

**Vocabulary Instructional Routine: Make Connections with New Vocabulary**

**Preparation/Materials:** several words that have been previously taught (e.g., vigorous, neglect, anticipation, luxury), word cards, definition cards, marker or pen



- *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 finger under underlined letter(s) or word(s)



**NOTE:** Initially teach the vocabulary words selected for this routine using the format from the Second Grade Vocabulary Instructional Routine: Make Connections with New Vocabulary.

**TEACHER EXPLAINS TASK**

We are going to use our new vocabulary words to make connections between these words and experiences in our lives. The words are vigorous, neglect, anticipation, and luxury.

**TEACHER MODELS TASK**

*Display all word cards.*

Let's read the words together.

- vigorous, neglect, anticipation, luxury

Great reading.

Now let's review the meaning of the new words. *Display word and definition cards. Match the word card with its definition card when introduced.*

**Vigorous** means to be full of energy or lively.

I could say I had to walk my dog and he was so vigorous, it was hard to hold onto the leash.

**Neglect** means to ignore or not to take care of.

I might say that my room is suffering from neglect because I have not picked up any of my toys and it is a mess.

Let's review the meanings of the words anticipation and luxury.

**Anticipation** means looking forward to something.

I might say that I am waiting with anticipation for the class field trip to the zoo!

**Luxury** means to have something that is expensive but isn't something you really need. I could say, my new bicycle that was a gift from my grandma is a luxury.

**TEACHER AND STUDENTS PRACTICE TASK TOGETHER**

Now let's work with the words together.

*Continue to display matched word cards and definition cards.*

**vigorous, neglect, anticipation, luxury**

**Vigorous** means to be full of energy or lively. What does vigorous mean?

- to be full of energy or lively

**Neglect** means to ignore or not take care of something. What does neglect mean?

- to ignore or not take care of something

So, which could you neglect: a pet dog or a stuffed dog?

- *This answer may be either a pet dog or a stuffed dog. Validate the student answer by saying either: Yes, you could neglect a pet dog or Yes, you could neglect a stuffed dog.*

What would happen if you neglected your dog? *Accept all relevant answers.*

Which would be more vigorous: a game of checkers or playing a game of soccer?

- playing a game of soccer

Yes, playing a game of soccer would be more vigorous. Why? *Accept all relevant answers.*

Remember, **anticipation** means looking forward to something. What does anticipation mean?

- looking forward to something

And **luxury** means to have something expensive that you don't really need. What does luxury mean?

- to have something expensive that you don't really need

# EMPOWERING TEACHERS

## TEACHER AND STUDENTS PRACTICE TASK TOGETHER (continued)

So, which would be a luxury: a pool or a puddle in your backyard?

- a pool

Yes, a pool in the backyard is a luxury. Why? *Accept all relevant answers.*

Which would you wait with anticipation for: a sunny day at the beach or a rainy day at the beach?

- a sunny day at the beach

Yes, a sunny day at the beach would be a day that you would be waiting for with anticipation. Why? *Accept all relevant answers.*

Now, let's make an association with each of our words. An association is what we think of when we hear something. An association for a word might be an animal, a place, a thing, or just about anything. This association will help us to make a connection between ourselves and the word.

Look at this chart. *Show and point to the word association chart as you speak.*

There are three columns. In the left column I will write the vocabulary word. In the middle column I will write your association or what you think of when you hear the word. In the right column I will write the reason you make that connection with the word. I will complete the chart as we each think of experiences in our own lives that connect us to the word.

I'll start with the first word, **vigorous**. *Write vigorous in the word column.*

The word **vigorous** makes me think of a washing machine. I will write washing machine under 'makes me think of' on the chart. The reason I think of a washing machine is, because it is moving the clothes back and forth with lots of energy to wash the clothes. I will write 'moving clothes with lots of energy to wash them' under 'my reasoning' on the chart.

Now I will write the word **neglect** in the word column. What do you think of when you hear the word **neglect**? *Write student response for what they think of when they hear neglect. Students may respond as a group or independently. If students respond independently, label their response with their name. Then ask:*

Why do you think of (a) \_\_\_\_\_ when you hear the word **neglect**? *Write student response under 'my reasoning'. For example,*

word	makes me think of	my reasoning
vigorous	washing machine(Kim)	moving clothes back and forth with lots of energy to wash them(Kim)
neglect	their association here(student name)	their reasoning here(student name)
anticipation		
luxury		

Repeat this sequence with the words, *anticipation and luxury.*

## STUDENTS PRACTICE TASK

Now, read these words. *Display all word cards and definitions. Point to each word as the students read the definitions aloud.*

vigorous, neglect, anticipation, luxury

**What does vigorous mean?**

full of energy or lively

**What does neglect mean?**

to fail to take care of something

**What does anticipation mean?**

looking forward to something

**What does luxury mean?**

to have something expensive that you don't really need

**This next activity will be interesting!** *Remember to prompt students with questions such as why, tell me more, how, etc. so they can justify their responses. Provide all students an opportunity to answer the question.*

**Pretend you are given a luxury item for your birthday.**

**What would you consider to be a luxury present?**

# EMPOWERING TEACHERS

## STUDENTS PRACTICE TASK (continued)

Pretend you are a teacher.

What would you say if students neglect to do their homework?

Pretend you are in an excited audience.

What would be a vigorous response at the end of a great show?

Pretend you are having a birthday party tomorrow.

What would you say in anticipation of your party?

Wow! You thought of some great responses.

Now I am really going to make you think! Listen to these questions.

Can you neglect something that is a luxury?

Why?

Can you be in anticipation of something vigorous?

Why?

## INDEPENDENT PRACTICE

*Encourage students to consistently use the new vocabulary throughout the school day and at home. Provide individual opportunities to use and explain the new vocabulary words.*

## SCAFFOLDING SUGGESTION FOR ERRORS

*Verify that students understand the words. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If necessary, modify the instructional routine to use fewer vocabulary words. For each additional set of words, follow the same sequence as above.*

### Adaptations using this Instructional Routine:

- Use additional definitions of the new vocabulary words if the words have more than one definition.
- Create riddles using the vocabulary words.
- Provide opportunities for the students to use the new words in other contexts. Make it a class activity to record when students hear or use the new words.
- Go back into the original text where the words were selected. Ask questions to solidify the understanding of the new vocabulary words and the text. For example, in 'The Little Red Hen,' it says, "Hen's chicks set up a "peep-peep-peeping" in their most vigorous fashion, proclaiming to the world at large, but most particularly to their mother, that her neglect was affecting them." What does this mean?
- Have students use the vocabulary words in their writing by providing an intriguing writing prompt (e.g., Imagine you are left in the desert and have to trek for days to reach people. Write about how you would feel and what you would do. Include the words vigorous, neglect, anticipation, and luxury in your writing).

For further independent practice, refer to the following Second and Third Grade FCRR Student Center Activities at [http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab\\_1.pdf](http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_1.pdf)

- V.016
- V.017
- V.018

# EMPOWERING TEACHERS

<b>my reasoning</b>					
<b>makes me think of</b>					
<b>word</b>					

**neglect**

**luxury**

**vigorous**

**anticipation**

**full of energy or lively**

**fail to take care of**

**looking forward to something**

**to have something expensive that you don't  
really need**