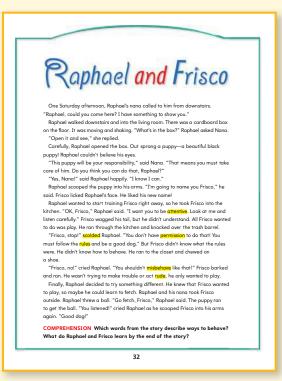


Days 1 and 2

"Puppy Training," Vol. 2, pp. 30-31



Days 3 and 4

"Raphael and Frisco," Vol. 2, pp. 32-33

Assessment

Pretest/Posttest Administration p. 84
Pretest/Posttest Blackline Masters
pp. 136–137

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Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/ Posttest** on pages 136–137. Use page 84 to administer the test.

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Teaching and Learning

coach v. to train or teach Mr. Brown will <u>coach</u> the soccer team this year.

familiar adj. used to I am not familiar with my new school.

independence *n.* freedom You'll have more <u>independence</u> as you get older.

individual *adj.* single; separate *Each individual student is different.*

relationship *n.* a connection Some classmates have friendly <u>relationships</u>.

supervise v. to watch over *The* swimming teacher <u>supervises</u> her students at the pool.

Discuss Guide children to see the relationship between each word and the category. Ask questions such as these: Who supervises you in class? What might someone say when they coach?

Read Aloud Explain that you will read aloud a story about how to teach a new puppy. Then read aloud "Puppy Training." Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread "Puppy Training." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

| Words About What Teachers Do | Words About What Learners Need |
|---------------------------------------|--------------------------------------|
| supervise | relationship |
| coach | independence |

- 1. Name some likes and dislikes that individual students in this class have. (Sample answer: Sam likes reading. Teri likes math. I don't like science. Mia doesn't like art.)
- **2.** Name some places that you are **familiar** with. (Sample answers: my house, my neighborhood, my school)
- **3.** What are some other words about what teachers do? Add these to the graphic organizer. (Sample answers: explain; correct; help)



Day 3

Introduce Meanings

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Behavior

attentive adj. listening and watchful The students were attentive when their teacher explained what to do.

misbehave v. to act badly They misbehave by shouting loudly in the library.

permission n. the right to do something I have <u>permission</u> to take my grandfather's watch to school for show and tell.

rude adj. not polite It is <u>rude</u> to turn your face away when someone talks to you.

rules n. ways to behave Taking turns and sharing are <u>rules</u> in our classroom.

scolded v. told someone they were wrong *The teacher* <u>scolded</u> the students for fighting.

Discuss Guide children to see the relationship between each word and the category. Ask questions such as these: What might happen if a student misbehaves? What are some rules that children should follow in the classroom?

Read Aloud Explain that you will read aloud a story about a boy who helps his puppy learn good behavior. Then read aloud "Raphael and Frisco." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "Raphael and Frisco." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

| Words About Good Behavior | Words About Bad Behavior |
|---------------------------------|------------------------------|
| rules permission | rude misbehave scolded |

- If you were talking when your teacher was talking, would you be attentive or rude? (rude)
- 2. What do you think is the most important rule in school?
 Why? (Sample answer: Be kind to others because learning is more fun when we all get along.)

Day 5

Deepen Understanding

Review Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

Guide Partner Activities Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

Draw Draw a picture of an attentive pet. It does not have to be a picture of your own pet.

Discuss What kinds of **rude** behavior might cause a child to be **scolded** by an adult?

Examples What are some of the rules you have at home? Do you have some independence? Tell your partner.

Describe Talk to your partner. Describe the **relationship** you have with a good friend. Then describe some things about this person that you are **familiar** with.

Role-Play Pretend you are a puppy trainer visiting a classroom. Explain your job to your partner. Use these words: supervise, coach, permission, misbehave, individual.

Assess To assess what word meanings children have learned, copy and distribute the Pretest/Posttest on pages 136–137. Use page 84 to administer the test. Compare scores with Day 1 assessment.