

### What Is a Street?

**What is a street?**

A street is a **road** where cars and trucks drive.  
And where people on bicycles can go for a ride.  
A street helps us get places both near and far.  
You can travel by street wherever you are.

**What does a street look like?**

The **surface** of a street can be smooth as ice.  
And driving upon it can feel quite nice.  
A street can be narrow, a street can be wide,  
It can have room for traffic to drive on each side.  
Some streets have stoplights, some streets have signs.  
The middle of some streets have white or yellow lines.  
These things help to tell cars where to go,  
And how they should drive, whether fast or slow.

**Where does a street go?**

A street can go up, and a street can go down.  
It can go through the country or the center of town.  
A tunnel is a place where a street goes underground.  
A curve is a place where a street goes around.  
A **corner** is the place where a street turns or bends.  
Or where a new street begins and another street ends.  
And last, when there's water a street needs to cross.  
A **bridge** is what helps the street get across.

**How do you cross a street?**

The **curb** is where the sidewalk meets the street.  
It's the edge where you need to keep your feet.  
Because a street is a place where traffic moves fast,  
So don't step off the curb until all cars have passed.  
And never cross the street alone;  
instead, take the hand of someone who's grown.

**COMPREHENSION** What words describe the parts of a street and where a street goes? How might streets be different in different neighborhoods?

Days 1 and 2

“What Is a Street?” Vol. 1, pp. 14–15

### The Shop Helper

Rhonda's parents owned a gift shop near Sandy Beach. Visitors to Sandy Beach often came into the shop at the end of their vacations. They bought **souvenirs** such as T-shirts and hats. These souvenirs helped them remember their trip to Sandy Beach after they went back home.

Normally, Rhonda's mom and dad ran the shop together. However, Mom was away visiting her sister, Rhonda's aunt, for a week. Dad was going to have to run the shop by himself.

But Rhonda had an idea. “Dad, why don't you let me help out while Mom is away?” she asked.

“That's not a bad idea, Rhonda. You're old enough to start learning about the work we do in the store,” Dad said. “You can start tomorrow.”

The next day, Rhonda learned how to make **advertising** for the store. She helped make posters. These posters told people about the different souvenirs that the store sold and the **cost** of each one. This way, people would know how much money they would have to spend to buy something. Rhonda colored a bright poster that read SANDY BEACH T-SHIRTS, \$10.00! Then she taped it in the store window so that people walking by could see it.

The following day, Dad told Rhonda, “I need you to look to see if we have the right **amounts** of souvenirs on the shelves. Let me know if we need more of anything.”

Rhonda looked at all the shelves. “We need more hats and key chains!” she called. “OK,” Dad answered. “See if this **catalog** has the hats and key chains we need.”

The catalog was a book that showed pictures of many different kinds of souvenirs. It also listed the cost of each souvenir and a phone number to call in order to buy some. Rhonda found the pictures of hats and key chains that Dad needed. Then Dad called the company and asked them to send the new souvenirs to the store.

When they had finished, Rhonda said, “I never knew running a store was so much work!” Dad smiled and said, “It's not so much work with you around, Rhonda. You're a great helper!”

**COMPREHENSION** What words in this story describe things that happen in a shop or a store? What does Rhonda learn about running the shop?

Days 3 and 4

“The Shop Helper,” Vol. 1, pp. 16–17

### Assessment

Pretest/Posttest Administration p. 65

Pretest/Posttest Blackline Masters pp. 98–99

T8 • Curious About Words

## Day 1

### Introduce Meanings

**Assess** To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 98–99. Use page 65 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 Streets

**bridge** *n.* a road that goes up and over water, another road, or something else *Cars and trucks cross over the river on a bridge.*

**corner** *n.* a place where two streets meet *I stopped at the corner before crossing the street.*

**curb** *n.* a little wall at the edge of a street *After looking both ways, I stepped off the curb and crossed the street.*

**road** *n.* a street *This road goes around the lake.*

**surface** *n.* the top part of something *The surface of the road had many bumps on it.*

**Discuss** Guide children to see the relationship between each word and the category. Prompt them to describe the street or road in front of their house, using the words.

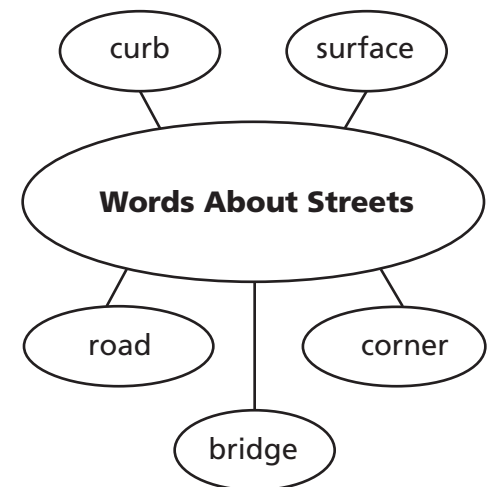
**Read Aloud** Explain that you will read aloud a poem about what you might see and do along streets in a city or town. Then read aloud “What Is a Street?” Discuss the Comprehension questions.

## Day 2

### Categorize and Classify

**Reread and Explain** Reread “What Is a Street?” At the end of each line of the poem that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the line.

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



1. Another name for a street is a \_\_\_\_\_. (road)
2. Name some things that a bridge might cross. (Sample answer: another road, a river, a stream, a lake)
3. If you left your school and walked to the nearest street corner, what would you see? (Answers will vary.)
4. Would you rather ride your bike on a smooth or bumpy surface? Why? (Sample answer: smooth, because I wouldn't bounce up and down so much)



## 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 Buying and Selling

**advertising** *n.* things that tell about something for sale *A sign that says “Sale” in a store window is one kind of advertising.*

**amounts** *n.* how much of something *I needed large amounts of food to feed the crowd at the picnic.*

**catalog** *n.* a magazine showing what is for sale *Mom will buy a hat from the catalog.*

**cost** *n.* how much you pay for something; price *The cost of the teddy bear is ten dollars.*

**souvenirs** *n.* things you buy to remind you of a place you visited *A magnet and a pencil were souvenirs I bought at the museum.*

**Discuss** Guide children to see the relationship between each word and the category. Prompt children to use the words to describe a time they went to a store.

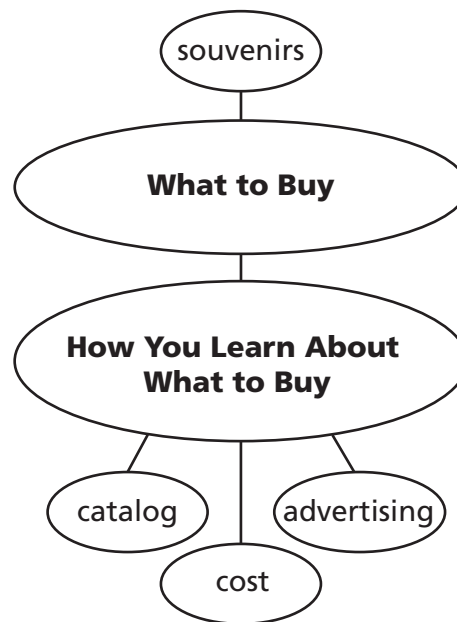
**Read Aloud** Explain that you will read aloud a story about how Rhonda helped out at her parents’ gift shop and learned about buying and selling things. Then read aloud “The Shop Helper.” Discuss the Comprehension questions.

## Day 4

### Categorize and Classify

**Reread and Explain** Reread “The Shop Helper.” 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.



1. What are some other words for things you buy? Add these words to the chart. (Sample answer: toys; food; jewelry)
2. Is a television commercial a kind of advertising? Explain why you think so. (Yes; it is telling you about something to buy.)
3. Name two things that have a big cost. Name two things that have a small cost. (Answers will vary.)
4. What would you like a large amount of? Explain why. (Answers will vary.)

## 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.

**Categorize** Work with a partner. List three things you would like to buy from a catalog.

**Describe** Talk to your partner. Describe the surface of a water glass. Then describe the surface of a sidewalk. How is each surface similar? How is it different?

**Draw** Fold a paper in half. On one side draw a bridge going over a river. On the other side, draw yourself at the corner of two streets. Draw an arrow to show where the curb is.

**Discuss** Tell a partner about a kind of advertising that can be used for a toy for sale.

**Role-Play** With a partner, role-play a customer buying a souvenir. Include the words amount and cost in your conversation.

**Compare** Talk to your partner. Compare what you might see on a country road to what you might see on a city street.

**Assess** To assess what word meanings children have learned, copy and distribute the Pretest/ Posttest on pages 98–99. Use page 65 to administer the test. Compare scores with Day 1 assessment.