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How to Use This Book

Lesson Overview

In each lesson's introductory page, information is offered to the teacher to help plan his or her implementation of the student activity pages. The following is addressed:

The **title** is a quick indicator of the theme of the lesson. With this, you may want to gather reading material or other resources that relate to the theme in order to further engage students with the vocabulary words.

The **objective** indicates the range of meaning students will be working with throughout the lesson.

A **materials list** identifies the components of the lesson.

A suggested **answer key** is provided for quick and easy reference. It provides either concrete answers, where applicable, or it suggests specific content for teachers to look out for.

Additional words that are associated with the theme are highlighted to further challenge students.

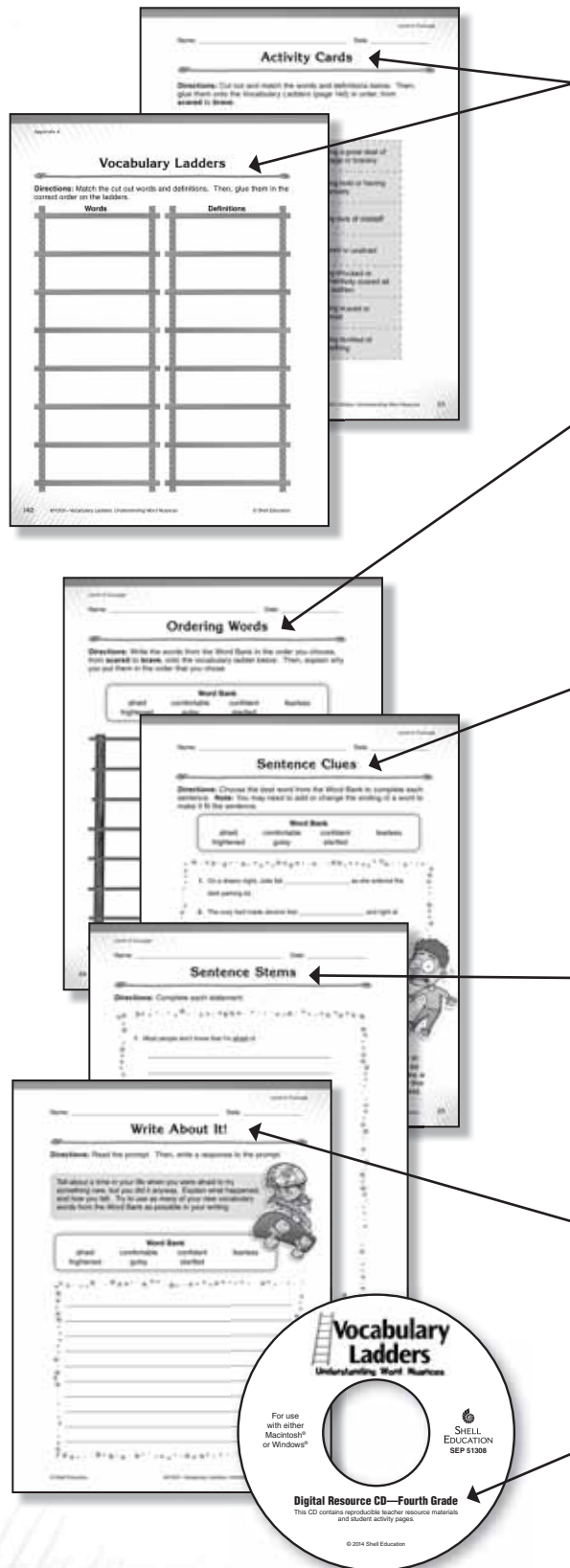
The diagram shows a lesson page titled "Level of Courage" with several sections:

- Level of Courage**: The title of the lesson.
- Teacher Note**: For detailed instructions on how to implement the components of this lesson, see pages 15–19.
- Objective**: Students will analyze words related to level of courage from **scared** to **brave**.
- Materials**:
 - Vocabulary Ladders template (page 142)
 - Activity Cards (page 23)
 - Ordering Words (page 24)
 - Sentence Clues (page 25)
 - Sentence Stems (page 26)
 - Write About It! (page 27)
- Answer Key**:
 - Vocabulary Ladders**:

Word	Definition
frightened	feeling terrified of something
afraid	feeling scared or nervous
startled	being shocked or momentarily scared all of a sudden
comfortable	relaxed or unafraid
confident	being sure of oneself
fearless	feeling bold or having no anxiety
gutsy	having a great deal of courage or bravery
 - Ordering Words**: Check that students can explain why the words are ordered the way they are.
 - Sentence Clues**:
 - On a dreary night, Julie felt (frightened/afraid) as she entered the dark parking lot.
 - The cozy bed made Jerome feel (comfortable) and right at home.
 - The vampire jumped out and (startled) Maribel, making her scream.
 - Omar wore a big, (confident) smile on his first day of school as he walked into the classroom knowing many of his classmates.
 - Emily overcame her nerves, and a (gutsy/fearless) sensation took over her as she sang.
 - Sentence Stems**: Check that student responses reflect the meaning of the underlined word in each sentence frame.
 - Write About It!**: Check that responses include the new vocabulary terms used in the correct way.
- Additional Words**: Introduce students to additional words such as *petrified*, *panic-stricken*, and *anxious*, as you work through the lesson.

Page number: 22. Footer: #51303—Vocabulary Ladders: Understanding Word Nuances © Shell Education

How to Use This Book (cont.)



The words and definitions in each lesson are provided on **activity cards**. Students will cut these apart and glue them on the **Vocabulary Ladders** activity sheet. For detailed information on how to implement these activity sheets, see page 15.

With the **Ordering Words** activity, students write the words in an order of their choosing and then explain why they put the words in that order. For detailed information on how to implement this activity sheet, see page 16.

With the **Sentence Clues** activity, students choose the best word from their Vocabulary Ladders to complete sentences. For detailed information on how to implement this activity sheet, see page 17.

With the **Sentence Stems** activity, students respond to sentence frames that deal with the Vocabulary Ladders words. You may wish to have students write their responses and then share with partners, in a group, or in front of the class. For detailed information on how to implement this activity sheet, see page 18.

With the **Write About It!** activity, students read a prompt and use their themed vocabulary words in their responses. For detailed information on how to implement this activity sheet, see page 19.

All of the activity sheets and teacher resources can be found on the **Digital Resource CD**.

How to Use This Book (cont.)

How to Implement the Lessons

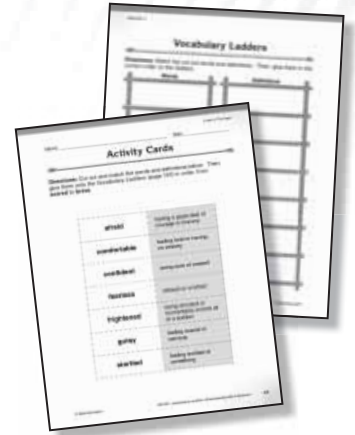
Vocabulary Ladders and Activity Cards

Objective

Students will match words with their definitions and put them in a meaningful order.

Procedures

1. Distribute the *Activity Cards* sheet found on the second page of each lesson.
2. Introduce the words in the left column. Explain that all of the words and definitions on the sheet have to do with a specific theme (e.g., *temperature*, *size*), but vary in level of meaning, or nuance. For example, the words *chilly* and *lukewarm* both deal with temperature, but they have different meanings. Discuss each word with students.
3. Have students cut the words and definitions apart. Caution them to be careful with cards after they are cut out so that they do not lose them. You may want to have the students write their initials on the backs of the cards.
4. Put students in small groups. Have them work together to match each word with its definition. Then, have each student within the group put the words in order based on meaning. Allow students to explain their thinking to their groups after they have ordered the words. Once all students have had opportunities to order the words and share, guide them toward the one reasonably correct way the words have been organized for the lesson.
5. Write the ordered words on the board, a vocabulary-ladder chart, or a word wall for students to revisit throughout the week.
6. Distribute copies of *Vocabulary Ladders* template found on page 142. Explain that students will use the ladder on the left to glue the words in nuance order beginning at the top of the ladder. Once all the words have been glued, have students glue the corresponding definitions on the ladder to the right.
7. You may wish to have students keep their *Vocabulary Ladders* to use with the remaining activity sheets in this lesson.



Optional Tips

- You may wish to make multiple copies of the activity cards for students to place in personal vocabulary journals or to take home and review the vocabulary words with family members.
- Copy the activity cards on colored paper so they are not easily lost once they are cut apart.



How to Use This Book (cont.)

How to Implement the Lessons (cont.)

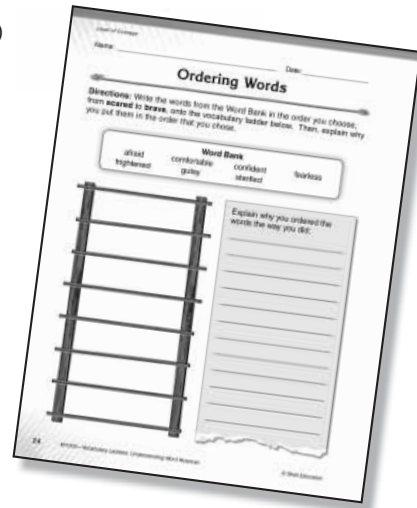
Ordering Words

Objective

Students will write words in a meaningful order and explain important differences between the meanings of two of the words.

Procedures

1. Distribute the *Ordering Words* activity sheet found on the third page of each lesson.
2. Review the words in the Word Bank. You may wish to have volunteers read the definitions for each of the words from the *Vocabulary Ladders* activity sheet.
3. Instruct students to write the words from the Word Bank on the ladder in order of nuance that they choose. Explain that they may feel some of the words should be ordered in a different way.
4. Model for students what is expected of them. For example, if two of the words are *slender* and *lanky*, you could model how to explain your reasoning for ordering them a certain way by saying, "If I am ordering words from *skinny* to *overweight*, I think that *lanky* would come before *slender* because *lanky* makes me think of someone whose bones are showing and *slender* seems a little more healthy, even though it still means a person has a thin body."
5. Have students explain important differences in meanings between the words in the box to the right of the ladder.
6. Allow students to compare their explanations with partners or small groups.



Optional Tips

- Have students work together so they can discuss why the words are ordered the way they are on the ladder.
- Provide time for students to think about the important differences between words before they write them down.



How to Use This Book (cont.)

How to Implement the Lessons (cont.)

Sentence Clues

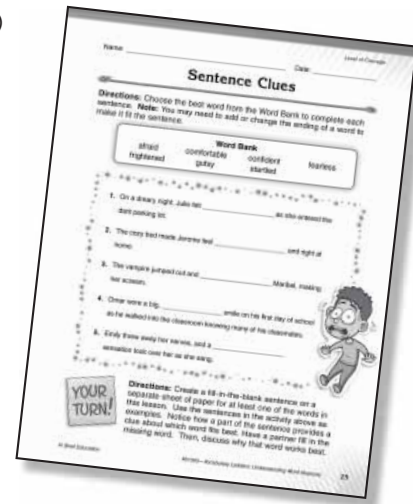
Objective

Students will use context and their knowledge of definitions to complete sentences with the most appropriate words.

Procedures

1. Distribute the *Sentence Clues* activity sheet found on the fourth page of each lesson.
2. Review the words from the *Vocabulary Ladders* activity sheet. Have volunteers read the definitions for all of the words to the class.
3. Explain to students that although there might be multiple answers, they should carefully review the definitions in order to provide what they feel is an appropriate response. Remind students that they may need to add or change the ending of the chosen word to make it fit the sentence. Common endings include *-ed*, *-ing*, and *-ly*.

Note: There are fewer sentences than words, though each word may be a reasonable answer to at least one of the sentences.
4. Once students have completed the activity sheet, have them compare their responses with partners. Then, allow for whole-class discussion.
5. Give students opportunities to construct their own sentence clues by completing the *Your Turn!* activity. Remind them to follow the directions on the activity sheet. Then, allow time for discussion.



Optional Tips

- Provide the additional vocabulary words to students for an added challenge and to use as possible answers.
- Have students work independently, in pairs, or in small groups depending on their skill levels.

How to Use This Book (cont.)

How to Implement the Lessons (cont.)

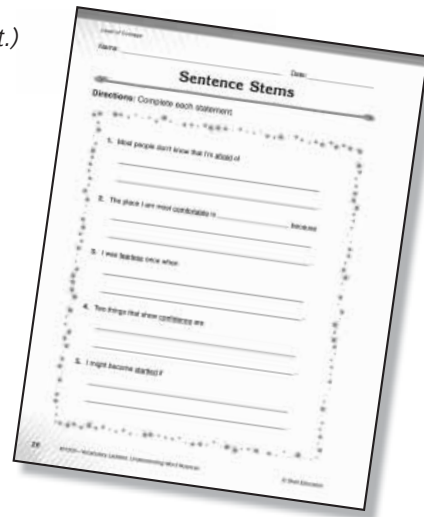
Sentence Stems

Objective

Students will respond to sentence stems using what they know about underlined targeted words.

Procedures

1. Distribute the *Sentence Stems* activity sheet found on the fifth page of each lesson.
2. Have students identify the underlined word in each sentence. Explain that they will have to write a response to finish each sentence making sure it relates to the meaning of the underlined word.
3. Once students have completed the activity sheet, have them share their responses with partners. Instruct them to explain how each response relates to the underlined word.
4. Invite small-group or whole-class discussion.



Optional Tips

- Have students work in groups to generate oral responses instead of writing them down.
- Have students create drawings that represent the meanings of their sentences.
- Allow students to act out their sentences in groups.

How to Use This Book (cont.)

How to Implement the Lessons (cont.)

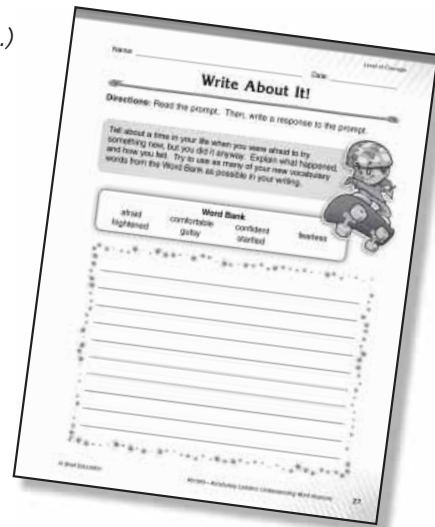
Write About It!

Objective

Students will respond to a writing prompt using the themed vocabulary.

Procedures

1. Distribute the *Write About It!* activity sheet found on the sixth page of each lesson.
2. Review the words from the *Vocabulary Ladders* activity sheet. Have volunteers read the definitions for all of the words to the class.
3. Have students read the prompt independently. Ask them what the prompt has to do with the theme.
4. Tell students to include at least two to three words from the Word Bank in their responses.
5. Provide time for students to write thoughtful responses. Instruct them to underline all of the new vocabulary words they use in their writing.
6. Have students read their papers to partners and discuss the similarities and differences between them.



Optional Tips



- Select volunteers to read their responses from an “author’s chair.” Have the rest of the class raise their hands as each vocabulary word is mentioned. Call on one student to explain why the word was an appropriate choice made by the author.
- Have students post their *Write About It!* activity sheets on a classroom bulletin board so that students can read the work of their classmates.

Size: Small to Large

Teacher Note

For detailed instructions on how to implement the components of this lesson, see pages 15–19.

Objective

Students will analyze words related to size, from **small** to **large**.

Materials

- *Vocabulary Ladders* template (page 142)
- *Activity Cards* (page 47)
- *Ordering Words* (page 48)
- *Sentence Clues* (page 49)
- *Sentence Stems* (page 50)
- *Write About It!* (page 51)

Additional Words

Introduce students to additional words such as *minute*, *vast*, and *huge* as you work through the lesson.

Answer Key

Vocabulary Ladders

Word	Definition
microscopic	too small to be seen by the naked eye
puny	too small and weak to be effective
undersized	smaller than typical
average	medium-sized or typical
bulky	big or strong
massive	giant or huge
colossal	extremely large and impressive

Ordering Words

Check that students can explain why the words are ordered the way they are.

Sentence Clues

1. The mosquito carried a(n) (microscopic) virus.
2. When the students lined up from shortest to tallest, the (average) size students were in the middle.
3. Joseph's dog was so (puny/undersized) because he was the runt of the litter.
4. When Batman wears his costume, his muscles look (bulkier) than usual.
5. My cat, T. Rex, eats a(n) (massive/colossal) amount of cat food each day.

Sentence Stems

Check that student responses reflect the meaning of the underlined word in each sentence frame.

Write About It!

Check that responses include the new vocabulary terms used in the correct way.

Name: _____ Date: _____

Activity Cards

Directions: Cut apart and match the words and definitions below. Then, glue them onto the *Vocabulary Ladders* activity sheet in order, from **small** to **large**.

average	giant or huge
bulky	extremely large and impressive
colossal	big or strong
massive	medium-sized or typical
microscopic	too small and weak to be effective
puny	smaller than typical
undersized	too small to be seen by the naked eye

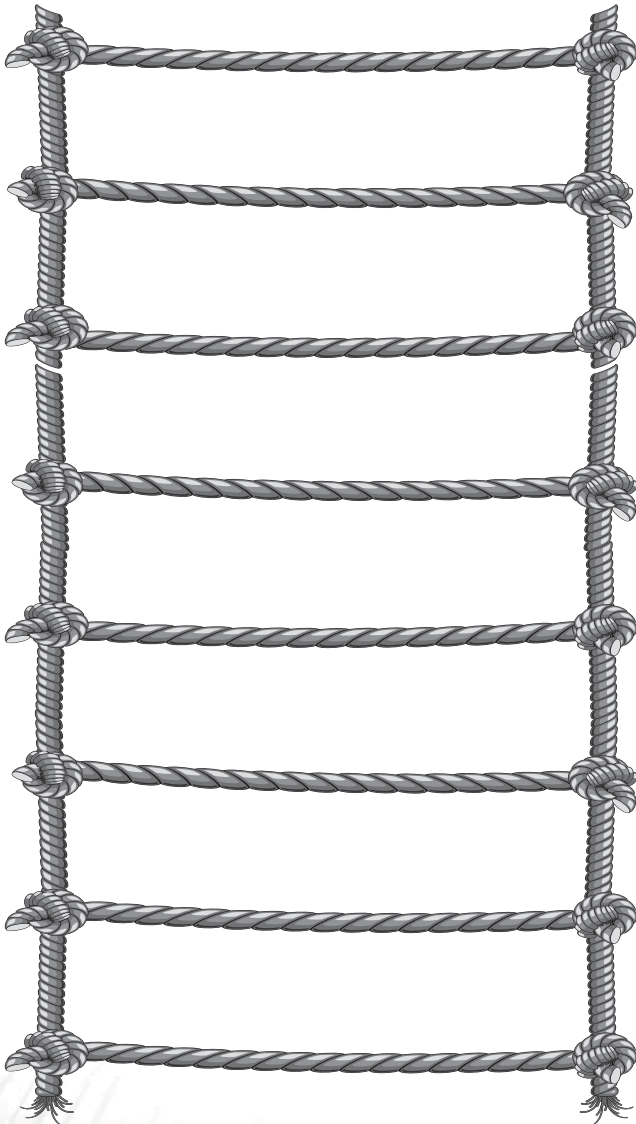
Name: _____ Date: _____

Ordering Words

Directions: Write the words from the Word Bank in the order you choose, from **small** to **large**, on the ladder. Then, explain why you put them in the order you chose.

Word Bank

average	bulky	colossal	massive
microscopic	puny	undersized	



Explain why you ordered the words the way you did. You may use example sentences to help explain your thinking.

Name: _____ Date: _____

Sentence Clues

Directions: Choose the best word from the Word Bank to complete each sentence. **Note:** You may need to add or change the ending of a word to make it fit the sentence.

Word Bank

average	bulky	colossal	massive
microscopic	puny	undersized	

1. The mosquito carried a(n) _____ virus.
2. When the students lined up from shortest to tallest, the _____ size students were in the middle.
3. Joseph's dog was so _____ because he was the runt of the litter.
4. When Batman wears his costume, his muscles look _____ than usual.
5. My cat, T. Rex, eats a(n) _____ amount of cat food each day.



**YOUR
TURN!**

Directions: Create a fill-in-the-blank sentence on a separate sheet of paper for at least one of the words in this lesson. Use the sentences in the activity above as examples. Notice how a part of each sentence provides a clue about which word fits best. Have a partner fill in the missing word. Then, discuss why that word works best.

Name: _____ Date: _____

Sentence Stems

Directions: Complete each statement.

1. Some colossal objects in the world are _____

_____.

2. An average amount of homework takes me _____

_____.

3. A couple of microscopic things are _____

_____.

4. Two bulky items in my closet are _____

_____.

5. Three foods that I prefer to eat puny servings of are _____

_____.

Name: _____ Date: _____

Write About It!

Directions: Read the prompt. Then, write a response. Underline the new vocabulary words you use in your response.

Pretend you are exploring a cave and find something amazing. Chronicle your journey into the cave and describe your fantastic discovery. Try to use as many of your new vocabulary words from the Word Bank as possible in your writing.



Word Bank

average
microscopic

bulky
puny

colossal
undersized

massive

A large rectangular area for writing, enclosed by a decorative border of small spider-like insects. Inside the border are ten horizontal lines for writing.

Vocabulary Ladders



Directions: Match the cut out words and definitions. Then, glue them in the correct order on the ladders.

Words	Definitions
