's the word that means very exhausted?

- weary

Now let's think about how **weary** may be used in a sentence. Accept all relevant answers. If not clear, ask students to justify their response.

Listen. I was **weary** after a long boat ride in the hot sun.

Say it with me.

- I was **weary** after a long boat ride in the hot sun.

Does this sentence make sense?

- yes

Why would I be **weary** after a long boat ride in the hot sun?

Listen. I am **weary** after taking care of my baby sister.

Say it with me.

- I am **weary** after taking care of my baby sister.

Does this sentence make sense?

- yes

Why would I be **weary** after taking care of my baby sister?

Great job explaining why **weary** could be used in those sentences.

Now, let's answer by choosing the correct phrase.

Which would make you **weary**?

Running up lots of stairs or walking slowly in the yard?

- running up lots of stairs

Why would running up lots of stairs make you **weary**? Paraphrase acceptable answers (e.g., Yes, your legs would be tired after running up lots of stairs so it would make you **weary**.)

Which would make a horse **weary**?

Walking around a pasture or galloping through a forest

- galloping through a forest

Why would a horse become **weary** galloping through a forest? Paraphrase acceptable answers (e.g., Yes, a horse has to work very hard to gallop through a forest so he may be very **weary** and out of breath.)

Which would make you **weary**?

Taking a short walk in the park or carrying heavy boxes

- carrying heavy boxes

Why would carrying heavy boxes make you **weary**? Paraphrase acceptable answers (e.g., Yes, your arms may be fatigued from lifting lots of heavy boxes).

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STUDENTS PRACTICE TASK

Point to the word card.

It is your turn.

Say the word.

weary

What word means very tired or exhausted?

weary

Yes. Weary means very tired or exhausted.

If I say an activity that would make you very tired or exhausted, say weary. If the activity would not make you weary, say nothing.

riding your bike really far

weary

cleaning your whole house

weary

singing a song

no response

Yes, singing a song would probably not make you weary...riding your bike really far and cleaning your whole house may make you weary.

Now answer these questions.

Why might a dog who keeps barking at night make you weary? Accept all relevant answers. If not clear, ask students to justify their response.

What would a weary fireman do when he got home from fighting a big fire? Accept all relevant answers. If not clear, ask students to justify their response.

Let's think about what makes us feel weary.

I was weary after running a marathon race.

What would make you feel weary? Start your answer with: I was weary...

Call on individual students and accept all reasonable responses. If necessary, the teacher may help students determine if they are using the word correctly by discussing the meaning of the word in their sentence and explaining why the word makes sense, or does not make sense. Possible student examples:

I was weary ...after camping all weekend and sleeping in a tent. (had to sleep on the ground, not comfortable)

I was weary ...after a busy day visiting my grandma. (traveling, playing with grandma)

INDEPENDENT PRACTICE

Encourage students to consistently use the new vocabulary throughout the school day and at home. Provide individual opportunities to write and illustrate a situation where weary may be used.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students understand the word weary. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, provide other synonyms such as, fatigued, worn out, exhausted and additional situations where the word weary would be appropriate. For each additional word, follow the same sequence as above.

Adaptations using this Instructional Routine:

- When using yes/no activities, consider asking the students *why* when they respond with an unexpected answer or no answer.
- When appropriate, provide additional activities to help the students determine the shades of meaning in words. See the following link: http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_3VSM.pdf
- Ask students to give you a synonym for the word, weary.
- Provide opportunities for students to interact with the vocabulary words by making up new sentences and listening to the words being used in other texts.
- Provide opportunities for the student to use this word in other contexts (e.g., after recess ask who is weary). Make it a class activity to record when students hear or use the new word.
- Further discuss the story where the word was in context and locate additional areas of the text where the word could be used (e.g., Near the end of the story, Hansel and Gretel see their father's house. They burst into the house and fall onto their father...*at this point weary may be used in a sentence*).
- Provide opportunities for the students to use the new word in writing.

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- For a shorter writing activity, provide a beginning of a sentence and have students complete the sentence (e.g., The tiger was **weary**...). Be sure that the students create sentences that show they understand the new word.
- For a longer writing activity, provide a prompt and have students respond (e.g., Tell about a time when you became **weary**).

For further independent practice, refer to the following Kindergarten and First Grade FCRR Student Center Activities at http://www.fcrr.org/Curriculum/pdf/GK-1/V_Final.pdf

- V.008
- V.009
- V.013

weary

scarce

glorious