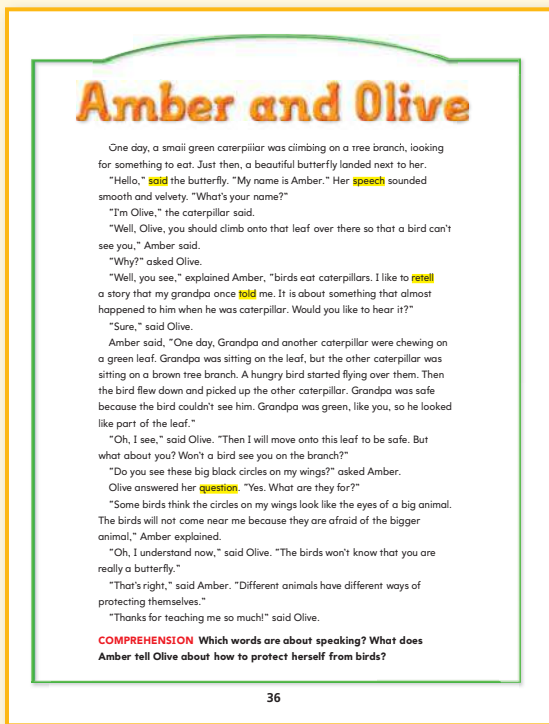


Days 1 and 2

"Clever Camouflage," Vol. 2, pp. 34–35



Days 3 and 4

"Amber and Olive," Vol. 2, pp. 36–37

**Assessment**

Pretest/Posttest Administration p. 85

Pretest/Posttest Blackline Masters pp. 138–139

**Day 1**

**Introduce Meanings**

**Explain** To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 138–139. Use page 85 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 How Good Something Is**

**better** *adj.* more special or more useful than something else *This cake is better than the last one you made.*

**good** *adj.* something someone likes *He thought it was a good movie.*

**great** *adj.* better than good; the best *He is a great baseball player.*

**pretty** *adv.* very; really *The runners went pretty fast.*

**wonderful** *adj.* really great; amazing *The story about the hero was wonderful.*

**Discuss** Guide children to see the relationship between each word and the category. Ask questions such as these: **What kind of food tastes good? What food tastes better? What tastes wonderful?**

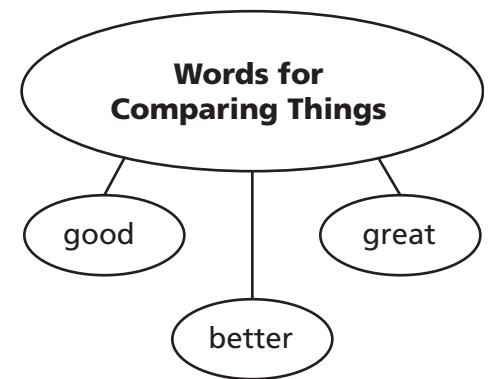
**Read Aloud** Explain that you will read aloud an article about how animals use camouflage, or a special kind of appearance, to hide themselves. Then read aloud "Clever Camouflage." Discuss the Comprehension questions.

**Day 2**

**Categorize and Classify**

**Reread and Explain** Reread "Clever Camouflage." 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. I am a fast runner, but Ayumi is really fast. She is \_\_\_\_\_. (**better**)
2. Would you rather have a meal that is **good** or **wonderful**? (**wonderful**)
3. Jimmy gets an A on every test. He is \_\_\_\_\_. (**great**)
4. Name two things you think are **pretty good**. (Answers will vary.)



## 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 Speaking

**question** *n.* something you ask when you want to find out about something *May I ask you a question?*

**retell** *v.* to tell again *Mom likes to retell a story she heard as a young girl.*

**said** *v. spoken* *We listened carefully to what Dad said.*

**speech** *n.* the way one talks *The girl's speech sounded loud in the small room.*

**told** *v.* spoke about *My teacher told us how a caterpillar changes into a butterfly.*

**Discuss** Guide children to see the relationship between each word and the category. Use prompts and questions such as these: *What is something important that someone in your family told you? Retell what he or she said.*

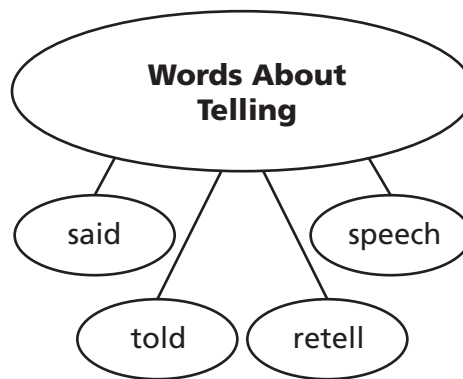
**Read Aloud** Explain that you will read aloud a story about butterflies and caterpillars using camouflage. Then read aloud "Amber and Olive." Discuss the Comprehension questions.

## Day 4

## Categorize and Classify

**Read and Explain** Reread "Amber and Olive." 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. Juan told us a story that his grandmother had told him. What did Juan do? (retell)
2. If someone told you a fact and you wanted to know more, what could you do? (ask a question)

## Day 5

**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. Ask your partner questions about what foods he or she enjoys most. Name three foods that you think are good to eat.

**Role-Play** Retell a story you have heard. Tell what happened in the beginning, middle, and end.

**Examples** Give examples of things your teacher told you or said to your class.

**Describe** Talk to your partner. Use careful speech to describe something wonderful. Then describe something that goes pretty fast.

**Draw** Draw pictures of two things, and then choose the picture you think is better than the other. List reasons why the picture you like better is great.

**Assess** To assess what word meanings children have learned, copy and distribute the Pretest/Posttest on pages 138–139. Use page 85 to administer the test. Compare scores with Day 1 assessment.