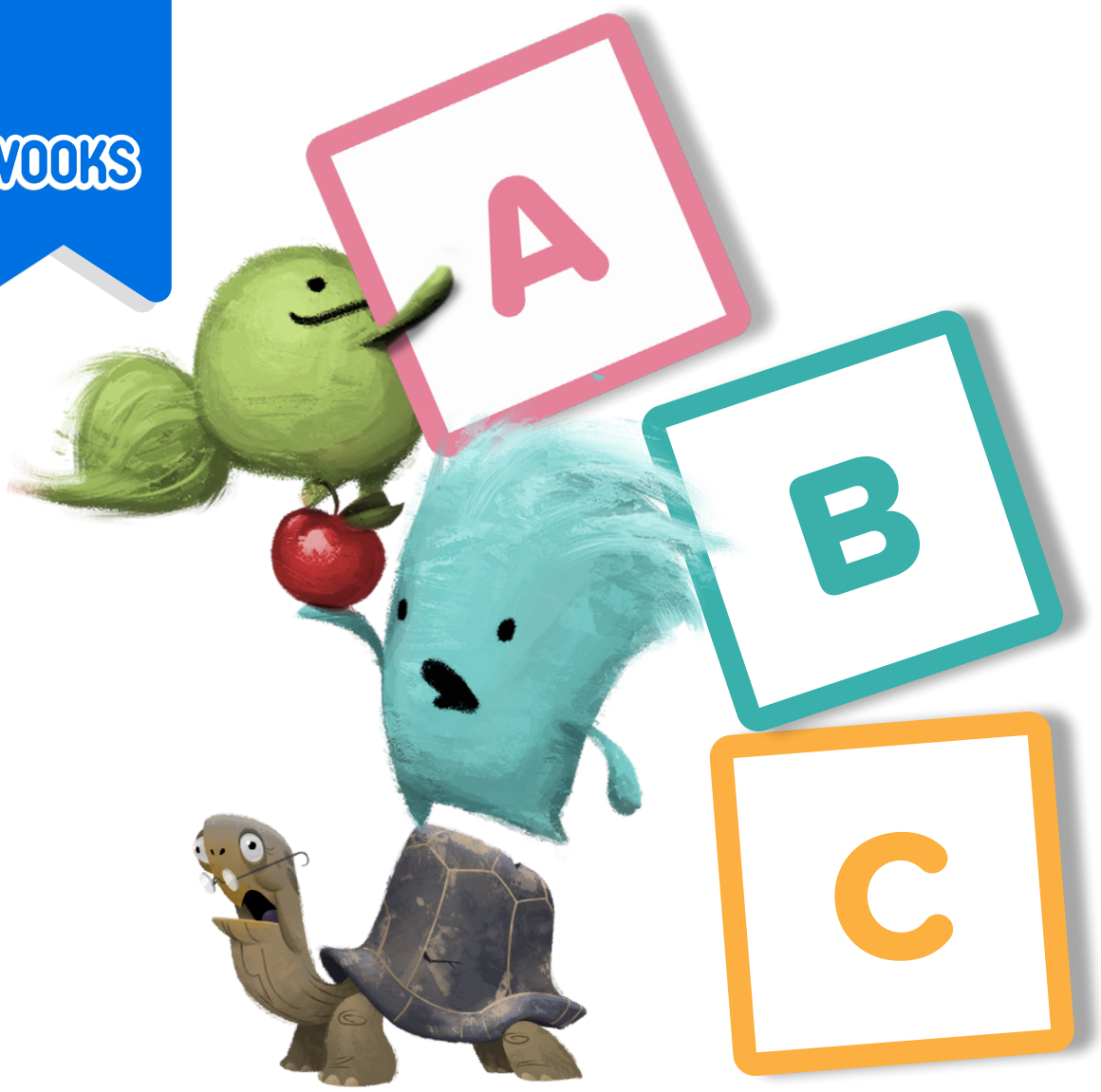
VOOKS



CLASSROOM RESOURCES

Building Vocabulary Routines

Printable, standard aligned unit to assist teachers and students in the classroom.

Created by Vooks' team of reading education experts

Building Vocabulary Routines

Words make a difference. Children who are exposed to rich and robust language experiences, enter school with essential language skills needed to be successful readers. Children who enter school with limited exposure to rich vocabulary generally struggle with reading in school. It is important to plan experiences that will grow children's vocabulary. When children 'sound out' a word, their brain is working hard to connect the pronunciation of a sequence of sounds to a word in their vocabulary. Read alouds provide a perfect context to grow children's vocabulary every day.

Use Vooks in the classroom and at home to expose children to rich vocabulary in meaningful contexts. The Vocabulary and Special Vocabulary sections in Vooks Activities and Resources provide carefully chosen words that help children understand the book, can be used in speaking and writing, and easily incorporated into the daily life of the classroom. Here are some ways to make the most of your vocabulary instruction:

- encourage wide reading;
- expose children to high-quality oral language;
- promote word consciousness;
- provide explicit instruction of specific words;
- provide modeling and instruction in independent word-learning strategies.

Each of these components contributes to helping students overcome the major obstacles to vocabulary growth. The activities in this unit were developed to provide these components.



Patricia Duncan
Vooks Education Director

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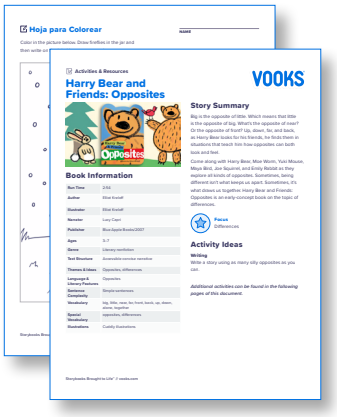
For more printable activities and resources head to vooks.com/resources



This document is best viewed in Adobe Reader ***download it for free here***.

Vocabulary Focused Vooks Titles

All of our titles have curated vocabulary which can be found on the first page of each resource. View the titles and use the resources found at vooks.com/resources.



100 First Words Series

Fun way to learn new words and provides a perfect context to grow children's vocabulary every day.



Proud to Be Latino: Food/Comida

Celebrate Latino food and culture with this bilingual title full of tasty eats and fun facts!

13m 44s



Animal Alphabet

A, B, C, D, so many animals for you to see!

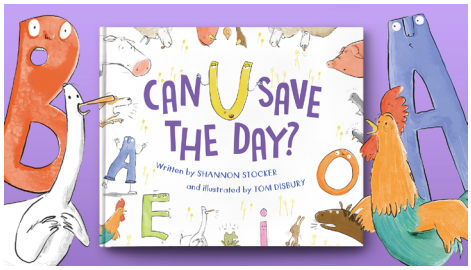
3m 09s



Buzzy's Boo-Boo

When Buzzy gets a boo-boo, what will he do to recover?

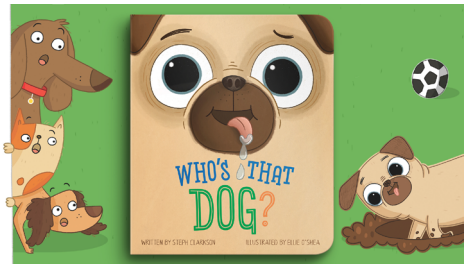
3m 22s



Can U Save the Day?

When the vowels all leave, things start to go wrong on the farm. Can U save the day and bring the consonants and vowels back together again?

11m 26s



Who's That Dog?

From eating shoes to drinking out of the toilet, this dog has some really silly habits!

6m 02s

Pre-Assessment

The pre-assessment is designed to provide practical information about students' knowledge and understanding of words and their ability to apply strategies to improve and increase vocabulary.

Objectives

Goal	Increase understanding and application of new words to expand vocabulary.
Standards	**K-1:** Apply context clues to recognize vocabulary. **K-1:** Apply foundational skills to recognize vocabulary in context (e.g., use context clues such as illustrations, sounding out, sentence level clues). **K-2:** Use vocabulary acquired from listening, conversing, reading, and responding to texts. **K-2:** Engage strategies to clarify word meaning. **1-2:** Use knowledge of word parts to define words.

Getting Started

Preview the title and choose focus vocabulary words.

Activity Examples

Use the pre-assessment to gage how well children know and understand chosen focus vocabulary. The pre-assessment can be individualized using the template provided or you can do a quick verbal pre-assessment using the before reading section of the vocabulary routine.

Steps for Verbal Pre-Assessement

1. Choose words—use a picture or object with the word printed for the children to see.
2. Ask children to indicate their familiarity with the word by holding up fingers:

- 1 finger—I have never heard the word.
- 2 fingers—I have heard the word but don't know what it means.
- 3 fingers—I have heard the word and know what it means.
- 4 fingers—I have heard the word, know what it means, and can use it in a sentence.

Steps for Individual Pre-Assessment (template provided)

Answer these questions with the students:

- The word is _____.
- This is what _____ looks like.

Please choose the following statement that is true for you for the word:

- I have never heard this word before.
- I have heard this word before, but I do not know what it means.
- I have heard this word before, and I know what it means. It means _____
- I have heard this word before, I know what it means, and I can use it in a sentence. My sentence:

Vocabulary Introduction Teacher Guidance

We recommend posting an anchor chart of the vocabulary routine. The provided template can be used as guide.

Before reading

- Choose words.
- Use a picture or object with the word printed for the children to see.
- Ask children to indicate their familiarity with the word by holding up fingers:
  - **1 finger**—I have never heard the word.
  - **2 fingers**—I have heard the word but don't know what it means.
  - **3 fingers**—I have heard the word and know what it means.
  - **4 fingers**—I have heard the word, know what it means, and can use it in a sentence.
- Ask the children to watch and listen for the word as the book is read.

During reading

Pause when the word is used and give the children a very brief, child friendly definition.

After Reading

Specific word introduction

- Reuse the picture card introduced before reading.
- Begin a targeted discussion about the word, "Today, one of the words we read was _____."

Specific word repeated

- Ask children to repeat the word.
- Define in child friendly terms.

Specific word as used in the story

- Read the page emphasizing the vocabulary word and discuss what it means in the story.

Specific word examples used outside of the story

- Give several examples of the word as it is used outside of the story. (You will need to think of these before teaching.)

Specific word examples from the children

- If verbalization of this step is difficult for the children, ask them to act it out.

Specific word repeated

- Ask children to repeat the word again.

Storybooks Brought to Life™ | Vocabulary | vooks.com | 5

Vocabulary Practice

NAME

The word is:

This is what_____looks like:

Check the answer that is best.

- ☐ I have never heard this word before.
- ☐ I have heard this word before, but I do not know what it means.
- ☐ I have heard this word before, and I know what it means. It means:

_____

_____

_____

- ☐ I have heard this word before, I know what it means, and I can use it in a sentence. My sentence:

_____

_____

_____

_____

Build a Vocabulary Routine

Children learn vocabulary through repeated exposure to new words and from explicit vocabulary instruction. Research identifies that when words and easy-to-understand explanations are introduced in context, knowledge of those words increases and word meanings are better learned.

Objectives

Goal	Increase understanding and application of new words to expand vocabulary.
Standards	**K-1:** Apply context clues to recognize vocabulary. **K-1:** Apply foundational skills to recognize vocabulary in context (e.g., use context clues such as illustrations, sounding out, sentence level clues). **K-2:** Use vocabulary acquired from listening, conversing, reading, and responding to texts. **K-2:** Engage strategies to clarify word meaning. **1-2:** Use knowledge of word parts to define words.

Getting Started

We have provided ideas and resources for you to help develop a well rounded vocabulary routine.

Vocabulary Activities

On the following pages you will find templates that you may print out, laminate, and reuse to practice vocabulary with your students. Included are:

- Vocabulary Anchor Chart
- Student Vocabulary Notebook
- Vocabulary Cards (A-Z Animals, Spanish to English, Blank Vocabulary Cards Template)

Flip Chute

A flip chute is a great tool to use for learning vocabulary, beginning letter sounds, and information in any subject area. Make your own flip chute following the instructions below and use the vocabulary cards in your flip chute.

Frayer model

The Frayer Model is a graphic organizer used to identify and define unfamiliar concepts and vocabulary. It also activates prior knowledge of a topic and helps children build real world connections. The Frayer Model can be used with the entire class, small groups, or individually. The chart is typically divided into four sections around the focus vocabulary word: Definition, characteristics, examples, and non examples; however these categories can be modified to facilitate learning. We have provided an example of the “Vooks” way and a fillable template on the following pages.

Transition Activities

Vocabulary focused activities to keep students engaged as you flow between planned lessons.

Vocabulary Routine Anchor Chart Template Example

This is an example of how these tools could be used together to create a Vocabulary Anchor Chart.

LET'S PRACTICE VOCABULARY!

The word is:

It looks like:

Do you know this word?

	I have never heard the word.
	I have heard the word but don't know what it means.
	I have heard the word and know what it means.
	I have heard the word, know what it means, and can use it in a sentence.



Use the word in a sentence:

LET'S PRACTICE VOCABULARY!



The word is:

It looks like:

Do you know this word?

	I have never heard the word.
	I have heard the word but don't know what it means.
	I have heard the word and know what it means.
	I have heard the word, know what it means, and can use it in a sentence.

Use the word in a sentence:

Teacher Script—Before Reading

Use this suggested script when introducing new vocabulary.

Step	Action
The word is _____.	*Teacher says the word.* *Class repeats the word.*
This is what the word looks like.	*Teacher shows class the word written out and/or illustrated in a photo or drawing.*
Do you know the word?	*Teacher has class respond using hand signals or other classroom specific method:* • **1 finger**—I have never heard the word. • **2 fingers**—I have heard the word but don't know what it means. • **3 fingers**—I have heard the word and know what it means. • **4 fingers**—I have heard the word, know what it means, and can use it in a sentence.

Teacher Script—During Reading

Use this suggested script when introducing or reviewing vocabulary.

Step	Action
Children are reading independently.	*Tell class: "If you find a word you do not know, write the word in your vocabulary notebook."*
The class is reading as a group.	*Tell class: "If you hear a word you do not know, raise your hand as the word is being read."*

Teacher Script—After Reading

Use this suggested script to reinforce vocabulary.

Step	Action
The word is _____.	*Teacher says the word.* *Class repeats the word.*
Discuss the word.	*Today one of the words we read was _____.* • *How was it used in the story?* • *Where have you heard this word?* • *How have you used this word?* • *Where have you seen this word?*
The word is _____.	*Teacher says the word.* *Class repeats the word.*
_____ means...	*Teacher defines.* *Teacher reads the word as it was used in the story.* *Teacher provides specific examples of where the words might be used outside of the story.* *Students provide specific examples of where the words might be used outside of the story.* *The teacher says and students repeat: "The word is _____ and it means _____."*
Writing Follow-up	*Write word in vocabulary notebook with a sentence and place word card on word wall (for additional word wall examples see Build a Daily Writing Routine).*

Vocabulary List

On this list write focus vocabulary words students have learned. These words will be populated on the vocabulary display cards template that follows and can be added to your word wall.

1.

2.

3.

4.

5.

6.

7.

8.

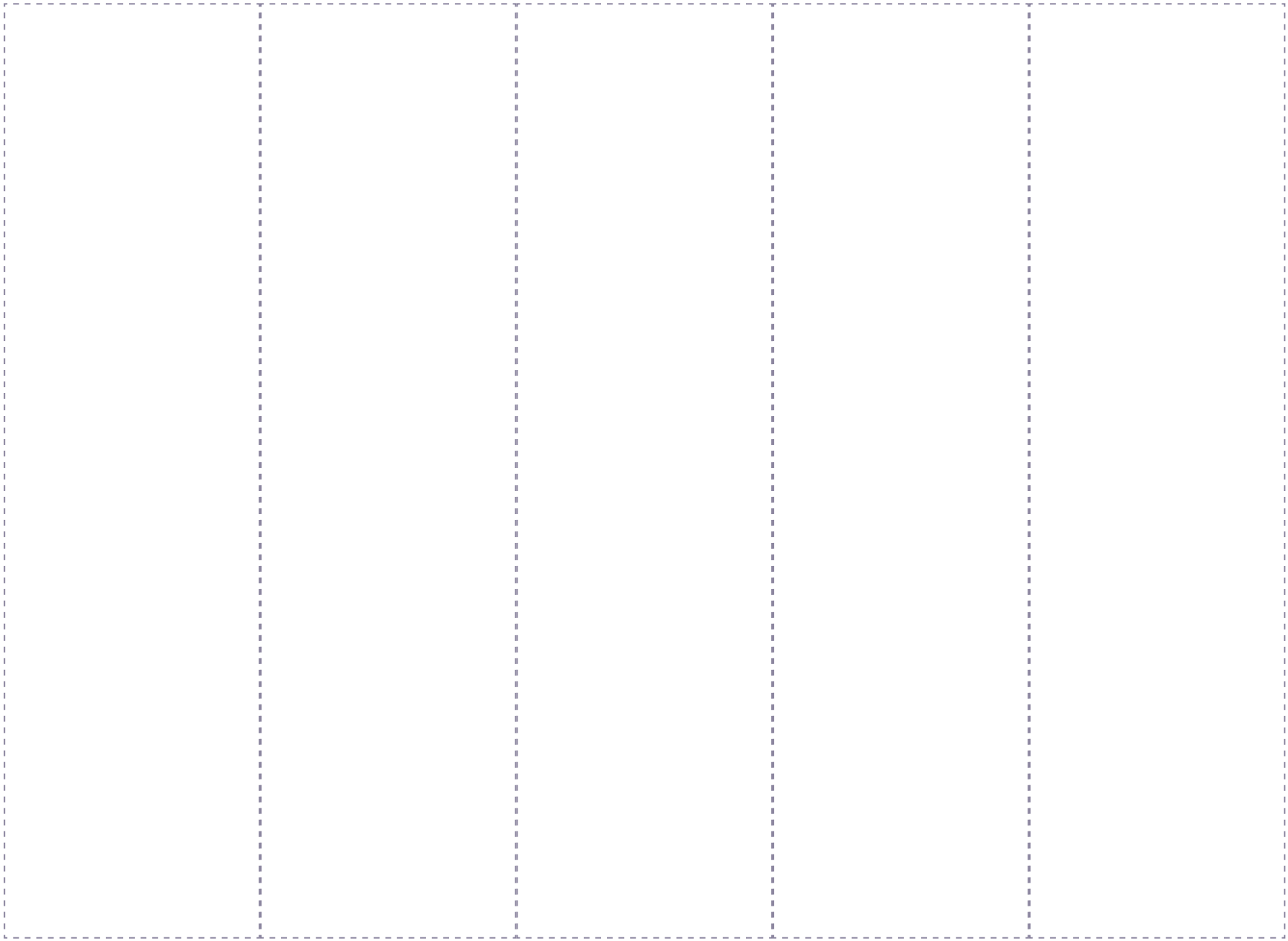
9.

10.

Type words into your vocabulary list and they will populate in these vocabulary display cards.



Type words into your vocabulary list and they will populate in these vocabulary display cards.



Our Class' Vocabulary Hand Signals

When we are reading aloud in class and the teacher asks us if we know a word, we use our hand signals to respond. Add to your vocabulary notebook for easy reference.

	**I have never heard the word.**
	**I have heard the word but don't know what it means.**
	**I have heard the word and know what it means.**
	**I have heard the word, know what it means, and can use it in a sentence.**

My Vocabulary Notebook

The word is:

Draw what it looks like:

It means:

Use it in a sentence:

The word is:

Draw what it looks like:

It means:

Use it in a sentence:

Words I Don't Know Yet

As you are reading write down words you do not know.

The Frayer Model

The Class Definition:

Description:

Focus Word:

Illustration:

Non-Examples:

Use the word in a sentence:

VOOKS

NAME

The Frayer Model Example

The Class Definition:

Maíz is the Spanish word for the English word corn.

Description:

Tall annual cereal grass; yields large kernels, set in rows on a cob; grown in North America; valued for human and animal consumption

Focus Word:

Maíz

Illustration:



Non-Examples:

wheat; beans; fruits

Use the word in a sentence:

Maíz (Corn) is my favorite vegetable.

The Frayer Model Example

The Class Definition:

a bear that lives in Australia and in zoos

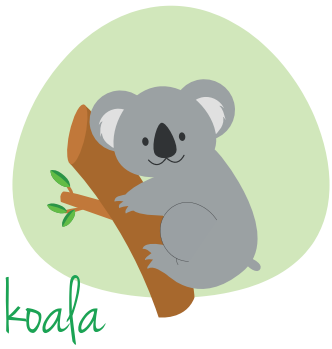
Description:

marsupial with thick gray fur that eats eucalyptus leaves

Focus Word:

Koala

Illustration:



Non-Examples:

black bear; polar bear; monkey

Use the word in a sentence:

The koala is kind.

Vocabulary Cards

Use the template to create your own vocabulary cards to help you remember words from Vooks titles.

Write the definition on the lines provided and the word on the back of each card.



Vocabulary Cards

Cut and fold in half. Then glue or tape the backsides together. These vocabulary cards can be used in the Flip Chute or as flashcards.

Goes with
Animal Alphabet









Aa **Bb** **Cc**

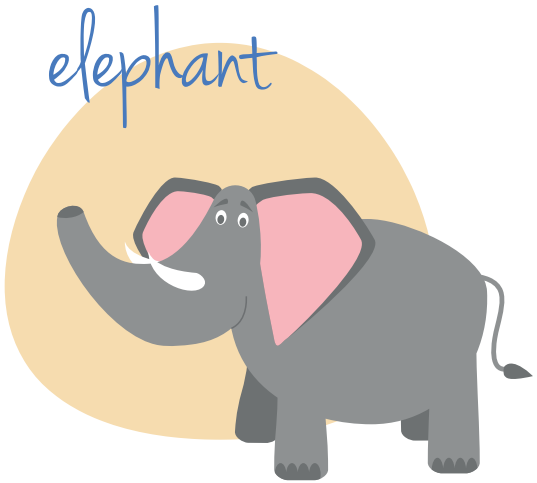
Vocabulary Cards

Cut and fold in half. Then glue or tape the backsides together. These vocabulary cards can be used in the Flip Chute or as flashcards.

Goes with
Animal Alphabet









Dd **Ee** **Ff**

Vocabulary Cards

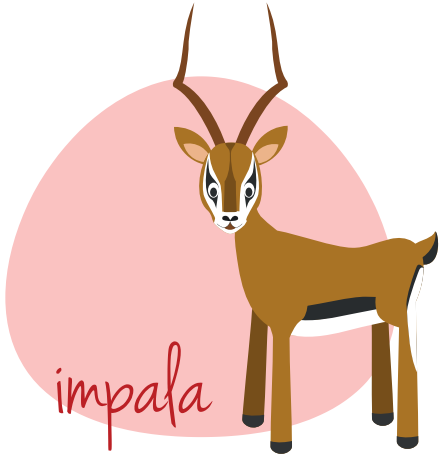
Cut and fold in half. Then glue or tape the backsides together. These vocabulary cards can be used in the Flip Chute or as flashcards.

Goes with
Animal Alphabet









Gg

Hh

Ii

Vocabulary Cards

Cut and fold in half. Then glue or tape the backsides together. These vocabulary cards can be used in the Flip Chute or as flashcards.

Goes with *Animal Alphabet*









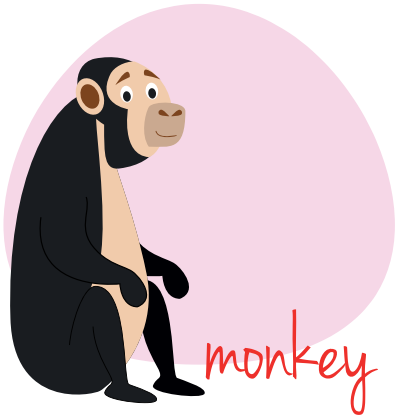
Jj **Kk** **Ll**

Vocabulary Cards

Cut and fold in half. Then glue or tape the backsides together. These vocabulary cards can be used in the Flip Chute or as flashcards.

Goes with
Animal Alphabet





Mm



Nn



Oo

Vocabulary Cards

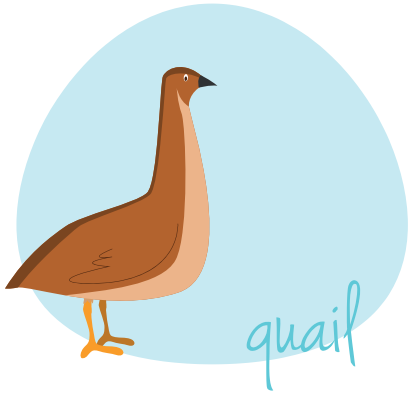
Cut and fold in half. Then glue or tape the backsides together. These vocabulary cards can be used in the Flip Chute or as flashcards.

Goes with
Animal Alphabet

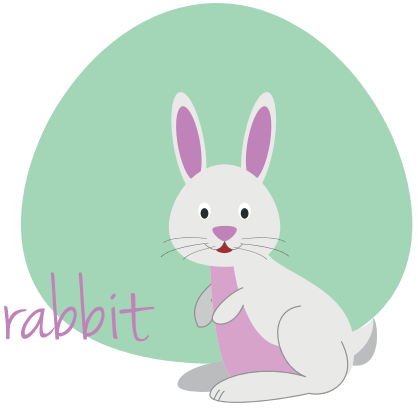




Pp



Qq



Rr

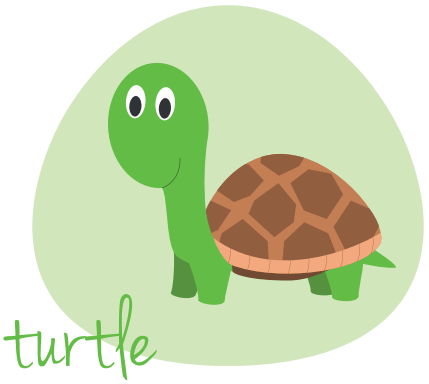
Vocabulary Cards

Cut and fold in half. Then glue or tape the backsides together. These vocabulary cards can be used in the Flip Chute or as flashcards.

Goes with
Animal Alphabet









Ss

Tt

Uu

Vocabulary Cards

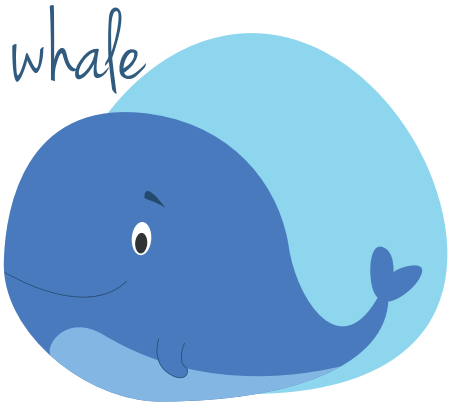
Cut and fold in half. Then glue or tape the backsides together. These vocabulary cards can be used in the Flip Chute or as flashcards.

Goes with
Animal Alphabet

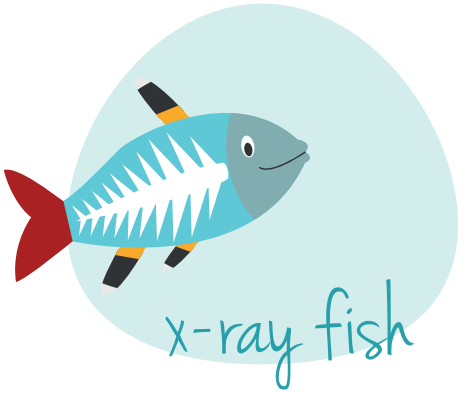




Vv



Ww



Xx

Vocabulary Cards

Cut and fold in half. Then glue or tape the backsides together. These vocabulary cards can be used in the Flip Chute or as flashcards.

Goes with
Animal Alphabet







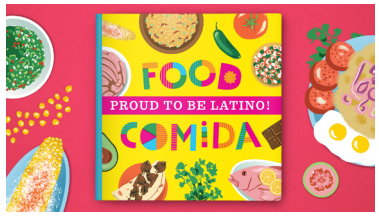
Yy

Zz

Vocabulary Cards

Cut and fold in half. Then glue or tape the backsides together. These vocabulary cards can be used in the Flip Chute or as flashcards.

Goes with *Proud to Be Latino: Food/ Comida*



FOOD	RICE	BEANS
COMIDA	ARROZ	FRIJOLES

Vocabulary Cards

Cut and fold in half. Then glue or tape the backsides together. These vocabulary cards can be used in the Flip Chute or as flashcards.

Goes with *Proud to Be Latino: Food/ Comida*

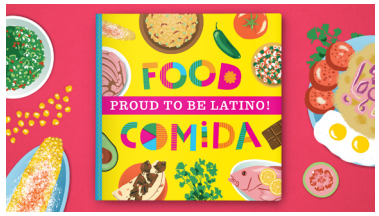


SWEETS	MEAT	SEAFOOD
DULCES	CARNE	MARISCOS

Vocabulary Cards

Cut and fold in half. Then glue or tape the backsides together. These vocabulary cards can be used in the Flip Chute or as flashcards.

Goes with *Proud to Be Latino: Food/ Comida*



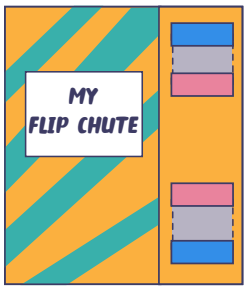
POTATOES	PLANTAINS	CORN
PAPAS	PLÁTANOS	MAÍZ

Make a Flip Chute

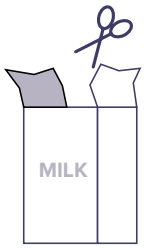
A flip chute is a great tool to use for learning vocabulary, beginning letter sounds, and information in any subject area. We have provided Spanish to English vocabulary cards, animal beginning letter vocabulary cards, and a blank template to create your own cards. Make your own flip chute following the instructions to the right. Place the vocabulary card face up in the top opening and the card will come out of the bottom reversed.

Materials

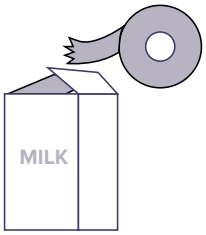
- Milk or Juice Carton
- Packing Tape
- Scissors
- Cardstock
- Decorative Duct Tape/Contact Paper



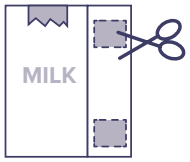
Instructions



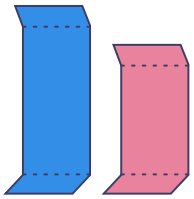
1. Open the top of your juice or milk carton, then cut off the front and back flaps.



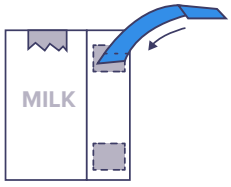
2. Fold in the 2 remaining flaps and tape them down with packing tape.



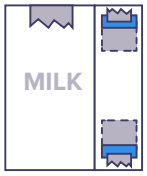
3. Cut two 3 ¼″ x 1 ¾″ rectangles on the front of the carton. One 1″ from the top, and the other ½″ to 1″ from the bottom.



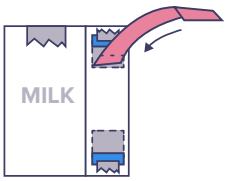
4. Cut 2 strips of cardstock. One strip should be 10 ½″ x 3 ¼″. The other should be 7″ x 3 ¼″. Fold in the top and bottom of both strips about 1″ to make 2 flaps on each strip.



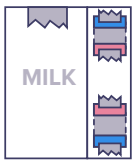
5. Pull the longer cardstock strip through the flip chute.



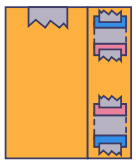
6. Tape the top flap of the long strip to the top of the top rectangle cut out on the carton. Tape the bottom flap of the strip to the bottom of the bottom cut out.



7. Pull the shorter cardstock strip through the flip chute.



8. Tape the top flap of the short strip to the bottom of the top rectangle cut out. Tape the bottom flap of the strip to the top of the bottom cut out.



9. Cover with decorative duct tape or contact paper, and you're ready to start learning new words and facts by using your vocabulary cards in the flip chute!

B is for Bandage

All of the words on the bandages and the illustrations on the right start with a **B**. Cut out the bandages. Then, glue the bandages on top of the word that they match.



Goes with *Buzzy's Boo-Boo*

ball

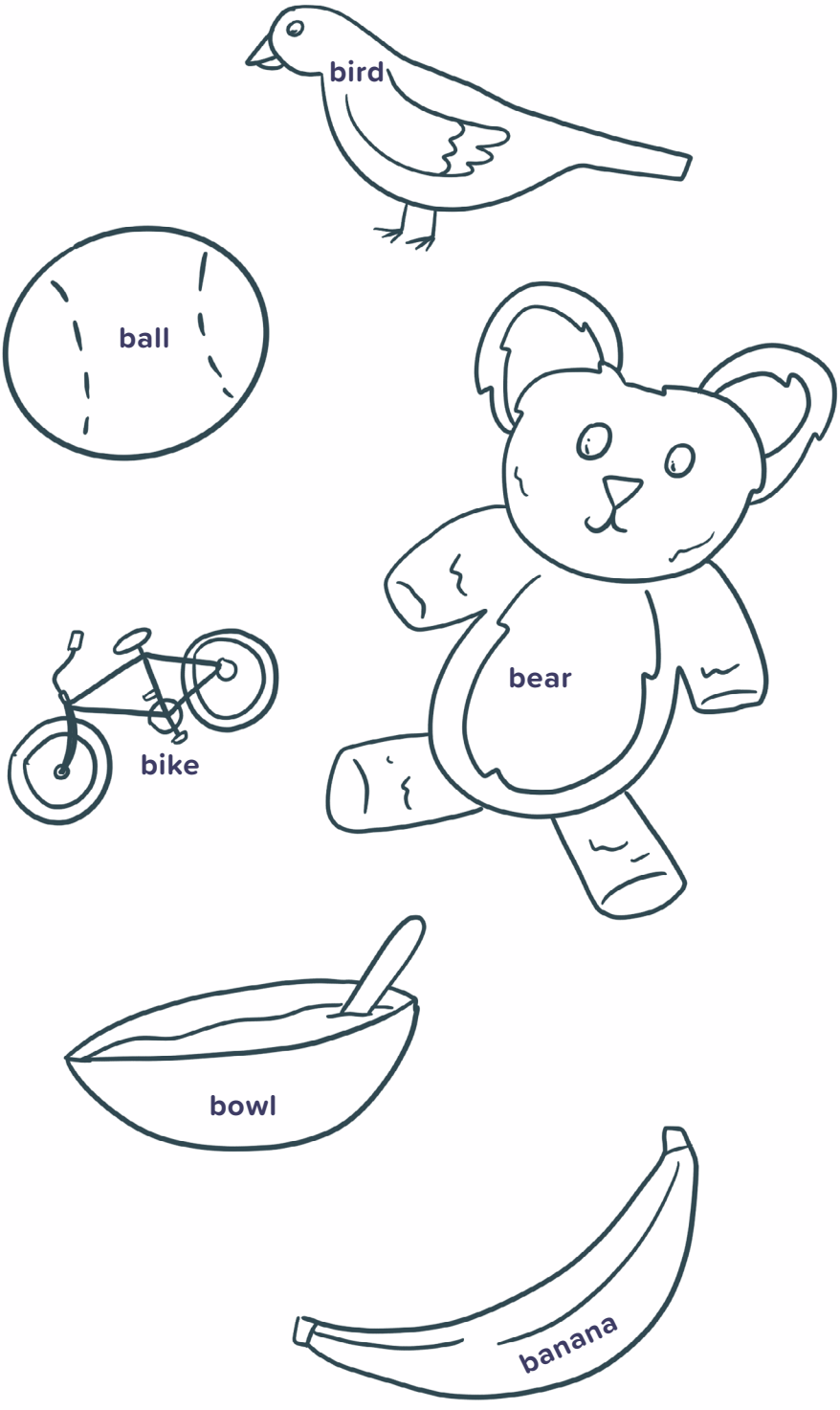
bear

bowl

bird

banana

bike



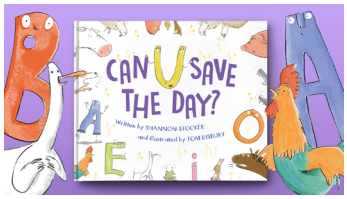
VOOKS

NAME

Fill In The Missing Vowel

Fill in the missing vowel(s) underneath each illustration.

Goes with *Can U Save the Day?*



Vowels A E I O U



d___g



h_r s_



fr___g



d_c k



b___r d



s h ___ ___p



p___g



p___ g___ ___n



c___w



r___ ___st___r

VOOKS

NAME

Beginning Letters

Use the missing letter bank to write the correct missing beginning letter of each word. Some missing letters may work for more than one word. See how many different words you can make.



Goes with *Who's That Dog?*



Missing Letter Bank

h	s	l	f
d	c	t	p

_____ **og**

_____ **at**

_____ **oday**

_____ **riend**

_____ **ake**

_____ **ark**

_____ **ug**

_____ **ee**

VOOKS

NAME _____

Shell Vocabulary

Instructions:

1. Cut out the vocabulary shells.
2. Fold in half.
3. Write the vocabulary word on the front of the shell.



Goes with *Shells*

shell—
The hard outer covering left after an ocean animal dies or moves out.

reefs—
Home to about 25% of the ocean's plant and animal species.

pearl—
Made when an oyster forms layers of hard matter over injured tissue or an irritant.

curiosity—
A strong desire to know something.

wonder—
A feeling of appreciation caused by something beautiful.

iridescence—
Shimmer and change color in different light.

camouflage—
Blending in by coloring or covering in order to hide.

irritant—
Something that causes discomfort or is annoying.

Drawing and Writing

Draw a picture of an animal. Then finish the sentences below.



Goes with *Animal Alphabet*

_____ **is for** _____.

first letter of the animal — name of animal

The _____ **is** _____.

name of animal — adjective using beginning letter of the animal

Word Search

Find the words from the *100 First Words* Series word bank in the word search below.

The word can be positioned in all directions, written from left to right, from right to left, horizontally, vertically, and diagonally, but is always on one straight line.



Goes with *100 First Words* Series

Word Bank

- ☐ APOCALYPSE
- ☐ ARRAY
- ☐ ART HORSE
- ☐ ARTISTS
- ☐ BEAKER
- ☐ BLACK HOLE
- ☐ BRUSHES
- ☐ CAMERA
- ☐ CAPACITOR
- ☐ DRAGON
- ☐ ERASER
- ☐ INERTIA
- ☐ MITOCHONDRIA
- ☐ PENCILS
- ☐ PI
- ☐ PLASMA
- ☐ PORTFOLIO
- ☑ REBEL
- ☐ RELATIVITY
- ☐ RING
- ☐ ROBOT
- ☐ SAI
- ☐ SKETCH BOOK
- ☐ SMOCK
- ☐ SONNET
- ☐ TINT
- ☐ TRANSCEND
- ☐ WIZARD

S A X Z N S H X S G J A X U H B G R R D
R L R D C O I N E R T I A O H T V I F A
O N Q E L Q P T H C W X R F F M N U L X
A R Q E M S K S S E P S J O U G Z J I T
P Q O R V A L T U O E A L K W X O I X E
K T K N X A C S R B O O K I R Z H F P N
R E S A R E O T B A C A P A C I T O R N
L E B E R M F R Z J T S Q Z T N E L A O
A I R D N O H C O T I M A O I C E M P S
H J K E L N A O I I N J B I G K S P O H
X A D I L R A R V A T O L S T A H E C E
Y W O N E A R H T E R E A T L W I T A X
K J W K E B T I F I R E C P A W E I L P
I W A L K C O I T Y S B K N V K R S Y R
G E D H A Y S A V D R T O E S W O T P E
B K R E R R O N R I C B S A I N U S S S
V V A Q I L R O A D T J T Q R A B S E S
E K Z D I Q Z A G R L Y I T Z D Z T J B
V W I S Q F F M Y R T Y H E U F A C Q H
V M W D R A G O N H X Q L Q J K C O M S

Post-Assessment

The post-assessment is designed to provide practical information about students' knowledge, understanding of words and their ability to apply strategies to improve and increase vocabulary.

Objectives

Goal	Increase understanding and application of new words to expand vocabulary.
Standards	**K-1:** Apply context clues to recognize vocabulary. **K-1:** Apply foundational skills to recognize vocabulary in context (e.g., use context clues such as illustrations, sounding out, sentence level clues). **K-2:** Use vocabulary acquired from listening, conversing, reading, and responding to texts. **K-2:** Engage strategies to clarify word meaning. **1–2:** Use knowledge of word parts to define words.

Getting Started

Preview the title and choose focus vocabulary words.

Activity Examples

Choose words from the focus vocabulary list. This is an opportunity to use the Vocabulary Teacher Guidance sheet or the verbal/individual pre-assessment to assess student growth in vocabulary.

You've completed the Vocabulary Routine Unit!



Dear Parents,

To succeed in school and beyond, children need to build a robust vocabulary. Typically, a child needs to hear a new word 4 to 12 times before it is added to their vocabulary. Expanding vocabulary exists on a sliding scale. There are words that your child may have heard before but don't actually know the definition. There are words that they understand when other people say them but they would never use in daily conversation. Then there are words that they regularly use. This is the process of vocabulary development.

Books are the number one way to expose kids to a richer vocabulary. As often as possible, read books with your child. When they come to a word they don't know, give them a quick kid-friendly definition and continue reading. It's important not to focus on the fact that they didn't know the word. When you finish reading the story, go back to the word again and ask if they remember how to say it. Reading is a great activity to develop vocabulary.

We viewed the following Vooks titles where we concentrated on vocabulary:

_____

_____

_____

_____.

I encourage you to view these titles with your child and talk about the vocabulary we studied. We focused on the following words:

_____

_____

_____

_____.

Thanks for being a vital part of your child's educational journey.

Sincerely,

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Thanks for being a vital part of your child's educational journey.

Sincerely,

Practicing Vocabulary at Home

Sharing new words at home is a great way to help your child build their vocabulary. Read alouds are a great time to practice. Here are a few simple tips to help as you go!

1 Read aloud with your child every day! Reading together exposes them to rich, new vocabulary and gives them context for what the word means. We will be using ***vooks.com*** in class this year to help us build vocabulary and literacy skills.

2 When you are introducing a new word to a child, first define it using kid-friendly terms. ***Ecstatic*** *means really, really happy!*

3 Next, give your child an example using things they recognize and relate to in their own life. *When Patty got two scoops of her favorite ice cream, she was* ***ecstatic****!*

4 Ask your child to create their own example of how the word could be used. *What makes you feel* ***ecstatic****? Can you think of something that makes you really, really happy? Puppies! Yes, puppies make me* ***ecstatic*** *too!*

5 Finally, keep using new words in your household. Hearing the word used again and in different ways will help it stick!



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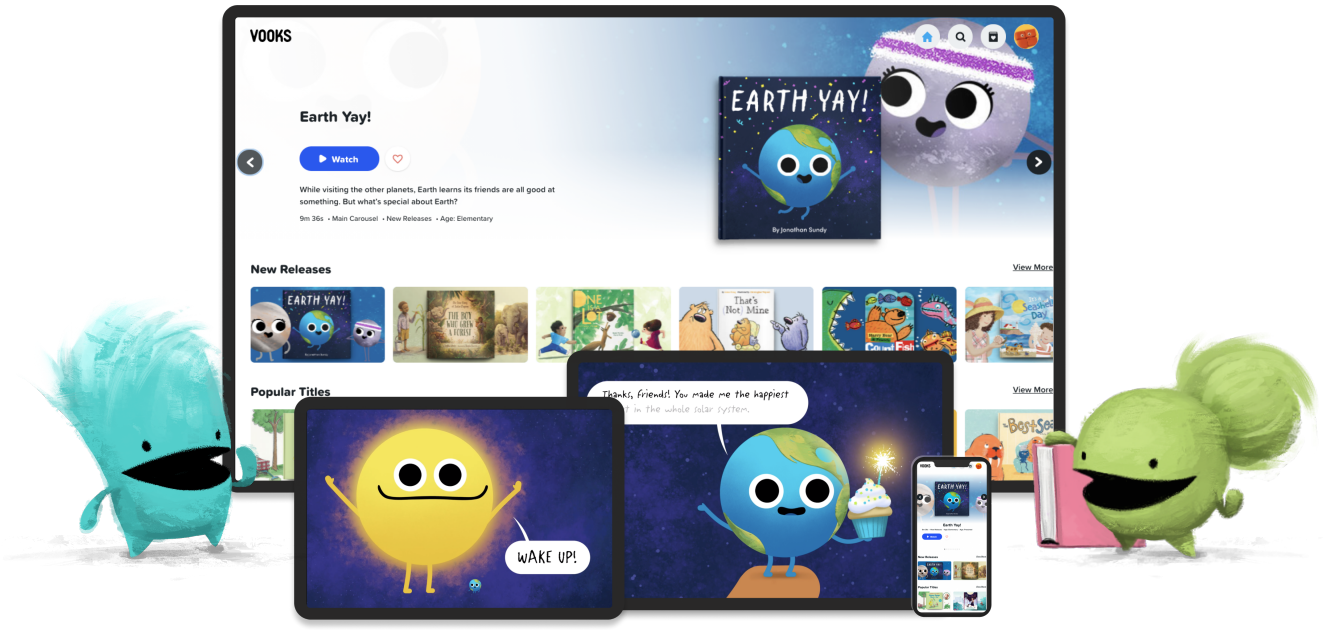

Build a Reading Routine at Home

Visit vooks.com to learn more.