

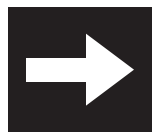
**Vocabulary Instructional Routine: New Vocabulary**

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***.

# EMPOWERING TEACHERS

## 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.

# EMPOWERING TEACHERS

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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](http://www.fcrr.org/curriculum/pdf/GK-1/V_Final.pdf)**

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