

EMPOWERING TEACHERS

Vocabulary Instructional Routine: Make Connections with New Vocabulary

Preparation/Materials: several words selected from “The Little Red Hen” (e.g., brisk, distribute, vigorous, neglect, luxury, anticipation)



- *Italicized sentences are what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Teacher or student slides finger under underlined letter(s) or word(s)



NOTE: This routine should follow reading the story. Prior to the reading, provide a quick, student-friendly definition of the new vocabulary words to clarify their meaning in the text. Additionally, when a new vocabulary word is read in the text, a brief definition may be provided again.

TEACHER EXPLAINS TASK

We are going to talk about the meaning of the words, *brisk* and *distribute*. Then we will learn how these words can be used in different sentences.

TEACHER MODELS TASK

Display the word card, brisk.

This word is *brisk*.

Say the word with me.

- **brisk**

In the story, the little red hen noticed how large the wheat had grown. She saw that the grain needed to be cut so she ran at a brisk speed calling, “Who will cut the wheat?”

In that sentence, *brisk* is used to describe how the little red hen ran. When you are *brisk* in the way you move, you are quick and active. If I wanted to get some exercise, I could take a brisk walk.

Let’s learn another word from the story.

Display the word card, distribute.

This word is *distribute*.

Say the word with me.

- **distribute**

In the story, the little red hen would walk about the barnyard scratching for worms. When her chicks would come near to her, she would distribute the worms to each of them.

In that sentence, *distribute* means the little red hen gave the worms to each of her chicks. When you *distribute* something, you give it out. I could distribute pencils to the students in my class.

Distribute means to give out.

Brisk means to do something in a quick or active manner.

Listen to these sentences. I will use the word *distribute*, or the word *brisk*, depending on the meaning of the sentence.

The teacher had to _____ the papers to the students. The word *distribute* makes sense here. The teacher had to *distribute* the papers to the students. She passed out or gave out the papers to the students. It would not make sense for the teacher to *brisk* or *quick* the papers to the students.

Listen to this sentence.

The coach told us to take a _____ run around the field. The word *brisk* makes sense here. The coach told us to take a *brisk* run around the field. A *brisk* run would be quick and would not take long. It would not make sense for the coach to tell us to take a *distribute* run around the field.

When we can explain why we use a new word, or why it makes sense in a sentence, this helps us to understand and use that word again.

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TEACHER & STUDENTS PRACTICE TASK TOGETHER

Now let's use the words. *Point to the word cards as you read aloud.*

brisk distribute

Say the words with me. *Make sure the students pronounce the words correctly.*

- brisk distribute

Distribute means to give out.

Brisk means to do something in a quick or active manner.

Which word means to do something in a quick or active manner?

- brisk

Which word means to give out?

- distribute

Now let's see which word fits best based on the meaning of the sentence. Let's answer by saying brisk or distribute. *Accept all relevant answers. If not clear, ask students to justify their response.*

Would you want a bike ride to be brisk or distribute?

- brisk

Yes, you would want a bike ride to be brisk. Why?

Would you want the mail person to brisk or distribute your mail?

- distribute

Yes, you want the mail person to distribute your mail. Why?

Would you want the teacher to brisk or distribute crayons in the class?

- distribute

Yes, you want the teacher to distribute the crayons. Why?

Now, I will read a sentence. Then we will choose the word brisk or distribute to fit the meaning of the sentence. Listen.

I moved at a quick pace to catch the train.

Which new word fits the meaning of the word quick in this sentence, brisk or distribute?

- brisk

Let's repeat the sentence using brisk.

- I moved at a brisk pace to catch the train.

Listen to this one.

I had to give a toy to each child.

Which word fits the meaning of the word give in this sentence, brisk or distribute?

- distribute

Now let's repeat the sentence using distribute.

- I had to distribute a toy to each child.

Lets do one more.

The artist had to pass out the paints.

Which word fits the meaning of the words pass out in this sentence, brisk or distribute?

- distribute

Let's repeat the sentence using distribute.

- The artist had to distribute the paints.

Now, let's describe how brisk and distribute may be used together.

How would a person distribute a newspaper to houses in a brisk manner? *Accept all relevant answers. If not clear, ask students to justify their response.*

STUDENTS PRACTICE TASK

It is your turn to use the words. *Display the word cards.*

Say the words as I point to them.

brisk distribute

Which word means to do something in a quick or active manner?

brisk

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STUDENTS PRACTICE TASK (continued)

Which word means to give out?

distribute

You got it! Distribute means to give out, and brisk means quick and active.

Now, say the correct word. *Accept all relevant answers. If not clear, ask students to justify their response.*

Which would you distribute? Papers or a sidewalk?

papers

Why?

Would you distribute instructions or a toll booth?

instructions

Why?

Which would move at a brisk pace? A fish or a turtle?

a fish

Why?

Would a skateboarder or a person sleeping move at a brisk pace?

a skateboarder

Why?

Now, I will read a sentence. Choose the word brisk or distribute to fit the meaning of the sentence.

I had to give out all my candy.

Which new word fits the meaning of the words 'give out' in this sentence, brisk or distribute?

distribute

Repeat the sentence using distribute.

I had to distribute all my candy.

Listen to this sentence.

The quick moving river was too hard to cross.

Which new word fits the meaning of the word 'quick' in this sentence, brisk or distribute?

brisk

Repeat the sentence using brisk.

The brisk moving river was too hard to cross.

Here is one more sentence.

The fast rabbit leapt into his burrow.

Which new word fits the meaning of the word 'fast' in this sentence, brisk or distribute?

brisk

Repeat the sentence using brisk.

The brisk rabbit leapt into his burrow.

You did a great job using the words brisk and distribute in sentences.

Now, what would you do if you had to distribute a paper to each house in our town? *Accept all relevant answers (e.g., I would start in my neighborhood and walk..., I would ask my mom to drive me to each house and I would run to each door...).*

What would you do to catch your brisk moving dog? *Accept all relevant answers (e.g., I would get him a bone, hold it up..., I would yell his name, grab his leash, and try to distract him...).*

INDEPENDENT PRACTICE

Encourage students to consistently use the new vocabulary throughout the school day and at home. Provide individual opportunities to write and illustrate a situation where brisk and distribute may be used.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students understand the words brisk and distribute. If an error is made, repeat the steps by explaining, modeling, and providing another practice opportunity. If necessary, modify the instructional routine to use one new vocabulary word rather than two. For each additional set of words, follow the same sequence as above.

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Adaptations using this Instructional Routine:

- Use additional definitions of the new vocabulary words (e.g., *brisk*- efficient, fresh, invigorating, acting quickly; *distribute*- to deliver products to various places, to scatter over an area).
- Create riddles using vocabulary words after you have introduced 3 or 4 words. (e.g., using the words *brisk*, *distribute*, *neglect*).
- Ask students to give you synonyms for the words.
- Provide opportunities for students to interact with the vocabulary words by making up new sentences and listening to the words being used in other texts.
- Provide opportunities for the students to use the new words in other contexts. Make it a class activity to record when students hear or use the new words.
- Locate additional areas of the story where the new vocabulary words could be used (e.g., The little red hen does not give out the bread that she baked because she had to do all the work herself. Which word would fit? *Distribute*. Yes, the little red hen does not distribute the bread that she baked because she had to do all the work.).
- Provide opportunities for the students to use the new word in writing.

For a short writing activity, provide a beginning of a sentence and have students complete the sentence (e.g., The *brisk* moving skater...). Be sure that the students create sentences that show they understand the new word.

For a longer writing activity, provide a prompt and have students respond (e.g., Write a story about a time that you had to *distribute* the newspapers and on the cover was a picture of yourself! Use the new vocabulary words *brisk* and *distribute* in the story. Limit the number of words based on the ability of your students

For further independent practice, refer to the following Second and Third Grade FCRR Student Center Activities at http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_1.pdf

Select the words taught in this routine for these activities:

- V.017
- V.018

brisk

distribute