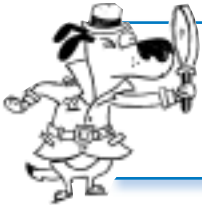


Read Words in Context

Getting Started



Mystery Word of the Week Clue 1

Everyone was asked to _____ food and clothing.

- See page 14 for routines for using the Mystery Word of the Week Clue. The Mystery Word of the Week is *donate*.

Model/Teach

- Have students turn to page 12 in their workbooks.
- Ask students to look at the Word Learning Tip. Tell them that a verb is a word that shows actions or feelings. Often it comes right after a noun or pronoun. Sometimes a verb ends in *-s*, *-ed*, or *-ing*. Explain that they can use this information about verbs to learn new words. Then ask students to give examples of words that are verbs.
- Next, students should look at the Vocabulary Building Strategy. Tell them that they can use the words they know in a sentence to help learn the meanings of any verbs they don't know.
- Read the complete story aloud once, having students follow along in their books.
- Let students know that you are going to read the story again. Only this time, you want them to think about the verbs in boldface type and try to determine their meanings.
- Have students read the first paragraph silently as you read it aloud. Then do the **Think Aloud** on page 28.
- Then put Transparency 1 on the overhead projector. Remind students that as you continue to read the story, you will stop so that the students can talk about each boldface word. You want them to think about the word learning tip they are using to find its meaning and the vocabulary building strategy. As they tell you what a word means and how they knew, write their responses on the transparency.

Materials Needed

- Student Workbook, p. 12
- Transparency 1, p. 217
- Word Web Graphic Organizer, p. 221

Vocabulary Words

accept
admire
behave
celebrate
discourage
enjoy
imagine
interrupt
provide
trust

Think Aloud

Here's what I would think about if I didn't know the word *admires*. I think the word may be verb because it ends with an -s. I know that nouns can end in -s, too, so I'm not certain yet. I see that *admires* comes right after the word *she*. It is telling me what Cindy does or feels, so now I'm sure it is a verb. I look for clues to the meaning in the other sentences. I remember the word *heroes* in this sentence: "Her heroes are Mrs. Rosa Parks and Dr. Martin Luther King." I know that Cindy wants to be like these people from this sentence: "Like them, Cindy wants to help build a better world." So let me put all this together. *Admires* tells me about how Cindy acts or feels about people she thinks are heroes and wants to be like. That's easy. *Admires* must mean "likes and respects."

- Finally, pair up students and give each pair a set of flashcards. Allow about five minutes for them to review their vocabulary words and meanings using the flashcards.

English Language Learners

- Model how to pronounce each core word. If a recorder is available, have students record themselves saying each word aloud. They should also say a sentence using each word. Have them listen to their own recordings and evaluate them. If a recorder is not available, have the students say the words and sentences to an adult aide or to a partner.

Independent Activity

- **Create a Word Web** Distribute copies of the word web graphic organizer. Have students write the words *Make a Difference* in the center circle. Tell students that it is time to brainstorm. They should try to write as many verbs as they can in the other circles that show people doing something to make a difference. They can add as many circles as they need.



Answer Key

See page 207 for definitions.

Connect Words and Meanings

Getting Started



Mystery Word of the Week Clue 2

The children get together to plan what food and clothing to _____.

★ Review and Share Have students share the words they generated for the **Create a Word Web** activity on page 28 in the teacher's edition. Then create a word wall. Add all these words to the wall. Ask each student to choose one word to use in a written sentence. They can write these sentences on index cards or on separate pieces of paper. Then add their sentences under the words.

Model/Teach

- Have students turn to page 13 in their workbooks.
- Before students start the activity, do the **Think Aloud**.
- After you have modeled finding the meaning of a word, instruct students to complete the rest of the items on their own.

English Language Learners

- English language learners may have difficulty using verbs in commands and requests. Write the following sentences on the chalkboard: *Go to the store. Wash your hands. Please read this letter.* Ask students what seems unusual about these sentences. Point out that there is no noun before the verb. Explain that to make a command or request in English, it is common to begin a sentence with the verb. (Sometimes a polite word, such as *please*, is placed in front of the verb.) Have English language learners work in pairs. Ask one student to say a vocabulary word. The other student says a command or makes a request using the vocabulary word. Then they switch roles for the next sentence.

Independent Activity

- **★ Play Partner Charades** Have students complete the activity on page 13 in their workbooks. Acting out words will help them understand what each verb means. You might want to set a fifteen-second time limit on how long one student can be up.

Think Aloud

I want to tell you a little trick I have for completing this activity. I read the definition but then put it in my own words. Look at the first one with me: “to picture something in your mind.” When I picture something in my mind, I let my thoughts roam. They start to form images. I start to see in my head what is happening, like people dancing or kids having fun in a swimming pool. Let’s see which of the words expresses all these ideas—*trust*, *behave*, or *imagine*? *Trust* tells me that I believe in someone, so that’s not it. *Behave* tells me how someone acts, so that’s not it. It’s *imagine*. When I *imagine* something, I see it with my mind’s eye. Now I circle the word *imagine* to show that it is my answer.

Answer Key

1. C 2. A 3. B 4. B 5. C
6. C 7. A 8. C 9. A 10. A

Materials Needed

- Student Workbook, p. 14

Think Aloud

Read the first item silently as I read it aloud. “Who are two people that you **admire** and respect most and why?” I see that the word *admire* comes right after *you*. I know that it is a verb and verbs tell me something about actions or feelings. I think *admire* must tell something about how I feel toward these people. Now I see another clue—the word *respect*. Since *admire* and *respect* are joined together, I think they might mean something similar. I like and want to be like people I respect, so *admire* must mean “like, respect, and want to be like.” Now I can answer the question and I write: “I admire Mother Teresa and Jimmy Carter because they tried to help people in need.”

Answer Key

See page 215 for sample sentences.

Use Words in Context

Getting Started**Mystery Word of the Week Clue 3**

Sheila raises money to buy food.

She _____(s) cans of soup and vegetables.



Review and Share Ask students to talk about **Playing Partner Charades** from the activity on page 13. Which words did they find the easiest to act out? Which did they find the most difficult and why? What did this activity teach them about verbs?

Model/Teach

- Have students turn to page 14 in their workbooks.
- Before students start, do the **Think Aloud**.
- After you have modeled finding the meaning of a word, have students complete the rest of the items on their own and share their responses.

English Language Learners

- Write the following sentences on the chalkboard: *Do you accept food and clothing? Yes, we accept food and clothing.* Point out the helping verb *do* that helps form a question. Also point out that a question ends with a question mark. (If you have Spanish-speaking students in your class, tell that there is no question mark at the beginning of the question. In Spanish, a question begins with an upside-down question mark.) Have students work with a partner to use this question-and-answer model. One student should ask a question and the other should answer it, using as many of the vocabulary words as possible.

Independent Activity

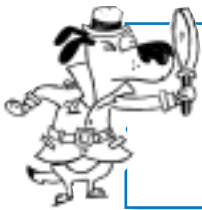
Write Three Sentences Have students complete this activity in their personal word journals. Tell them that they can write three more sentences if they have time. Suggest that they organize their sentences in time order.

Put Words Into Action

Materials Needed

- Student Workbook, p. 15

Getting Started



Mystery Word of the Week Clue 4

Will takes the money he has *saved* and buys a toy to give to a needy child. He _____(s) a stuffed alligator.

- ★ **Review and Share** Have students read the **sentences** they created for the activity on page 14. Tell them to say “blank” in place of each underlined verb that they wrote. After they read each sentence, ask them to call on a classmate to tell which verbs belong in each sentence

Model/Teach

- Have students turn to page 15 of their workbooks.
- Use the **Think Aloud**.
- After you have modeled how to complete the activity, have students finish it on their own and then work in pairs to share their responses.

Independent Activities

- ★ **Write a Story** Before students begin this activity, suggest that they tell a partner about someone they admire. Why would they praise this person? What makes this person special?
- **Say, Define, Draw** Have each student chose three vocabulary words. On a separate piece of paper or on index cards, they should complete a Say, Define, Draw card for each word. On the first line, they should write the word. On the second line, they should write how to pronounce it. (They will need to use a dictionary for this.) On the third line, they should write its meaning. On the bottom, they should draw a picture of the word.

Think Aloud

I am going to do three different things. I'm going to see a picture. Then I'm going to read a definition. Then I'm going to choose a word that matches the picture and the definition and write a sentence using that word. Look at the first picture with me. I know that pictures are context clues, too, so I can look at the picture to get information about the verb. I think about what this picture is showing. There are three kids wearing party hats. People wear party hats at birthday parties and other special events. Now I look at the definition: “to do something for a special occasion.” Let me put this all together. I ask myself, what verb describes what is happening in the picture and means “to do something for a special occasion”? *Celebrate* fits this context. That's what the kids are doing, so I will write this word in the blank. Now I'll use this verb in a sentence. “Three children celebrate a birthday.”

Answer Key

1. celebrate
3. imagine
5. accept
7. admire
9. enjoy

Students' responses to 2, 4, 6, 8, and 10 will vary. See page 215 for sample sentences.

Materials Needed

- Student Workbook, p. 16

Think Aloud

“Before the event, I **pictured** the day in my mind. I _____ everything would go well.” The word I’m looking for is going to mean something similar to *pictured*. I know when I *picture* something in my mind, I *imagine* it. I see that *pictured* ends in *-ed*. It is telling about an event in the past, so I bet *imagine* should end in *-ed*, too. The first sentence begins with the phrase “before the event.” This also tells me that the action is in the past, so this confirms that I should put *imagine* in the past tense. Oh, one other thing I realize. *Imagine* ends with an *e*, so the past tense is *imagined* with one *e*.

Answer Key

Mystery Word of the Week: donate
(Also accept *contribute* and any other words that fit the context.)

1. imagined
2. trusts
3. providing
4. discouraged
5. accepted

Review and Extend

Getting Started**Mystery Word of the Week Clue 5**

Jennifer finds a coat in her closet that she can no longer wear. It is clean and not ripped, so she will _____ it for Make a Difference Day.



Review and Share Give students the opportunity to share the **stories** that they wrote for the Write a Story activity on page 15. Put the stories together to compile a book of heroes. Have students add their new verbs to the word wall.

Model/Teach

- Ask students to turn to page 16 of their workbooks and read the information in the Learn More box.
- Then use the **Think Aloud** before students start the activity.
- After you have modeled completing an item by using what you know about verbs and context clues, have students finish the activity on their own.

English Language Learners

- Have students practice conjugating verbs in the present tense. Show students how to use this chart to conjugate the verb *accept*. Then have students work in pairs to conjugate the rest of the core verbs. (You may choose to model one or two additional verbs.)

I accept	we accept
you accept	you accept
he, she, it accepts	they accept

Independent Activities

Write a Report Give students time to complete the activity. Suggest that before they start to write, they put a 1 by the event that happened first, a 2 by the event that happened next, and a 3 by the event that happened last. Encourage early finishers to write additional sentences.