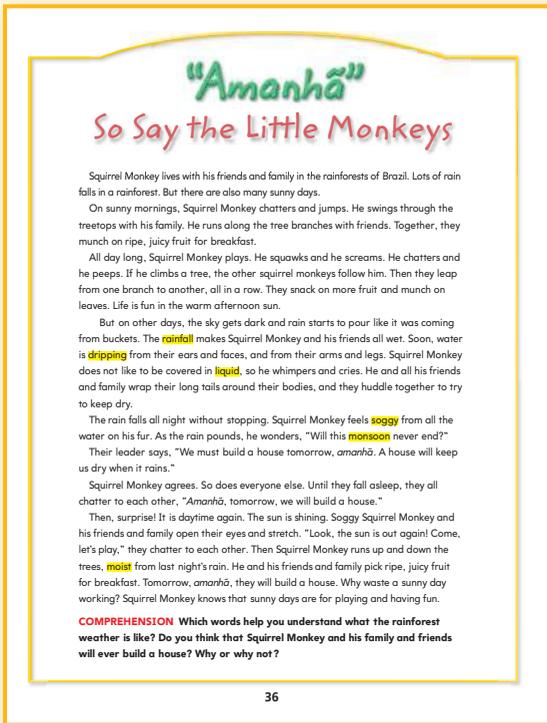


Days 1 and 2

"Snakes," Vol. 1, pp. 34–35



Days 3 and 4

"'Amanhã,' So Say the Little Monkeys," Vol. 1, pp. 36–37

Assessment

Pretest/Posttest Administration p. 70
Pretest/Posttest Blackline Masters pp. 108–109

T18 • Curious About Words

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 108–109. Use page 70 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 Snakes

attack v. to try to hurt *We saw a snake attack a mouse.*

creatures n. living things *Most animals and insects are creatures that live outdoors.*

poison n. something that gets inside living things and hurts or kills them *Some snakes kill other animals with poison.*

rodent n. a small animal with large front teeth *Mice and squirrels are rodents.*

slimy adj. slippery and sticky *Some people think snakes feel slimy.*

slither v. to move by sliding *Snakes slither along the ground.*

Discuss Guide children to see the relationship between each word and the category. Ask: **What do you know about snakes?** Prompt children to use the words in their answers.

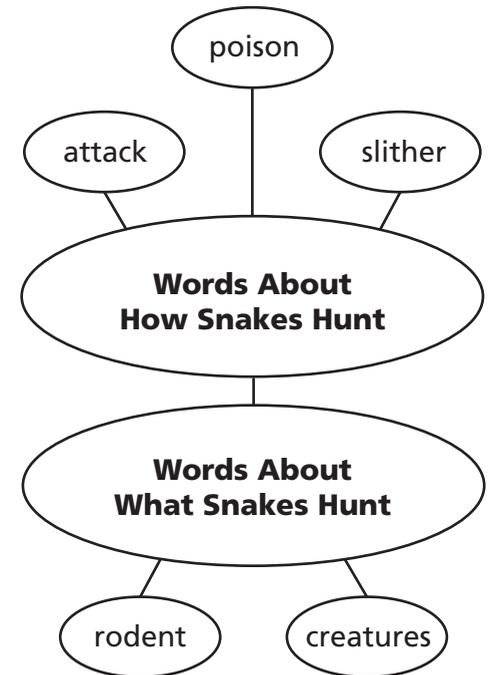
Read Aloud Explain that you will read aloud a story about snakes. Then read aloud "Snakes." Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread "Snakes." 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. A snake's skin is shiny, but not _____. (**slimy**)
2. What other creatures do you think snakes hunt? Add these words to the graphic organizer. (**Sample answer: insects**)
3. What comes out of the fangs of some snakes? (**poison**)
4. What word tells how a snake moves? (**slither**)



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 Water

dripping *v.* coming down in drops *Rain was dripping from my hat.*

liquid *n.* anything that can flow like water does *Water is a liquid.*

moist *adj.* damp; a bit wet *My skin was moist from the sticky weather.*

monsoon *n.* a season of heavy rains *Many inches of rain fall during the monsoon.*

rainfall *n.* a shower of rain *Dark clouds often mean rainfall will follow soon.*

soggy *adj.* soaked *I stepped in a puddle and now my socks are soggy.*

Discuss Guide children to see the relationship between each word and the category. Ask questions such as these: **Can you name something other than water that is a liquid? What is the difference between moist and soggy?**

Read Aloud Explain that you will read aloud a story about monkeys that don't like the rain. Then read aloud "'Amanhā,' So Say the Little Monkeys." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "'Amanhā,' So Say the Little Monkeys." 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 Kinds of Rain	Words About Being Wet
monsoon rainfall	soggy moist dripping

1. Is a **monsoon** a time of dry weather or lots of **rainfall**? (**lots of rainfall**)
2. Your socks might get **soggy** if you _____. (**Sample answer: step in a puddle**)
3. What **liquid** can be found in a kitchen? What **liquid** comes from the sky? (**juice; rain**)
4. Would the ground feel **moist** before or after a rainstorm? (**after**)

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. Put these words in order from driest to wettest: **dripping, moist, soggy, liquid**. Give reasons for the order you chose.

Examples Tell about times you touched something **slimy** and saw something **slither**. Name two kinds of **rodents**.

Role-Play Pretend you and your partner are squirrel monkeys. Talk about whether you should build a home on a sunny day. Use these words: **monsoon, rainfall, dripping, soggy**.

Draw Draw a picture of a rainforest. Show some **creatures** that live there.

Write Now write a description of the rainforest you drew. Use these words: **attack, creatures, poison**.

Assess To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 108–109. Use page 70 to administer the test. Compare scores with Day 1 assessment.