

LESSON 1

Simple Vocabulary Routine

(textbook pgs. 65–68)

Simple Routine

Teacher:

- ✓ Pronounces targeted word and discusses structure and/or asks questions about linguistic structure.
- ✓ Asks students to repeat.
- ✓ Explains the meaning in everyday language.
- ✓ Provides examples from context and other situations. Asks students for example.
- ✓ Says, spells, and writes the word.

This lesson highlights how vocabulary is introduced via the simple vocabulary routine. The simple routine for vocabulary instruction introduces and is designed to teach learners new vocabulary terms. It is interactive, includes teacher modeling, and engages students through response and feedback.

Notice how the terminology chosen aligns to the enduring understanding, *All About Me*.

Name: Leo the Late Bloomer: Vocabulary Lesson

Grade: First

Preparation for Instruction

Enduring Understandings:

- I am unique; there is no one else like me.
- I have likes and dislikes.
- I have strengths and challenges.
- I am part of a family and a classroom community.
- My family is unique.
- All of the people in my class are unique and have their own interests and can do different things.

Related Essential Questions:

- Who am I? What are my likes and dislikes?
- What makes me unique?
- What makes my family unique?

- What makes my classroom and classmates unique?

Content Objectives:

- Students will be able to examine the concept of “growing up” and how we all grow at different rates. Explore family relationships.

Literacy Objectives:

- Students will be able to be introduced to new vocabulary via the simple routine.

Resources/Materials

- *Leo the Late Bloomer* by Robert Kraus and Jose Aruego
- Index cards (for student vocabulary rings)
- Vocabulary definitions and examples (preprinted and cut in advance)
- Glue sticks

Sequence of Learning Events

Purpose: Students will learn the following words from *Leo the Late Bloomer* by Robert Kraus and Jose Aruego: *bloom/bloomer, patience, neatly, sloppy*

Review/Prerequisite Skills: For this activity, with prompting and support, the learner should be able to:

- Participate in discussions about unfamiliar words
- Recognize words or phrases that are unfamiliar to them
- Connect prior understandings to unfamiliar words
- Recognize and count syllables
- Use illustration/dictation to convey meaning

Teacher and Student Instructional Activities:

Lesson opening:

1. Explain to students that today they will be learning some new vocabulary words connected to the book *Leo the Late Bloomer* by Robert Kraus and Jose Aruego.

Teacher modeling: The simple routine

- Using the instructional routine that follows, the teacher will introduce the targeted words.

Teacher: Today we are going to learn some words connected to our new story, *Leo the Late Bloomer*. The first word we are going to discuss is right in the title, and that's *bloomer*. Listen as I say the word and get ready to repeat: *bloomer*. Now you try.

Students: Bloomer.

Teacher: Excellent. How many syllables do you hear in the word *bloomer*?

Students: Two

Teacher: Wonderful. Can someone say *bloomer*, but without the *-er*?

Students: Bloom.

Teacher: Excellent work! A bloom is a flower. When we add the word part *-er* to bloom it changes the meaning to a person who blooms. That's sort of silly because people aren't flowers, right? So, when we describe someone as a bloomer that means they are growing and changing. But in our story, the main character is described as a "late bloomer." This means a person grows or develops later than expected.

Teacher: Does the word *bloomer* answer the question *who* or *do*?

Students: Who—it's a person who blooms.

Teacher: That's right! That makes this word a noun.

Teacher: Can you think of a time when you bloomed, and grew and developed? Maybe you learned a new skill after practicing it for a while. [Student responses will vary.]

Teacher: And in our story, the main character, Leo, is a late bloomer. For example, he couldn't write his name even though all of his classmates could write theirs.

Teacher: Watch and listen as I write this word on the board. The word is *bloomer*. Listen again as I spell the word syllable by syllable.

Teacher: Repeat *bloomer* to yourself and spell it quietly as you write it on your index card.

- Repeat the routine with the remaining words identified for instruction (*patience, neatly, sloppy*).
- Students can be provided with definitional and contextual examples, printed in advance to be pasted on their index cards.

Student-guided practice:

- As the teacher goes through the routine, students should write each word on their index card. For students who need additional support, the word can be written in highlighter by the teacher first, and the student can trace the letters.
- The teacher should circulate and support students as they repeat each word and subvocalize for spelling.

Independent work:

- Once students have written the word on their index card and pasted the definitional and contextual information, they should create an illustration to represent the image.
- The teacher can circulate and support students as they complete this process for each vocabulary word. The words should be attached to students' vocab rings once complete.

Differentiation/Inclusive Instructional Practices:

- For students who struggle with writing, words can be preprinted on their index card in highlighter. They can then trace over the letters.
- Use mirrors to assist students in their pronunciation of new words.
- Use of visual representations to provide students with concrete images of targeted words.
- Use of cognates to assist English language learners in identifying similarities in meaning, which will help them commit these English words to memory more easily. For instance, the Spanish word for *bloom* is "floración." Connections between this and the word *flower* could be made to assist students in committing the word to memory.

Evidence of Student Learning/Informal Classroom-Based Assessment:

- Participation in vocabulary routine
- Completed index cards with visual representation of targeted words
- Text discussion

Teacher Reflection in Lesson Implementation:



Try This! Now that you have explored the simple routine, select one of the remaining words from the read-aloud, *Leo the Late Bloomer*: *patience*, *neatly*, or *sloppy*. Using your chosen word, complete the following script for the simple routine for vocabulary instruction.

The Simple Routine for Vocabulary Instruction

- Listen (teacher says the target word, discuss structure).

- Repeat (student echoes the word).

- Define (teacher explains in everyday language).

- Use (teacher provides an example, students provide an example).

- See, say, write . . . (Teacher writes the word, students say and write, discuss structure/parts of speech.)