

# Mrs Wordsmith®



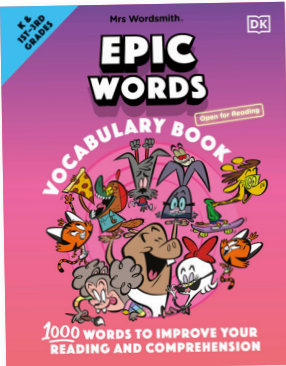
## **TEACHER'S GUIDE**

**Grade 1**

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## Grade 1

Please use the following resources to get the best from this guide:



### **Epic Words Vocabulary Book (978-0-7440-5150-6):**

Use this book for five to ten minutes every day, or at least three times a week. You may add it to the class routine after recess or before working with reading and comprehension activities.

### **Blah Blah Blah Card Game (978-0-7440-5147-6):**

Play the game for 15 minutes three times a week before recess. Arrange students into groups to play the game, making sure there is a set of the game for each group.

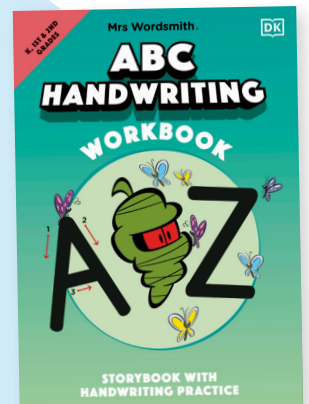


### **First Grade English Gargantuan Workbook (978-0-7440-5153-7):**

You may assign a page of the book as homework three times a week or use it in class according to the phonics, grammar, vocabulary, and math concepts that you are working with.

### **ABC Handwriting Workbook (978-0-7440-5151-3):**

Use the introductory pages of each activity, for example, pages 32 and 33, in class twice a week. Explore the pictures with students for around five minutes, asking questions and emphasizing the letter and sound they are working on. In class, you should challenge students to add two other letters to the one they are working on in order to practice forming closed syllables (the ones ending in a consonant and with short vowel sounds). You should also encourage students to list words beginning and/or ending with the target letter. Assign the tracing and writing activity for the corresponding letter as homework; for example, uppercase and lowercase O on pages 74 and 75.



### Suggested activities

You may apply these activity ideas to other similar content in these resources; see the mapping grid at the end of this guide outlining which pages relate to which type of content.

#### Material: **Epic Words Vocabulary Book, Epic Me, pages 22-23**

- Introduce the characters by showing students their pictures on the first page of the Vocabulary Book. Show students pages 22 and 23 and ask them which characters they can see (Oz and Bearnice). Say: *Oz and Bearnice are friends, and today we are going to talk about friends. But what are “friends”?* Encourage students to come up with their own definitions. Then read the one provided on page 22 as you slide your finger from left to right to show students the direction of reading. Write the word on the board as well. Ask students what the final letter is, and why that letter is there. (S, which turns a singular noun into plural.) Help students spell the word.
- Ask students what they think the characters are doing. (They are making friendship bracelets.) Explain that they are making bracelets for their friends, but each bracelet is for a kind of friend. Ask students what kinds of friends they can think of. They may refer to school friends, neighbors, cousins, etc. Read about the kinds of friends and ask students to help you explain the words; for example: *“Adventurous friend”*: *What is an adventurous friend like? What does he or she like?* *“Old friend”*: *What is an old friend? Is it a friend who is past 65 years old?* (No, it is a friend whom you met long ago.) Go on reading the kinds of friends on page 23 while pointing to the words. Invite some students to tell the class about an old friend, an adventurous friend, etc. If time allows, and if you have the resources available, you may make friendship bracelets with students, just like the ones Oz and Bearnice are making.

#### ELA Standards:

CCSS.ELA-LITERACY.L.1.1, CCSS.ELA-LITERACY.L.1.4, CCSS.ELA-LITERACY.L.1.5.C,  
CCSS.ELA-LITERACY.RF.1.2.B, CCSS.ELA-LITERACY.RF.1.3.F



### Material: **Epic Words Vocabulary Book, Words for Where and How, pages 78–83**

- Take a pen and place it on a book beforehand. Make sure students can easily see it. Ask students: *Have you seen my pen? I can't find it.* Pretend you don't know where it is and don't "find" it if students simply say, "there.". Elicit the exact place where it is: *On the book.* As students give you the exact location, show that you have found the pen and thank them for their help. Ask students how they succeeded in helping you find the pen, what they said to help you. (They said where it was using the preposition *on* and the noun *book*.) Tell students that words that tell you where things are called prepositions. Write the word *on* on the board. On the left-hand side of the word, hold your pen up; on the right-hand side, hold your book up. Help students "read" the sentence that mixes realia and the word. Tell students that they will see other ways they can talk about where people and things are, and also how they move and change position.
- Open the Vocabulary Book to pages 78 and 79. Slide your finger below the words so students can help you read them. Ask questions; for example: *Who is (on) the couch?* (Grit.) *Who is behind the couch? Can you tell?* (Armie.) Ask students when they need to use these words and help them relate prepositions of place to the idea of showing location or position of something. Have students exemplify with some prepositions; for example, ask: *What is there on the wall? What is there in my pencil case?* Next, turn over the page and show students the other prepositions. Ask students if they can identify how these are different. (These prepositions show movement.) Read the words with students. Then call on some students to do what you say; for example: *Walk around your chair. Crawl under my table.* Repeat with the prepositions on pages 80 and 81.

### ELA Standards:

CCSS.ELA-LITERACY.L.1.1.I, CCSS.ELA-LITERACY.L.1.5.C



### Material: Blah Blah Blah Card Game

- Read the rules of the game to students while showing them the corresponding kinds of cards. Also exemplify the steps of the game. Encourage students to raise their hands to ask questions about the game whenever they need to. Arrange students into groups according to the number of game sets available. Start by placing the easy deck on the group's table and have each player draw seven cards from the deck. Check that they all have the same number of cards. Have one student per group become the dealer now. This student will do as you say. Tell dealers to place one card face up on the table by drawing another card from the deck. This will be the discard pile. The rest of the deck should stay in the pile, face down. This will be the draw pile. The student sitting on the dealer's right should start playing. Players take turns playing a card from their hand that matches a letter in the word on the top of the discard pile. If they don't have a suitable card to play, then they need to draw a new card from the draw pile. If that card also doesn't have a matching letter, it is the next player's turn. The game goes on until a player has only one card left. When that happens, they should say: *Blah blah blah!* and then they win the game. After explaining how the game works for the first time, ask students to retell the rules of the game. Prompt them by asking questions; for example: *How many cards does each player get? When do you need to draw a card from the draw deck?* You should always review the rules of the game, but the next few rounds, you can have one or two students recall the rules. You may prompt them with questions as well. After playing the game using the easy deck for some time, and when working with vowel team conventions, you should introduce the medium deck.
- You may also play other variations of the game. See below:
  1. If a player with only one card left forgets to say *Blah blah blah!* they have to draw four more cards from the draw deck. The game goes on until the first player gets rid of all their cards.
  2. Add some *Ha ha! wild cards* to the game. If a player plays this card, the next player has to draw two cards from the deck, and they also miss a turn. The next player continues playing with the previous cards.

### ELA Standards:

CCSS.ELA-LITERACY.RF.1.3, CCSS.ELA-LITERACY.RF.1.3.A, CCSS.ELA-LITERACY.RF.1.3.B,  
CCSS.ELA-LITERACY.RF.1.3.C

### Material: **First Grade English Gargantuan Workbook, page 21**

- When students are familiar with long and short vowel sounds for *e*, *ee*, ask them to open their Gargantuan Workbook to page 21. Call on a volunteer to write the words *bed* and *green* on the board as the rest of the group helps you spell it. Call on another volunteer to circle all of the Es they can find in both words. Ask: *Are the Es pronounced the same in both words?* Help students identify the difference in spelling, which makes the sounds different as well. Read the words in the box with them as you slide your finger below the words from left to right, emphasizing the direction they read in. First, ask students to write the words below the corresponding pictures. Then, after checking their answers on the board, ask students: *Is the sound of E in "sheep" short or long?* (Long.) Write the letters S and L on the board as you say the words they represent in the activity. Show students how they should circle the L because of the long vowel sound. Tell them to do the other three words individually. Check answers by having students identify the long and short sounds and spell the words as well.

### ELA Standards:

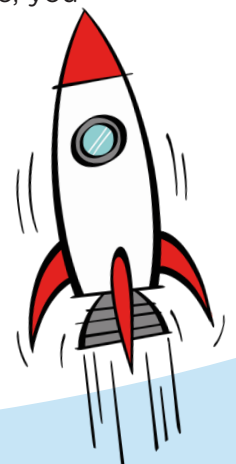
CCSS.ELA-LITERACY.RF.1.2.A, CCSS.ELA-LITERACY.RF.1.3.A

### Material: **First Grade English Gargantuan Workbook, pages 49–51**

- For this activity, you will need foam letters or letter cutouts (B, I, T, E, A, O) and tape. Take the letters B, I, T and place them in random order within students' reach. Ask them if they can think of a word that is formed with those three letters (*bit*). Invite a student to come to the board and stick the letters to it in the correct order. Then ask students what this word means. They may refer to a very small amount of something or say that this is when they used their teeth to get a piece of something. Show the three vowels you have left (E, A, O) and place them in random order, too. Ask students which letter they can add to the end of *bit* to form a new word (E, *bite*). Invite a student to stick the letter next to the others so as to form the new word. Ask students how the way we say the word changes when we add E. Explain that by adding E to the end of a word, we can turn a short vowel into a long vowel sound.
- Ask students to open their Gargantuan Workbook to page 49. Help students read the first word and how it changed by adding E to the end of it. Do the next word together with them by writing *can* on the board and then *cane* next to it. Ask students to spell both words. If you have more than one color pen, use a second color to add the E. Ask students to do the same with the words on pages 50 and 51. After checking students' work, tell them that you will say a word without the final E and they need to say the word with the final E; for example, you say *cub*, they reply *cube*.

### ELA Standards:

CCSS.ELA-LITERACY.RF.1.3.C, CCSS.ELA-LITERACY.L.1.2.E



### Material: **First Grade English Gargantuan Workbook, pages 176-177**

- Show students the picture on page 176 and ask them what they think it is. Allow them to share their hypotheses for a minute or two. Then tell students that they are going to find out more about this machine. Ask them to open their Gargantuan Workbook to pages 176 and 177. Read the word in the box and ask students what *design* means. Read the definition with them. Also, help them spell the word. Invite students to read the paragraph with you. Encourage them to repeat the sentences with the correct intonation and fluency. After reading the whole text, read the questions and ask students if they can answer them. After students have shared their answers orally, write sample answers on the board and have students write their answers on page 177. Finally, in order to illustrate their presentations about 3D printers, ask students to draw a picture showing how it works.
- Invite students to show their work to each other in pairs. Encourage them to read their notes as well, especially the one that mentions what they would make in a 3D printer.

### ELA Standards:

CCSS.ELA-LITERACY.RL.1.1, CCSS.ELA-LITERACY.RL.1.2, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.1.2, CCSS.ELA-LITERACY.RL.1.4, CCSS.ELA-LITERACY.RI.1.6, CCSS.ELA-LITERACY.RI.1.10, CCSS.ELA-LITERACY.RF.1.4, CCSS.ELA-LITERACY.W.1.1, CCSS.ELA-LITERACY.W.1.2

### Material: **ABC Handwriting Workbook, pages 8-15**

- This should be the first activity of the book as it contextualizes the following ones. If your classroom setting allows, arrange students into a circle. Tell students that they will meet someone who really likes chomping things. Introduce Bogart to them as you open your own book. Ask students to describe Bogart. Then introduce Poopville to students. Ask: *What do you think it looks like? What does it smell like? Do you think it is a good place to live?* After listening to some students' answers, tell students that Bogart lives in Poopville, but he would like to move out. Start telling the story from page 8. Have students read page 9 with you. Go on reading the story, but before reading the next part, ask students to predict it: *What was Bogart's dream? How is he going to make it come true? What letter did he chomp?* Have students say the alphabet with you as you point to the letters on pages 14 and 15. To wrap up, ask: *Do you think Bogart's dream will come true?*

### ELA Standards:

CCSS.ELA-LITERACY.RL.1.1, CCSS.ELA-LITERACY.RL.1.2, CCSS.ELA-LITERACY.RL.1.3, CCSS.ELA-LITERACY.RL.1.4, CCSS.ELA-LITERACY.RL.1.7, CCSS.ELA-LITERACY.RL.1.10, CCSS.ELA-LITERACY.RI.1.3

### Material: **ABC Handwriting Workbook, pages 40–43**

- When working with the letter G in class, you can do the activities on pages 40 and 41 with students. Invite a student to come to the board and write the letter you whisper to them (G). Ask the rest of the class to say what letter that is. Then ask students if they can think of any words beginning with that letter (*gray, green, girl, goat, get, give, etc.*). Students are likely to come up with words beginning with the /g/ sound rather than /dʒ/ as in *giant* or *gym*, which is okay for now. Ask them to open their ABC Handwriting Workbook to pages 40 and 41. Ask them what letters they see and how the letters are different. (Uppercase and lowercase G.) Take this opportunity to review with students when they should begin a word with an uppercase letter (for proper nouns, days, and months, for instance, or at the beginning of a sentence). Read that part of the story with students. You may read first and then have them read aloud and in unison. Read what Bogart says and pretend to be chomping at the same time. Ask students what the words in bold have in common. (They all begin with G.) Finally, turn to pages 42 and 43 and explain to students what they should do as homework. Depending on your students' profile, you may ask them to write two words beginning with G on a separate sheet of paper and bring it to class to present to their classmates.

### ELA Standards:

CCSS.ELA-LITERACY.L.1.1.A, CCSS.ELA-LITERACY.L.1.2, CCSS.ELA-LITERACY.RL.1.10

### Material: **ABC Handwriting Workbook, pages 120–129**

- This activity should be used as a wrap-up of this book. Ask students what they think happened at the end of Bogart's life story. Tell students to open their ABC Handwriting Workbook to pages 120 and 121. Ask: *Do you think it was a happy ending or a sad ending?* Encourage students to use their imagination and explain what they think the ending is. Before students turn to the next pages, tell them that there will be two different endings, but first you will read together the part before the ending. Ask them to turn to pages 122 and 123. Explore the picture, asking where Bogart is, what he is doing, what the weather is like, and what time of day it is. Read the story with students and invite them to follow in their books. Divide the class into two groups and assign an ending to each group: pages 124 and 125 and pages 128 and 129. Have them read their ending individually, trying to connect the pictures with the words. After a minute or so, ask students from the first ending to tell the class what the ending was like. The other group may ask questions as well. Then groups exchange roles. Finally, ask students which ending they liked best, and allow them to think of a third ending for Bogart's story.

### ELA Standards:

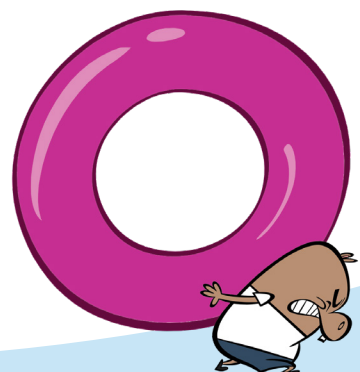
CCSS.ELA-LITERACY.RL.K.9, CCSS.ELA-LITERACY.RL.1.3, CCSS.ELA-LITERACY.RL.1.7, CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.1.2, CCSS.ELA-LITERACY.RI.1.3, CCSS.ELA-LITERACY.RI.1.7, CCSS.ELA-LITERACY.RI.1.9





## Reading Assessments and Grade Standards

READING STANDARDS: LITERATURE	Epic Words Vocabulary Book	Blah Blah Blah Card Game	First Grade English Gargantuan Workbook	ABC Handwriting Workbook
<b>Key Ideas and Details</b>				
RL.1.1 Ask and answer questions about key details in a text.			176-181	8-14
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.			176-181	8-14
RL.1.3 Describe characters, settings, and major events in a story, using key details.				8-14, 122-129
<b>Craft and Structure</b>				
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Whole book			8-14, 48, 49, 72, 73, 76, 77, 88, 109, 112, 113, 116, 117, 122-129
<b>Integration of Knowledge and Ideas</b>				
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.				8-14, 122-129
RLK.9 Compare and contrast the adventures and experiences of characters in stories.				122-129



READING STANDARDS: LITERATURE	Epic Words Vocabulary Book	Blah Blah Blah Card Game	First Grade English Gargantuan Workbook	ABC Handwriting Workbook
<b>Range of Reading and Level of Text Complexity</b>				
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.				8-14, 16, 17, 20, 21, 24, 25, 28, 29, 32, 33, 36, 37, 40, 41, 44, 45, 48, 49, 52, 53, 56, 57, 60, 61, 64, 65, 68, 69, 72, 73, 76, 77, 80, 81, 84, 85, 88, 89, 92, 93, 96, 97, 100, 101, 104, 105, 108, 109, 112, 113, 116, 117
<b>READING STANDARDS: INFORMATIONAL TEXT</b>				
<b>Key Ideas and Details</b>				
RI.1.1 Ask and answer questions about key details in a text.			176-181	8-14, 120-128
RI.1.2 Identify the main topic and retell key details of a text.			176-181	8-14, 120-128
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.				8-14, 120-128
<b>Craft and Structure</b>				
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Whole book	Whole game	176-181	
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Whole book			



	Epic Words Vocabulary Book	Blah Blah Blah Card Game	First Grade English Gargantuan Workbook	ABC Handwriting Workbook
<b>READING STANDARDS: LITERATURE</b>				
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Whole book		176, 178, 180	8-14, 120-128
<b>Integration of Knowledge and Ideas</b>				
RI.1.7 Use the illustrations and details in a text to describe its key ideas.				8-14, 120-128
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).				120-128
<b>Range of Reading and Level of Text Complexity</b>				
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	Whole book		176-178, 180	
<b>FOUNDATIONAL SKILLS STANDARDS</b>				
<b>Print Concepts</b>				
<i>RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</i>			116-121	
<b>Phonological Awareness</b>				
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Whole book	Whole game		
<i>RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</i>	Whole book	Whole game	8, 9, 18-27, 36, 37, 48	
<i>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</i>	Whole book	Whole game	26-33	

READING STANDARDS: LITERATURE	Epic Words Vocabulary Book	Blah Blah Blah Card Game	First Grade English Gargantuan Workbook	ABC Handwriting Workbook
<i>RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</i>	Whole book	Whole game	78–81	
<i>RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</i>	Whole book	Whole game	78–81, 124, 125	
<b>Phonics and Word Recognition</b>				
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Whole book	Whole game	52–77	
<i>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</i>	Whole book	Whole game	20–25, 76, 77	
<i>RF.1.3b Decode regularly spelled one-syllable words.</i>	Whole book	Whole game	72–81	
<i>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</i>		Whole game	49–51, 84, 85	
<i>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</i>	Whole book	Whole game	84–87	
<i>RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</i>	Whole book		86, 87	
<i>RF.1.3f Read words with inflectional endings.</i>	Whole book		113	
<i>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</i>	Whole book	Whole game	114, 115	
<b>Fluency</b>				
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.			118–121, 156, 157, 176, 178, 180	8–14, 120–128

	Epic Words Vocabulary Book	Blah Blah Blah Card Game	First Grade English Gargantuan Workbook	ABC Handwriting Workbook
<b>READING STANDARDS: LITERATURE</b>				
<i>RF.1.4a Read grade-level text with purpose and understanding.</i>	Whole book		118-121, 156, 157, 176, 178, 180	8-14, 120-128
<i>RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</i>			156, 157, 176, 178, 180	8-14, 120-128
<b>WRITING STANDARDS</b>				
<b>Text Types and Purposes</b>				
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.			176-181	
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			177, 179, 181	
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			158-166	
<b>Production and Distribution of Writing</b>				
W.1.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			150	
<b>LANGUAGE STANDARDS: CONVENTIONS AND VOCABULARY</b>				
<b>Conventions of Standard English</b>				
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			156-167	

READING STANDARDS: LITERATURE	Epic Words Vocabulary Book	Blah Blah Blah Card Game	First Grade English Gargantuan Workbook	ABC Handwriting Workbook
<i>L.1.1a Print many uppercase and lowercase letters.</i>			8-17, 26-35,	18, 19, 22, 23, 26, 27, 30, 31, 34, 35, 38, 39, 42, 43, 46, 47, 50, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 71, 74, 75, 78, 79, 82, 83, 86, 87, 90, 91, 94, 95, 98, 99, 102, 103, 106, 107, 110, 111, 114, 115, 118, 119, 130-138
<i>L.1.1b Use common, proper, and possessive nouns.</i>			107	
<i>L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</i>			156, 157	
<i>L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</i>			158-166	
<i>L.1.1f Use frequently occurring adjectives.</i>	Whole book		108	
<i>L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).</i>			112	
<i>L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).</i>	Whole book		110, 111	
<i>L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i>			120, 121	

READING STANDARDS: LITERATURE	Epic Words Vocabulary Book	Blah Blah Blah Card Game	First Grade English Gargantuan Workbook	ABC Handwriting Workbook
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			118, 119	
<i>L.1.2a Capitalize dates and names of people.</i>			96–99	
<i>L.1.2b Use end punctuation for sentences.</i>			116–119	
<i>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</i>	Whole book	Whole game	124, 125	
<i>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</i>	Whole book	Whole game	49–51	
<b>Vocabulary Acquisition and Use</b>				
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	Whole book		102, 103	
<i>L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</i>	Whole book		93, 94	123, 127
<i>L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</i>			113	
L.1.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	Whole book			
<i>L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</i>	Whole book		90–101, 106–109, 128–131	



READING STANDARDS: LITERATURE	Epic Words Vocabulary Book	Blah Blah Blah Card Game	First Grade English Gargantuan Workbook	ABC Handwriting Workbook
L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	Whole book		90-101	16, 17, 56, 57, 60, 61, 76, 77, 89, 92, 93, 100, 101, 105
L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Whole book		96-99, 128-131	
L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	Whole book		90-93	
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).			158-163	

