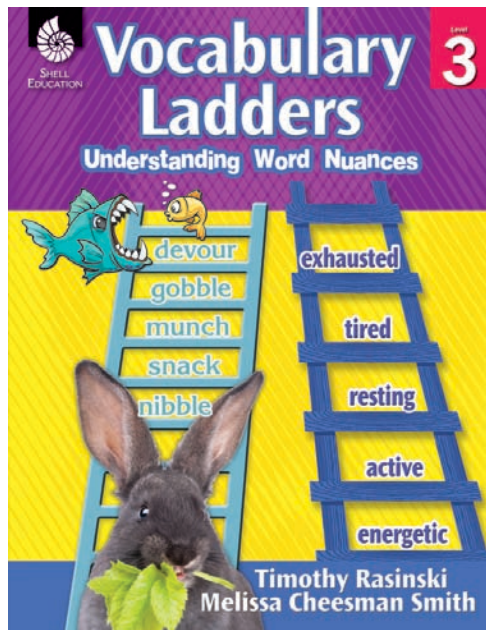


Sample Pages from

Vocabulary Ladders: Understanding Word Nuances Level 3



The following sample pages are included in this download:

- Table of Contents
- How to Use This Book
- Lesson plan

For correlations to Common Core and State Standards, please visit <http://www.teachercreatedmaterials.com/correlations>.



SHELL
EDUCATION

Vocabulary Ladders

Level

3

Understanding Word Nuances



devour

gobble

munch

snack

nibble



exhausted

tired

resting

active

energetic



Timothy Rasinski
Melissa Cheesman Smith

Table of Contents

Introduction

A Note to the Educator	5
Research	6
Effective Vocabulary Instruction	7
What Are Vocabulary Ladders?	8
Implementing Vocabulary Ladders in the Classroom.	10
Tips for Extensions.	12
How to Use This Book	13
Lesson Overview	13
How to Implement the Lessons	15
Correlation to the Standards	20
Standards Chart.	21

Lessons

Size	22
Speed of Travel.	28
Range of Emotion	34
Force of Eating.	40
Relationships	46
Cleanliness.	52
Human Energy	58
Showing Emotions	64
Moving Something	70
Brightness	76
Level of Difficulty	82
Mood	88
Degree of Certainty	94

Table of Contents

Piece of an Object	100
Teasing.	106
Degree of Familiarity	112
Quality of Work.	118
Handling an Object.	124
Health.	130
Similarities	136
Appendices	
Appendix A: Vocabulary Ladders.	142
Appendix B: References Cited.	143
Appendix C: Contents of the Digital Resource CD	144

Force of Eating

Teacher Note

For detailed instructions on how to implement the components of this lesson, see pages 15–19.

Objective

Students will analyze words related to eating, from **weak** to **strong**.

Materials

- *Vocabulary Ladders* template (page 142)
- *Activity Cards* (page 41)
- *Ordering Words* (page 42)
- *Sentence Clues* (page 43)
- *Sentence Stems* (page 44)
- *Write About It!* (page 45)

Additional Words

Introduce students to additional words such as *gorge* and *polish off* as you work through the lesson.

Answer Key

Vocabulary Ladders

Word	Definition
nibble	to take small bites or eat a small amount of food
snack	to eat a little, usually between meals
munch	to chew steadily and sometimes loudly
gobble	to eat quickly and sometimes sloppily
chow down	to eat a large meal, sometimes very fast
devour	to eat hungrily until nothing is left

Ordering Words

Check that students can explain why the words are ordered the way they are.

Sentence Clues

1. Apples are a treat horses love to (snack/munch) on.
2. The mouse took a small (nibble) at the cheese.
3. After a long, hard practice, Martina is known to (gobble/chow down/devour) her dinner.
4. The hikers were lost for two days and wanted to (devour) a meal immediately.

Sentence Stems

Check that student responses reflect the meaning of the underlined word in each sentence frame.

Write About It!

Check that responses include the new vocabulary terms used in the correct way.

Name: _____ Date: _____

Activity Cards

Directions: Cut apart and match the words and definitions below. Then, glue them onto the *Vocabulary Ladders* activity sheet in order, from **weak eating** to **strong eating**.

chow down	to eat hungrily until nothing is left
devour	to eat a large meal, sometimes very fast
gobble	to eat quickly and sometimes sloppily
munch	to chew steadily and sometimes loudly
nibble	to take small bites or eat a small amount of food
snack	to eat a little, usually between meals

Name: _____ Date: _____

Ordering Words

Directions: Write the words from the Word Bank in the order you choose, from **weak eating** to **strong eating**, on the ladder. Then, explain an important difference between two of the words.

Word Bank

chow down	devour	gobble
munch	nibble	snack



Comparing Words

Choose two words.

Word 1: _____

Word 2: _____

One difference between these words is:

Name: _____ Date: _____

Sentence Clues

Directions: Choose the best word from the Word Bank to complete each sentence.

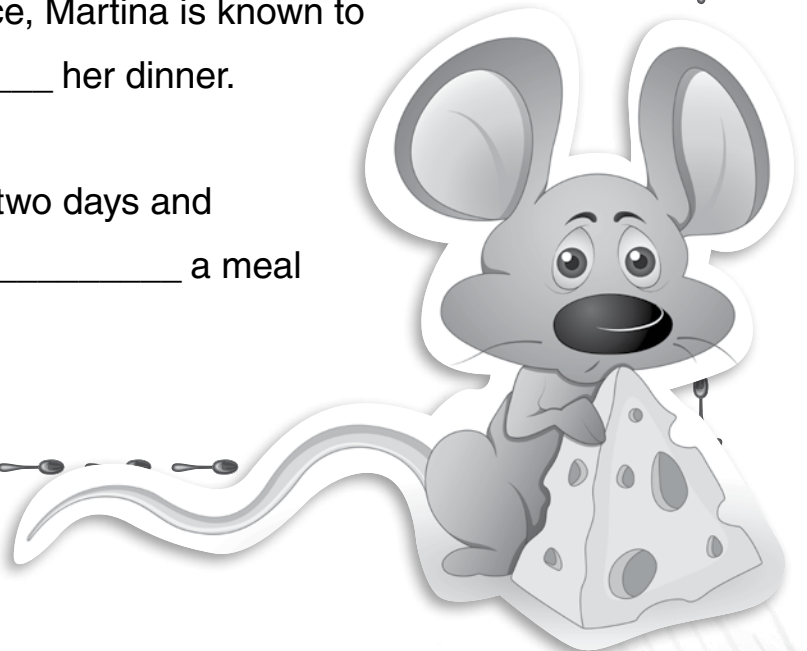
Word Bank

chow down
munch

devour
nibble

gobble
snack

1. Apples are a treat horses love to _____ on.
2. The mouse took a small _____ at the cheese.
3. After a long, hard practice, Martina is known to _____ her dinner.
4. The hikers were lost for two days and wanted to _____ a meal immediately.



Name: _____ Date: _____

Sentence Stems

Directions: Complete each statement.



1. One dinner I can really chow down is _____

_____.

2. Two foods that are healthy to snack on are _____

_____.

3. Three things a squirrel might nibble are _____

_____.

4. Some crunchy foods to munch on are _____

_____.

5. A few things the Big Bad Wolf might gobble are _____

_____.

6. Sharks are known to devour _____

_____.

Name: _____ Date: _____

Write About It!

Directions: Read the prompt. Then, write a response. Underline the new vocabulary you use in your response.

Lots of fairy tales involve eating. There's *Jack and the Beanstalk*, *Goldilocks and the Three Bears*, *Hansel and Gretel*, and even the *Three Little Pigs*. Pick one fairy tale and retell a part of it, using as many of your new vocabulary words from the Word Bank as possible in your writing.



Word Bank

chow down	devour	gobble
munch	nibble	snack

A writing area with ten horizontal lines. The area is framed by a decorative border of paw prints. The top border consists of a single row of paw prints. The left and right borders consist of two rows of paw prints each. The bottom border consists of a single row of paw prints.

Name: _____ Date: _____

Vocabulary Ladders



Directions: Match the cut out words and definitions. Then, glue them in the correct order on the ladders.

Words	Definitions
