Single-Word Vocabulary Instruction Planning & Documentation (P & D)

Check Word Types; Write Dates; Attach Lists, etc.	Date/Activities/Data	
Words extracted from: ☐ Curriculum/Classroom Narratives:		
☐ Language Therapy Narrative:		
□ Other:		
Sight-Words/High Frequency Words ☐ The first 25 ☐ 25 - 50; ☐ 50 - 75; ☐ 75 - 100 ☐ 100 - 125; ☐ 125 - 150; ☐ 150 - 175; ☐ 175 - 200 ☐ 200 - 300; ☐ 300 - 400; ☐ 400 - 500; ☐ 500 - 600 ☐ Classroom Curriculum Sight or High Frequency Words:		
Theme Words: Topic/Category (nouns) Animals; Household; School; Clothing; Food Clothing: Food Clothing: School		
Theme Words: Language Targets Categorize and Sort: Word Meanings: Synonyms: Antonyms: Associations: Multiple Meanings: Adjectives: Action Words - Verbs: Regular Plurals: Irregular Plurals: Regular Verbs: Prefixes: Suffixes: Root Words: Idioms:		
Other:		

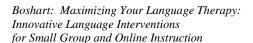
INSTIL: Narrative Language Instruction Planning & Documentation (P & D)

Name(s):	
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"I" - INTERVIEW: Favorite subject at school; things he/she enjoys doing: reading, hobbies, home activities. Pets? Favorite Food? Interests?	"l":
"N" - NARRATIVE a. Choose Narrative; b. Plan and Prep □ Story; □ Article; □ Poem; □ Reader's Theater Script; □ Song Title: □ Type Narrative & Create Worksheet; □ Choose Language Targets; □ Type list; □ Make cards; □ Manipulatives; □ Engagement tasks □ Other Prep: □	"N":
"S" - START WITH PRIOR KNOWLEDGE: Ask questions about the narrative that are relevant to the child. Create associations & connections prior to beginning the narrative. Take 5-7 minutes to share and discuss. Questions:	"S":
"T" – TECHNIQUES Four Steps: Get into the narrative 1. Introduce the narrative; create intrigue and wonder!	"T":
 Read through one time; provide appropriate expression; do a couple "think-alouds." Emphasize/pronounce difficult words. Choose format: □ Physical book; □ Typed page; □ On PowerPoint; □ Online:YouTube video;StorylineOnline.net;MrsP.com □ Other: 	
3. Re-Read 1 to 3 more times. Identify and do intermittent "drop-ins": □ "I wonder" questions; □ Child-friendly word meanings; □ Synonyms; □ Antonyms; □ Root words; □ Prefixes; □ Suffixes □ Grammar: □ Rhymes: □ Fun Phrases: □ Do Interactive Reading: □ Echo Reading; □ Choral Reading; □ Paired Reading; □ Whisper Reading; □ Other:	
Discuss; scaffold questions (start with personal opinion, and general questions. Add content questions and sequencing.	
"I" - INTENSIVE INSTRUCTION: Via discrete activities, provide multiple opportunities to encounter, play with, and learn the words/language. Multi-purpose games: Word Book: Other:	" ":
"L" - LANGUAGE EXPANSION: Expand verbal/print capabilities; Drawing activity; Revise content, Replace words, and Read Gist; Summarize; Retell: Use target vocab words Critical Thinking Questions: Moral of the story, Inferences, Characters and Emotions; Create a new ending: Venn Diagram: Cinquain:	"L":



Art class was over, but Vashti sat A red dot. glued to her chair. A purple dot. A yellow dot. Her paper was empty. A blue dot. Vashti's teacher leaned over the blank paper. The blue mixed with the yellow. She discovered that she could "Ah! A polar bear make a GREEN dot. in a snow storm," she said. Vashti kept experimenting. "Very funny!" said Vashti. Lots of little dots in many colors. "I just can't draw!" "If I can make little dots, Her teacher smiled. I can make BIG dots, too." "Just make a mark and see where it takes you." Vashti splashed her colors with a bigger brush on bigger paper Vashti grabbed a marker and to make bigger dots. gave the paper a good, strong jab. Vashti even made a dot "There!" by NOT painting a dot. At the school art show a few weeks Her teacher picked up the paper and studied it carefully. Vashti's many dots made quite a "Hmmmmm." splash. She pushed the paper toward Vashti and quietly said, Vashti noticed a little boy "Now sign it." gazing up at her. Vashti thought for a moment. "You're a really great artist. "Well, maybe I can't draw. I wish I could draw," he said. but I CAN sign my name." "I bet you can," said Vashti. The next week, when Vashti walked into art class. "ME? No, not me. I can't draw a straight line with a ruler." she was surprised to see what was hanging above her teacher's desk. Vashti smiled. It was the little dot She handed the boy a she had drawn—HER DOT! blank sheet of paper. All framed in swirly gold! "Show me." "Hmmph! I can make a better dot The boy's pencil shook as he drew his line. than THAT!" She opened her Vashti stared at the boy's squiggle.



never-before-used set of

watercolors and set to work.

Vashti painted and painted.

And then she said...

"Please...sign it."

The Dot - Worksheet Supplement

Peter H. Reynolds Candlewick Press, 2003

Interesting Phrases and Vocabulary

Glued to her chair

Polar bear in a snowstorm

Make a mark and see where it takes you

Studied it carefully (teacher) / Vashti stared at the boy's squiggle

All framed in swirly gold (framed, multiple meaning)

Never-before-used set of watercolors, and

...set to work (creating more and better dots (multiple meaning)

Vashti splashed her colors with a bigger brush

Vashti's many dots made quite a splash (multiple meaning)

I can't draw a straight line with a ruler (+ "ruler," a multiple meaning word)

Possibly New Vocabulary Words

Experimenting – testing, investigating, trying out Sign it – signature Swirly (swirl) – wavy, curly Hmmph!

Possibly Known Words / Synonyms (pull and replace)

empty – blank, bare, vacant (Her paper was empty)

blank – empty, bare, vacant (over the blank paper)

leaned – bent, bowed (teacher leaned over the blank paper)

mark – draw, write, put marker to paper (Just make a mark)

jab – poke, stab, punch (gave the paper a good, strong jap)

pushed – slid, moved, pressed (She pushed the paper toward Vashti)

surprised – amazed, shocked, stunned (she was surprised to see)

discovered - figured out, learned, realized (She discovered that she could make a green dot)

splashed – painted, splattered (Vashti splashed her colors)

gazing - looking, staring, watching (Vashti noticed a little boy staring up at her)

shook – trembled, quivered, wobbled (what would be the result) (The boy's pencil shook)

stared – looked, studied, glared (Vashti stared at the boy's squiggle)

squiggle - scribble, scrawl, mark (the boy's squiggle)

Parts of Speech

Regular past tense

leaned framed smiled painted grabbed mixed discovered studied pushed handed walked framed stared framed painted painted mixed discovered studied splashed handed stared

surprised

Irregular past tense

thought

Mechanics

Contractions: can't (4 times); you're (one time)



Adaptation from *The Dot* book, By Peter H. Reynolds

Reader's Theater

Four Parts: Narrator, Teacher, Vashti, and Little Boy

Narrator: Art class was over, but Vashti sat glued to her chair.

Her paper was empty.

Vashti's teacher leaned over the blank paper.

Teacher: "Ah! A polar bear in a snow storm."

Vashti: "Very funny!" "I just can't draw!"

Narrator: Her teacher smiled.

Teacher: "Just make a mark and see where it takes you."

Narrator: Vashti grabbed a marker and gave the paper a good, strong

jab.

Vashti: "There!"

Narrator: Her teacher picked up the paper and studied it carefully.

Teacher: "Hmmmmm."

Narrator: She pushed the paper toward Vashti and quietly said,

Teacher: "Now sign it."

Narrator: Vashti thought for a moment.

Vashti: "Well, maybe I can't draw, but I CAN sign my name."

Narrator: The next week, when Vashti walked into art class, she was

surprised to see what was hanging above her teacher's desk. It

was the little dot she had drawn—HER DOT! All framed in

swirly gold!



Vashti: "Hmmph! I can make a better dot than THAT!"

Narrator: She opened her never-before-used set of watercolors and set

to work. Vashti painted and painted. A red dot. A purple dot. A yellow dot. A blue dot. The blue mixed with the yellow. She

discovered that she could make a GREEN dot.

Vashti kept experimenting. Lots of little dots in many colors.

Vashti: "If I can make little dots, I can make BIG dots, too."

Narrator: Vashti splashed her colors with a bigger brush on bigger paper

to make bigger dots. Vashti even made a dot by NOT painting

a dot.

At the school art show a few weeks later, Vashti's many dots made quite a splash. Vashti noticed a little boy gazing up at

her.

Little Boy: "You're a really great artist. I wish I could draw."

Vashti: "I bet you can."

Little Boy: "ME? No, not me. I can't draw a straight line with a ruler."

Narrator: Vashti smiled. She handed the boy a blank sheet of paper.

Vashti: "Show me."

Narrator: The boy's pencil shook as he drew his line.

Vashti stared at the boy's squiggle.

And then she said...

Vashti: "Please...sign it."