

Maggie's Big Day

The alarm clock went off. Maggie groaned and pressed her pillow over her ears. It was only six o'clock. Much too early to get up on a Saturday morning!

Then Maggie remembered why she'd set the alarm. Her mom was visiting Grandma today. That meant Maggie had to help her dad at the grocery store. "OK, let's get moving," Maggie said to herself. And with that, she rolled out of bed and changed into her play clothes. After breakfast, Maggie and her dad headed downstairs to **open** the store.

Maggie enjoyed working with her dad at the store. Today she had a lot of work to do. First, she put more things to **sell** on the shelves. Then she organized the counters. Finally, she found the broom and swept the floor. When Maggie had finished sweeping, her dad brought over a big box of cookies from a bakery. "Would you help me get these ready to sell?" he asked. "I need you to put them in that glass case."

"Sure, Dad," Maggie responded, taking the box from her dad.

As she was lining up the cookies, Maggie's two best friends, Maria and Johanna, came into the store to **buy** some candy. They would often **spend** their **money** on the special candies and treats that were sold in the store.

"Hi, Maggie! We're going to the movies," said Johanna. "Would you like to come with us?"

"I can't," replied Maggie. "My mom isn't here, so my dad really needs my help. But the store closes at four o'clock today. Maybe we can get together after the movie," suggested Maggie.

"That sounds great," Johanna and Maria said. "We'll see you then." They left the store.

Just then, Maggie's dad came over and gave her a big hug. "I am so proud of you, Maggie," he said. "You have been such a big help this morning! I knew I wouldn't have been able to open the store without you."

COMPREHENSION Which words help you understand what it might be like to work in a store? What does Maggie do to help her family?

42

Days 1 and 2

"Maggie's Big Day," Vol. 2, pp. 42–43

A Time to Help

In the summer of 2005, a huge storm called Hurricane Katrina hit part of the United States. It was one of the worst storms in our country's history. The winds were very strong. They knocked over trees and buildings. The rain was heavy. It caused floods. The state of Louisiana was hurt the worst by the storm. It has a big city named New Orleans that many people live in or like to go visit. Almost the entire city of New Orleans was flooded. This means it filled up with water. Many buildings were ruined, and thousands of people lost their homes. The President of the United States visited New Orleans and other places that the storm had hurt. Then **he** told the people living in other places of the United States that it was time to help.

People heard the President. Many of them thought, "I feel sorry for those people who have been hurt by the storm. I should find other people who feel the way I do. Then together **we** need to think of a way to help those people." And then lots of people started to help. Some were grownups. Some of them were children like **you**.

Montana is another state in the United States. Children living in Montana wanted to help the people in New Orleans. These children were part of a program called "Montana Kids Care." **They** collected supplies such as food and clothing and sent them to the people who lost these things in the storm. They also raised over \$112,900! That is a lot of money.

The children in Montana had many different ways of raising money for the people hurt by Hurricane Katrina. Kids living in a town called Hamilton did a walkathon. A walkathon is an event that helps people raise money. Students walk for a long time, and people give them money for walking. Together, those kids walked a total of 2,330 miles! Other kids thought of all sorts of ways to raise money. They asked people to see who could donate the most pennies. They made and sold candy. They even held school dances. The kids worked hard to help people whom they had never met, who lived thousands of miles away.

It is very important to help people when they need it, no matter how old you are. The people living in New Orleans needed lots of help, and kids across the country showed that they could do something about it. How do you think you would help if you could?

COMPREHENSION Why do you think people want to help others in times of trouble? What are some words, like **I**, that are used in place of people's names?

44

Days 3 and 4

"A Time to Help," Vol. 2, pp. 44–45

Assessment

Pretest/Posttest Administration p. 87

Pretest/Posttest Blackline Masters pp. 142–143

T52 • Curious About Words

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 142–143. Use page 87 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 Shopping

buy v. to pay money to get something *Mom will buy me a book and crayons.*

money n. coins and bills used to pay for something *I have enough money to buy a game.*

open v. to make something not closed *Please open the door and come inside.*

sell v. to give something when someone pays you money *I will sell you my bike for fifty dollars.*

spend v. to pay money *I can spend five dollars on a birthday gift for my friend.*

Discuss Guide children to see the relationship between each word and the category. Prompt them to use the words to tell about a recent shopping trip.

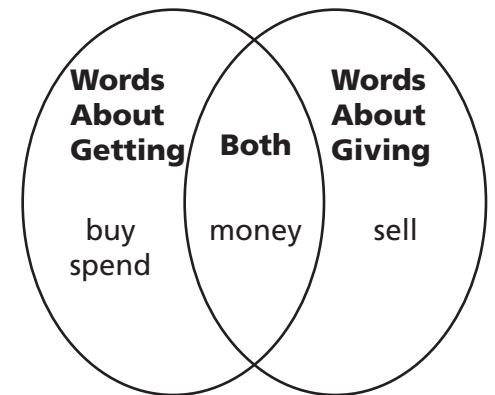
Read Aloud Explain that you will read aloud a story about a girl who helps her dad at the family's grocery store. Then read aloud "Maggie's Big Day." Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread "Maggie's Big 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.



1. What are some things that you can **open**? (Sample answer: a door, a window, a can of soup, a package, a letter, a store)
2. The word **buy** is the opposite of the word _____. (sell)
3. The word **spend** means almost the same as _____. (buy)
4. What does your family spend **money** on? (Sample answer: food, clothes, toys, gas)



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 Other Names for People

he *pron.* a boy or a man *Steve works hard. He builds houses.*

I *pron.* me *My name is Nan. I like school.*

they *pron.* two or more other people *Mom and Dad are at home. They are working in the yard.*

we *pron.* me and at least one other person *Ted and I play soccer. We have games on Saturdays.*

you *pron.* how someone names me when they are talking to me *Lana asked a friend, "Do you want to ride bikes?"*

Discuss Guide children to see the relationship between each word and the category. Prompt them to use the words to talk about what they did last weekend and with whom.

Read Aloud Explain that you will read aloud a selection about children who help out after Hurricane Katrina. Then read aloud "A Time to Help." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "A Time to Help." 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.

Names for One Person	Names for Two or More People
I he you	we they you

1. What can **you** call yourself when you don't use your name? (**I**)
2. What word do you use to speak about one boy? (**he**)
3. If you used the word **we** in a sentence, whom might you be talking about? (**Sample answers: Karen and I; my friends and I**)

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 three things that you would like to **buy**. List three things that you could **sell**.

Describe Talk to your partner. Imagine that your doorbell at home is ringing. Describe what happens when a family member **opens** the door. Who is there? Why did **he** or she come?

Draw Draw pictures of things you could **spend money** on in a toy store or in a bookstore.

Discuss Copy this sentence: I can _____. Talk to your partner about things that **you** can do.

Compare Talk to your partner. Use the words **they** and **we** in sentences. How are these words different? How are they the same?

Assess To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 142–143. Use page 87 to administer the test. Compare scores with Day 1 assessment.