

Word Study #1(T): Ask

Overall Goal: Learn the meaning of the vocabulary word "ask".

Part 1:

Materials:

- "Ask" vocabulary card from STFLS
- Items in the classroom that students "ask" for during the day

Introducing the Word:

Students are introduced to the word "ask."

- The teacher shows students the "ask" vocabulary card.
- The teacher leads students in **reading** the word three to five times.
- Students create questions to ask one another and they are recorded on chart paper
- Students **identify** items in the classroom that they ask for during the day.
- The teacher asks the students to **say** what they would do if they wanted each item.
- Teacher says "What would you do if you wanted a book?"
- Students **say** "I'd ask for it."

Part 2:

Materials:

- "Ask" vocabulary card from STFLS
- Chart
- Sentence strips or index cards (5)
- Marker

Preparation:

- Chart Paper: Make two columns, one column Mad and one column Sad.
- Write the following on sentence strips or index cards:
 - a tissue
 - a hug
 - a walk
 - some chocolate
 - to be left alone

Vocabulary Lesson:

Students **select** items or actions that they might ask for when they are feeling mad or sad.

- The teacher places the Mad and Sad picture vocabulary cards at the top of the chart paper and asks students to **identify** them.
- The teacher then says items or actions one by one and lets the student **choose** what column to put them under.
- The items or actions include:
 - a tissue
 - a hug
 - a walk
 - some chocolate
 - to be left alone
- The teacher puts the responses under the chosen feeling. Since people are all different they are no right or wrong ways to feel when asking for these things.
- The teacher should explain why each of the items might help when someone is mad or sad.
- After the students have placed the choices under a feeling ask if there are any other items or actions that they want to **talk** about.

Part 3:

Materials:

- "Ask" vocabulary card from STFLS
- Chart paper
- Sentence strips (6)
- Marker

Preparation:

- Chart Paper: Make two columns, one column Tell and one column Ask.
- Write the following on sentence strips:
 - Can I have more?
 - I won!
 - What paper should I use?
 - Will you get my book?
 - Who is that?

Vocabulary Lesson:

Students sort things that they **tell** a teacher and **ask** a teacher.

- The teacher tells the students that they are going to learn about the difference between asking and telling.
- The teacher shows students the two columns on the chart and explains that they are going to **choose** what they might **ask** the teacher and what they might **tell** the teacher.
- The teacher reads the sentence strip one at a time and the students **choose** which column it goes in.
- If the students **choose** the wrong column, the teacher models what it would sound like if it did belong there.
- For example, if the student says "Can I have more?" goes under the "tell" column then the teacher would provide feedback such as "If you wanted to tell me that you want more you could say "I want more", but if you want to ask me for more then you would ask "Can I have more?""
- More examples would include:
 - "I won!" becomes "Did I win?"
 - "What paper should I use?" becomes "I need paper."
 - "Will you get my book?" becomes "I want to read."
 - "That is my book" becomes "Is that my book?"
 - "Who is that?" becomes "I don't know that person."
- After the students have put the six sentences on the chart, the teacher asks if there are other things students can think of that they might **tell** or **ask** the teacher.