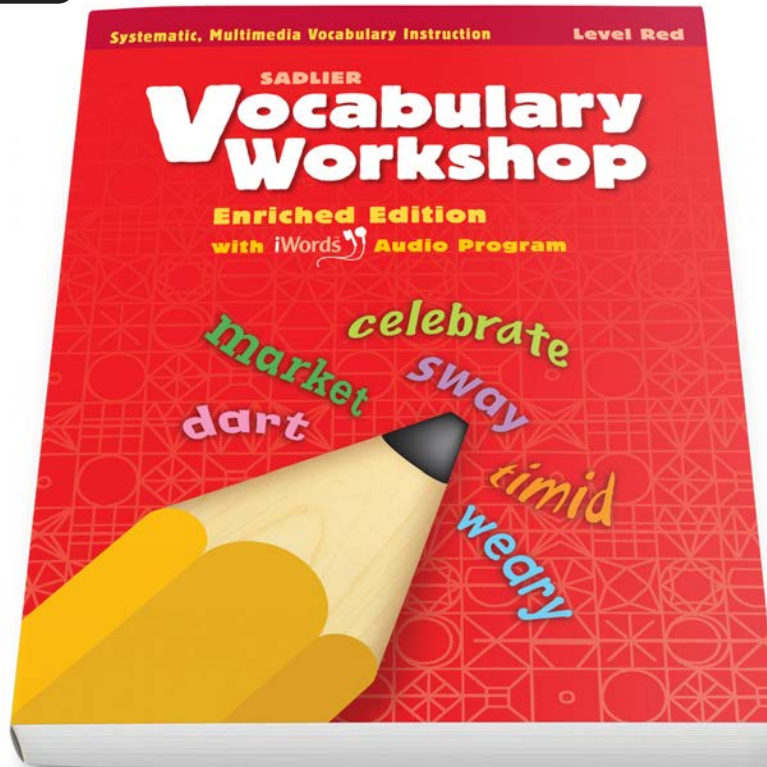


# Vocabulary Workshop

Correlation to the English Standards of Learning for Virginia Public Schools – January 2017

**Grade 1**



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**READING**

**1.7 The student will expand vocabulary and use of word meanings.**

(a) Discuss meanings of words in context.

VOCABULARY : WORKSHOP LEVEL RED / GRADE 1 FEATURE	DESCRIPTION
<p><b>Introducing the Unit: Literary Selections</b></p> <p>FIRST READING Introducing the Words: Unit 1 “The Most Precious Gift” (Folktale), pp. T6–T7; Unit 2 “A Trip to Muir Woods” (Realistic Fiction), pp. T14–T15; Unit 5 “The Skating Lesson” (Poem), pp. T50–T51; Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), pp. T68–T69; Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), pp. T78–T79; Unit 10 “The Fisherman and the Bear” (Tall Tales), pp. T96–T97; Unit 12 “Wind and Sun” (Fable), pp. T104–T105</p> <p>SECOND READING Introducing the Words: Unit 1 “The Most Precious Gift” (Folktale), pp. T10a–T10b; Unit 2 “A Trip to Muir Woods” (Realistic Fiction), pp. T18a–T18b; Unit 5 “The Skating Lesson” (Poem), pp. T46a–T46b; Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), pp. T64a–T64b; Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), pp. T72a–T72b; Unit 10 “The Fisherman and the Bear” (Tall Tales), pp. T90a–T90b; Unit 12 “Wind and Sun” (Fable), pp. T108a–T108b</p>	<p>FIRST READING At the beginning of each Unit, the teacher introduces non-Unit words that are important for understanding the Unit selection.</p> <p>After the first reading of the selection by the teacher, the Discuss the Words section of the Introducing the Words lesson plan provides suggestions for introducing the first five Unit words. Strategies include citing the context of each word in the selection, providing a definition, then showing the Picture Card, with its accompanying description and an example or question designed to help children better determine or clarify the meaning of each Unit word.</p> <p>In Use the Words, the teacher prompts the children to use the five Unit words as they retell the story using the illustrations in their book.</p> <p>SECOND READING Before reading the story a second time, the teacher reviews the first five Unit words then pauses briefly to explain the meaning of each of the words within the context of the story.</p> <p>After the second reading, the teacher uses the Discuss the Words ideas, including the Picture Cards, to present the second set of five Unit words, referencing the context of each word and concluding by all saying the word together.</p> <p>Finally, Use the Words directs the teacher to prompt the children to use the ten Unit words as they describe details in the story illustrations.</p>
<p><b>Introducing the Unit: Informational Texts</b></p> <p>FIRST READING Introducing the Words: Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction), pp. T24–T25; Unit 4 “An Emperor Penguin Grows Up” (Informational Text), pp. T32–T33; Unit 6 “The Amazing Jumping Spider” (Informational Text), pp. T50–T51; Unit 9 “Let’s Make Art!” (Narrative Nonfiction), pp. T78–T79; Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), pp. T96–T97</p> <p>SECOND READING Introducing the Words: Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction), pp. T28a–T28b; Unit 4: “An Emperor Penguin Grows Up” (Informational Text), pp. T36a–T36b; Unit 6 “The Amazing Jumping Spider” (Informational Text), pp. T54a–T54b; Unit 9 “Let’s Make Art!” (Narrative Nonfiction), pp. T82a–T82b; Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), pp. T100a–T100b</p>	<p>FIRST READING At the beginning of each Unit, the teacher introduces non-Unit words that are important for understanding the Unit selection.</p> <p>After the first reading of the selection by the teacher, the Discuss the Words section of the Introducing the Words lesson plan provides suggestions for introducing the first five Unit words. Strategies include citing the context of each word in the selection, providing a definition, then showing the Picture Card, with its accompanying description and an example or question designed to help children better determine or clarify the meaning of each Unit word.</p> <p>In Use the Words, the teacher prompts the children to use the five Unit words as they retell the selection using the illustrations in their book.</p> <p style="text-align: right;"><i>continued</i></p>

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**READING**

**1.7 The student will expand vocabulary and use of word meanings.**

(a) Discuss meanings of words in context.

VOCABULARY : WORKSHOP LEVEL RED / GRADE 1 FEATURE	DESCRIPTION
	<p><b>SECOND READING</b>                      Before reading the story a second time, the teacher reviews the first five Unit words then pauses briefly to explain the meaning of each of the words within the context of the selection.</p> <p>After the second reading, the teacher uses the Discuss the Words ideas, including the Picture Cards, to present the second set of five Unit words, referencing the context of each word and concluding by all saying the word together.</p> <p>Finally, Use the Words directs the teacher to prompt the children to use the ten Unit words as they describe details in the selection illustrations.</p>
<p><b>Follow-Up Activities: Sentence Stems</b>                      Teacher’s Edition pp. T6, T10a, T14, T18a, T24, T28a, T32, T36a, T42, T46a, T50, T54a, T60, T64a, T68, T72a, T78, T82a, T86, T90a, T96, T100a, T104</p>	<p>To complete the Follow-Up Activities: Sentence Stems exercises, students use context clues to explain Unit words</p>
<p><b>Match the Meaning</b>                      Unit 1, pp. 8, 10; Unit 2, pp. 16, 18; Unit 3, pp. 26, 28; Unit 4, pp. 34, 36; Unit 5, pp. 44, 46; Unit 6, pp. 52, 54; Unit 7, pp. 62, 64; Unit 8, pp. 70, 72; Unit 9, pp. 80, 82; Unit 10, pp. 88, 90; Unit 11, pp. 98, 100; Unit 12, pp. 106, 108</p>	<p>For Match the Meaning, students choose the word whose meaning is suggested by the context clues given.</p>
<p><b>Completing the Sentence</b>                      Unit 1, pp. 6, 11; Unit 2, pp. 11, 19; Unit 3, pp. 27, 29; Unit 4, pp. 35, 37; Unit 5, pp. 45, 47; Unit 6, pp. 53, 55; Unit 7, pp. 63, 65; Unit 8, pp. 71, 73; Unit 9, pp. 81, 83; Unit 10, pp. 89, 91; Unit 11, pp. 99, 101; Unit 12, pp. 107, 109</p>	<p>For Units 1 through 6, the Completing the Sentence lesson has children listen to five Unit words in the context of a complete sentence (provided in Discuss the Words in the Teacher’s Edition). Next, children listen to teacher-dictated sentences (found in Use the Words) before using context clues to determine which of two Unit words best completes the Completing the Sentence exercise. They circle the correct choice then write the word in the lined space provided.</p> <p>Beginning in Unit 7, each Completing the Sentence exercise contains two sentences. The first sentence provides a restatement context clue to help children determine which of two given Unit words best completes the second sentence. As in Units 1 through 6, they circle the correct word then write it in the lined space provided.</p>
<p><b>Review the Meanings</b>                      Unit 1, pp. 12-13; Unit 2, pp. 20-21; Unit 3, pp. 30-31; Unit 4, pp. 38-39; Unit 5, pp. 48-49; Unit 6, pp. 56-57; Unit 7, pp. 66-67; Unit 8, pp. 74-75; Unit 9, pp. 84-85; Unit 10, pp. 92-93; Unit 11, pp. 102-103; Unit 12, pp. 110-111</p>	<p>For Review the Meanings, children see the Unit words in context then fill in the Yes bubble if the sentence makes sense or the No bubble if it does not make sense.</p> <p style="text-align: right;"><i>continued</i></p>

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## READING

### 1.7 The student will expand vocabulary and use of word meanings.

(a) Discuss meanings of words in context.

VOCABULARY : WORKSHOP LEVEL RED / GRADE 1 FEATURE	DESCRIPTION
	Additional review sentences with Unit words in context are provided in the Discuss the Words section of the lesson plan in the Teacher's Edition.
<b>Word Study: Context Clues</b> Word Study: Context Clues, p. 94	In Word Study: Context Clues, students use other words in a sentence to figure out the meaning of an unknown word. For the exercises, they underline the words that help them determine the meaning of the word in dark print.
<b>Optional Activity</b> Find Unknown Words in Readers, TE p. T94	For Optional Activity: Find Unknown Words in Readers, each child works with a partner to search for two or three unfamiliar words in a reader. They use context clues to help figure out the meaning of the unfamiliar words.

(b) Develop vocabulary by listening to and reading a variety of texts.

VOCABULARY : WORKSHOP LEVEL RED / GRADE 1 FEATURE	DESCRIPTION
<b>Introducing the Unit: Selections</b> Unit 1 "The Most Precious Gift" (Folktale), pp. 6–7; Unit 2 "A Trip to Muir Woods" (Realistic Fiction), pp. 14–15; Unit 3 "A Day at Chicago's Green City Market" (Narrative Nonfiction), pp. 24–25; Unit 4 "An Emperor Penguin Grows Up" (Informational Text), pp. 32–33; Unit 5 "The Skating Lesson" (Poem), pp. 42–43; Unit 6 "The Amazing Jumping Spider" (Informational Text), pp. 50–51; Unit 7 "In Tune with the P.S. 101 Chorus" (Realistic Fiction), pp. 60–61; Unit 8 "Anansi, The Spider of Wisdom" (Trickster Tale), pp. 68–69; Unit 9 "Let's Make Art!" (Narrative Nonfiction), pp. 78–79; Unit 10 "The Fisherman and the Bear" (Tall Tales), pp. 86–87; Unit 11 "Ida Lewis: The Lighthouse Keeper" (Biography), pp. 96–97; Unit 12 "Wind and Sun" (Fable), pp. 104–105	The Introducing the Unit: Selection read by the teacher allows children to hear new study words in context. The teacher reads the selection aloud twice. After the first reading, Introducing the Words activities introduce the first five Unit words in the context of complete sentences, each reinforced with its own Picture Card. During the second reading, the teacher calls attention to the first five Unit words as they occur in context. Following the second reading, Introducing the Words activities are used to introduce the second set of five Unit words in the context of complete sentences, again reinforced with a Picture Card for each word.

## READING

### 1.7 The student will expand vocabulary and use of word meanings.

(c) Ask for the meaning of unknown words and make connections to familiar words.

VOCABULARY : WORKSHOP LEVEL RED / GRADE 1 FEATURE	DESCRIPTION
<p><b>Introducing the Unit: Selections</b>                      Unit 1 “The Most Precious Gift” (Folktale), pp. 6–7; Unit 2 “A Trip to Muir Woods” (Realistic Fiction), pp. 14–15; Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction), pp. 24–25; Unit 4 “An Emperor Penguin Grows Up” (Informational Text), pp. 32–33; Unit 5 “The Skating Lesson” (Poem), pp. 42–43; Unit 6 “The Amazing Jumping Spider” (Informational Text), pp. 50–51; Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), pp. 60–61; Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), pp. 68–69; Unit 9 “Let’s Make Art!” (Narrative Nonfiction), pp. 78–79; Unit 10 “The Fisherman and the Bear” (Tall Tales), pp. 86–87; Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), pp. 96–97; Unit 12 “Wind and Sun” (Fable), pp. 104–105</p>	<p>During the second reading of the selection, the teacher stops to explain the meaning of the Unit words as they are encountered in context. Children respond to questions from the teacher, making personal connections with the new vocabulary.</p>
<p><b>Completing the Sentence</b>                      Unit 1, pp. 6, 11; Unit 2, pp. 11, 19; Unit 3, pp. 27, 29; Unit 4, pp. 35, 37; Unit 5, pp. 45, 47; Unit 6, pp. 53, 55; Unit 7, pp. 63, 65; Unit 8, pp. 71, 73; Unit 9, pp. 81, 83; Unit 10, pp. 89, 91; Unit 11, pp. 99, 101; Unit 12, pp. 107, 109</p>	<p>During the Discuss the Words activity in the lesson plan, children discuss questions and explain answers as they make personal connections to the words.</p>
<p><b>Match the Meaning</b>                      Unit 1, pp. 8, 10; Unit 2, pp. 16, 18; Unit 3, pp. 26, 28; Unit 4, pp. 34, 36; Unit 5, pp. 44, 46; Unit 6, pp. 52, 54; Unit 7, pp. 62, 64; Unit 8, pp. 70, 72; Unit 9, pp. 80, 82; Unit 10, pp. 88, 90; Unit 11, pp. 98, 100; Unit 12, pp. 106, 108</p>	<p>The purpose of Match the Meaning is to engage children in real-world decision-making activities using the Unit words.</p> <p>In the Discuss the Words section of the lesson plan, the teacher helps students understand the connection between Unit words and children’s real-life experiences.</p>
<p><b>Follow-Up Activities: Draw and Write</b>                      Teacher’s Edition pp. T9, T11, T17, T19, T35</p>	<p>For Follow-Up Activities: Draw and Write, children write a Unit word at the top of a piece of paper then draw a picture representing their experience with something that represents the word.</p>
<p><b>Follow-Up Activities: Word Square</b>                      Teacher’s Edition pp. T21, T27, T46b, T57, T85, T103, T110</p>	<p>For Follow-Up Activities: Word Square, children use a graphic organizer to explain their connection to a Unit word.</p>
<p><b>Follow-Up Activities: Clap Your Hands</b>                      Teacher’s Edition pp. T36, T65, T82b, T97</p>	<p>For Follow-Up Activities: Clap Your Hands, children respond to real-life situations using Unit words by clapping.</p>

**READING**

**1.7 The student will expand vocabulary and use of word meanings.**

(d) Use text clues such as words or pictures to discern meanings of unknown words.

VOCABULARY : WORKSHOP LEVEL RED / GRADE 1 FEATURE	DESCRIPTION
<p><b>Introducing the Unit: Selections</b>                      Unit 1 “The Most Precious Gift” (Folktale), pp. 6–7; Unit 2 “A Trip to Muir Woods” (Realistic Fiction), pp. 14–15; Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction), pp. 24–25; Unit 4 “An Emperor Penguin Grows Up” (Informational Text), pp. 32–33; Unit 5 “The Skating Lesson” (Poem), pp. 42–43; Unit 6 “The Amazing Jumping Spider” (Informational Text), pp. 50–51; Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), pp. 60–61; Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), pp. 68–69; Unit 9 “Let’s Make Art!” (Narrative Nonfiction), pp. 78–79; Unit 10 “The Fisherman and the Bear” (Tall Tales), pp. 86–87; Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), pp. 96–97; Unit 12 “Wind and Sun” (Fable), pp. 104–105</p>	<p>When the teacher reads the selection, children follow along as they listen by looking at pictures. For the first reading, the teacher reads aloud without stopping so that children can develop an appreciation for the story.</p> <p>Before the second reading, the teacher focuses children’s attention on the first five Unit words. When she reads the second time, she’ll stop briefly to explain the meaning of the words in the context of the story.</p>
<p><b>Follow-Up Activities: Act It Out</b>                      Teacher’s Edition pp. T10b, T29, T33, T36b</p>	<p>For Follow-Up Activities: Act It Out, a child draws a Picture Card then reads the word. One or more children in the class then demonstrate their understanding by acting out the meaning of the word.</p>

(e) Use vocabulary from other content areas.

VOCABULARY : WORKSHOP LEVEL RED / GRADE 1 FEATURE	DESCRIPTION
<p><b>Introducing the Unit: Selections</b>                      Unit 1 “The Most Precious Gift” (Folktale), pp. 6–7; Unit 2 “A Trip to Muir Woods” (Realistic Fiction), pp. 14–15; Unit 3 “A Day at Chicago’s Green City Market” (Narrative Nonfiction), pp. 24–25; Unit 4 “An Emperor Penguin Grows Up” (Informational Text), pp. 32–33; Unit 5 “The Skating Lesson” (Poem), pp. 42–43; Unit 6 “The Amazing Jumping Spider” (Informational Text), pp. 50–51; Unit 7 “In Tune with the P.S. 101 Chorus” (Realistic Fiction), pp. 60–61; Unit 8 “Anansi, The Spider of Wisdom” (Trickster Tale), pp. 68–69; Unit 9 “Let’s Make Art!” (Narrative Nonfiction), pp. 78–79; Unit 10 “The Fisherman and the Bear” (Tall Tales), pp. 86–87; Unit 11 “Ida Lewis: The Lighthouse Keeper” (Biography), pp. 96–97; Unit 12 “Wind and Sun” (Fable), pp. 104–105</p>	<p>The variety of Introducing the Unit selections exposes students to vocabulary from other content areas, including history/social studies, science, and technology.</p>

(f) Use singular and plural nouns

VOCABULARY : WORKSHOP LEVEL RED / GRADE 1 FEATURE	DESCRIPTION
<p>Singular and plural nouns are not addressed at this level.</p>	

## READING

### 1.7 The student will expand vocabulary and use of word meanings.

(g) Use adjectives to describe nouns.

VOCABULARY : WORKSHOP LEVEL RED / GRADE 1 FEATURE	DESCRIPTION
Related content <b>Word Study</b> Word Choice (mad, angry, furious), p. 113	The Word Study: Word Choice lessons teach students about the differences in intensity in words with similar meanings. Students share personal experiences with the words then compose sentences together using the featured words, explaining why they chose one over the others.

(h) Use verbs to identify actions.

VOCABULARY : WORKSHOP LEVEL RED / GRADE 1 FEATURE	DESCRIPTION
Related content <b>Word Study</b> Word Choice (cry, whimper, sob), p. 95	This Word Study: Word Choice lesson helps students distinguish shades of meaning among verbs differing in manner.
<b>Optional Activity</b> This or That (Would you <b>shout</b> or <b>scream</b> if you felt a large bug crawling up your leg? Why?), p. 95	For This or That, children examine the differences in intensity between the meanings of two verbs.