



Vocabulary Workshop

Level Red

Common Core Enriched Edition

Correlated to the
**Common Core
State Standards**
for English Language Arts
Grade 1

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William H. Sadler, Inc.
www.sadlerschool.com
800-221-5175

KEY ALIGNED CONTENT

READING: LITERATURE: Key Ideas and Details

CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.

READING: LITERATURE: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

SADLIER VOCABULARY WORKSHOP LEVEL RED FEATURE & LOCATION

Introducing the Unit: Selections—Unit 1: The Most Precious Gift (Folktale)—pp. 6–7; Unit 2: A Trip to Muir Woods (Realistic Fiction)—pp. 14–15; Unit 5: The Skating Lesson (Poem)—pp. 42–43; 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 10: The Fisherman and the Bear (Tall Tales)—pp. 86–87; Unit 12: Wind and Sun (Fable)—pp. 104–105

Example [Level Red, p.T42a]

The Skating Lesson

Part One

- *Where does this poem take place? (at an ice rink)*
- *Who is telling the story? (a young girl) What is she trying to do? (She’s trying to ice skate.)*

Part Two

- *What makes the young girl blush? (She keeps falling down.)*
- *Why do you think Scout stopped to help the girl? (Possible answer: She wanted to encourage the girl to keep trying.)*

Part Three

- *How does the girl feel at the beginning of the poem? (frustrated) How does she feel at the end of the poem? (happy)*
- *What is the main idea of the poem? (Possible answers: It takes courage to try new things; hard work pays off.)*

DESCRIPTION

The **Introducing the Unit** lesson plan includes questions to help monitor children's comprehension of each teacher-read Unit selection. Grouped according to Part One, Part Two, and Part Three of the selection, the comprehension questions are located in the Teacher's Edition at the beginning of each Unit.

In the **Use the Words** section of the lesson plan, children to use the illustrations to retell the story, as the teacher prompts them to use the first five newly learned Unit words.

Following the second reading of the Unit selection, **Use the Words** directs children to point to the illustrations and use all ten Unit words as they describe details concerning the characters, setting, and major events of the story or poem.

READING: LITERATURE: Craft and Structure

CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

SADLIER VOCABULARY WORKSHOP LEVEL RED FEATURE & LOCATION	DESCRIPTION
<p>FIRST READING</p> <p>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</p> <p>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><i>Example [Level Red, p.T6]</i></p> <p>The Most Precious Gift</p> <p>■ stare <i>In the selection, the soldiers stare at something in the doorway. When people stare, they look at something for a long time.</i></p> <p>Display Picture Card 3. <i>This little boy likes to stare at his fish. Why might he stare at the fish? What are some animals that you like to stare at? Let's say stare together.</i></p>	<p>FIRST READING</p> <p>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</p> <p>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>

READING: INFORMATIONAL TEXT: Key Ideas and Details

CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.

CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

READING: INFORMATIONAL TEXT: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.

SADLIER VOCABULARY WORKSHOP LEVEL RED FEATURE & LOCATION	DESCRIPTION
<p>Introducing the Unit: Selections—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 6: The Amazing Jumping Spider (Informational Text)—pp. 50–51; Unit 9: Let's Make Art! (Narrative Nonfiction)—pp. 78–79; Unit 11: Ida Lewis: The Lighthouse Keeper (Biography)—pp. 96–97</p> <p><u><i>Example [Level Red, p.T78a]</i></u></p> <p>Ida Lewis: The Lighthouse Keeper</p> <p>Part One</p> <ul style="list-style-type: none">• <i>Who was Ida Lewis?</i> (A lighthouse keeper from Newport, Rhode Island.)• <i>Why was it important to clean and polish the lighthouse lamp?</i> (The light from the lamp warned passing ships about rocks.) <p>Part Two</p> <ul style="list-style-type: none">• <i>What two skills made Ida a heroine?</i> (swimming and rowing)• <i>What happened that made the sailors almost drown?</i> (Their boat was overturned by the rough waters.) <p>Part Three</p> <ul style="list-style-type: none">• <i>How was Ida brave?</i> (Possible answer: She rescued many people.)• <i>How did people in Newport, Rhode Island, honor Ida Lewis?</i> (They built a monument near her grave and changed the name of Lime Rock to Ida Lewis Rock.)	<p>The Introducing the Unit lesson plan includes questions to help monitor children's comprehension of each teacher-read Unit selection. Grouped according to Part One, Part Two, and Part Three of the selection, the comprehension questions are located in the Teacher's Edition at the beginning of each Unit.</p> <p>In the Use the Words section of the lesson plan, children to use the illustrations to retell the story, as the teacher prompts them to use the first five newly learned Unit words.</p> <p>Following the second reading of the Unit selection, Use the Words directs children to point to the illustrations and use all ten Unit words as they describe details of the selection.</p>

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

SADLIER VOCABULARY WORKSHOP LEVEL RED FEATURE & LOCATION	DESCRIPTION
<p>FIRST READING</p> <p>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</p> <p>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><u>Example [Level Red, p.T50]</u></p> <p>The Amazing Jumping Spider</p> <p>■ tangle <i>Spiders wait for their prey to get caught in a tangle of sticky threads. A tangle is a twisted mess of knots.</i></p> <p>Display Picture Card 53. <i>This girl's hair is in a tangle. The hair is all twisted together. What other things can be in a tangle? Let's say tangle together.</i></p>	<p>FIRST READING</p> <p>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>SECOND READING</p> <p>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>

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- **CCSS.ELA-Literacy.L.1.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

SADLIER VOCABULARY WORKSHOP LEVEL RED FEATURE & LOCATION	DESCRIPTION
<p>Introducing the Unit: Selections—Unit 1: The Most Precious Gift (Folktale)—pp. 6–7; Unit 2: A Trip to Muir Woods (Realistic Fiction)—pp. 14–15; Unit 1: 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 Introducing the Unit: Selection read by the teacher allows children to hear new study words in context.</p> <p>The teacher reads the selection aloud twice.</p> <p>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.</p> <p>During the second reading, the teacher calls attention to the first five Unit words as they occur in context.</p> <p>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.</p>
<p>Follow-Up Activities: Sentence Stems—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><u>Example [Level Red, p. T42]</u></p> <ul style="list-style-type: none">• I <i>chatter</i> with my friends about _____.• The <i>swift</i> runner ran _____.• I <i>peer</i> into the _____.• Don't <i>stumble</i> on the _____.• The <i>slippery</i> floor is _____.	<p>To complete the Follow-Up Activities: Sentence Stems exercises, students use context clues to explain Unit words.</p>
<p>Completing the Sentence—Units 1–6: 9, 11, 17, 19, 27, 29, 35, 37, 45, 47, 53, 55; Units 7–12: pp. 63, 65, 71, 73, 81, 83, 89, 91, 99, 101, 107, 109</p> <p><u>Example [Level Red, p. 63]</u></p> <p>instrument</p> <p>nervous</p> <p>3. I saw a large dog in front of my house. It made me <u>nervous</u>.</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>

- **CCSS.ELA-Literacy.L.1.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

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Review the Meanings—pp. 12–13, 20–21, 30–31, 38–39, 48–49, 56–57, 66–67, 74–75, 84–85, 92–93, 102–103, 110–111

Example [Level Red, p. 92]

2. To exchange means to throw something away.

Yes No

Word Study: Context Clues—pp. 94, T94

Example [Level Red, p. 94]

9. My room was full of **clutter**. I had to clean up the mess.

Optional Activity: Find Unknown Words in Readers—p. T94

DESCRIPTION

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.

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.

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.

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.

- **CCSS.ELA-Literacy.L.1.4b** Use frequently occurring affixes as a clue to the meaning of a word.

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Word Study: Prefixes—pp. 59, T59

Example [Level Red, p. 59]

un + fasten = unfasten

Add the prefix **un** to the beginning of the words to make new words.

un happy un pack

Word Study: Suffixes—pp. 77, T77

Example [Level Red, p. 77]

perform + er = performer

Add the suffix **er** to the end of the of the words.

farm er sing er

DESCRIPTION

In **Word Study: Prefixes**, children learn how to add word parts to the beginning of a word to make a new word. They learn that word parts added to the beginning of a word are called prefixes.

The three-part lesson plan in the Teacher's Edition that accompanies the page includes Teach, Practice/Apply, and Follow-Up.

In **Word Study: Suffixes**, children learn that adding a word part to the end of another word to make a new word is called a suffix.

The three-part lesson plan in the Teacher's Edition that accompanies the page includes Teach, Practice/Apply, and Follow-Up.

- **CCSS.ELA-Literacy.L.1.4c** Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

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English Language Learners—pp. T28b, T64b

Example [Level Red, p. T28b]

DESCRIPTION

In the **English Language Learners** introduction to inflected endings, the teacher explains inflected endings then writes examples on the board. After discussion, children recite a

- **CCSS.ELA-Literacy.L.1.4c** Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

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Write *yank* on the board. Then add *s* (*yanks*), *ed* (*yanked*), *ing* (*yanking*). Have children recite a sentence for each form.

Word Study: Word Endings—pp. 40, T40

Example [Level Red, p. 40]

Complete the chart.

Add endings to make new words.

	s	ed
1. look	looks	looked
2. jump	jumps	jumped
3. play	plays	played

Word Study: Suffixes—pp. 77, T77

Example [Level Red, p. 77]

perform + er = performer

Add the suffix **er** to the end of the of the words.

farm er sing er

DESCRIPTION

sentence for each form of the word.

For **Word Study: Word Endings**, children learn how to add endings to action words to make new words.

The three-part lesson plan in the Teacher's Edition that accompanies the page includes Teach, Practice/Apply, and Follow-Up.

In the Follow-Up activity of **Word Study: Suffixes**, children write sentences that include the root word and the new word learn that adding a word part to the end of another word to make a new word is called a suffix.

The three-part lesson plan in the Teacher's Edition that accompanies the page includes Teach, Practice/Apply, and Follow-Up.

CCSS.ELA-Literacy.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.1.5a** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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Word Study: Sorting—pp. 22, T22; 40, T40; 58, T58; 112, T112

Example [Level Red, p. 22]

Read the words in the box.

cat	dog	five
frog	one	two

Write each word in the group that it best fits.

Pet Words	Number Words
cat	five
dog	one
frog	two

DESCRIPTION

For the **Word Study: Sorting** activities, students learn how words go together because they are alike in some way.

- **CCSS.ELA-Literacy.L.1.5b** Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

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Follow-Up Activities: Make a List—pp. T7, T15, T54b, T63, T72

Follow-Up Activities: Picture Word Web—pp. T13, T26, T28b

Follow-Up Activities: Word Chains—pp. T18b, T72b, T34, T45, T83, T106

Example [Level Red, p. T45]

Word Chains

Have a small group of children sit in a circle. Place Picture Cards 41–45 in a container. Have one child pick out a card. Read the word aloud and then ask each person to say a word or words that are related in some way to the Unit word.

For example, ask: *What words come to mind when you think of the word slippery?* (soap, a wet floor, fish, bathtub, ice rink, a banana peel, hair gel, icy roads, and so on) If appropriate, list children’s words on the board.

Follow-Up Activities: Word Associations—pp. T20, T30, T48, T56, T66, T74, T84, T91, T92, T98, T108a

Example [Level Red, p. T30]

People Who Sell Things

1. florist (sells flowers)
2. book seller (sells books)
3. baker (sells cakes and cookies)

Optional Activity: Four Square Chart—p. T22

Follow-Up Activities: Concept Circle—pp. T31, T37, T47, T61, T75

Example [Level Red, p. T31]

Concept Circle

Create a Concept Circle using one of the Unit words. A Concept Circle graphic organizer can be found at vocabularyworkshop.com. On the line above the circle, write the title “Words That Name Places.”

Fill in each section of the circle with a word, for example: market, playground, and teacher. Make sure one of the three

DESCRIPTION

In **Follow-Up Activities: Make a List**, children work together to compile a list of attributes, examples, or situations related to a Unit word.

For **Follow-Up Activities: Picture Word Web**, children build a word web, placing a Unit word in the center circle of a graphic organizer then adding words or pictures in the outer circles that are attributes of the key word.

For **Follow-Up Activities: Word Chains**, children build a word web, placing a Unit word in the center circle of a graphic organizer then adding words or pictures in the outer circles that are attributes of the key word.

For **Follow-Up Activities: Word Associations**, students create lists of words that are related by one or more attributes to a particular topic.

After identifying a category for each square of the **Four Square Chart**, children draw and label an item that fits in each category.

For **Follow-Up Activities: Concept Circle**, the teacher identifies a category that uses one Unit word and places a word in each section of the circle. The children cross out the word that does not fit the concept and replace it with one that does.

- **CCSS.ELA-Literacy.L.1.5a** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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is a Unit word. Ask the children to cross out the word that does not fit the concept. Then ask them to write a word in that section that does fit the concept. For example, replace teacher with school or home

DESCRIPTION

- **CCSS.ELA-Literacy.L.1.5c** Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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Match the Meaning—pp. 8, 10, 16, 18, 26, 28, 34, 36, 44, 46, 52, 54, 62, 64, 70, 72, 80, 82, 88, 90, 98, 100, 106, 108

Example [Level Red, p. T72]

Discuss the Words

▪ **delighted** Tell children to say delighted if they think people would be delighted in the situation you describe. (*getting to be first in line, playing with a new toy, leaving a friend's house*)

Follow-Up Activities: Draw and Write—pp. T9, T11, T17, T19, T35

Example [Level Red, p. T11]

Draw and Write

Instruct children to write the word **fierce** at the top of a sheet of paper. Have them draw a picture of a fierce animal. Then have them write or dictate sentences about their pictures. Remind them to include specific details in their sentences that tell what makes the animals fierce. Pair children together to have them take turns sharing their pictures and sentences.

Follow-Up Activities: Act It Out—pp. T10b, T29, T33, T36b

Example [Level Red, p. T72]

Act It Out

Tell children to say delighted if they think people would be delighted in the situation you describe. (*getting to be first in line, playing with a new toy, leaving a friend's house*)

Follow-Up Activities: Word Square—pp. T21, T27, T46b, T57, T85, T103, T110

Example [Level Red, p. T110]

Word Square

Write the word **exhausted** in the upper left corner. Ask children to tell what **exhausted** means. Write their definition in the lower left corner. Then have children tell how they

DESCRIPTION

The purpose of **Match the Meaning** is to engage children in real-world decision-making activities using the Unit words.

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.

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.

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.

For **Follow-Up Activities: Word Square**, children use a graphic organizer to explain their connection to a Unit word.

- **CCSS.ELA-Literacy.L.1.5c** Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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relate to the word. Write one of the answers in the upper right corner. Finally, have children suggest ways to illustrate the word. Draw the picture in the lower right corner. Repeat for other Unit words.

Follow-Up Activities: Clap Your Hands—pp. T36, T65, T82b, T97

Example [Level Red, p. T97]

Clap Your Hands

Instruct Clap Your Hands Instruct children to listen carefully to each scenario. Have them clap their hands loudly if they like the idea, or clap softly if they do not like the idea.

Clap your hands to show me how much you would like ...

- to create a symbol for your school.
- to make a messy closet tidy on a sunny day.
- to polish a pair of shoes with a tiny rag.
- to see a wave destroy your sand castle.
- to rescue a lost dog.

DESCRIPTION

For **Follow-Up Activities: Clap Your Hands**, children respond to real-life situations using Unit words by clapping.

- **CCSS.ELA-Literacy.L.1.5d** Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

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Word Study: Synonyms—pp. 58, T58

Example [Level Red, p. 58]

Look at the pictures.

Draw a line to match the synonyms.

glad	tall
high	little
small	happy

Word Study: Word Choice—pp. 95, T95 (cry, whimper, sob); 113, T113 (mad, angry, furious)

Example [Level Red, p. 113]

Look at the words below. These three words have almost the same meaning. The word furious has the strongest meaning.

DESCRIPTION

In **Word Study: Synonyms**, students learn about words that have almost the same meaning.

The three-part lesson plan in the Teacher's Edition that accompanies each Word Study page includes Teach, Practice/Apply, and Follow-Up.

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.

- **CCSS.ELA-Literacy.L.1.5d** Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

SADLIER VOCABULARY WORKSHOP LEVEL RED FEATURE & LOCATION	DESCRIPTION
<ul style="list-style-type: none"> • mad feeling anger • angry feeling really upset • furious very angry <p>Write the word from the chart that best completes each sentence. Answers will vary.</p> <p>My brother was _____ at me because I was late.</p> <p>I was _____ that Dad forgot to pack my snack.</p> <p>The teacher was _____ because we broke the table.</p>	
<p>Optional Activity: This or That—pp. T95, T113</p> <p><i>Example [Level Red, p. T95]</i></p> <p>Would you shout or scream if you felt a large bug crawling up your leg? Why?</p>	<p>For This or That, children examine the differences in intensity between the meanings of some words.</p>

CCSS.ELA-Literacy.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

SADLIER VOCABULARY WORKSHOP LEVEL RED FEATURE & LOCATION	DESCRIPTION
<p>Throughout the program</p>	<p>Throughout the program children build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. In each Unit, children listen as Unit words are introduced in context in teacher-read selections. Each word is presented, studied, and used by students in a variety of listening, speaking, reading, and writing exercises.</p> <p>Children use Unit words to respond to comprehension questions about the Unit selection, as well as for Match the Meaning and Completing the Sentence lessons, and for a wide variety of Follow-Up and Optional Activities.</p>

ADDITIONAL ALIGNED CONTENT

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.1.2d** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

SADLIER VOCABULARY WORKSHOP LEVEL RED FEATURE & LOCATION	DESCRIPTION
<p>Completing the Sentence—pp. 9, 11, 17, 19, 27, 29, 35, 37, 45, 47, 53, 55, 63, 65, 71, 73, 81, 83, 89, 91, 99, 101, 107, 109</p> <p><i>Example [Level Red, p. 63]</i></p> <p>instrument</p> <p>nervous</p> <p>3. I saw a large dog in front of my house. It made me <u>nervous</u>.</p>	<p>For Units 1 through 6, the Completing the Sentence lessons direct students to listen to the sentence about each picture, circle the word that completes the sentence, then write the word on the line.</p> <p>In writing each study word, students pay attention to correct spelling.</p> <p>Beginning in Unit 7, each Completing the Sentence exercise contains two sentences. The first sentence provides a restatement context clue to help students determine which of two given Unit words best completes the second sentence. Students write the word, referring to the printed version as a guide for correct spelling.</p>
<p>Follow-Up Activities: Write—pp. 13, 21, 31, 39, 49, 57, 67, 75, 85, 93, 103, 111</p>	<p>For Follow-Up Activities: Write, children write a sentence using a newly studied word, using the Unit words printed in the Review Unit as models for correct spelling.</p>
<p>Word Study—22, 40, 95, 112–113</p>	<p>Children write Unit words in several Word Study lessons, referring to the printed guide words for correct spelling.</p>