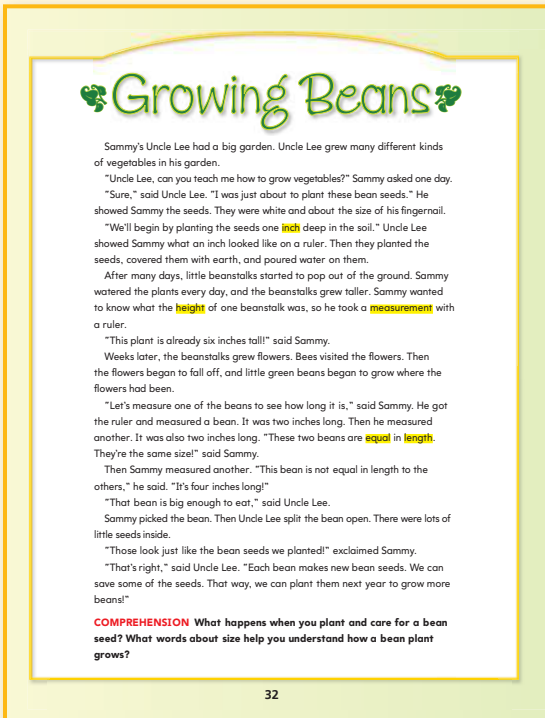


Days 1 and 2

“From Ducklings to Ducks,” Vol. 2, pp. 30–31



Days 3 and 4

“Growing Beans,” Vol. 2, pp. 32–33

**Assessment**

Pretest/Posttest Administration p. 84

Pretest/Posttest Blackline Masters pp. 136–137

**Day 1**

**Introduce Meanings**

**Assess** To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 136–137. Use page 84 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 Where**

**down** *adv.* from higher to lower *She climbed down the stairs.*

**into** *prep.* inside *I put the clothes into the box.*

**off** *adv.* no longer touching or on top of *Sam got off the swing and ran to the slide.*

**out** *adv.* no longer inside *The squirrel came out of a hole in the tree.*

**outside** *adv.* not inside *I went outside the store.*

**Discuss** Guide children to see the relationship between each word and the category. Take a pencil off of your desk. Ask, **What did I just take off my desk?** Put the pencil into a drawer. Ask, **What did I just put the pencil into?** Continue in the same way for the remaining words.

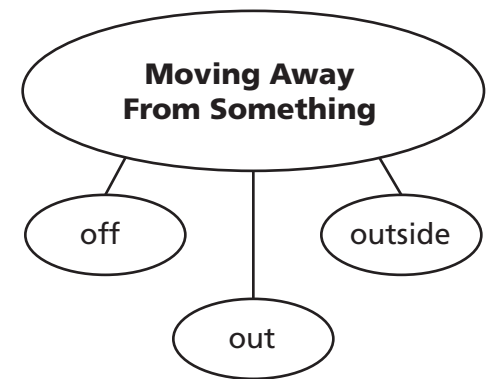
**Read Aloud** Explain that you will read aloud a story about how ducks grow. Then read aloud “From Ducklings to Ducks.” Discuss the Comprehension questions.

**Day 2**

**Categorize and Classify**

**Reread and Explain** Reread “From Ducklings to Ducks.” 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 might you see if you go **outside** your home? (**Sample answers:** trees; a yard; a sidewalk; a city street)
2. If you slid from the top to the bottom of a slide, which way did you go? (**down**)
3. Where do you put a key when you unlock a door? (**into** a lock)



## 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 Size

**equal** *adj.* the same *Ben and I each have an equal number of cookies.*

**height** *n.* how tall something is *What is the height of this plant?*

**inch** *n.* a very small size used to tell how long something is *A peanut is about one inch long.*

**length** *n.* how long something is *The two pencils are the same length.*

**measurement** *n.* the size of something *You can use a ruler to take a measurement of your desk.*

**Discuss** Guide children to see the relationship between each word and the category. Have a few children line up in front of the class. Ask questions such as these: *Are any children **equal** in **height**? Do any two children have legs that are **equal length**?*

**Read Aloud** Explain that you will read aloud a story about a boy who helps out in his uncle's garden. Then read aloud "Growing Beans." Discuss the Comprehension questions.

## Day 4

## Categorize and Classify

**Reread and Explain** Reread "Growing Beans." 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 Size	Words About Measurement
length height	inch equal

1. Name two things in the classroom that are about **equal in length**. (Sample answer: a pencil and a pair of scissors)
2. Which has greater **height**—a person or a house? (a house)
3. What is something you can use to take a **measurement of how long something is**? (Sample answer: a ruler)

## Day 5

## Deepen Understanding

**Review** Review word meanings 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.

**Compare** Work with a partner. Compare the **length** of two things in your classroom. Which one is longer? What could you use to take a **measurement** and find out for sure?

**Describe** Pretend you went into the ocean and traveled **down** to the bottom of the sea. Describe to your partner what you might find there.

**Examples** Talk to your partner. Give examples of things you like to do when you go **outside** to play.

**Draw** Draw two flowers of **equal height**.

**Role-Play** Show how you might jump **out** of a hole in the ground. Show how you would pick up something only one **inch** long. Then show how you might take something **off** your desk and put it on the floor.

**Assess** To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 136–137. Use page 84 to administer the test. Compare scores with Day 1 assessment.