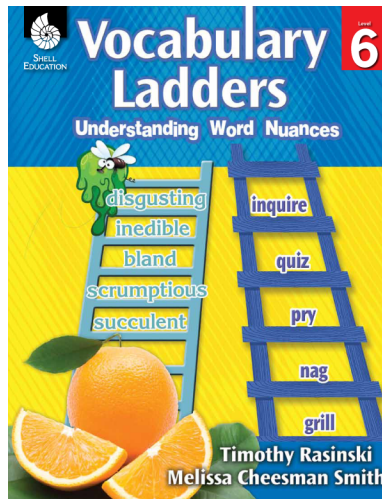


Sample Pages from

Vocabulary Ladders Understanding Word Nuances Level 6



The following sample pages are included in this download:

- Table of Contents
- Introduction excerpt
- Lesson plan

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



SHELL
EDUCATION

Vocabulary Ladders

Level

6

Understanding Word Nuances



disgusting

inedible

bland

scrumptious

succulent

inquire

quiz

pry

nag

grill



Timothy Rasinski
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Tastiness

Answer Key

Vocabulary Ladders

Word	Definition
disgusting	looks and smells rotten; can make you sick
inedible	not able to be eaten; tastes bad
unappetizing	does not look or smell good enough to eat
bland	having little flavor or taste; plain
appetizing	looks and smells appealing
scrumptious	very pleasing to the senses; looks, smells, and tastes good
succulent	juicy and fresh; very tasty

Ordering Words

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

Sentence Clues

1. My morning oatmeal was (bland) because I forgot to add cinnamon to it.
2. The hot apple pie looked and smelled (succulent/scrumptious) sitting on the counter.
3. After I dropped my peanut butter and jelly sandwich on the floor it was (inedible/unappetizing).
4. My baby brother likes to eat dirt, which I find totally (disgusting).
5. Since I didn't get to eat lunch today, even meatloaf looked (appetizing) enough to eat.

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.

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 **gross** to **tasty**.

Materials

- *Vocabulary Ladders* template (page 142)
- *Activity Cards* (page 35)
- *Ordering Words* (page 36)
- *Sentence Clues* (page 37)
- *Sentence Stems* (page 38)
- *Write About It!* (page 39)

Additional Words

Introduce students to additional words such as *delectable*, *enticing*, *revolting*, *gross*, and *appealing* as you work through the lesson.

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 **gross** to **tasty**.

appetizing	juicy and fresh; very tasty
bland	very pleasing to the senses; looks, smells, and tastes good
disgusting	looks and smells appealing
inedible	having little flavor or taste; plain
scrumptious	does not look or smell good enough to eat
succulent	not able to be eaten; tastes bad
unappetizing	looks and smells rotten; can make you sick

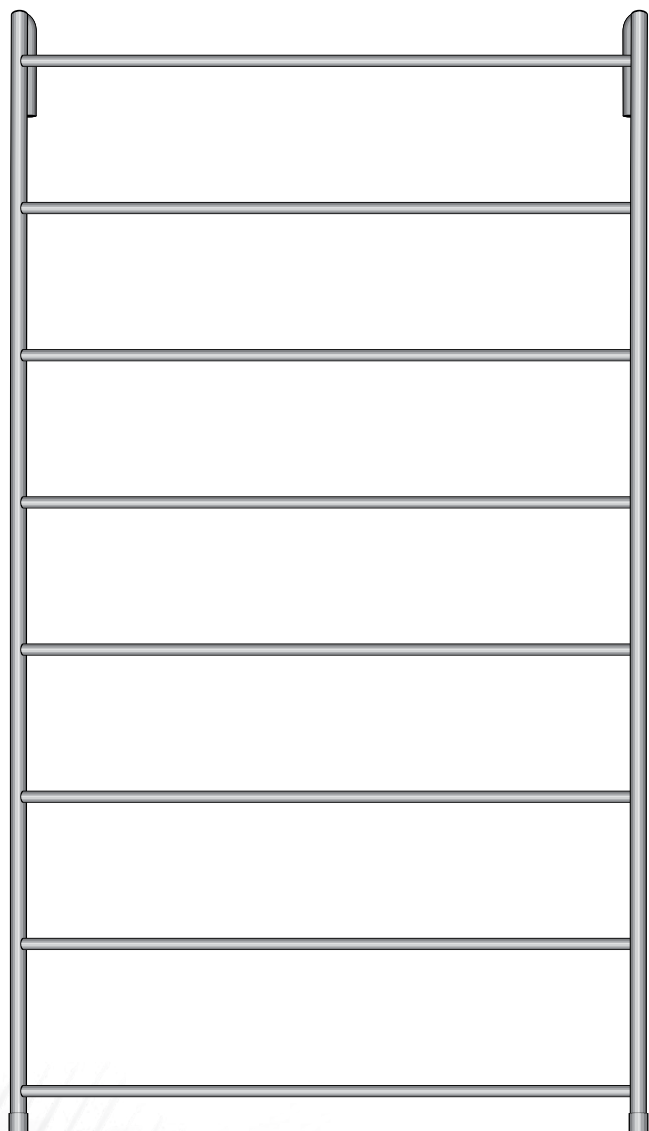
Name: _____ Date: _____

Ordering Words

Directions: Write the words from the Word Bank in the order you choose, from **gross** to **tasty**, on the ladder. Then, explain why you put them in the order you chose.

Word Bank

appetizing	bland	disgusting	inedible
scrumptious	succulent	unappetizing	



Explain why you ordered the words the way you did. You may use example sentences to help explain your thinking.

Name: _____ Date: _____

Sentence Clues

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

Note: You may need to add or change the ending of a word to make it fit the sentence.

Word Bank

appetizing
scrumptious

bland
succulent

disgusting
unappetizing

inedible

1. My morning oatmeal was _____ because I forgot to add cinnamon to it.
2. The hot apple pie looked and smelled _____ sitting on the counter.
3. After I dropped my peanut butter and jelly sandwich on the floor it was _____.
4. My baby brother likes to eat dirt, which I find totally _____.
5. Since I didn't get to eat lunch today, even meatloaf looked _____ enough to eat.

**YOUR
TURN!**

Directions: Create a fill-in-the-blank sentence on a separate sheet of paper for at least one of the words in this lesson. Use the sentences in the activity above as examples. Notice how a part of each sentence provides a clue about which word fits best. Have a partner fill in the missing word. Then, discuss why that word works best.

Name: _____ Date: _____

Sentence Stems

Directions: Complete each statement.

1. Three foods I think are disgusting are _____

_____.

2. The chocolate cake ended up being even more scrumptious when I added

_____.

3. Three foods I think are bland are _____

_____.

4. The hamburger became more succulent when I topped it with _____

_____.

5. Doctors say spinach may look unappetizing but it _____

_____.

Name: _____ Date: _____

Write About It!

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

Write a compare and contrast essay about your favorite foods and your least favorite foods. Try to use as many of your new vocabulary words from the Word Bank as possible in your writing.



Word Bank

appetizing
inedible

bland
scrumptious

disgusting
succulent

unappetizing

A large writing area with ten horizontal lines. The lines are framed by a decorative border of small spoon icons. The top border consists of 12 spoons, the bottom border of 12 spoons, and the left and right sides each have 10 spoons.

Vocabulary Ladders



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

Words	Definitions
