

# Brief Focus Lesson

## Tune In to Interesting Words and Use New Vocabulary in Speaking, Reading and Writing for Grade 1

Text: *In the Tall, Tall Grass* by Denise Fleming

<b>CAFE Goal</b>	Expand Vocabulary
<b>CAFE Strategy</b>	Tune in to interesting words and use new vocabulary in speaking and writing.
<b>Observe/Relate</b>  (1 – 2 min.)	Remember when we talked about our favorite things earlier this year? Do you remember my favorite things? I told you that I like books, dogs, music, and words. I <i>really, really</i> like words. I look and listen for interesting words all the time. When I read, I search for words that are special. Some sound like music. Other words rhyme. There are words that are fun to say. A few even make me laugh. I pay attention to very long words and unusual words. Every book has lots and lots of words that I can tune in to whenever I read or listen to a story! After I find the word, I try to use it when I talk. Sometimes I add it into a story. Using a new word when I talk or write helps me become a better reader and writer.
<b>Teach and Reinforce</b>  (2 – 3 min.)	<p><b>Establish purpose</b>—Today we are learning to tune in to interesting words and use new vocabulary in our speaking and writing.</p> <p><b>Create urgency</b>—We are learning to tune in to interesting words because we want to use these words when we talk. We want to use them when we write stories, too. By using new words, we also become better readers. Learning new words is fun and makes us feel happy!</p> <p><b>Explicit teacher modeling</b>—Imagine that you are outside in the park or a field where the grass is very green and very tall. What do you think you would see and hear in the grass? Listen as I read a book called <i>In the Tall, Tall Grass</i> that tells about some things you might see and hear if you looked into the tall grass. <i>Read the entire text to the class (use a big book version or use a document camera if possible). Pause at some of the sound effect words (for example “crunch” and “munch” on page 6, and make comments such as “What an interesting word—I can almost hear the sound it makes!” or “I’m so glad that I tuned in to that word. I can’t wait to use it in a story” or “I want to tell my family about that word ‘glide’ on page 17 because I like the sound it makes”).</i></p>

<p><b>Practice</b> (2 – 3 min.)</p>	<p>Let's go back to <i>In the Tall, Tall Grass</i>. Did you tune in to some interesting words? I'm going to read a few pages out loud again. I'll stop after I read each page so you can turn and talk to the student next to you and share your favorite word from that page. Explain to your partner why you like the word. Then I'll ask a few boys and girls to show us their favorite word on a page.</p> <p><i>Another option to have students tune in to interesting words:</i> This time when I read the next few pages aloud, each time you tune in to an interesting word, put your hand on your head. This will let me know you are tuning into a word without having to call it out. Then I will stop and have some of you share your words.</p>
<p><b>Encourage and Plan</b> (1 – 2 min.)</p>	<p>We just learned how to tune in to interesting words so that we can use them. Good readers, writers, and speakers want to know as many words as they can. They use them over and over again so that they really know them, can read them and write them. So, tune in to interesting words whenever you are reading or listening to a book.</p>
<p><b>Common Core Alignment</b></p>	<p>Most strategies are applicable to all grade levels. Tune In to Interesting Words and Use New Vocabulary in Speaking and Writing aligns with Standard <b>L.1.6</b> on our <a href="#">Grade 1 CAFE Menu</a> and <a href="#">CCSS Grade Level Matrix</a>.</p>

## Rhyme Time

Recreate the tall, tall grass in your classroom by placing a green cloth or mat on the floor or table. Offer students word cards from the story (provided on the next page).

Encourage them to match the rhyming words. Not all have a match from the story, so students can write their own words on the blank cards.



## Action Word Pantomime

If you're looking for a quick brain and body break, look no further than Action Word Pantomime. Use the verbs from *In the Tall, Tall Grass* and give students a chance to **crunch, munch, dip, sip** and more! Invite your students to pretend that they are bees that hum, ants that lug, snakes that glide, or rabbits that hip and hop.

This is a great activity for all students, particularly English Language Learners, to tune in to interesting words. They can use these words when they retell the story, too!



<b>dip</b>	<b>sip</b>	<b>strum</b>	<b>drum</b>
<b>hum</b>	<b>crack</b>	<b>snap</b>	<b>flap</b>
<b>pull</b>	<b>tug</b>	<b>lug</b>	<b>slip</b>
<b>slide</b>	<b>glide</b>	<b>ratch</b>	<b>scratch</b>
<b>skitter</b>	<b>scurry</b>	<b>hurry</b>	<b>zip</b>
<b>zap</b>	<b>snap</b>	<b>hip</b>	<b>hop</b>
<b>flop</b>	<b>stop</b>	<b>go</b>	<b>glow</b>
<b>lunge</b>	<b>loop</b>	<b>swoop</b>	