

Hiking for Blueberries

"Wake up!" Isabella's brother, Carlos, said as he shook her awake. "We're going hiking today to pick blueberries."

Isabella jumped out of bed and changed out of her pajamas. She made sure to put on her good sneakers. Isabella knew that a hike was like a long **walk**, and she would need her feet to feel comfortable.

While Isabella got dressed, her mom packed sandwiches, fruit, and drinks into a picnic basket. Mom decided to **bring** water and food on the hike because there wouldn't be anything to eat or drink on the hiking trail except for blueberries.

Dad put the picnic basket into the car. He also packed four pails to put the blueberries in. Now they were ready to go!

An hour later, they arrived at the trail. The family got out of the car, and Isabella asked if she could **carry** the picnic basket.

"It might be too heavy," said Mom.

"I'm strong. I can carry it," said Isabella.

Dad handed the basket to Isabella, and the family began to hike up the trail. The picnic basket was heavier than Isabella had expected. She **followed** slowly behind her parents and brother. They were walking more quickly up ahead.

Then Carlos shouted, "I **see** blueberries!"

Isabella looked at where Carlos was pointing. She could see some low bushes with little blueberries growing on them. She put the picnic basket down and ran to catch up with Carlos.

After they picked berries for a while, the family continued to hike farther up the trail. They stopped a few more times along the way to pick berries.

"I'm hungry," said Dad. "Let's stop for lunch."

Suddenly, Isabella had a terrible feeling. "I left the picnic basket at the bottom of the trail!" she cried.

"That's OK," said Carlos. "We have lots of blueberries to eat."

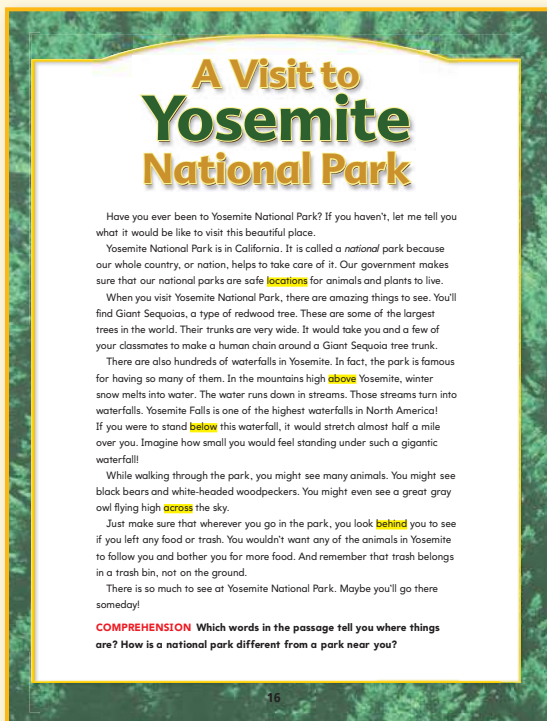
The family ate blueberries as they walked back down the trail. When they got to the bottom, there was the picnic basket, right where Isabella had left it!

COMPREHENSION What does it mean to go hiking? Which words in this story tell you what people might do on a hike?

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Days 1 and 2

"Hiking for Blueberries," Vol. 2, pp. 14–15



A Visit to Yosemite National Park

Have you ever been to Yosemite National Park? If you haven't, let me tell you what it would be like to visit this beautiful place.

Yosemite National Park is in California. It is called a *national park* because our whole country, or nation, helps to take care of it. Our government makes sure that our national parks are safe **locations** for animals and plants to live.

When you visit Yosemite National Park, there are amazing things to see. You'll find Giant Sequoias, a type of redwood tree. These are some of the largest trees in the world. Their trunks are very wide. It would take you and a few of your classmates to make a human chain around a Giant Sequoia tree trunk.

There are also hundreds of waterfalls in Yosemite. In fact, the park is famous for having so many of them. In the mountains high **above** Yosemite, winter snow melts into water. The water runs down in streams. Those streams turn into waterfalls. Yosemite Falls is one of the highest waterfalls in North America! If you were to stand **below** this waterfall, it would stretch almost half a mile over you. Imagine how small you would feel standing under such a gigantic waterfall!

While walking through the park, you might see many animals. You might see black bears and white-headed woodpeckers. You might even see a great gray owl flying high **across** the sky.

Just make sure that wherever you go in the park, you look **behind** you to see if you left any food or trash. You wouldn't want any of the animals in Yosemite to follow you and bother you for more food. And remember that trash belongs in a trash bin, not on the ground.

There is so much to see at Yosemite National Park. Maybe you'll go there someday!

COMPREHENSION Which words in the passage tell you where things are? How is a national park different from a park near you?

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Days 3 and 4

"A Visit to Yosemite National Park," Vol. 2, pp. 16–17

Assessment

Pretest/Posttest Administration p. 80

Pretest/Posttest Blackline Masters pp. 128–129

T38 • Curious About Words

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 128–129. Use page 80 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 Hiking

bring v. to take something with you *Mom will bring water for everybody.*

carry v. to hold and take something from one place to another *Dad will carry the lunches.*

follow v. to go behind *The children follow their dad on the walking trail.*

see v. to use the eyes to notice things *They see a squirrel in a tree.*

walk n. going somewhere on foot *The family went for a long walk in the woods.*

Discuss Guide children to see the relationship between each word and the category. Ask questions such as these: **Have you ever taken a long walk with your family? Where did you go? What did you bring with you? What did you see?**

Read Aloud Explain that you will read aloud a story about a family who goes on a hike. Then read aloud "Hiking for Blueberries." Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread "Hiking for Blueberries." 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 Using Your Legs	Words About Using Your Arms
walk	carry
follow	bring

1. When you take a **walk**, you move with your legs. What are some other ways to move with your legs? Add these to the graphic organizer as children suggest them. (Sample answers: run; hop; skip)
2. When you **carry** a box, you use your arms. What are some other ways to use your arms? Add these to the graphic organizer as children suggest them. (Sample answers: wave; throw; hug)
3. Name some things you see in the classroom. (Sample answer: tables, chairs, shapes, letters, fish)



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 That Tell Where

above *prep.* over *The ceiling is above us.*

across *prep.* to the other side of *She kicked the ball across the playground.*

behind *prep.* in back of *What is behind the school?*

below *prep.* under *The floor is below us.*

location *n.* the place where something is *The library is a good location to read a book.*

Discuss Guide children to see the relationship between each word and the category. Ask questions such as these: **Where at school is a good location to play a game of tag? What do you see across the classroom? Who sits behind you?**

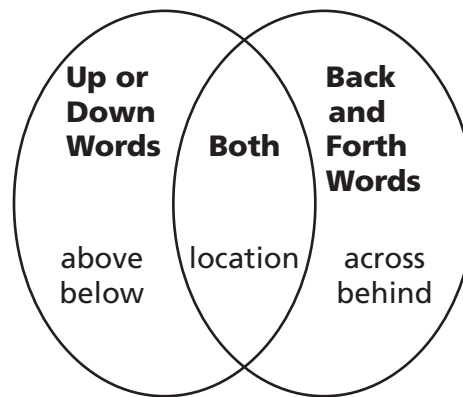
Read Aloud Explain that you will read aloud a story about where to find places in a special park. Then read aloud "A Visit to Yosemite National Park." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "A Visit to Yosemite National Park." 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 word tells where the person in back of you sits? (**behind**)
2. Name the **location** in school where you eat lunch. Name a location in school where you sing songs. (Sample answers: **cafeteria; classroom**)
3. Name something you see **across** the classroom. Is it close to you or far away from you? (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 your partner. Name three things you might see **above** your head. Then name three things you might see **below** your feet.

Role-Play Show how you would carry a full plate of spaghetti **across** the room.

Examples What are some things you might find **behind** a closet door? Tell your partner.

Describe Describe a **location** where you have fun. Tell your partner about the place.

Draw Draw a picture of something you would **bring** on a long **walk**. Tell your partner about your picture.

Discuss Talk to your partner. Tell how to play the game "Follow the Leader." Use the word **follow**.

Assess To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 128–129. Use page 80 to administer the test. Compare scores with Day 1 assessment.