

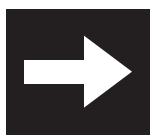
EMPOWERING TEACHERS

Vocabulary Instructional Routine: New Vocabulary

Preparation/Materials: Several words selected from previously read text (e.g., *The Ugly Duckling*, **delightful**, **miserable**, and **exhausted**).



- *Italicized type is 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
- Sounds are noted using / /



NOTE: This instructional routine should follow the reading and discussing of a story that the teacher read aloud to the students. Prior to or during the whole group reading time, a quick, student-friendly definition of the new vocabulary words may be provided to clarify its meaning in the text.

TEACHER EXPLAINS TASK

We are going to talk about what the word **delightful** meant in our story and learn how it is used in other sentences.

TEACHER MODELS TASK

Say the word.

delightful

Say the word with me.

- **delightful**

Repeat the sentence with the word from the story.

In the story, the weather is **delightful** and the mother duck takes her young hatchlings to the pond to swim.

Give the meaning of the word from the context of the story.

In this story, the word **delightful** means the weather was good or pleasant enough for the mother duck to take her babies swimming.

The word **delightful** means good, enjoyable, or pleasant.

Let's think about other things or experiences that would be **delightful**.

A dessert may be **delightful** because it tastes yummy.

A movie may be **delightful** because it is funny.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Say the word with me.

- **delightful**

What word means enjoyable or good?

- **delightful**

Yes. The word **delightful** means enjoyable or good.

Listen.

Let's answer these questions together by saying "yes" or "no."

Would it be **delightful** to get a present for your birthday?

- yes

Would it be **delightful** to fall down and scratch your knee?

- no

Would it be **delightful** to see a funny show on television?

- yes.

Listen to these sentences. If I am using the word **delightful** correctly in the sentence, say "yes." If I am not using it correctly, say "no."

It was **delightful** to break my mother's favorite picture.

- no

It was **delightful** to go swimming with my friend.

- yes

Yes, going swimming is **delightful**...breaking a picture would not be **delightful**.

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TEACHER & STUDENTS PRACTICE TASK TOGETHER (continued)

Let's tell about something that would be *delightful*.

It would be *delightful* to ride my bicycle to school.

Say it with me.

• It would be *delightful* to ride my bicycle to school.

It would be *delightful* to see a funny movie.

Say it with me.

• It would be *delightful* to see a funny movie.

STUDENTS PRACTICE TASK

Say the word.

delightful

What word means good or enjoyable?

delightful

Yes. The word *delightful* means pleasant, good, or enjoyable.

Listen.

Answer these questions by saying "yes" or "no".

Would it be *delightful* to get a present for your birthday?

yes

Would it be *delightful* to fall off my bicycle?

no

Would it be *delightful* to eat an ice cream cone on a hot day?

yes

Yes, getting a present and eating ice cream are *delightful*... falling off your bicycle would not be *delightful*.

Listen to these sentences. If I am using the word *delightful* correctly in the sentence, say "yes." If I am not using it correctly, say "no".

It was *delightful* to break my friend's favorite toy.

no

It was *delightful* to go biking with my friend.

yes

Yes, going biking is *delightful*... breaking a friend's toy would not be *delightful*.

Tell about something that would be *delightful*.

Provide a beginning for their sentence (e.g., *It would be delightful to...*). Discuss the meaning of the word in their sentence and determine if it is being used correctly.

Possible student examples:

It would be *delightful*... to ride my bicycle to school.

It would be *delightful*... to see a funny movie.

INDEPENDENT PRACTICE

Encourage students to consistently use the new vocabulary words throughout the school day and at home. Provide individual opportunities to write and illustrate a situation that would be *delightful*.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students understand when something is *delightful*. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If difficulties persist, provide other synonyms such as agreeable, pleasing, and delicious, and additional situations where the word *delightful* would be appropriate. For each additional word, follow the same sequence as above.

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Adaptations using this Instructional Routine:

- Ask students to give you a synonym for the word *delightful*.
- Ask students to reword a sentence where the experience is not *delightful* (e.g., It would not be pleasant to be stung by a bee. It would not be *delightful* to be stung by a bee.).
- 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. Make it a class activity to record when students hear or use the new word.

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

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