Planning Guide for Vocabulary Instruction

Date: 2-28-05
District/School: AEA 267
Name, Grade Level, Role: Kim Swartz 3rd grade
Name of Activity: Have you Ever....and Word Pairs

Part 1

<table>
<thead>
<tr>
<th>List of Words</th>
<th>Brief Attention Words</th>
<th>Elaborate Attention Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>resin</td>
<td>resin</td>
<td>feast</td>
</tr>
<tr>
<td>feast</td>
<td>sap</td>
<td>surround</td>
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<tr>
<td>sap</td>
<td>boring</td>
<td>flourish</td>
</tr>
<tr>
<td>boring</td>
<td>reproduce</td>
<td>deprive</td>
</tr>
<tr>
<td>reproduce</td>
<td>species</td>
<td></td>
</tr>
<tr>
<td>surround</td>
<td>*flourish</td>
<td></td>
</tr>
<tr>
<td>species</td>
<td>*deprive</td>
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</tr>
</tbody>
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Star the Tier Two words most necessary for comprehension.

Part 2

Briefly describe the instructional sequence:
For each elaborate attention word, the following process will be applied:

- **Read the passage:** The whole class will participate in the vocabulary experience. After reviewing yesterday’s passage and what we learned happens to some seeds after a forest fire, read pg. 21 from *Wild Fires* by Seymour Simon.
- **Contextualize the word.** Following the reading of the passage, the tier two elaborate attention words will be read again in context.
  - **Feast:** Insects returned in great numbers and began to feast on the plants.
  - **Surround:** The young lodgepole pines are now waist high, and many different kinds of plants surround them.
  - **Flourish:** Before the fire, the towering older trees blocked sunlight from the forest floor, allowing only a few other species of plants to flourish there.
  - **Deprive:** In fifty to one hundred years, the lodgepoles will again be tall enough to deprive other plants species of the light they need to grow.
- **Explain the word’s meaning:**
  - **Feast:** If you feast on something, you eat large amounts of food with great enjoyment.
  - **Surround:** If someone or something is surrounded by something, that thing is placed all around them.
**Flourish:** If something flourishes, it is successful or wide spread. It develops quickly and strongly.

**Deprive:** If you deprive someone of something that they want or need, you take it away.

- **Students say the word:** Children will say each word after it has been explained.
- **Examples beyond passage context. Each word is used in a different context.**

**Complete the following after the instructional activity:**

- **Feast:** The fish feasted on the fish food when we put it in the tank.
- **Surround:** At the football game, we were surrounded by Hawkeye fans.
- **Flourish:** The mosquitoes flourished in the spring with all the standing water.
- **Deprive:** The dog was deprived of attention when his owners went on vacation.

**Students interact with Vocabulary Activity**

**Have you ever?....** I am going to ask you to think about some of your own experiences you have with the words we have been learning. After I read a sentence, think silently of an idea to share about your experience related to that word. Then I’m going to ask you to share your ideas with a partner, telling that person why you thought this was an example of the word. When you have had a chance to share with your partner, we’ll have some people share their examples with the whole group.

- **Feast:** Tell about a time when you have seen someone or something feasting on something.
- **Surround:** Describe a time when you have been surrounded by something or noticed that an object was surrounded by something.
- **Flourish:** Describe a time when you have seen something flourishing.
- **Deprive:** Have you ever been deprived of something? Describe what it was.

**Word Pairs:** Please look at the words below and check what you think the relationship is between the two words. There might even be more than one relationship. After you have chosen the relationship, work with a partner and discuss why you put them together as you did. We will share out with the entire class.

<table>
<thead>
<tr>
<th></th>
<th>Same</th>
<th>Opposite</th>
<th>Go Together</th>
<th>No Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>deprive/flourish</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>boring/surround</td>
<td></td>
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<tr>
<td>feast/species</td>
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<tr>
<td>sap/resin</td>
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**Complete the following after the instructional activity:**

- **Amount of time spent on activity:** 15 minutes
- **Reflections on the organization of the lesson:** Four words were selected as Elaborate Attention words. Time was spent on each before doing Word Pairs. With this activity, students were able to review previously learned vocabulary words with new words. Students were able to see new relationships and consider the meaning of words at different levels.
- **Reflections on student response to activity**: Doing this activity whole class did not give me an opportunity to listen to all students. Students who did respond were able to make connections to their own experiences and to relate them to the passage read.

*Student responses based on following rating scale:

2 – Student able to use words in a meaningful context
1 – Student needed additional modeling and/or minimal teacher prompting
0 – Student was unable to complete activity with additional demonstrations or modeling and moderate or maximum teacher prompting