

# **Engaging Kindergartners with Academic Vocabulary**

TEACHER: All right, my friends. We have been reading the book,

TEACHER AND STUDENTS: When Charlie McButton Lost Power.

TEACHER: This is the name or the--

TEACHER AND STUDENTS: --title

TEACHER: Of my book. Very good. We have a goal with this book. Stand up and say it with me.

TEACHER AND STUDENTS: We have asked and answered four questions about the details in text with help.

TEACHER: Very good. Sit on your packets. 3- 2- 1. I have a question. What is a text? Think in your head. Get out your thinking finger. I want to know what a text is. If you have an answer give me a thumbs up. When you have an answer-- if you would like to share.

Jackie, what is a text?

STUDENT: Something that has words.

TEACHER: Something that has words. Excellent job. Kiss your brain, Jackie. If you want to add to Jackie's answer, and give me an example of something that is a text, go ahead and keep your thumb up. Nathaniel.

STUDENT: Like a [INAUDIBLE]

TEACHER: Like a book? Can I rephrase that for you? Nathaniel said, Something is a text like a book. Is that right? Yes. A book is an example of a text. It could be a book, it could be a magazine, it could be a chant, it could be anything that we are reading. Very good.

TEACHER AND STUDENTS: When Charlie McButton Lost Power. The author of this story is Suzanne Collins. What does the author do?

STUDENTS: (SINGING) The author writes the words. The author writes the words.

TEACHER AND STUDENTS: Tee Tee and don't you know, the author writes the words.

TEACHER: The illustrator is Mike Lester. What does the illustrator do?

STUDENTS: Paints the pictures.

TEACHER: He paints the pictures. I love these illustrations. Very good. This story is--

TEACHER AND STUDENTS: --fiction.

TEACHER: That means it is--

STUDENTS: --not real.

TEACHER: And this story is written like a poem. It's written like a poem. In stanzas. And at the ends of these stanzas there are rhyming words. Rhyming words sound the same. Like, cat-- hat. They both say at. [INAUDIBLE] Some of the words in this book are rhyming words. Victor.

I want you to think about who the characters are in the story. Who are the characters on the cover? (CHANTING) Think in your head! Think in your head. Think in your head. Think in your head. Think in your head. Who are the characters in the story? Turn and tell your neighbor who the characters are.

STUDENTS: [INTERPOSING VOICES]

TEACHER: Who are the characters in the story, [INAUDIBLE]?

STUDENT: My turn. My turn. My turn. My turn.

[INTERPOSING VOICES]

TEACHER: What's the boy's name? What's the girl's name? What's his sister's name? That's Charlie. What's his sister's name? Do you remember? Think hard. Think hard.

All right. Turn your body back forwards. 5- 4- 3- 2- 1. Show me active listening.

Sammy, are you ready? Get out your four fingers. Who are the characters in this story?

TEACHER AND STUDENTS: Dog. Mom. Charlie McButton and Isabel Jane. Isabel Jane.

TEACHER: Who is Isabel Jane? Charlie's sister. Very good. The setting is where the story is--

STUDENTS: --happening.

TEACHER: Where is this story happening?

STUDENTS: At Charlie's house.

TEACHER: At the house. Whose house?

STUDENTS: Charlie McButton.

TEACHER: Charlie McButton's house. Very good job. All right, my friends. When I am reading, if you hear one of my vocabulary words, you can go ahead bring it up. I'm looking for a friend who's sitting super nice. Empire--

STUDENT: Yay for Jackie!

TEACHER: --and folly. Very good. If you hear these words while I am reading you can give me happy fingers. Empire and folly.

When Charlie McButton Lost Power by Suzanne Collins and Mike Lester. I really like how Victor is sitting nicely. Giselle, can I see your eyes? Thanks. Charlie McButton had likes and like-nots. The things that he liked involved handsets and bots. Computerized games were a lot of bad features. The things he liked not didn't have blow-up features. Then one day a thunderstorm blew into town and brought his tech empire tumbling down. Jackie, what word did you hear?

STUDENT: Empire.

TEACHER: Empire. Very nice. An empire-- do this with me-- is when one person is in charge of a big part of the world. One more time. When one person is in charge of a big part of the world. Alejandra, I love how you said that with me. Who is in charge of this tech empire?

TEACHER: Charlie McButton. Yeah. Charlie McButton is in charge of this tech empire.

"Oh Charlie," she said, picking up on his fears. "The lights will come back when the bad weather clears. You'll have to find something without plugs to play. Read a book. Clean your room. Sing a song. Model clay."

"Could anything be duller than clay? Soggy, gray clay on a soggy, gray day." He hated the way clay got under his nails. And how he could only make snowmen and snails. What did Charlie McButton's mom tell him to go do in the meantime?

STUDENTS: Read a book. Clean your room. Sing a song.

TEACHER: Yeah. Yeah. She said Wait. Clean your room. That's right here in the text. Clean your room. Read a book. Sing a song. What's the last one she asked him to do?

STUDENTS: Model clay.

TEACHER: Yeah. Did Charlie McButton want to do any of those things?

STUDENTS: No! [INTERPOSING VOICES]

STUDENT: Charlie McButton went-- went to-- to see the TV.

TEACHER: He did? Can Charlie McButton be watching the TV right now?

STUDENTS: No! Because-- [INTERPOSING VOICES]

TEACHER: What caused the power to go out?

STUDENTS: The lightning.

TEACHER: The lightning falls. Can you stand on your feet for me? I'm going to read how Charlie reacted and you're going to help me act it out. He looked left. He looked right. And his heart filled with dread. Rub your heart. Dread. Oh. It's like his heart felt so sad it was filled with dread. The TV, the lights and his clock were all--

TEACHER AND STUDENTS: --dead.

TEACHER: What does the author mean if the things were dead?

STUDENTS: [INTERPOSING VOICES] They were broken.

TEACHER: OK. They don't have batteries. If you would like to share give me a thumbs up. Marisol, what does it mean when the author said that all of his things were dead?

STUDENT: That they-- they didn't have batteries. They didn't have batteries, or they didn't have-- what else? Who would like to add to that? What does the author mean when he says, all of his things were dead? DeVonte?

[INTERPOSING VOICES]

TEACHER: Because the power went out. Are the things turning on?

STUDENTS: No!

TEACHER: No. OK. Let's keep reading. "He took to his feet." Can you jump to your feet? "His lungs gasping for air." That means he really wanted to get more air. Can you gasp? Gasping for air. "The room spun around." Show me spin around. Spin around. "And he clung to his chair." I want you to pretend that you are sitting in a chair. And cling to it. And you'll grab onto it tight. Very good. Sit on your pockets. 5 4 3 2 1.

I want to highlight some of the words that tell me how Charlie reacted. Get out your reading glasses. He looked left. He looked right. And his heart filled with dread. Is there anything in that line that I could highlight, that tells me how Charlie is feeling? Jackie, what would you like to share?

STUDENT: Dread.

TEACHER: Dread? What might the word dread start with?

STUDENTS: Da da- D!

TEACHER: Da- da dread.

STUDENT: Dread.

TEACHER: What does the word dread mean?

STUDENTS: [INTERPOSING VOICES] Maybe your heart is sad?

TEACHER: Maybe your heart is sad? Shaylin, why are you saying that?

STUDENT: Because-- he had a TV or phone who--

TEACHER: Sure. Sure. Exactly. In the page before it tells us that Charlie's things are not turning on, anymore. So his heart filled with dread. I'm going to put Julian a little sad face here. So that I know that his heart is not feeling so good. It's maybe a little bit sad. It's filled with dread. The TV, the lights and his clock were all--

TEACHER AND STUDENTS: --dead.

TEACHER: What else did he do? What else did Charlie McButton do? Right away?

STUDENT: He looked left. He looked right.

TEACHER: Very good. Can you read with Samuel? "He looked left. He looked right. Very good. I'm going to highlight left. And then I'm going to put-- Here it is. I'm going to put an arrow pointing to the left side. And then he looked--

TEACHER AND STUDENTS: --right.

TEACHER: And his heart filled with--

TEACHER AND STUDENTS: --dread.

TEACHER: I'm going to put a little heart here, so that I know that word is heart. The TV, the lights, and his clock were all--

TEACHER AND STUDENTS: --dead. Good job, Jasmine. Then it says, "He jumped to his feet, his lungs gasping for air. The room spun around, and he clung to his chair." How else did Charlie react?

STUDENTS: Crazy!

TEACHER: Mm. Sure. Maybe he was being a little crazy but I'm looking for words that the author used. I want to know what the author told you about how Charlie reacted. "His lungs gasping for air--" hold on, let her think-- "the room spun around and he clung to his chair." What did he do then?

STUDENT: [INAUDIBLE]

TEACHER: Very good! Can you come highlight that for me? And can the rest of you show me how you cling on to something? Cling on to your knees. Cling on to that. "And he clung to his chair. He jumped to his feet, his lungs gasping for air. The room spun around and he clung to his chair." What did Charlie do before the room spun around and he clung to his chair?

STUDENT: [INAUDIBLE]

TEACHER: He was-- that's close! He was gasping. Say gasping.

STUDENTS: Gasping.

TEACHER: Gasping is when you take in a big breath of air. Show me a gasp. Gasping for air. Very good. That's right. Here Charlie was gasping for air. It also said that, "He jumped to his--"

STUDENTS: Chair! Feet! Chair! Feet! Feet!

TEACHER: He jumped to his feet. Very good. Look at all of these things Charlie was doing. He was maybe overreacting, Brianna, just a little bit. "He looked left. He looked right. And his heart filled with dread. The TV, the lights, and his clock were all--"

STUDENTS: --dead!

TEACHER: "He jumped to his feet, his lungs gasping for air. The room spun around and he clung to his--"

STUDENTS: --chair.

TEACHER: What was Charlie trying to cry? Very good. "Charlie was trying to cry help but just managed a squeak." A squeak is a very tiny voice.

STUDENTS: Tiny voice.

STUDENT: Like a mouse.

TEACHER: Like a mouse. Can you make a tiny voice like a mouse?

STUDENTS: Squeak. Squeak.

TEACHER: Just a tiny squeak. Now I want you to say help like it might have sounded from Charlie. Help! He's overreacting. Just a little squeak. I'm going to put a little, tiny mouse here so you know that word is--

TEACHER AND STUDENTS: --squeak.

TEACHER: Very good. Listen again, Julian. "The blackout had blacked out his power too--"

TEACHER AND STUDENTS: --speak. What happened to Charlie's voice?

STUDENTS: He lost it. He lost all his power.

TEACHER: He lost his power. He lost his power to speak. Thank goodness his mother had ears like a bat. She came to his room and gave him a pat. And then Charlie McButton's mother said, "You're gonna be just fine. You can clean your room--"

STUDENTS: You can sing a song. You can read a book. You can play you can play with your toys.

TEACHER: That's right. She said, You have a lot of choices. But Charlie McButton, he was having a hard time with the power going out, wasn't he? Yeah. He was. I want you to think about the words that we highlighted. How did Charlie react to the power going out? I'm going to make a web and write them down here. When we are done, you are going to pick one of Charlie's reactions, and you're going to write it down in your vocabulary journal. Just one way that he reacted. OK? If you are up to it, you can put more than one. How did Charlie react? If you know an answer, give me a thumbs up if you would like to share. Benjamin, how did he react?

STUDENT: He rise-- and-- [INAUDIBLE]

TEACHER: What did he do? How did he react?

STUDENT: [INAUDIBLE]

TEACHER: Look up there. How did he react?

STUDENT: I-I-I think--

TEACHER: Oop. Give him a chance.

STUDENT: He looked left. He looked right [INAUDIBLE].

TEACHER: Very good. Can I repeat what you said? Benjamin said, "He looked right. He looked left." Do you agree? Do you agree with Benjamin?

STUDENTS: Yes!

TEACHER: Is it something the author tells us that Charlie did?

STUDENTS: Yes.

TEACHER: Yes. So I'm going to write, he looked-- I'm going to put some eyes here so you know that word is looked-- he looked left, he looked right. Very good. How else did Charlie react? What else did he do? Alejandra.

STUDENT: She-- He-- he-- She jumped--

TEACHER: He.

STUDENT: He-- in his chair.

TEACHER: He--

STUDENT: He climbed in his chair.

TEACHER: Yes. Very good. Shaylin. He clung! Help me break down clung. K-K-

STUDENTS: C.

TEACHER: Oh.

STUDENTS: L.

TEACHER: Uh uh uh.

STUDENTS: U.

TEACHER: Nnnn.

STUDENTS: N.

TEACHER: Guh Guh.

STUDENTS: G.

TEACHER: He clung. How do we spell to?

STUDENTS: T- O, to.

TEACHER: --his chair. He jumped to his feet! Very good. He--

TEACHER AND STUDENTS: --jumped to his chair.

TEACHER: He jumped to his feet. I'm going to put jumped-- A little hop, here-- to his feet. Very good. Let's take two more. Shaylin, how else did Charlie react?

STUDENT: He clung to his chair.

TEACHER: We have he clung to his chair. Is there something different, [INAUDIBLE]?

STUDENT: He-- he-- he act like crazy.

TEACHER: Mm. I'm looking for words that the author used. What words did the author use to describe how Charlie felt?

STUDENT: He felt-- He feel-- he feel like-- [INAUDIBLE] sad he looks, he-- he was feel so-- so sad because his power went off. His heart filled with dread.

TEACHER: What did Shaylin say, [INAUDIBLE]?

STUDENTS: Because his heart--

TEACHER: What did Shaylin say?

STUDENT: Because his heart feel dread.

TEACHER: Yes. Very good. His heart--

STUDENTS: --feel dread.

TEACHER: Filled. Filled with dread. His heart filled with dread. Very good.

I want you to turn and tell your neighbor one way Charlie McButton reacted to the power going out. Look up here.

[INTERPOSING VOICES]

TEACHER: I love how you use the whole sentence.

[INTERPOSING VOICES]

TEACHER: I want you to use words that the author used. What happened to his heart? Right. How did Charlie react when the power went out? Yes. (SINGING) If you're ready, if you're ready, clap your hands.

TEACHER AND STUDENTS: We can ask and answer questions about key details in a text with help.