

Explicit Vocabulary Instruction

Program: *Imagine It*

Unit/Lesson/Theme: 8.1-8.5 How A Seed Grows

Suppose p146

Soil, p150

pale p160

Targeted Vocabulary Words:

1. <i>aside</i> p159
2. <i>root</i> p157
3.

Steps in process:

5. Introduce the word
6. Present a student friendly definition (explanation)
7. Give examples (concrete, visual, verbal)
8. Check for understanding (ask for responses from students)

Word 1:	<i>aside</i>	<i>adverb</i>
Student Friendly Definition:	<i>to one side (usually put or pushed)</i>	
Teacher Examples of the word:	<ol style="list-style-type: none">1. <i>As a seed grows, it pushes the soil aside.</i>2. <i>I put my reading book aside when my teacher asked me to start on my math.</i>3. <i>The bully pushed me aside when I was in the way.</i>	
Check for Understanding: (Give examples and non-examples, ask deep processing question, have students generate examples)	<p><i>Stand aside your chair</i></p> <p><i>Why would you need to move aside?</i></p>	

Word 2:

root

noun

Student Friendly Definition:

base or bottom part where something starts - can be underneath

Teacher Examples of the word!

1. The root of the plant grows down under the soil to hold the plant in place and soak up water and food for the plant.
2. When I pulled on my hair, the root of my hair came out of my head.
3. The root of my tooth is in my gums and holds my tooth in my mouth.

Check for Understanding:

(Give examples and non-examples, ask deep processing question, have students generate examples)

(The ^{base} root of the problem - She bullies me because she is sad from not having any friends.)

Pretend the table is the ground. You are the root. Climb under your desk and let your arms and legs stretch out like they are roots growing under ground for a plant or tree.

Word 3:

Student Friendly Definition:

Teacher Examples of the word:

- 1.
- 2.
- 3.

Check for Understanding:

(Give examples and non-examples, ask deep processing question, have students generate examples)

Review:

Where does a root have to be?

Where am I if I'm standing aside?

Explicit Vocabulary Instruction

Program: *Imagine It*

Unit/Lesson/Theme: 8.6-8.10 *The Garden, Saguaro*

fine p174

alone p180

Targeted Vocabulary Words:

1.	<i>quite p175</i>
2.	<i>shouted p178</i>
3.	

★ *flower p175, tight p197*

Steps in process:

5. Introduce the word
6. Present a student friendly definition (explanation)
7. Give examples (concrete, visual, verbal)
8. Check for understanding (ask for responses from students)

Word 1:

quite

adverb

Student Friendly Definition:

very

Teacher Examples of the word:

1. *Frog said the seeds would grow quite soon.*
2. *The prince was quite handsome.*
3. *My grandmother's cookies are quite yummy.*

Check for Understanding:

(Give examples and non-examples, ask deep processing question, have students generate examples)

- *Name something that would be quite loud.*
- *Name something that is quite slippery.*
- *What would be quite exciting?*

Word 2:

shout

verb

Student Friendly Definition:

yell loudly

Teacher Examples of the word:

1. Shouting at a seed will not help it grow.
2. I had to shout at my friend so he would hear me since he was far away.
3. Sometimes I shout "Go Team!" when I'm watching my favorite sport.

Check for Understanding:

(Give examples and non-examples, ask deep processing question, have students generate examples)

Why might you shout when playing with your friends?

How would you be feeling when you shout?

- What would make you shout when you feel...
- angry
- frustrated - excited

Word 3:

Student Friendly Definition:

Teacher Examples of the word:

- 1.
- 2.
- 3.

Check for Understanding:

(Give examples and non-examples, ask deep processing question, have students generate examples)

Review:

What would a house that is quite fancy look like?
Would you shout in a library or a forest? Why?

Explicit Vocabulary Instruction

Program: *Imagine It*

Unit/Lesson/Theme: 8.11-8.15 *Green and Growing*

Targeted Vocabulary Words:

1.	<i>energy p219</i>
2.	<i>Soggy p217</i>
3.	

★ *shrub p205*

★ *vine p205*

★ *stem p211*

rooted p209

react p210

Soggy p217

★ *Shrub, vine, stem*

Steps in process:

5. Introduce the word
6. Present a student friendly definition (explanation)
7. Give examples (concrete, visual, verbal)
8. Check for understanding (ask for responses from students)

Word 1:

energy

noun

Student Friendly Definition:

Strength to do something - power

Teacher Examples of the word:

1. *Food gives plants and people energy to grow.* *The sun's energy keeps us warm.*
2. *If I'm too tired to do anything, then I'm out of energy.*
3. *When I eat fruits and vegetables at lunch, it gives me energy to finish the day.*

Check for Understanding:

(Give examples and non-examples, ask deep processing question, have students generate examples)

What do you look like when you have no energy?

What do you like to do when you have a lot of energy?

Word 2:

Soggy

adj

Student Friendly Definition:

soaked with liquid - very wet

Teacher Examples of the word:

1. The ground was so soggy my feet sunk down in the mud and my shoe almost became stuck.
2. I poured so much syrup on my pancake that it was too soggy to eat.
3. I was to wipe the table with the rag, but it was soggy and dripped water everywhere.

Check for Understanding:

(Give examples and non-examples, ask deep processing question, have students generate examples)

Why would you be soggy after walking in the rain?

Would a rag be soggy in the washer or dryer? Why?

Word 3:

Student Friendly Definition:

Teacher Examples of the word:

- 1.
- 2.
- 3.

Check for Understanding:

(Give examples and non-examples, ask deep processing question, have students generate examples)

Review:

Does it take soggy or energy to do your chores at home?

Can cake be soggy or energy?

Explicit Vocabulary Instruction

Program: *Imagine It*

Unit/Lesson/Theme: 8.16-8.20 *Flowers/*

Targeted Vocabulary Words: *Flowers at Night*

* *petals* p 235

bright p 250

tucked p 250

1.	<i>bright</i> p 250
2.	<i>tuck</i> p 250
3.	

* *petals*

Steps in process:

5. Introduce the word
6. Present a student friendly definition (explanation)
7. Give examples (concrete, visual, verbal)
8. Check for understanding (ask for responses from students)

Word 1:	<i>bright</i>	<i>adj</i>
Student Friendly Definition:	<i>colorful, filled with light, strong vivid color</i>	
Teacher Examples of the word:	<ol style="list-style-type: none">1. <i>The bright petals on the flower are beautiful.</i>2. <i>Her bright red dress was prettier than the pale pink one.</i>3. <i>The frog has bright yellow eyes.</i>	
Check for Understanding:	<p>(Give examples and non-examples, ask deep processing question, have students generate examples)</p> <p><i>Find something in the room that is a bright color and something else that is not bright.</i></p>	

Word 2:

tuck

verb

Student Friendly Definition:

to put into a small place, put in a loose end to hold in place

Teacher Examples of the word:

1. The flower petals tuck themselves in at night.
2. I had to tuck the end of my shirt in my pants.
3. Ducks tuck their feet up under themselves when they fly.

Check for Understanding:

(Give examples and non-examples, ask deep processing question, have students generate examples)

Tuck your elbows in to your sides.

Tuck your hands in your pockets

Tuck your shoelace in your shoes

Tuck your paper into your folder.

Tuck your knees up under your chin as you sit down.

Word 3:

Student Friendly Definition:

Teacher Examples of the word:

- 1.
- 2.
- 3.

Check for Understanding:

(Give examples and non-examples, ask deep processing question, have students generate examples)

Review:

Would you tuck or bright a dollar in your wallet?

Would a scarf be tuck or bright purple?

Explicit Vocabulary Instruction

Program: Imagine It

Unit/Lesson/Theme: 8.21-8.25 Plants That Eat
Animals

Targeted Vocabulary Words:

1.	trap
2.	attract
3.	

* trap p260

* wetlands p261

* attract p262

* insect p262

* wetlands insect

Steps in process:

5. Introduce the word
6. Present a student friendly definition (explanation)
7. Give examples (concrete, visual, verbal)
8. Check for understanding (ask for responses from students)

Word 1:	trap	verb
Student Friendly Definition:	allow something in but not out - to catch something	
Teacher Examples of the word:	<ol style="list-style-type: none">1. The plant traps insects to eat.2. My brother trapped some bugs in a jar.3. I blew air into a balloon and trapped the air by tying a knot.	
Check for Understanding: (Give examples and non-examples, ask deep processing question, have students generate examples)	What animal would you trap? How?	

Word 2:

attract

verb

Student Friendly Definition:

draw attention to

Teacher Examples of the word:

1. The insect was attracted to the plant by the sweet smelling liquid.
2. The smell of warm brownies attracted me to the kitchen.
3. The pile of carrots attracted the rabbits to the garden.

Check for Understanding:

(Give examples and non-examples, ask deep processing question, have students generate examples)

Thumbs up if it would attract you. Thumbs down if not.

Pile of Legos

House made of candy

Carnival

Pizza

Stinky garbage can

Circus

Mud pile

Slimy worm

List of chores

Crying baby

Pile of new books

Big screen movie
outside

Word 3:

Student Friendly Definition:

Teacher Examples of the word:

- 1.
- 2.
- 3.

Check for Understanding:

(Give examples and non-examples, ask deep processing question, have students generate examples)

Review:

How could you attract an elephant?

Then how would you trap the elephant?