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Georgia Performance Standards Framework for English Language Arts-Grade 1

Instructional/Learning Activity Task Template:

Overview

Unit Title: **Response to Literature; Tier Two Vocabulary Words**

Annotation:

This activity task is meant to support the Response to Literature Unit.

This task can stand alone; however, *there are six activity tasks all focused around one Read-aloud. It is suggested teaching the speaking, listening, and viewing lessons first, then the ELA skill lessons, next the vocabulary lesson, and last the reading comprehension lesson. These tasks build on one another to scaffold student learning. Although the activities are centered on one book, the lesson structures can be used for any book.*

The vocabulary words chosen are words considered to be *Tier Two Words*. *Tier One Words* are words first graders should already know, such as, *peach*. *Tier Three Words* are not words necessary for first graders to know at this time. An example would be, *tufting*. *Tier Two Words* are beneficial for first graders to learn right now. However, these words must be seen and heard multiple times for them to become intrinsic to the student. Therefore, this lesson will provide the students several opportunities to see, hear, and use the new vocabulary.

The rationale for these lessons centering on one Read-aloud is to demonstrate how a number of elements of the standard can be taught using one read aloud. Students are most likely to remember the specific vocabulary words and understand the book at a deeper level for having listened to it read repeatedly. The culminating task at the end of the comprehension lesson is a Response to Literature. The “talk” around this text through several ELA lessons provides the support necessary for ultimately making a Response to Literature that would meet standard.

Grade, Subject, Topic, Author:

First Grade, ELA,

Using Tier Two Vocabulary Words as a Response to Literature

Beth Weathersby

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Special Notes to Teacher:

It is **suggested** that this lesson be taught towards the last half of the year, taught **after** the Phonological activity task, but taught **prior** to the Reading Comprehension activity task.

The text **P is for Peach - A Georgia Alphabet** by Carol Crane is used for each of these tasks.

It is beneficial for students to hear higher level vocabulary than those on a first grade level. It is possible for students to learn some of these words from the text because the teacher is supporting the learning. By teaching specific words and having students interact with these words, we hope they become part of our students' listening and preferably, speaking vocabulary. Students should be exposed to numerous Read-alouds such as this one throughout the year.

Standards

Focus Standard/Element(s): Response to Literature

ELA W1 Writing

The student begins to demonstrate competency in the writing process.

Element

- k. Begins to use a variety of resources (picture book) and strategies (vocabulary study) to gather information to write about a topic.

Complementary Standard/Element(s):

ELA1 R5 Vocabulary

The student acquires and uses grade-level words to communicate.

Element:

- a. Reads and listens to a variety of texts and uses new words in oral and written language
- c. Identifies words that are opposites (antonyms) or have similar meaning (synonyms)

Learning Goals

Essential Question(s): **How can learning Tier Two Words help us understand what we read?**

Knowledge: New vocabulary words help us become better readers and writers.

Skills: Using new Tier Two Words in different contexts (as a response to literature)

Balanced Assessment for Task

Assessment Method/Type:

1. Student responses during *Opening Lesson*
2. Completed Graphic Organizers using Tier Two Words from **P is for Peach**.
(Graphic Organizers for each new vocabulary word; see attachments)

Description/Directions for Assessment:

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To check for understanding of the new vocabulary words, the students will “respond” to *P is for Peach* using a Graphic Organizers for each new word.

1. Drawing pictures to illustrate the meaning or draw an example of the word.
2. Use new words in a sentence
3. Write rhyming words
4. Write synonyms and give other examples

(There is a response to accompany each new word. See attachments # 1, 2, and 3. It is suggested that the “responses” be done independently, but the teacher may need to conference with individuals if they are having difficulties.)

Student Work Samples (optional):

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

1. The Read-aloud should be read to first graders over a period of several days. This book includes many facts about Georgia; therefore, the information should be presented in small increments for students to internalize the information. The initial first reading should be read without interruption. Afterwards, the teacher can go back into the text and reread the specific pages with the *Tier Two Words*. Rereading the poetic verses numerous times will also help students internalize the new words. (Vocabulary words are taken from each poetic verse.)
2. There are activities for three new *Tier Two Words*.

Teach one word per day.

Complete the two activities, **Questions, Reasons, Examples, and Making Choices** as a whole group before students complete a Graphic Organizer as their “response.”

P is for Peach by Carol Crane

Possible Tier Two Words for First Graders

plight afar symbol flitting

explore deeds invaders

Which **three** might we create activities for?

plight symbol explore

Opening: Day One approximately 10-12 minutes

- After reading aloud the text *P is for Peach* by Carol Crane over several days, complete the vocabulary study.
- Go back to the page for ***plight*** (Letter C)
- Write the examples from the text on chart paper or on an overhead transparency.
- Also, write *Questions, Reasons, Examples* on chart paper and read them orally.

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- List student responses.
- Do the same with *Making Choices*.
- Ask students to come to the chart and place a check by the examples that would give a correct example of how the word could be used. *See example charts below.*

In the book, it said, “...*it was the mothers’ plight*” to describe the **dangerous condition** placed on the Cherokees, especially mothers and children, as they were forced to walk the long and difficult trail.

Questions, Reasons, and Examples

What might be a dangerous condition for first graders?
walking home alone, getting lost in a store

What is another word for dangerous condition or **plight**?
scary experience, something really hard to do

What are some other **plights** that kids face today?
crossing a busy street, getting a shot, missing the bus

Making Choices

Which of the following would be a **plight** in the life of a first grader?

- _____ mom and dad leaving you alone at home
- _____ receiving a birthday invitation
- _____ mom or dad loses a job
- _____ getting an A on a test
- _____ losing a ballgame

Work time: approximately 15 - 20 minutes

- Make copies of Attachment # 1 and have students complete the boxes for the word **plight**. *The independent work should be monitored by the teacher. Go to any struggling students first. This work should demonstrate the students’ understanding or lack of understanding for the word **plight**.*
- As you monitor the room, ask for volunteers who have demonstrated an understanding of the meaning of **plight**. Ask if they would be willing to share their work in the reader’s chair. (or however you choose for students to share)

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- When students have completed the activity, have them read a book on their independent reading level.
- Look at the activity sheets to check for understanding of the word, **plight**. If there is lack of understanding, then clarify the next day. (This might be whole group, small group, or individual re-teaching.)

Closing: approximately 10 minutes

- Remind students what good listening looks like and sounds like. (activity taught in SLV lesson)
- This is a time for readers to receive feedback, get help, or celebrate their understanding.

Opening: *Day Two* approximately 10-12 minutes

Go back to the page for ***symbol***. (Letter E)

Complete the activities for the whole class just as you did with Day One.

In the book, it said, “***The Etowah Indian Mounds are a symbol of Native American Indians from long ago.***” They are reminders of how these people lived.

Questions, Reasons, and Examples

What do the Indian mounds ***symbolize*** about Native American Indians?

It shows that they really lived in Georgia.

What ***symbols*** are important to us? *flag, Valentines heart, sport team mascot*

Which ***symbols*** could be disrespectful to others? *Sticking out one’s tongue, rolling your eyes*

Name some ***symbols*** in your school, church, community. *tigers, a cross, a flower*

Making Choices

Which of the following would be considered a ***symbol*** for Love?

_____ Spiders

_____ Your favorite breakfast

_____ A special birthday card

_____ Scary orange pumpkins

_____ Surprises

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Work time: approximately 15-20 minutes

- Make copies of Attachment # 2 and have students complete the boxes for the word **symbol**. *The independent work should be monitored by the teacher. Go to any struggling students first. This work should demonstrate the students' understanding or lack of understanding for the word **symbol**.*
- As you monitor the room, ask for volunteers who have demonstrated an understanding of the meaning of **symbol** to share their work in the reader's chair. (or however you choose for students to share)
- When students have completed the activity, have them read a book on their independent reading level.
- Look at the activity sheet to check for understanding of the word, **symbol**. If there is lack of understanding, then clarify the next day. (This might be whole group, small group, or individual re-teaching.)

Closing: approximately 10-12 minutes

- Remind students what good listening looks like and sounds like. (activity taught in SLV lesson)
- This is a time for readers to receive feedback, get help, or celebrate their understanding.

Opening: *Day Three* approximately 10-12 minutes

Go back to the page for **explore**. (Letter I)

Complete the activities for the whole class just like Day One and Day Two.

The book says, "**Lighthouses, shells, and quiet bays the early settlers came to explore.**" The settlers came to find a new life on Georgia's beaches, but they had to look for ways to live.

Questions, Reasons, and Examples

Why would settlers need to **explore** a new place?

To be able to live

What other things do you think they **explored**?

Fresh drinking water, food, materials to build shelter

What is another word for **explore**? *Look, search, wander*

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Making Choices

What places would you want to **explore**?

- _____ A haunted house
- _____ The woods in your neighborhood
- _____ The playground at school
- _____ The mall
- _____ A stranger's new Hummer vehicle

Work time: approximately 15-20 minutes

- Make copies of Attachment # 3 and have students complete the boxes for the word **explore**. *The independent work should be monitored by the teacher. Go to any struggling students first. This work should demonstrate the students' understanding or lack of understanding for the word **explore**.*
- As you monitor the room, ask for volunteers who have demonstrated an understanding of the meaning of **explore** to share their work in the reader's chair.(or however you choose for students to share)
- When students have completed the activity, have them read a book on their independent reading level.
- Look at the activity sheet to check for understanding of the word, **explore**. If there is lack of understanding, then clarify the next day. (This might be whole group, small group, or individual re-teaching.)

Closing:

- Remind students what good listening looks like and sounds like. (activity taught in SLV lesson)
- This is a time for readers to receive feedback, get help, or celebrate their understanding.

Resources, Materials, and Equipment:

- Chart paper, overhead transparency, or interactive white board
- Markers
- *P is for Peach – A Georgia Alphabet* by Carol Crane
- Attachments # 1, 2, and 3

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Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation:

Students who are struggling readers could work with a partner to complete the attached “responses” or do it orally with the teacher. If written expression is an issue, students might be encouraged to draw the picture only.

Enrichment/Extension:

1. Dramatization... Have students act out scenes demonstrating the word **plight**, **symbol**, and **explore**.
2. Have students find another Native American tribe (from the library or online) and compare the dangerous conditions they faced as a group. Complete a Graphic Organizer of the two tribes showing the similarities and differences the two groups faced. Students could even incorporate a word family into the Graphic Organizer.

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plight

*Write two words that rhyme with **plight**.
(for example: **night**)*

*Write two words that mean the same thing as **plight**. (synonyms)*

*Show what a **plight** might look like by drawing a picture.*

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symbol

*Draw a **symbol** from your life.*

*Use the word **symbol** in a complete sentence.*

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explore

Write 3 words that the same meaning of **explore**. (synonyms)

1. _____

2. _____

3. _____

Name three places you would like to **explore**.

1. _____

2. _____

3. _____