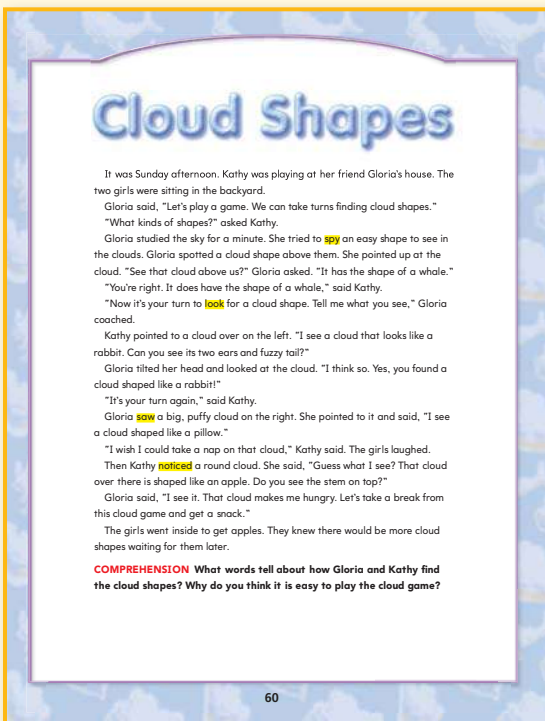


Days 1 and 2

"Stories in the Stars," Vol. 1, pp. 58–59



Days 3 and 4

"Cloud Shapes," Vol. 1, pp. 60–61

Assessment

Pretest/Posttest Administration p. 76

Pretest/Posttest Blackline Masters pp. 120–121

Day 1

Introduce Meanings

Explain To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 120–121. Use page 76 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 Night

darkness *n.* very little light
When Dad went in the basement, he needed a flashlight to see in the darkness.

silence *n.* very little sound or no sound
There was silence in the classroom as the students focused on the test.

sky *n.* the air above the ground
There are clouds in the sky today.

stars *n.* giant balls of fire in space that are so far away they look tiny
The stars are hard to see on a cloudy night.

Discuss Guide children to see the relationship between each word and the category. Ask: **What might you see if you were outside at night? Would you hear any sounds?** Prompt children to use each of the words in their answers.

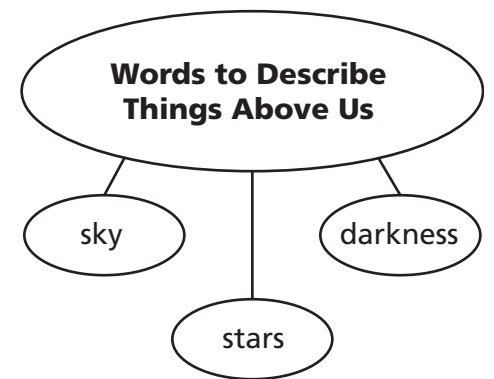
Read Aloud Explain that you will read aloud a story about stars in the night sky. Then read aloud "Stories in the Stars." Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread "Stories in the Stars." 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. The faint light of stars can usually only be seen in places where there is _____. (darkness)
2. Do you only hear silence at night? What sounds do you hear at night? What sounds do you not hear at night? (Sample answers: no; Hear: televisions, cars, trucks; Not Hear: people talking, phone ringing)



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 Seeing

look v. to search using your eyes *Please help me look for my lost shoe.*

noticed v. became aware of *She noticed that the cookies had chocolate chips.*

saw v. used your eyes *When the baby saw the rattle, he reached for it.*

spy v. to find something using your eyes *I spy a butterfly in the garden.*

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

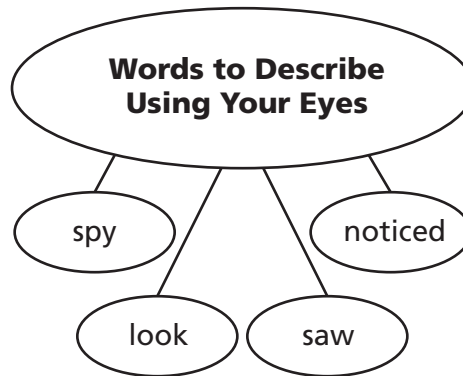
Read Aloud Explain that you will read aloud a story about two girls who look for shapes in the clouds. Then read aloud "Cloud Shapes." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Read and Explain Reread "Cloud Shapes." 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 things you might **spy** on a playground? (Sample answer: a slide, swings, monkey bars)
2. What kinds of animals might you **look** at if you were at the zoo? (Sample answer: monkeys, lions)
3. What might a police officer do if he or she **noticed** a car with a flat tire? (Sample answer: He or she might call for help.)

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.

Examples Name three things you might **spy** in the sky during the day and at night. When might you see **stars**? Tell your partner.

Role-Play Make a face like you just **noticed** that your favorite toy is missing. Then show how you might **look** around for your toy.

Describe Close your eyes. Describe what the **darkness** is like. Cover your ears. Describe what the **silence** is like. Take turns with a partner.

Draw Draw a picture of the funniest thing you ever **saw**. Tell a partner about your picture.

Assess To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 120–121. Use page 76 to administer the test. Compare scores with Day 1 assessment.