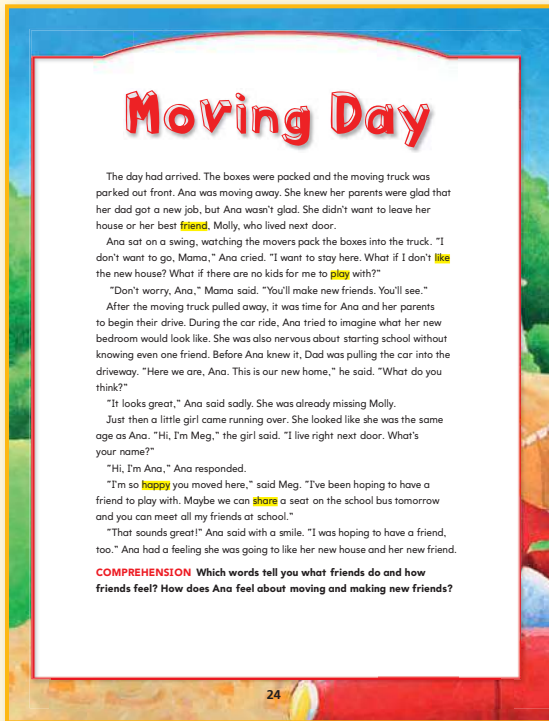


Days 1 and 2

“Peaceful Pocahontas,” Vol. 2, pp. 22–23



Days 3 and 4

“Moving Day,” Vol. 2, pp. 24–25

**Assessment**

Pretest/Posttest Administration p. 82

Pretest/Posttest Blackline Masters pp. 132–133

**Day 1**

**Introduce Meanings**

**Assess** To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 132–133. Use page 82 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 That Tell How Much**

**all** *adj.* every All the leaves fell from the tree.

**many** *adj.* a lot Many people are at the shopping mall today.

**more** *adj.* added; larger number or amount We had more fun at the park today than we did yesterday.

**most** *adj.* largest part, number, or amount The library has the most books of any place I know.

**some** *adj.* a few but not all Mom planted some seeds in the garden.

**Discuss** Guide children to see the relationship between each word and the category. Hand out varying quantities of objects to them. Then have them use the words to discuss how much of a given object each child has.

**Read Aloud** Explain that you will read aloud a story about how a girl named Pocahontas helped people a long time ago. Then read aloud “Peaceful Pocahontas.” Discuss the Comprehension questions.

**Day 2**

**Categorize and Classify**

**Reread and Explain** Reread “Peaceful Pocahontas.” 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 a Lot	Words About Not a Lot
all	some
many	
most	

- Some** is a word you can use when you don't have a lot. What are some more words for not a lot? Add these to the graphic organizer as children suggest them. (Sample answers: few; none; little)
- Could you have **more** toys than someone else but still not have a lot of toys? Why do you think so? (Sample answer: Yes. Two toys is more than one toy but still not a lot.)
- Mark has **many** toys and nobody else has any. What word tells how many toys Mark has? (**all**)



## 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 Friends

**friend** *n.* someone you know and like *My best friend and I like to ride bikes.*

**happy** *adj.* feeling good *I am happy that you are my friend.*

**like** *v.* to enjoy *Ben and Maria like to draw.*

**play** *v.* to do something fun *Can we play in the yard today?*

**share** *v.* to let someone have part of what you have or let someone use something you have *My friend and I will share my lunch.*

**Discuss** Guide children to see the relationship between each word and the category. Ask questions such as these: **Who is your best friend? What games do you like to play together?**

**Read Aloud** Explain that you will read aloud a story about a girl who made a new friend when she moved. Then read aloud "Moving Day." Discuss the Comprehension questions.

## Day 4

### Categorize and Classify

**Reread and Explain** Reread "Moving Day." 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 How Friends Feel	Words About What Friends Do
happy	share play like

1. What are some other words for games you like to play with your friends? Add new words to the graphic organizer as children suggest them. (Sample answers: swim; draw)
2. Getting a present from a friend would make you feel \_\_\_\_\_. (happy)
3. What are two things you could share with someone? (Sample answer: a sandwich, a toy)

## 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** List two things that you think are more fun to do than watching television. Then list two things that you think are less fun to do than watching television.

**Examples** Fill in the blanks. "Many \_\_\_\_\_ like to \_\_\_\_\_. For example, Many cats like to purr."

**Describe** Talk to your partner. Describe the thing you want most to do during summer vacation, and why.

**Draw** Draw a picture of yourself playing with a friend. Then draw a picture of you and your friend sharing something.

**Role-Play** Think of some things you do that make you happy. Then act them all out for your classmates to guess.

**Assess** To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 132–133. Use page 82 to administer the test. Compare scores with Day 1 assessment.