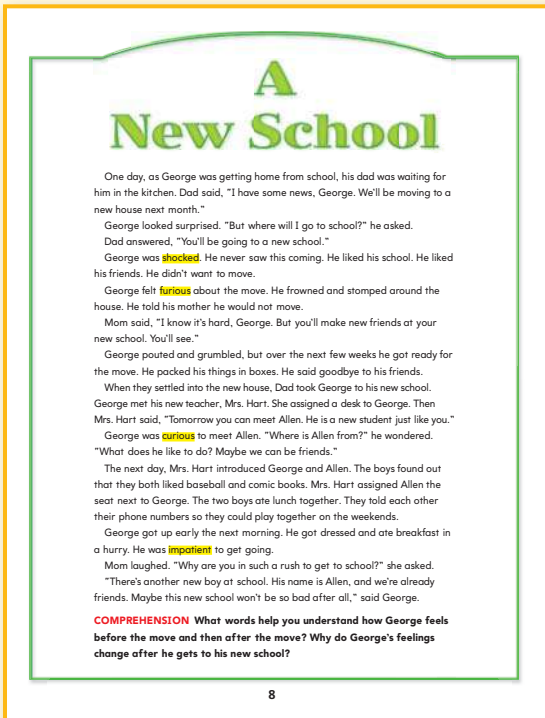


Days 1 and 2

“Learning to Swim,” Vol. 1, pp. 6–7



Days 3 and 4

“A New School,” Vol. 1, pp. 8–9

**Assessment**

Pretest/Posttest Administration p. 63

Pretest/Posttest Blackline Masters pp. 94–95

T4 • Curious About Words

**Day 1**

**Introduce Meanings**

**Assess** To assess what word meanings children already know, copy and distribute the **Pretest/ Posttest** on pages 94–95. Use page 63 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 Being Safe in Water**

**attention** *n.* watching, listening, and keeping in mind *Pay attention to what your teacher tells you to do.*

**prevent** *v.* to stop *A seat belt can prevent a person from being hurt.*

**safety** *n.* freedom from danger *Wear a seat belt in the car for safety.*

**water** *n.* a clear liquid *We drink water when we are thirsty.*

**Discuss** Guide children to see the relationship between each word and the category. Ask questions such as these: **What can you do to prevent yourself from getting hurt in the water? What things should you pay attention to when you are in the water?**

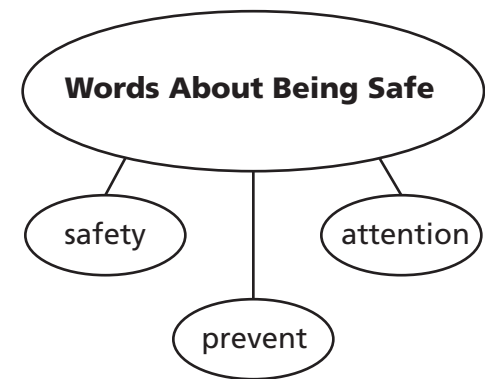
**Read Aloud** Explain that you will read aloud a story about how to stay safe when swimming. Then read aloud “Learning to Swim.” Discuss the Comprehension questions.

**Day 2**

**Categorize and Classify**

**Reread and Explain** Reread “Learning to Swim.” 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. When riding a bike, people should pay attention to \_\_\_\_\_. (Sample answers: other bike riders; people walking; cars)
2. What word might you use to describe what a lifeguard does at a pool? (prevents)
3. What are some things you can do with water? (Sample answer: swim in it, take a bath in it, drink it)



## Day 3

### Introduce Meanings

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

#### Words About Feelings

**curious** *adj.* interested *The curious kitten sniffed the new toy.*

**furious** *adj.* very angry *Marta was furious because her best friend didn't come to her birthday party.*

**impatient** *adj.* not wanting to wait *Greg was impatient to open his birthday presents.*

**shocked** *adj.* surprised or upset *She was shocked to find a snake in the yard.*

**Discuss** Guide children to see the relationship between each word and the category. Prompt students to discuss how they would feel in different situations. Ask questions such as this: **What would make you feel curious?**

**Read Aloud** Explain that you will read aloud a story about how a boy feels when his family moves and he must go to a new school. Then read aloud "A New School." Discuss the Comprehension questions.

## Day 4

### Categorize and Classify

**Reread and Explain** Reread "A New School." 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 Feelings	Words About Bad Feelings
curious	furious impatient shocked

1. **Being curious is a good feeling. What other words tell about good feelings?** Add these to the graphic organizer as children suggest them. (Sample answers: happy; excited; loving)
2. **Being furious is a bad feeling. What other words tell about bad feelings?** Add these to the graphic organizer as children suggest them. (Sample answers: angry; worried; sad)
3. **Imagine you had to wait in a very long line to get your lunch. What word might describe your feelings?** (impatient)

## 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. Draw three things that make you feel impatient. Then draw three things you like to pay attention to.

**Examples** Describe a time when you felt shocked. Explain why you felt that way and what you did to show that feeling.

**Role-Play** Show how you might look if you are feeling furious. Then show how you might look if you are feeling curious.

**Draw** Draw a picture that shows a place where you could find water.

**Discuss** Talk about the rules for safety in the classroom. Explain why following the rules can prevent accidents from happening.

**Assess** To assess what word meanings children have learned, copy and distribute the Pretest/Posttest on pages 94–95. Use page 63 to administer the test. Compare scores with Day 1 assessment.