PROGRAM OVERVIEW

“Frequent Visits to Frequency Words” was designed to accommodate students who are having difficulties learning and retaining new vocabulary words. This program was originally implemented in literacy centers with 18 first-grade students with varied ability groups. The primary purpose of this program is to increase students’ vocabulary acquisition, which in turn leads to fluency and comprehension. Through this program students learn the skills to read, write, comprehend, and apply the vocabulary words in the real world.

After the new words are introduced to students in a whole group, they break into small groups of 4 or 5 to work on the assigned word. Each group completes the tasks assigned that are outlined below. Each task requires 10 to 15 minutes to complete.

Task 1: Say the Word
Students practice reading the word using a recording device.

Task 2: Find and Write
Students complete the Find and Write task sheets (attached with the lesson plans).

Task 3: Visual
Students comprehend the vocabulary word by locating an illustration in a book which represents the word meaning. Then, they explain to their peers the relations between the illustration and the word. Next, Students think about the way they can remember the word. They draw a picture which depicts the meaning of the word on the Visual task sheet (attached). Then, they explain the personal connections they made with the word to other group members.

Students quickly list the words/phrases/names they would associate with the word individually on the List-Group-Label task sheet (attached). Then, students combine their individual lists into a group list. As they consolidate their lists, they engage in the thinking activity to strategically sort, group the words, and label the categorized groups.

Task 5: Cumulative Activity
Students complete the Vocab Web task sheet (attached). If students did not rate 3 for the last self-assessment question, they will write the word on an index card and make a necklace to wear for the reminder of the day. Every time they use the word throughout the day, they get a sticker on the index card necklace.

Students will be assessed according to the developed rubric (attached) and teacher observations.
“Frequent Visits to Frequency Words”

■ OVERALL VALUE

“Frequent Visits to Frequency Words” exposes students to new vocabulary words multiple times using different strategies; therefore, it appeals to diverse modalities of students. This program goes beyond recall of words in order to enable students to make personal connections, further extend the meanings, and retain the information for a long time. Students learn new vocabulary words using higher order thinking in a collaborative setting. Because of the nature of collaborative learning, students with various ability levels can benefit from this program. This program was primarily designed to teach the common core frequency words during the language arts block; however, it can be adapted to other content areas to teach content vocabulary. Additionally, this will facilitate students to learn abstract words or new concepts.

Moreover, I have witnessed my students show great enthusiasm and pride in completing activities and working collaboratively. They also learn to be accountable for their own learning and to be competitive to produce quality work.

■ LESSON PLAN TITLES

- Get to Know the Words
- Expand Your Knowledge

■ MATERIALS

Materials are listed with each lesson plan. Refer to the attached materials budget page for the overall materials budget including pricing and suppliers.

■ ADDL WORKSHEETS / INFORMATION

wordle.net
attached teacher-made worksheets

■ ABOUT THE DEVELOPER

Makiko Favis has a Bachelor’s degree in French from Rutgers University and Master’s degree in Reading Education from University of South Florida.

She has taught at Horizons Elementary and Ridgeview Global Studies Academy. Currently she is teaching first grade. She is a previous winner of the T2T Adapter Grant.

★★★★
“Frequent Visits to Frequency Words” Makiko Favis
Lesson Plan No 1: Get to Know the Words

■ SUBJECTS COVERED
Language Arts

■ GRADES
First

■ OBJECTIVES
Students will…

… read the frequency/vocabulary words.

… recognize the rhyming sound of the frequency/vocabulary words.

… recognize the beginning sound of the frequency/vocabulary words.

… write the frequency/vocabulary words.

… illustrate the meaning of the frequency/vocabulary words.

… make personal connections with frequency/vocabulary words.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

■ MATERIALS
• MP3 recorder with batteries
• Index cards
• Crayons
• Pencils
• Papers
• Books
• Task Sheets (attached)

■ COMMON CORE STANDARDS
RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6. Produce complete sentences when appropriate to task and situation.

■ DIRECTIONS
(Whole Group)
Introduce the frequency/vocabulary words.

(Small Group)
Assign students with a different word. Students will break into small groups of 4-5 people according to the assigned word station.

Task 1: Say the Word
Everybody in the group takes turns reading the word. If students are unable to read, other group members provide clues. (It starts with … sound. It rhymes with … . This is something we have in our classroom.) When they are ready, they take turns recording their voices saying the word using a recording device. They listen to their recording to make sure every member in the group read the word accurately.

Task 2: Find and Write
Students complete the Find and Write task sheet (attached). They look for the word in “which one?”, “word search” and “wordle.” Then, they color the word and write the word on their own. You can find the word search maker on various websites such as http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php

Wordle was created by: wordle.net.

Task 3: Visual
1. Find the picture.

Students skim through the pages of various books to find the page which depicts the meaning of the word. Then, they explain to the group members why you chose the picture.

2. Illustrate on your own. Making personal connections.

Students think about the way they can remember the word. They draw a picture which depicts the meaning of the word on the Visual task sheet (attached). Then, they explain the personal connections they made with the word to other group members.

■ EVALUATION/ASSESSMENT
Teacher observations and attached rubric.

★★★
**SUBJECTS COVERED**
Language Arts

**GRADES**
First

**OBJECTIVES**
Students will...

... read the frequency/vocabulary words.

... write the frequency/vocabulary words.

... illustrate the meaning of the frequency/vocabulary words.

... make personal connections with frequency/vocabulary words.

... sort, categorize and list the words.

... use frequency/vocabulary words in a sentence.

... identify the synonyms and antonyms of the word.

SL.1.6. Produce complete sentences when appropriate to task and situation.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**COMMON CORE STANDARDS**
RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**MATERIALS**
• Crayons
• Papers
• Vocab Web task sheet (attached)
• Index cards
• Yarn
• Stickers

**DIRECTIONS**
(Small Group - cont.)

**Task 4: Extension**
List-Group-Label (attached)
Students quickly list the words/phrases/names they would associate with the word individually on the List-Group-Label task sheet (attached). Then, students combine their individual lists into a group list. As they consolidate their lists, they engage in the thinking activity to strategically sort, group the words and label the categorized groups.

**Task 5: Cumulative Activity**
1. Complete the Vocab Web task sheet (attached).
2. Make a necklace.
   If students did not rate 3 for the last self-assessment question on the Vocab Web task sheet, they will make a necklace using an index card and a string of yarn to wear for the reminder of the day. Every time they use the word throughout the day, they get a sticker on the index card.

**EVALUATION/ASSESSMENT**
Teacher observations and attached rubric.

★★★
## Materials Budget

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<tr>
<th>SUPPLIER</th>
<th>ITEM # AND DESCRIPTION</th>
<th>COST</th>
<th>QUANTITY</th>
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<tr>
<td>Walmart</td>
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<td>Yarn</td>
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<td></td>
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Subtotal $191.95

Tax if applicable $8.05

Shipping if applicable

TOTAL BUDGET AMOUNT $200.00
### Rubric

#### 2013 - 2014 Idea Catalog of Excellence

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<thead>
<tr>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Beginning</th>
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<tr>
<td><strong>Find and Write / Visual</strong></td>
<td>Completes the task sheets with above 90% accuracy.</td>
<td>Completes the task sheets with above 70% accuracy.</td>
<td>Completes the task sheets with above 50% accuracy.</td>
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<tr>
<td><strong>List-Group-Label</strong></td>
<td>Listing, categorizing, and labeling are complete. They make logical sense.</td>
<td>Listing, categorizing, and labeling are complete. They somewhat make logical sense.</td>
<td>Listing, categorizing, and labeling are almost complete. They seldom make logical sense.</td>
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<tr>
<td><strong>Vocabulary Web</strong></td>
<td>Completes with above 90% accuracy. Personal connections demonstrate logical association.</td>
<td>Completes with above 70% accuracy. Personal connections somewhat lack logical association.</td>
<td>Completes with above 50% accuracy. Personal connections clearly lack logical association.</td>
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<tr>
<td><strong>Collaborative Learning</strong></td>
<td>Consistently participates, contributes, and respects others’ opinions and turns.</td>
<td>Participates, contributes, and respects others’ opinions and turns.</td>
<td>Sometimes participates, contributes, and respects others’ opinions and turns.</td>
</tr>
</tbody>
</table>

Student Name ____________________________________________ Date ________________
Find and Write

Friends

Which One?
(Color the box with correct spelling)

Freds  Friends  Fenrds

Word Search

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

Student Name ________________________________
Wordle (Highlight the word)

Color the Word

FRIENDS

Write the Word

2013 - 2014 IDEA CATALOG OF EXCELLENCE
Student Name _______________________________________________________________

Visual ~ Personal Connections ~

Draw a Picture to Describe the Word.
Student Name _______________________________________________________________

List ~ Group ~ Label

**Write 5 words that come to your mind when you hear the word.**
List ~ Group ~ Label

Combine all lists.
Sort, Group the words and label.
**Vocal Web**

**Word**

**Definition:**

**Synonyms**

**Antonyms**

**Personal Connections:**

**Use in a sentence:**

_______________________________________

_______________________________________

My understanding of the word (circle one):

1  2  3