

## Plan Summary

# 30 DAY PLAN: Vocabulary

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Common Core Standard: Interpret words and phrases as they are used in text.

Overall 30 Day Learning Goals: Substitute an antonym or synonym for a particular word.  
Associate a word with a particular antonym or synonym.

30 Day Summative Assessment Tools: white board, paper or oral test

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# Plan Outline

## Week One

**Pronounce vocabulary words.** 2 Day(s)

**Define vocabulary words using student language.** 4 Day(s)

**Illustrate each vocabulary word.** 2 Day(s)

Summative Assessments: Teacher pronounces word and students write definitions. Students read text with underlined vocabulary words and write the definition.

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## Week Two

**Define synonym.** 1 Day(s)

**Match like words.** 4 Day(s)

Summative Assessments: Given a set of vocabulary words students will write or find a matching word.

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## Week Three

**Define antonym.** 1 Day(s)

**Match antonyms to words.** 2 Day(s)

**Match antonym and synonym to words.** 2 Day(s)

**Illustrate the antonym for a vocabulary word.** 2 Day(s)

Summative Assessments: Given a set of vocabulary words students will  
opposite words.

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## Week Four

**Students will substitute synonyms for 2 Day(s)  
underlined words in text.**

**Students will substitute an antonym for 2 Day(s)  
an underlined word in text.**

**Given text with underlined words 2 Day(s)  
substitute an antonym or synonym for  
the word.**

Summative Assessments: Each student will have a white board. I will  
pronounce a vocabulary word and ask students to  
write an antonym and synonym for word. They will  
hold up the white boards and I will mark each  
student.

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# Plan Details

## Week One

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### **Learning Target: Pronounce vocabulary words.**

Learning Task: Pronounce each word to students and ask students to pronounce after you.  
Pronounce again and have students clap the syllables.

Number of Days: 1

Feedback Strategy: Listen for correct pronunciation and provide corrections as needed.

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Learning Task: Ask students if they know any of the words. If yes ask students to explain. I will provide an explanation or story about each word.

Number of Days: 1

Feedback Strategy: Ask students to write three words they like best in their journal and explain why. Go round robin and ask students to pronounce words in journal.

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### **Learning Target: Define vocabulary words using student language.**

Learning Task: Call on each students to pronounce a word to review.  
Read a text and ask students to raise hands when they hear a vocabulary word.

Number of Days: 1

Feedback Strategy: Continue until most of students get correct. Identify students with problems and work on with small group.

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Learning Task: Read again same text and students will raise hands when they hear a vocabulary word.  
I will ask students if they know what the word means based on the sentence or paragraph read.  
I will probe until they give a good definition.

Number of Days: 2

Feedback Strategy: Continue until students get correct and work in small groups for students who need help.

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Learning Task: With partners students will use text to write a definition for each vocabulary word.

Number of Days: 1

Feedback Strategy: Each group post definitions and students place a green sticker by correct definitions for each word in their.

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**Learning Target: Illustrate each vocabulary word.**

Learning Task: On a 5x7card students will write a vocabulary word on one side and draw a picture of the word on the other side.

Number of Days: 2

Feedback Strategy: Partner swap and ask partner to define word and determine if correct. Thumbs up when partners believe correct. Partner pronounces word with correct definition.

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Summative Assessments: Teacher pronounces word and students write definitions. Students read text with underlined vocabulary words and write the definition.

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## Week Two

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### **Learning Target: Define synonym.**

Learning Task: Write synonym and synonymous on the board. Ask for volunteers to explain both words. Write a class definition for each word from the input of students. Have students write the definitions in their journal.

Number of Days: 1

Feedback Strategy: Teacher check

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### **Learning Target: Match like words.**

Learning Task: Given a stack of cards students will match one like word to another and post with sticky notes. Will do with a partner.

Number of Days: 1

Feedback Strategy: All sticky notes will be posted on the white board. A student will come to front of room and select a sticky note other than his or her own. The student will pounce words and post in green for correct and red for incorrect. Students will give thumbs up or down.

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Learning Task: Each pair of students will get a set of cards with 5 vocabulary words. They will writ a synonym on the card. There will be 3 sets of cards and 3 student pairs.

Number of Days: 2

Feedback Strategy: Shuffle cards and give to students. They will put their name on the card and put a green dot by their name if correct. Teacher collects cards and reads each one to let students know ones that are correct and incorrect.

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Learning Task: Each student will get a card with a word. They must find the synonym connecting to other students.

Number of Days: 1

Feedback Strategy: Once students finish ask each to check off.

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Summative Assessments: Given a set of vocabulary words students will write or find a matching word.

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## Week Three

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### **Learning Target: Define antonym.**

Learning Task: I provide the definition. Then asks what is the difference between antonym and synonym.  
I list three pairs of words that are opposites and ask students what they notice.

Number of Days: 1

Feedback Strategy: In their en words write the definition of the term antonym and share with a partner.  
I call on students to spot check.

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### **Learning Target: Match antonyms to words.**

Learning Task: Review the definition. Have a list of words on the board. I models how to find an antonym. Do three words as class. Each student is given a word and asks to find an antonym similar to how I modeled the process.

Number of Days: 1

Feedback Strategy: Round robin giving each student a chance to respond.  
Recognize and provide feedback

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**Learning Task:** Pairs of students will get a list of vocabulary words and a word bank of antonyms. They match vocabulary words to correct antonyms. They write their matches on chart paper.

**Number of Days:** 1

**Feedback Strategy:** Post charts and rotate pairs to put green or red dot on another pairs matches.

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**Learning Target: Match antonym and synonym to words.**

**Learning Task:** Take the list on chart paper from previous day and add a synonym for the original word. Add another synonym and another until they run out of words.

**Number of Days:** 2

**Feedback Strategy:** Ask pairs to get another pairs chart paper and check to see if they think the words are correct and add others in another color. Call on selected pairs to defend their evaluations.

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**Learning Target: Illustrate the antonym for a vocabulary word.**

**Learning Task:** Students draw a word out of the hat. Create a picture that represents an antonym.

**Number of Days:** 2

**Feedback Strategy:** Post their pictures once I review and determine if correct. Ask a student in class what the word is. Then ask students to guess the antonym.

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**Summative Assessments:** Given a set of vocabulary words students will opposite words.

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## Week Four

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**Learning Target: Students will substitute synonyms for underlined words in text.**

Learning Task: Given a text with underlined words students will write a new word that means the same thing for the underlined word. In groups of three each student will read aloud using the new words.

Number of Days: 2

Feedback Strategy: Students will talk to each other to decide if words for each student are correct. They will revise to make corrections.

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**Learning Target: Students will substitute an antonym for an underlined word in text.**

Learning Task: Same as task with synonyms

Number of Days: 2

Feedback Strategy: Same

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**Learning Target: Given text with underlined words substitute an antonym or synonym for the word.**

Learning Task: Same

Number of Days: 2

Feedback Strategy: Same

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Summative Assessments: Each student will have a white board. I will pronounce a vocabulary word and ask students to write an antonym and synonym for word. They will hold up the white boards and I will mark each student.