

## **Scaffolding Vocabulary**

### **Materials Needed:**

- Sentence strips with vocabulary words and definitions
- Words: scatter, pale, mysterious, discover, dusk

### **CCSS Addressed:**

- RF.1.3 “Know and apply grade-level phonics and word analysis skills in decoding words.”
- SL.1.6 “Produce complete sentences when appropriate to task and situation.”
- L.1.5.c “Identify real-life connections between words and their use.”

### **CSTPs:**

- 1.2 “Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests.”
- 2.5 “Developing, communicating, and maintaining high standards for individual and group behavior.”

**Objective:** Students will be able to pronounce and define new vocabulary words in the context of a sentence.

**Set:** Remind the students to sit appropriately on the carpet and to only speak when called on.

**Input:** Review vocabulary words from last week, and say that we are going to learn some new ones today. (behavior, vivid, soar, plead, group)

### **Lesson Design...**

- Reveal one vocabulary word, and have the students raise their hand if they think they recognize it. Remind them to say it in their heads, not out loud. (ex. scatter)
- Call on a student with their hand up to say what the word is. If they mispronounce it, pronounce it correctly. Then have everyone say it all together until everyone can say it correctly.
- Ask the students if anyone knows what the word means. Call on a few students until someone gives the correct definition, then reveal the definition you wrote on the sentence strip. (scatter: to throw things throughout a large area.)
- Use the vocabulary word in a sentence (ex. The wind scattered leaves all over the yard.)
- Have the students offer a few of their own sentences. Ask questions to guide their thinking when necessary. (ex. What could be scattered in a garden?)
- Repeat these steps for the remaining vocabulary words, and leave the words on the easel for them to see.

**Closure:** Ask the students to remind you what the five new vocabulary words are.

**Assessment:**

- Listening to pronunciation
- Ability to create a new sentence using the identified vocabulary word

**Adaptations/Modifications**

- If the students are having a hard time coming up with examples for sentences, have a pair-share to come up with ideas together.
- EL students: provide pictures that depict each vocabulary word, and even non-examples.
- Optional follow-up activity: draw a picture of each vocabulary word (5 total).