

TEXT TALK LESSONS

CREATED BY

UTAH READING FIRST EDUCATORS



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INTRODUCTION

Text Talk is an approach to read alouds that is designed to enhance young children's ability to construct meaning from decontextualized language. (Beck & McKeown, 2001; Beck, McKeown, & Kucan, 2002). The idea of creating this collection of Text Talk lessons was sparked from the work of Beck and McKeown's research and findings. These lessons provide educators with a resource to accomplish the complex and demanding task of developing children's literacy using read-alouds. The ultimate goal of a Text Talk lesson is twofold: 1.) Getting children to talk about the text, considering ideas using decontextualized language to improve comprehension, and 2.) the acquisition of vocabulary. (Beck and McKeown's journal article can be found at the end of this book.)

In order to increase comprehension, teachers are reading while adding interspersed discussion to focus, monitor, and scaffold learning; helping the children to respond to the text rather than the illustrations. Discussions are based on the actual text instead of permitting students' responses to rely strictly on their background knowledge.

Using explicit instruction, 3 or 4 vocabulary words are taught after the story has been read. These words are chosen based on their ability to be generalized, the frequency the word will likely occur in future text, and their importance in comprehending the text. The teacher gives the word within the context it was used in the story and then provides a child-friendly definition. Students repeat the word to create a phonological representation of the word. This is followed by interactions with the word by the students in different contexts to assure understanding. The word is then repeated, and this process continues with the remaining 2 or 3 words. Finally, students are asked a series of questions comparing, giving examples and then given a scenario from which to choose the correct word.

The Text Talk lessons contained in this book have been created by educators involved in Utah's Reading First project—primarily classroom teachers. We would like to thank each of them for their hard work and creative ideas. These teachers are dedicated to the cause of teaching all children to read. We applaud their efforts and dedication on behalf of Utah's children.

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1. A BAD CASE OF STRIPES

Elizabeth Moore
David Gourley Elementary
Granite District

Text Talk Lesson for: A Bad Case of Stripes, (David Shannon, 1998)
ISBN: 0-439-07955-1

Potential Tier 2 words in the text:

- fretting
- impress
- relieved
- extraordinary
- drowsiness
- disaster
- contagious
- announced
- prodded
- virus
- huddled
- remedies
- sprouted
- heaping
- cured
- vanished

Tier 2 words selected for direct instruction:

- ***fretting***
- ***contagious***
- ***remedy***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud page 1. Show the illustration. Ask the children, “Have you ever been worried about what other people would think of you?” (fretting)

Read aloud page 2. Ask the children, “What is Camilla’s problem?” Then show the illustration on page 3.

Read aloud page 4 and show the illustration on page 5.

Read aloud page 6. Show the illustration on pages 6-7. Ask the children, “Can you predict what made Camilla’s stripes change?” “What do you think the other children will say?”

Read aloud page 8. Ask the children, “Does this confirm our prediction of why Camilla’s stripes change?” Show the illustration on page 9. Ask, “How does Camilla feel about all of this?”

Read aloud the first paragraph on page 10. Show the illustration on page 11. Ask the children, “Why are the other parents afraid to have Camilla around their children?” “Have you ever gotten sick because of someone else?” (contagious)

Read the rest of page 10. Ask the children, “Why doesn’t Camilla ask for the plate of lima beans?”

Read page 12 and show the illustration on pages 12-13.

Read page 14. Show the illustration on page 15. Ask the children, “What has happened to Camilla?” “What was the cause?”

Read page 16 and show the illustration on page 17.

Read page 18 and show the illustration on pages 18-19.

Read page 21. Ask the children, “Why won’t anything work for Camilla?” “Can you think of anything that might fix her?” (remedy) Show the illustration on pages 20-21.

Read page 22 and show the illustration on pages 22-23.

Read page 24 and show the illustration on page 25.

Read page 26. Ask the children, “Do you think the lima beans will work?” “Why or why not?” Show the illustration on page 27.

Read page 28 and show the illustration on page 29. Ask the children, “Why do you think the lima beans worked when nothing else would work?”

Read page 30 and show the illustration. Ask the children, “How did Camilla keep herself from having a case of stripes again?”

Step 2: Direct Vocabulary instruction of the Tier 2 Words

Target word: **fretting** (*fret, fretted*)

1. “In the story, the author says that Camilla was **fretting** over what to wear. During the story, Camilla also **fretted** over what her friends would think of her.”
2. “If you are **fretting** over something, it means that you are worried about something.”
3. “Say the word with me: **fretting**.”
4. “You might **fret** if you lost your favorite toy. Your mom is **fretting** when she worries about you getting sick.”
5. “Now you think of a reason you might **fret** over something. Start your sentence with, “I **fret** when _____.” or “_____ makes me start **fretting**.” (if children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did)
6. “What’s the word?” ‘**fretting**’

Target word: **contagious**

1. "In the story, the other parents were afraid that the stripes were **contagious**."
2. "If you say that something is **contagious**, you mean that other people can easily get it just by being around it."
3. "Say the word with me: **contagious**."
4. "You should stay home when you are sick with the flu, because you are **contagious** and you could get other people sick." "Sometimes yawning can be **contagious** because when one person yawns, other people start yawning."
5. "Now think of something that is **contagious**. Start your sentence with, '_____ is **contagious**.' or 'I would be **contagious** if I _____.'" (if children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did)
6. "What's the word?" '**contagious**'

Target word: **remedy (remedies)**

1. "In the story, the author says that the Creams were given all kinds of **remedies** for Camilla."
2. "If you give someone a **remedy**, you give them a cure, or something that will fix them."
3. "Say the word with me: **remedy**."
4. "When you are sick, you might go to the doctor for a **remedy**. A bowl of hot soup could be a **remedy** for a sore throat."
5. "Now you think of a **remedy**. Start your sentence with, 'I need a **remedy** when _____.' or 'A **remedy** that works for me is _____.'" (if children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did)
6. "What's the word?" '**remedy**'

Combine the words by having the children make a choice between two of the words:

- The doctor giving you some medicine: **remedy** or **contagious**?
- Losing some money: **remedy** or **fretting**?
- Getting the chicken pox from your little brother: **fretting** or **contagious**?
- Can't find your mom or dad at the store: **fretting** or **remedy**?
- A Band-Aid for your scraped knee: **contagious** or **remedy**?
- Yawning because someone else does: **fretting** or **contagious**?

Maintain all three words by asking the children to give examples or explanations:

- Tell us about a time that you saw someone **fretting**. What were they **fretting** about?
- Have you ever been **contagious**? What happened?
- Where would you go to get a **remedy**? Why?

Maintain by helping children add to their networks of related words:

- Sometimes a smile is **contagious**, because when someone smiles at me, I want to smile back. Can you think of other things besides sickness that are **contagious**?
- What are some things that moms and dads **fret** over? Teachers? Children?
- What **remedies** work the best for you? Is there a **remedy** that your family uses most?

Assess:

“Let’s think about all three of our new words again: **fretting**, **contagious**, **remedy**.”

- Which would be an example of someone **fretting** – a student who can’t find their library book or a student checking out a library book? Someone answers- students who agree with the response should give a thumbs up and those who disagree should give a thumbs down.
- Who would be **contagious** – someone who comes to school with a cold or someone who studies really hard? Someone answers- students who agree with the response should give a thumbs up and those who disagree should give a thumbs down.
- Which would be a **remedy** – a special prize for being really good or a cast for a broken arm? Someone answers- students who agree with the response should give a thumbs up and those who disagree should give a thumbs down.

2. A BAD CASE OF STRIPES

Nancy West
East Elementary
Duchesne County School District

Text Talk Lesson for: A Bad Case of Stripes, (David Shannon, 1998)
ISBN: 0-439-07955-1

Potential Tier 2 words in the text:

- impress
- cure
- relieved
- bizarre-weird
- uncontrollable
- fret (fretting)
- normal
- distraction
- vanished
- contagious
- specialists and experts

Tier 2 words selected for direct vocabulary instruction:

- ***impress***
- ***distraction***
- ***vanished***

Step 1: Read story and focus on comprehension

Briefly introduce the book: Listen closely to this story called, “A Bad Case of Stripes. As you listen, think about the girl Camilla and what she finally did to get rid of the stripes which all of a sudden covered her body.”

Read aloud page one. Ask the children, “Why was Camilla worried about the first day of school?” Camilla loved lima beans, but she never ate them. Her friends hated lima beans.

Read aloud page two. “Why did Camilla’s mother scream? Why did mom say Camilla couldn’t go to school?” Show picture.

Read aloud page three. “Why did Dr. Bumble say that Camilla could go to school the next day? How did Dr. Bumble help?” Show picture.

Read aloud page four. “What happened when Camilla went to school? Were things *normal* in class?” Show picture. Discuss what “normal” would “look like” in reference to the development of the story. What should normal in the classroom “look like?”

Read aloud page five. “Why were the kids yelling out at Camilla? Why were they laughing at Camilla?” Show picture. “Is Camilla laughing too? Why not?”

Read aloud page six. “Why did the principal say Camilla couldn’t go to school the next day?” Camilla couldn’t believe that two days ago everyone liked her and now nobody wanted to be in the same room with her. Parents were afraid that her stripes might be contagious. Contagious means they thought their children could get the stripes from Camilla. Her father tried to help her feel better. What did Camilla really want? Why didn’t she eat any lima beans? (She had been laughed at enough for one day!) Show picture.

Read aloud page seven. Read ½ of the page, and then show the picture of the four specialists called in to help solve Camilla’s stripe problem (continue to read while showing the picture). Why did each give Camilla a bottle of colored pills?

Read aloud page eight. Read and show pictures of Camilla shaped like a colorful pill. Point out why her clothes didn’t fit.

Read aloud page nine. “Who’s trying to help now? What happened to Camilla?” Show picture.

Read aloud page ten. Show picture. “Why are the T.V. reporters outside Camilla’s house?”

Read aloud page eleven. “Is anything working?” Show picture.

Read aloud page twelve. Show picture. “What did the therapist cause to happen in Camilla’s room?”

Read aloud page thirteen. Show picture of the little old woman.

Read aloud page fourteen. “What did the old woman want to give Camilla? Did Camilla want the beans?” Read ½ of the page. Camilla wanted a big heaping plateful of lima beans more than just about anything, but she was still afraid to admit it. “Yuck,” she said. “No one likes lima beans, especially me.” “Why wouldn’t she eat the beans? Read the rest of the page. Show picture. Why did the old woman take her beans and walk away? What did Camilla say that stopped the woman? What happened when Camilla popped the beans into her mouth?”

Read aloud page fifteen. Show picture while you read the words. The story says the old woman said, “I knew the real you was in there somewhere.” It said she went outside and **vanished** into the crowd.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: ***impress***

1. In the beginning of the story it says that Camilla didn’t eat the lima beans because she wanted to “fit in” with her friends and there were so many people to ***impress***.

2. **Impress** is when we do something so someone will like us because of what we do or say. Camilla loved lima beans but her friends did not, so to **impress** them, she didn't eat them.
3. "Say the word with me: **impress**." Sometimes people do things that are not right, so they think people will like them like take drugs or be unkind to someone because someone tells them to. These are not "good" ways to **impress** people. We can **impress** people by doing good things like being kind to them when they need a friend or help them pick up their pencil when it falls on the floor.
4. "Tell me something that would **impress** you that a friend might do to you or for you. Try to use the word **impress** in your sentence you could start by saying, "I would be **impressed** if..."
5. "What's the word we're learning today? **Impress!** I am so **impressed** that you are so smart to learn this big new word!"

Target word: **distraction**

1. In the story the principal told Camilla's mother that she couldn't go to school the next day because "she's too much of a **distraction**."
2. A **distraction** happens when your mind is totally pulled away from what you are presently doing or thinking about to something or somewhere else! Mrs. West might be teaching you how to clap the syllables for alligator and you aren't clapping with the class because you're thinking about the cool new video game or Barbie doll you got last night at your birthday party! You are **distracted** or your mind is pulled away to think of something other than clapping syllables.
3. Let's say the word together: **distraction**
4. Camilla was **distracting** all the students when her stripes kept changing to whatever the children said! It's important for us not to get **distracted** when we are at school trying to learn what our teacher is teaching us.
5. (I pass out stick faces that have a smiley face on one side and a frowny face on the other). I'm going to tell you sometimes when you might get **distracted**. If this could happen: "Smiley," if not "Frowny."
 - You are practicing your letters and your brother throws a pillow at you for a pillow fight
 - You're sitting in a chair
 - You are trying to peel an orange while you read a book
 - Your baby sister is crying loudly while you're trying to sleep
 - You get into the tub
 - Your turn to bat the ball and a dog runs between your legs
6. What's our new word from our story? **distraction**.

Target word: **vanished**

1. Target word: **vanished**
2. At the end of our story, after the old woman shared the lima beans with Camilla, our author says, “the old woman went outside and **vanished** into the crowd.”
3. Let’s all say the word together: **vanished**.
4. Sometimes when I get embarrassed in front of my friends I wish I could **vanish**. “Would you turn to the person next to you or close by and tell them what you think **vanished** means. If you know what it means, tell them something you can think of that could **vanish**. Use the word in a sentence when you share. Some of you share with the class.
5. What is our new word? **vanished**
6. “Who can tell us what it means?” “It means when someone or something just disappears.” That’s right!

Some explicit ways I will reinforce these words and meanings over the next days and weeks are:

- Add the three new words to our word wall.
- Add them to our individual word books so we can use them in our writing and when we talk.
- Wear each word around my neck for a day and have the children use “me” in sentences in our “down time” or doing whole group.
- On each day as we emphasize the word again, break it down into syllables and possibly even into phonemes so we can attempt to spell it.

Combine the words by having the children make a choice between two words:

- If your sister gave you your favorite grape flavored Popsicle would you **vanish** or be **impressed**? Why or why not?
- Your favorite TV show comes on while you’re doing your homework, do you get **distracted** or **vanish**? Which one
- Your team wins a trophy for winning the most soccer games do you feel **distracted** or **impressed**? Why?
- When Christmas comes, you get the favorite gift you asked for! Are you **distracted** or **impressed**?

Maintain all three words by asking the children to give examples or explanations:

- If you are **impressed** with someone, how do you feel about them?
- Tell the class about a time when you were **distracted**.
- Can you think of something that might **vanish** from before your eyes?

Maintain by helping children add to their networks of related words:

1. I knew I could _____ my friends by doing “5” back handsprings!
2. I really wanted to get “100” on the spell-a-thon test, but I had a headache and the headache was _____ for me.
3. My friend wanted to borrow my quarter to buy a pencil but it has _____ from my desk.
4. Examples and explanations:
 - If my teacher was **impressed** because I got all my letter sounds right, it means she....
 - The rainbow in the sky had **vanished**: it had just _____.
 - I am trying to read my story; please don’t _____ me.

Assess:

(Could do whole group, small group, or individually; one a day, three days or all at once)

1. Which one of these things could “**vanish?**” from before your eyes?
 - A drop of water or a cement truck?
 - Are you **impressed** when someone brushes you off when you fall down or someone lines up behind you?
 - A **distraction** happens when you are listening to your mom read your favorite book or you sneeze.
2. Prize out of the prize bucket if you can use one of our new words correctly in a sentence.
3. Periodically ask children if they remember what words “mean.”
4. Small little treat if children “use” these words correctly here and there throughout rest of school year.

3. ABIYOYO

Jileen Boydston
Lewis Elementary
Ogden City School District

Text Talk Lesson for: Abiyoyo, (Pete Seeger, 1986)
ISBN: 0-590-42720-2

Potential Tier 2 words in the text:

- disappear
- ostracized
- pasture
- precious
- possessions
- slobbery
- matted
- foolish
- grin
- staggered

Tier 2 words selected for direct vocabulary instruction:

- ***disappear***
- ***pasture***
- ***staggered***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Before reading the story, say, “The people in this village have a problem. While I am reading, think about what the problem is and how it is solved.”

Read aloud page one. Ask the children, “Why do you think the grown-ups want him to stop playing?”

Read aloud page 2 aloud. Briefly tell them what “disappear” means. Show the illustration.

Read aloud pages 3 & 4. Show the illustration.

Read aloud pages 5 & 6. Show the illustration.

Read aloud page 8. Ask the children, “How do you think the people felt about the father? Why?” Ask the children, “Do you like people to play tricks on you? Why or why not?” Ask the children, “What do we know about the father and son so far?” Show the illustration.

Read aloud pages 9 and 10. Ask the children, “What did the story say ostracized meant?” Tell them, “Ostracized means that people send other people away. They won’t let them live by them. Why were the father and son ostracized?” Show the illustration.

Read aloud page 12. Show the illustration.

Read aloud page 14. Ask the children, “What could make a shadow that big?” “What do you think is coming?” Show the illustration.

Read aloud page 15. Show the illustration.

Read aloud page 17. Show the illustration. Point out in the illustration what a pasture is.

Read aloud page 19. Ask the children, “What is the dad planning? How do you know?” Show the illustration.

Read aloud page 22. Show the illustration.

Read aloud page 23. Ask the children, “What are some words that would describe the father and son now?” Show the illustration.

Read aloud page 25. Show the illustration.

Read aloud page 27. Show the illustration.

Read aloud page 29. Show the illustration.

Read aloud pages 31 and 32. Show the illustration.

Read aloud pages 33 and 34. Briefly explain what staggered means. Show the illustrations.

Read aloud pages 35 and 36. Ask the children, “What is going to happen now?” “Why do you think that?” Show the illustrations.

Read aloud pages 37 and 38. Ask the children, “If you were one of the villagers, how would you feel about the boy and father now?” Show the illustrations.

Read aloud pages 39 and 40. Show the illustrations.

Read aloud pages 41 and 42. Show the illustrations. Ask the children, “What was the problem the villagers had? How was it solved?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **disappear**

1. “In the story, the boy’s father used his magic want to make things disappear.”
2. “**Disappear** means that something goes away. We can’t see it any more. It is no longer there.”
3. “Say the word with me: **disappear**”
4. “When it is nighttime, we can’t see the sun anymore. It has **disappeared** from the sky.” “If you left some money on your desk at recess time, then came back and it was gone, your money has **disappeared**.”

5. "Tell me of something that you know of that has **disappeared**. You could begin your sentence by saying, "The _____ **disappeared** from _____"
6. "What word have we been talking about? **disappear**"

Target word: **pasture**

1. "In the story, Abiyoyo grabbed a sheep from the **pasture** and the cow from a **pasture**."
2. "A **pasture** is a grassy area of land where cows, sheep and other animals live. They eat the grass in the **pasture**."
3. "Let's say the words aloud, **pasture**."
4. "I saw a movie once where goats were eating grass in a large field. That is a **pasture**." Show pictures of **pastures**.
5. "Tell me about a **pasture** you have seen in a book, movie, or in real life. You could begin by saying, "I saw a **pasture** with _____ in it." Then tell us where you saw it."
6. "What word have we been learning? **pasture**."

Target word: **staggered**

1. "In the book, Abiyoyo danced so hard he **staggered**, then fell flat on the ground."
2. "**Staggered** means that someone can't stand up straight. They are dizzy, and their bodies move back and forth." Stand up and demonstrate **staggered**.
3. "Say the word with me :**staggered**."
4. "If I turned around in circles really fast, then stopped, I would **stagger**. After I got off a roller coaster, I **staggered**."
5. "I'm going to tell you some things. If any of these things would make someone **stagger**, say "**stagger**". If not, don't say anything."
 - A baby learning to walk
 - Taking a nap
 - Walking to the library
 - Rolling down and hill, then standing up
6. "What word are we talking about? **staggered**"

Combine the words by having the children make a choice between two of the words:

- Is where a sheep lives a **pasture** or **disappear**?
- Could a magician make a rabbit **disappear** or **stagger**?
- When I have a fever and stand up to walk, would I **stagger** or **pasture**?
- A grassy place is a **pasture** or **disappear**?
- I ate my lunch. There is nothing left. My lunch has: **disappeared** or **staggered**?

Maintain all three words by asking the children to give examples or explanations:

- What lives in a **pasture**? Why do they live there?
- If you saw someone **staggering**, how could you help them?
- If something of yours **disappeared**, what would you do to find it?

Maintain by helping children add to their networks of related words:

- What would you like to make **disappear**? Why?
- Have you even seen someone **stagger**? When? What they were doing?
- Describe a beautiful **pasture** you have seen.

Assess:

“Let’s think about all three of our new words again: **disappear, pasture, stagger.**”

- Which of these is a pasture-a barn or a grassy field?
- When would you want someone to disappear-when they are being kind to your or when they are being mean to you?
- Which of these would make you stagger-if someone picked you up and swung you around or if you were sitting in your chair?

4. ALEXANDER AND THE WIND-UP MOUSE

Karen Percival
East Elementary
Duchesne County School District

Text Talk Lesson for: Alexander and the Wind-Up Mouse, (Leo Lionni, 1969)
ISBN: 0-394-82911-5

Potential Tier 2 words in the text:

- ordinary
- rustled
- envy
- quivering
- mysteriously
- dawn
- precious
- searched
- adventures

Tier 2 words selected for direct vocabulary instruction:

- ***adventures***
- ***envy***
- ***searched***

Step 1: Doing the read aloud of the text with a focus on comprehension:

Read pages 1-2 (There are no page numbers. I counted the pages with words.)

Show illustration and point out the broom

What do we know about Alexander? (No one likes him.)

Read pages 3-4

What do we know about Willy?

Point out wind up and wheels

Show illustration

Read page 5

Why does everyone love Willy? (***adventures***)

Show illustration

Read page 6

What does Alexander want? (***envy***)

Show illustration

Read pages 7-8

What is happening?

Show illustration

Read page 9

What is Alexander's problem? (***searched***)

Show illustration

Read to “he thought” pages 10-11

Don’t show pictures

Then read from “But then” show picture and point out purple pebble

What did Alexander wish for?

Read pages 12-13

How is Alexander feeling?

Show illustration

Read and show illustration at the same time. Pages 14-15

How did the story end?

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **adventures**

1. In the story the author says, “He told him of his **adventures** with brooms, flying saucers and mousetraps.”
2. When you say you had an **adventure** you mean that you enjoy and look for dangerous and exciting experiences.
3. Students repeat the word **adventures**.
4. Display Word

Example:

Miss Jenkins’ got lost at Disneyland and she had some interesting **adventures**.

The boys went on a big **adventure** to the ice caves.

5. Now think about a dangerous or exciting **adventure** you have been on. Start your sentence with, “I went on an **adventure**, and I...” Ask students to tell why it was an **adventure**.
6. What is the new word? **adventures**

MAINTENANCE:

Listen to theses situations. Thumbs up if you think it’s an **adventure**. Thumbs down if you think it’s not an **adventure**.

- Superman is a hero because he has many **adventures** and rescues people from danger.
- Our principal, Mr. Heaton has many **adventures** when he comes to visit our classroom.
- Sam went on an **adventure** to Vernal, Utah and found a huge dinosaur bone.
- My family went hiking in the mountains and it turn out to be an **adventure** when a brown bear tried to get into our car.

Target word: **envy**

1. In the story the author said, "Alexander thought of Willy with **envy**."
2. **Envy** means, you want something that someone else has.
3. Students repeat the word **envy**.
4. Examples:
 Brooke was green with **envy** when she saw my new bike.
 Kaitlin plays the piano and violin very well and many people **envy** her talent.
5. Now think about a time when you have **envied** something that someone else has. Start your sentence with "I **envy**... because..." Ask students to tell why they **envy** something.
6. What is the new word? **envy**

MAINTENANCE:

Which of these things would you **envy**? Raise your hand if you would **envy** this.

- Your mom takes your little brother or sister out for an ice cream cone while you are at school.
- Your neighbor gets a brand new pair of heelies (skates).
- Your best friend gets a 100% on the spelling test.

Target word: **searched**

1. In the story the author says, "For days and days Alexander **searched** the garden for a purple pebble."
2. When you say you have **searched** you are saying that you have looked carefully to find something.
3. Students repeat word **searched**.
4. Display Word
 The children **searched** the playground all recess to find a little red ladybug.
 The students **searched** the classroom to find the missing clue.
5. Now think about something you have **searched** for. Start your sentence with "I **searched** for...." Ask students to tell why they had to search for it.
6. What is the new word? **searched**
7. Which one would be something you would search for? Have children raise their hand for which one they think is the correct choice.
 - Would you **search** for your bed or for your missing library book?
 - Would you **search** for a missing pencil or for your desk?
 - Would you **search** for a lost toy or for the book shelf?

Combine the words by having the children make a choice between two of the words:

- Matt **searched** the beach all day only to find a broken sea shell.
- I **envy** my best friend because she has a brand new trampoline.
- Which sentence did you like? Tell me why you liked the sentence?

Maintain all three words by asking the children to give examples or explanations:

- Tell me about something you would **envy**. Why would you **envy** it?
- Tell me what would be an **adventure** for you? What makes it an **adventure**?
- Tell me about something you would want to **search** for? Why would you **search** for it?

Maintain by helping children add to their networks of related words:

- What have you **envied** that belongs to someone else? Why did you **envy** it?
- What have you **searched** for? Why did you **search** for it?
- What kind of **adventures** have you been on? How did you know it was an **adventure**?

Assess

Let's think about all three of our new words again: **adventures, envy, searched.**"

- The classroom was on an **adventure** when _____. Ask for response. If you agree, thumbs up. If you disagree, thumbs down.
- She was green with **envy** when _____. Ask for response. If you agree, thumbs up. If you disagree, thumbs down.
- My family **searched** all over _____. Ask for response. If you agree, thumbs up. If you disagree, thumbs down.

5. AMAZING GRACE

Sara Payne
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Salt Lake City School District

Text Talk Lesson for: Amazing Grace, (Mary Hoffman, 1991) ISBN: 0-803-71040-2

Potential Tier 2 words in the text:

- wicked
- exploring
- auditions
- success
- paved
- cheered (up)

Tier 2 words selected for direct vocabulary instruction:

- ***amazing***
- ***paved***
- ***exploring***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud the first page and ask, "What do we know about Grace so far?" Show the illustration.

Read aloud pages 3-6. Ask the students the following questions: What is Grace doing? What kinds of things does Grace like to do when she plays?" Show illustrations and give quick explanation of characters such as Anansi the Spider and Joan of Arc if necessary.

Read page 8 aloud and ask, "What is the author trying to tell you about Grace? What kinds of stories does Grace like to act out?" Show illustrations.

Read pages 9-11 and ask, "What did Raj tell Grace? Why would he say that? What does that tell us about Raj?"

Read page 12 and ask, "What did Natalie say to Grace? Why would she say that? What does that tell us about Natalie?" Show illustrations.

Read page 13-14 and ask, "How is Graces feeling?" Show illustrations.

Read pages 15-18 and ask, "Why did Nana take Grace to the ballet? How did the ballet help Grace?" Show illustrations.

Read aloud page 19. Ask the children, "Why did everyone in the class vote for Grace? Why did Grace do so well in the audition?" Show pictures at this time.

Read page 21 aloud and ask the children, "What does the author want us to know about Grace now?"

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **exploring**

1. “In the story the author says that Grace went **exploring** for lost kingdoms.”
2. “If you go **exploring**, you would travel in order to discover what a place is like.”
3. “Say the word with me: **exploring**.”
4. If you were to go **explore** a new school, you would look in all of the rooms for new and exciting things. You might also **explore** a new book by looking through its pages and pictures and begin reading it.”
5. “Now you think of somewhere that you would like to go **exploring**. Start your sentence with, ‘I would like to go exploring’... or The place that I would most like to **explore** is _____ because...” (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did).
6. “What’s the word we’ve been talking about?” **‘exploring’**

Target word: **paved**

1. “In the story the author the author says that Grace found a city with streets paved in gold.”
2. “If a road or other surface is **paved**, it is covered with a hard material such as concrete, rocks, or asphalt.”
3. “Say the word with me: **paved**.”
4. “If you were to walk on a **paved** road or sidewalk, it would be covered in asphalt, rocks, concrete, or something other than dirt (maybe even gold if you were dreaming!).”
5. “Now, think of some places in our neighborhood where things might be paved. Start your sentence with ‘I saw a _____ that was **paved** in _____.’” (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did).
6. “What’s the word we’ve been talking about?” **‘Paved.’**

Target word: **amazing**

1. "In the story the author says that the play was a big success and Grace was an **amazing** Peter Pan."
2. "If someone or something is **amazing**, they can be wonderful and at times surprising."
3. "Say the word with me: **amazing**."
4. "If someone or something is **amazing**, they are good at what they do. A cat could be an **amazing** jumper, or your dad could be an **amazing** cook."
5. "Now, you think of someone or something that you think is **amazing**. Start your sentence with _____ is **amazing** because s/he_____." (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did).
6. "What's the word we've been talking about?" '**amazing**'

Combine the words by having the children make a choice between two of the words:

- The sidewalk: **paved** or **amazing**?
- Taking a hike in the mountains to look for rocks: **amazing** or **exploring**?
- The freeway: **exploring** or **paved**?
- Your mom's recipe for chocolate cake: **exploring** or **amazing**?
- Searching in your backyard for different types of insects: **exploring** or **paved**?
- The best basketball player in the world: **amazing** or **paved**?

Maintain all three words by asking the children to give examples or explanations:

- Have you ever seen construction workers **pave** a road? What does it look like? How do they do it?
- What kinds of things would you like to **explore** during your summer vacation?
- What is the most **amazing** sight you have ever seen? Have you ever done anything that is **amazing**?

Maintain by helping children add to their networks of related words:

- If you could **pave** the streets with anything, what would it be? What would you use to **pave** a sidewalk?
- My Dad is an **amazing** golfer. What do you do that is **amazing**?
- If you were to **explore** Disneyland, what do you think you would find? If you could **explore** anywhere, where would you go?

Assess:

“Let’s think about all three of our new words again: **paved, auditions, exploring.**”

- Which of these would most-likely be **paved**- a street or a bed? (Students who agree with the response will raise their thumb; those who disagree will point their thumb down).
- What would be more **amazing** to see- an elephant flying or a dog barking? (Students who agree with the response will raise their thumb; those who disagree will point their thumb down).
- Where would you rather go **exploring**- in your bedroom or in the great outdoors? (Students who agree with the response will raise their thumb; those who disagree will point their thumb down).

6. AMBER ON THE MOUNTAIN

Linda Roundy
Salt Lake School District

Text Talk Lesson for: Amber On the Mountain, (Tony Johnston, 1994)
ISBN: 0-8037-1219-7

Potential Tier 2 words in the text:

- poked
- bristled
- porcupine quills
- giddy
- lonesome
- scattered
- longed
- supplies
- fix as in 'fix your mind'
- bidding
- flopped
- meadow
- streaked
- examined
- stubborn
- stumbled
- stamped (his foot)
- notion

Tier 2 words selected for direct vocabulary instruction:

- ***lonesome***
- ***stubborn***
- ***determination*** (is not explicitly named in the book)

Step 1: Doing the read aloud of the text with a focus on comprehension.

Today we are going to read a story about a little girl who feels lonesome and having determination to learn something she has always wanted to do.

You probably already know what lonesome is. Say lonesome. What does that word feel like to you? Show me a lonesome face. I feel lonesome when I am all alone and there is nothing to do? Is that when you feel lonesome? Buddy up and tell each other when you felt lonesome last. Why might someone feel lonesome?

Amber is the girl in our story. She feels lonesome sometimes because she lives high up in the mountains away from people. People are scattered all over the mountain; Amber does live and not close to anyone.

Maybe because she feels lonely, story Amber has decides to do something. Amber is determined to learn something. We are going to find out what Amber is determined to do.

The book is not paginated. (Number the pages. Page 1 would be the first page of text with the cow in the picture)

Read aloud page 1. Children discuss the images of the setting, i.e., the mountain is so high it poked through the clouds like a needle stuck in down. Trees bristled like porcupine quills. In spite of all the beauty Amber is lonesome. Ask "What is Amber's problem? Why is she feeling lonesome? Show illustration.

Read aloud page 2. Discuss the following: Two different men come to Amber's home on the mountain. One man came to teach the children how to read and write. Let's read that part again and listened to find out what happened to the first man? What happened to him? Why did he leave? Did he have enough determination to teach the children how to read? What might have happened to his determination? The second man came to the mountain. He brought his family with him. He came to build a road on the steep mountain. Which job do you think would take more determination, learning how to read or building a road on a very steep mountain? "Do you think the man building the road has enough determination? He says, "You can do almost anything you fix your mind on." What did he fix his mind on? Tell your buddy if you think he has enough determination to build the whole road. Do you think he will have to be stubborn to get the road built?

Read Aloud to page 6. Have the students discuss the how the relationship between Amber and Anna develops.

Reread page 6. Anna decides to do something. She determines to do something with Amber. The story says Anna got a stubborn look in her eye, just like the old mule whose name is Rockhead. Mules are stubborn animals. They look like shaggy hairy horses; they do not like to be told what to do. Sometimes they won't move at all! Anna is fixing to do something. What is she fixing her mind to do? Do you think she will have enough determination to help Amber learn how to read?

Continue reading aloud to page 13. Show the illustration before reading page 13. What in this picture tells us that Anna and Amber are determined to read?

Read Page 14. Have the children close their eyes and visualize the action of the narrative on this page or from the past couple of pages. Amber is frustrated or upset, what is making her unhappy? Right now Amber is being very determined. The story says, "Amber stiffened up as mulish as could be." What do we know about mules that will help us understand why the author said Amber was mulish? Can you show a mulish, determined face like you are fixin' to do something important and difficult?

Read aloud to page 17. Ask the students what is the next thing Anna is fixing on teaching Amber to do? Let's read to see if the girls have enough determination or they are stubborn enough or mulish enough to get Amber read **and** write.

Read page 18. Accept student responses and clear up confusions. Have the children state the Amber's new goal. Discuss how determined Amber was to accomplish her goal.

Read aloud to page 28; ask the children why Amber says to Anna in her letter that they are not far away from each other anymore? Who had more determination Amber or Anna? What in the story makes you think that?

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **stubborn**

1. In this story people have to be very determined. In fact they need to be so determined that they are stubborn. On page 6 Anna gets a **stubborn** look in her eye. What was she fixing to do? Would she have to get **stubborn** to finish that job?
2. **Stubborn** means that you are not going to change your mind. It means that whatever you decided is how it will be. Sometimes it is good to be **stubborn**, like when someone is trying to talk you into taking drugs. Sometimes it is bad to be **stubborn** like when your mom wants you to clean up your room and you won't do it.
3. Stay **stubborn**. Say it again. Now make a sound like a mule and you can remember that mules can be very **stubborn**.
4. I am determined to help you remember that word **stubborn**. I won't give up until you all can tell me what **stubborn** means. I will have enough determination to say it, and say it, and say it until you know it all the way!
5. You think about a time you were **stubborn**. You can start your sentence with: I was **stubborn** when I _____. Or my sister or brother was **stubborn** when _____. Have the children tell when they have been **stubborn** in a good way and **stubborn** in a bad way.
6. What is this new word we are talking about? Say **Stubborn**. Say it slowly. Say it fast, say it like a mule!! Hee-haw.

Target word: **determination**

1. (Although this word does not appear in the story, it is a central concept to understanding the relationship throughout the story.) Three people in our story are very **determined**. They have **determination**. Anna was **determined** to teach Amber how to read and write. Anna's dad was **determined** to build a mountain road. Amber had enough **determination** to learn how to read, and even more **determination** when she taught herself how to write.
2. **Determination** means once you have decided to do something it gets done!
3. Say: **determination**.
4. I have to use **determination** to eat cooked spinach. I do not like it, but it is good for me. Do you use **determination** to do anything that is hard for you? Most of us have to use **determination** to work hard in school, don't we?
5. Buddy up-play like you are the Mom and you are **determined** to get the baby to eat spinach? How **determined** did you have to be? How **determined** was the baby?
6. What is our new and important word? **determination**.

Target word: ***lonesome***

1. Amber felt ***lonesome*** living up on the mountain so high. She didn't have friends near by to talk to and play with.
2. ***Lonesome*** is how you feel when you don't have anyone your own age or size to play with. ***Lonesome*** is how you feel if your pet gets lost. ***Lonesome*** makes your body move slowly and feel sad.
3. Say ***lonesome*** and show me with your whole body what ***lonesome*** looks like.
4. I am ***lonesome*** when my grandchildren go home. I feel ***lonesome*** when I watch a sad movie all by myself.
5. You think of a sentence that tells when you felt ***lonesome***. Say, "I felt ***lonesome*** when _____.", or you can use your pet. Say, "My puppy feels ***lonesome*** when _____."
6. What is the sad word we have been talking about?

Combine the words by having the children make a choice between two of the words:

- If I lift weights until your muscles are strong: ***determined*** or ***lonesome***?
- If you refuse to eat your vegetables: ***determined*** or ***stubborn***?
- If you spend all day cleaning out your messy room for your mother are you being ***determined*** or ***stubborn***?

Maintain all three words by asking the children to give examples or explanations:

- Buddy-Up. Tell your buddy about a time when you were ***determined*** to learn how to ride a bike, or roller skate or do something difficult. Did you feel good after you finished the hard job?
- Tell your buddy about a time when you were too ***stubborn*** to do something good for yourself or for your mom, or at school.
- Tell your buddy about a time when everyone in your family was ***determined*** to do something important and difficult. Did you succeed?
- Can a fish feel ***lonesome***? How do you know? Can a puppy feel ***lonesome***? Have you ever felt ***lonesome*** when you were around lots of people?

Maintain by helping children add to their networks of related words:

- If you were ***stubborn*** in a grocery store. How would you act?
- If you were ***determined*** to buy Cheerios in a grocery store how would you act?
- If your friend felt ***lonesome*** what might you do for your friend?

Assess:

Let's think about all three of our new words one more time. The words are **determination**, **stubborn** and **lonesome**. Say those words with me: **stubborn**, **determination** and **lonesome**.

- Which of these is **stubborn**? When you won't share your new toy or when you give up after trying to do something one time?
- Which of these shows **determination**. When you won't read my book because it is too hard, or "This book is tricky, I just need a little help."
- When do you feel **stubborn**? When your mom want you to make your bed, or when your mom wants to go get ice cream.
- When do you feel **lonesome**? When you wake up at night after a spooky dream, or when you are at a birthday party?

7. ANANSI AND THE TALKING MELON

Brady Donaldson
Salt Lake City School District

Text Talk Lesson for: Anansi and the Talking Melon, (Eric A. Kimmel, 1994)
ISBN: 0-8234-1167-2

Potential Tier 2 words in the text:

- bore (drill)
- bored (tired)
- ridiculous
- impatient
- command
- insult
- prodded
- excitement
- handsome
- rose (sun)
- exclaimed
- hurled

Words to teach for deeper understanding:

- ridiculous
- impatient
- insult

Step 1: Doing the read aloud of the text with a focus on comprehension.

PAGE:

1-2

Read page

Show illustration and point out:

- spider in thorn tree
- elephant hoeing
- melons

3-4

Read

- *What do we know so far? (Bore a hole w/thorn)*

Show illustration

4

Read

- *What is Anansi's problem?*

Show both illustrations

5

Read only

6-7

Read

- What is Anansi planning to do?

Show picture?

8-9

Read

- What is happening?
- What is elephant going to do?
- Show illustration.
- Who is talking to the elephant?

10-11

Continue to read without showing the pictures yet. (*ridiculous*)

12-13

Read

- Why is Hippo angry?
- Where are Hippo and Elephant going? Why?

Show this and previous picture.

14-15

Read and show picture. Point out Warthog. (*ridiculous*)

16-17

Read

- Why is Warthog angry?

Show picture

- Where did they go next?

18-19

Read and show illustrations at the same time.

20-21

Read and show.

22-23

Read

- What's happening here?
- How does the king feel? Why? (*impatient*)

24-25

Read

- Why is the king angry?
- How do we know the king is angry?

Show pictures (*insult*)

26

Read

- What happened?

27

Read

- Why did Anansi climb the banana tree?

Show illustrations

28

Read

- How does the story end?

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **ridiculous**

1. In the story, the author says the talking melon was as **ridiculous** as a skinny Hippo. The author also says the talking melon is as **ridiculous** as a handsome warthog.
2. If you say that something is **ridiculous**, you mean that it is very foolish or silly.
3. STUDENTS REPEAT WORD
4. DISPLAY WORD
5. EXAMPLES:
 - If our principal, Ms. Wilkerson, rode into your classroom on a bicycle. You could say that was **ridiculous**.
 - Serving something like jelly bean soup for lunch would be **ridiculous**.
6. Now you think of something **ridiculous**. Start your sentence with, "Something would be **ridiculous** if . . . ," or "If you _____, that would be **ridiculous**." Ask students to explain why each situation would be **ridiculous**.
7. WHAT'S THE NEW WORD?

MAINTENANCE:

Which of these things would be **ridiculous**?

- A student reading book in the library or a student making pancakes in the library? Why?
- A dog singing a song or a dog chasing a ball? Why?
- Going to the zoo and seeing an elephant eating hay or going to the park and seeing a dinosaur swimming in the pool? Why?

Target word: **insult**

1. In the story, the King got angry and said, "How dare this melon **insult** me."
2. **Insult** means to make someone mad or upset by being rude to that person.

3. STUDENTS REPEAT WORD

4. DISPLAY WORD

5. EXAMPLES:

- If someone made fun of your new shoes and said that they looked ugly, then that person **insulted** you.
- Someone drawing a picture of a pig and writing, "You are a fatso," would be **insulting**.

6. STUDENT GENERATED EXAMPLES:

- Now you think of some way to **insult** someone. Begin your sentence with, "You could **insult** someone by . . ."
- Ask another student to explain why that someone would be **insulted**.

7. WHAT'S THE NEW WORD?

MAINTENANCE:

Listen to these situations. If it would **insult** you, stand up and say, "That's **insulting**." Otherwise, remain seated and say nothing.

- A teacher says, "Your handwriting is the worst I've ever seen."
- Mom gives you a hug before you leave for school.
- An older student pushes you in the hall and yells, "Get out of my way."
- Mr. Rose helps you solve a difficult math problem.

Target word: **impatient**

1. In the story, the author wrote, "The melon said nothing. The king grew **impatient**."
2. **Impatient** means that you are bothered for having to wait for someone or something.

3. STUDENTS REPEAT WORD

4. DISPLAY WORD

5. EXAMPLES:

- Someone would become **impatient** if they had to wait in line for a long time to get a drink at the drinking fountain.
- Some children may be **impatient** on their birthday when they have to wait and wait to open their presents.

6. STUDENT GENERATED EXAMPLES:

- Now you describe a time that you have been **impatient** and then tell why. Start your sentence with: "I was **impatient** when . . . because . . ."

7. WHAT'S THE NEW WORD?

MAINTENANCE:

Point to and read the three new words. Assign the number 1 to **ridiculous**, number 2 to **insult**, and 3 to **impatient**. Give the following situations and have the students say the correct word while holding up fingers to show the corresponding number:

- Taking a fish for a walk on a leash: **impatient** or **ridiculous**.
- Making a mean face at someone: **impatient** or **insult**.
- Laughing at someone who falls down and gets hurt: **ridiculous** or **insult**.
- Your bicycle has a flat tire and you have to wait four days to get it fixed: **insult** or **impatient**.
- A student ahead of you in the lunch line drops her tray of food and you can't get your food until the mess is cleaned up: **ridiculous** or **impatient**.

Assess:

Ask students to think of words to complete each of the following sentences. Call on a student to respond. All students who agree that the word was used correctly will hold their thumbs up. Those who disagree will put their thumbs down.

- Complete this sentence: Maria was **impatient** when _____. Ask for response. Students who agree with the response will raise their thumb; those who disagree will point thumb down.
- Something **ridiculous** that a pet would do is _____. Ask for response. Students who agree with the response will raise their thumb; those who disagree will point thumb down.
- Mr. Rose becomes **impatient** when _____. Ask for response. Students who agree with the response will raise their thumb; those who disagree will point thumb down.

8. APPELEMANDO'S DREAM

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Text Talk Lesson for: Appелеmando's Dreams (Patricia Polacco, 1997)
ISBN: 0-329-05500-3

Potential Tier 2 Words in the Text

- | | | |
|-------------|---------------|---------------|
| • drab | • ridiculous | • laundry |
| • overgrown | • alarmed | • responsible |
| • magic | • elders | • suspicious |
| • useful | • hire | • ashamed |
| • snapped | • soaring | • alerted |
| • special | • daydream | • signal |
| • piece | • brilliant | • bustling |
| • discover | • capture | • wept |
| • waddling | • wondrous | • prank |
| • stunned | • disappeared | |

Tier 2 Words Selected for Direct Vocabulary Instruction:

- ***responsible***
- ***signal***
- ***useful***

Step 1: Doing the Read-Aloud of the Text with a Focus on Comprehension

Introduce the text: This is a story about a little boy named Appелеmando and a special way he had of daydreaming when he was with his friends.

Pages 1 and 2: Read Page 1 aloud. Tell the students that “drab” means something that does not have much color. Show the students the illustration on Page Two. Point out that the buildings are beige, light blue, and gray – not very colorful!

Also, point out the drawing of Appелеmando on Page 2.

Ask the students what they know about imagination. Explain that the author is using the word “dream” in the same way we would use the word “daydream” or “using our imagination.” Re-read the last paragraph on Page 1. Explain that “For him, dreams were magic chariots pulled through his mind by galloping hues of color” is just a special way for the author to say that Appелеmando has a very active imagination. All of the pictures that he gets in his mind when he daydreams are very colorful.

Read Page 4. Show the illustration on Pages 3-4 while asking, “Why do you think that the villagers thought that Appелеmando did not do anything useful?”

Read Pages 5 and 6. Show the students the illustration on Pages 5 and 6. Ask them what they think the special secret is that the five friends shared.

Read Pages 7 and 8 then show the illustration on these pages. Ask the students what would be neat about others being able to see what they daydream. Ask them what would be a problem about others being able to see what they daydream.

Read Pages 9 and 10 and show the illustration.

Read the first paragraph on Page 11. Ask the students to use their imaginations and suggest ways that Appelemando's friends could get one of his daydreams on paper.

Read the rest of Page 11 and show the illustration on Pages 11 and 12.

Read Page 14 (the right side of the next page). Show the illustration on Pages 13 and 14. Point out where some of Appelemando's dreams are sticking.

Read Page 15. Ask the students what they think will happen next.

Read Page 18 (the right side of the next page). The villagers are upset about Appelemando's dreams sticking to their buildings. Ask the students what they think the mayor of the town will do to Appelemando and his friends. Show the illustration on Pages 17 and 18.

Read Pages 19 and 20. Ask the students what they think the reason is that Appelemando cannot dream in front of the elders of the village. Show the illustration.

Read Page 21. Show the illustration. Ask the students how they think Appelemando and his friends will find their way home from the middle of the forest.

Read Pages 23 and 24. Show the illustration. Ask what the students think helped Appelemando be able to dream again. (His friends believed in him, believed that he could dream again.)

Read Page 25. Show the illustration on Pages 25 and 26.

Read Page 28 (the right side of the next page). Show the illustration. Ask the students for their opinions of why dreams are important.

Read Page 30. Show the illustration. Ask the students how the village changed because of Appelemando's dreams. Ask the students who they think the old man leaning on the cane in the last illustration is.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target Word #1: **responsible**

1. “In the story, when the villagers came out and found Appelemando’s dreams stuck onto their houses and stores, the mayor of the village said, ‘I’ll find who is **responsible** for this prank.’”
2. “If a person has done something, something good or something bad, then he or she is **responsible** for doing it. “ “Also, if a person is *supposed* to do something, then he or she is **responsible** for doing it.”
3. “Say the word with me: **responsible.**”
4. “If you and your best friend put the flag up on the flagpole in front of the school this morning, who would you say was **responsible** for putting up the flag?” “If I give you a math worksheet to complete tonight for homework, who is **responsible** for getting the homework done?”
5. “Tell me some things that you are **responsible** for doing at home. Start your sentence with, ‘At home, I am **responsible** for _____.’ “(Have three or four students give answers.)
6. “What’s the word we have been talking about?” “**Responsible.**”

Target Word #2: **signal**

1. “In the story, after the children are lost in the forest and are trying to figure out a way to get rescued, they have this discussion:
 - ‘Our people will never find us here,’ Petra and Dorma cried.
 - ‘They won’t even know where to look,’ Jefftoe said sadly.
 - ‘If only we could **signal** them somehow,’ Lark said thoughtfully.
 - Then all of the children looked at Appelemando.”
2. “When you talk about giving a **signal** or **signaling** someone, it means that you show a sign or a gesture to others that will cause them to do something. Such as, in the story when the search parties saw the **signal** that Appelemando sent in the form of one of his daydreams, they immediately went to the area of the forest close to the **signal** and found all of the children.”
3. “Say the word with me: **signal.**”
4. “When you are outside before school, what causes you to line up at the door of the school to go inside? It’s the school bell **signaling** to all of you that it is time for school to begin.” “How do you **signal** to me that you want to answer a question that I have asked the class? You raise your hand.”

5. "Tell me about a time when you **signaled** someone to do something or when you did something when you were given a **signal**. Begin your sentence with:
 - 'I **signaled** a friend to do _____ (task) _____ by _____ (what was done to signal the other person) _____.'
 - OR
 - 'I did _____ (task) _____ when my friend **signaled** me by _____ (what was done to signal me) _____.'
6. "What's the word we've been talking about?" "**Signal.**"

Target Word #3: **useful**

1. "In the beginning of the story, the author writes about the villagers saying that nothing that Appellemando did was **useful**."
2. "**Useful** means that something that a person does is helpful to himself or herself or to others. If an object is **useful**, then by using it, a task can be done more easily."
3. "Say the word with me: **useful**."
4. "A spoon is **useful** because you can use it to eat your cereal for breakfast without having to use your fingers, which would make a mess." "It is **useful** for a student to read twenty minutes every day at home because then reading will get easier for the student, and the student will become a better reader."
5. "Tell me about a time when you have done something **useful** or have used some object that is **useful**. Begin your sentence with:
 - 'I did something **useful** when I _____.'
 - OR
 - 'A(n) _____ (object) _____ is **useful** when I _____ (description of a task) _____.'
6. "What's the word we've been talking about?" "**Useful.**"

Combine the words by having the children make a choice between two of the words:

List the target words on the board like this:

- 1 – responsible
- 2 – signal
- 3 – useful

"I will read a statement and then give you two of our target words. You are to hold up one finger [hold up index finger] if you think the statement is talking about being **responsible**. You are to hold up two fingers [hold up index and middle fingers] if you think the statement is talking about showing a **signal**. Hold up three fingers [hold up index, middle, and ring fingers] if you think the statement is about being **useful**."

- Handing in your homework: **signal** or **responsible**?
- Going outside to the playground when the recess bell rings: **signal** or **useful**?
- A car stopping at a red light: **signal** or **useful**?
- Getting to school on time: **responsible** or **useful**?
- Eating salad with a fork: **signal** or **useful**?

Maintain all three words by asking children to give examples or explanations:

- Tell us about something that you have done this week that is **responsible**.
- Have you ever been **useful** to your mom or your dad or your big sister? Tell us about it.
- Tell us about a **signal** that you have seen recently. What did it cause you to do?

Maintain by helping children add to their networks of related words:

- How do you **signal** to your mom that you are hurt?
- What is something that you think is **useful** and why?
- What chores are you **responsible** for doing at home?
- What are you **responsible** for doing at school?

Assess:

“Let’s think about all three of our target words again: **responsible**, **signal**, and **useful**.”

“Put your thumbs up if you agree with what I say; put your thumbs down if you do not agree with what I say.”

- Which is being **responsible** – a student picking up and throwing away a candy wrapper that she sees in the hall or a student just walking by a candy wrapper that she sees in the hall?
- What is a good way to **signal** to others that you are happy – frowning and stomping your feet or smiling and laughing?
- Which is an example of using something that is **useful** – using a knife to pick up green peas to eat or using a pencil to write down a sentence?

9. ARMADILLO TATTLETALE

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Text Talk Lesson for: Armadillo Tattletale, (Helen Ketteman, 2000)
ISBN: 0-590-99723-8

Potential Tier 2 words in the text:

- | | | |
|-------------|-------------|---------|
| • eavesdrop | • gawk | • wail |
| • creature | • humongous | • rail |
| • scrounge | • scold | • snoop |
| • scraggly | • prattle | • gnash |
| • bawl | • fuss | |
| • squawk | • cuss | |

Tier 2 words selected for direct vocabulary instruction:

- ***humongous***
- ***scraggly***
- ***scrounge***
- ***overheard***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read the title of the book, show the cover and point out the armadillo.

Read the first page. Ask the children what we know about the armadillo so far. Show the illustration.

Read the next page and show the illustration. Read the sign in the pond and ask the children why the other animals didn't want the armadillo to drink water with them.
(*Scrounge*)

Read the next page and show the illustration. (*Scraggly, overhear*)

Read the next page without showing the illustration. Ask the children if Armadillo told the truth about what Egret had said. Show the illustration. (*Scraggly, humongous*)

Read the next page and show the illustration. Ask the children what Egret means when he tells Armadillo that what he had said was not for Armadillo's ears.

Read the next page and then show the illustration.

Read the next page and then show the illustration. Ask the children to predict what will happen next. (*Humongous*)

Read the next page and ask the children if they think Armadillo will stop telling tales. Show the illustration.

Read the next page and then show the illustration.

Read the next page and ask if Armadillo enjoys telling stories and how do they know? Show the illustration. (*Humongous*)

Read the next page. Ask the children to predict what Alligator will do to Armadillo. Show the illustrations.

Read the next page and then show the illustration. Ask the children why Armadillo hadn't heard what the other animals were whispering.

Read the next page while showing the illustration.

Read the last page while showing the illustration. Ask the children how Armadillo feels now? Ask the children to predict what will happen in the future between Armadillo and the other animals. (*overhear*)

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: ***humongous***

1. "In this story several animals have a humongous hissy fit."
2. ***Humongous*** means very big.
3. "Say the word with me: ***humongous***."
4. "An elephant is a ***humongous*** animal" or "Our school is ***humongous***."
5. "Now let's see if you can think of something else that is ***humongous***. Start your sentence with "A _____ is ***humongous***."
6. "What's the word we've been talking about: ***humongous***."

Target word: ***scraggly***

1. "In this story Egret says that the Blue Jay's feathers are scraggly."
2. "The word ***scraggly*** something that is dirty or messy."
3. "Say the word with me: ***scraggly***."
4. "If I didn't comb my hair before I came to school you might say that my hair was ***scraggly***. Or "If I wasn't careful about doing my schoolwork; you might say that my work was ***scraggly***."

5. Now you think of something that could be **scraggly**. Start your sentence with "A _____ is **scraggly**."
6. "What's the word that we've been talking about: **scraggly**."

Target word: **scrounge**

1. "In this story the armadillo had to **scrounge** through mud for some water to drink.
2. "The word **scrounge** means to get something by looking carefully for it."
3. "Say the word with me: **scrounge**."
4. "If I needed some money, I might **scrounge** around my house looking for it." Or "If I was hungry, I would **scrounge** through my refrigerator."
5. Now you think of a situation where you might **scrounge** for something. Start your sentence with "I might **scrounge** for ..."
6. "What is the word that we've been talking about: **scrounge**."

Target word: **overhear**

1. "In this story the armadillo **overheard** what Egret said to Turtle about the Blue Jays feathers."
2. "The word **overhear** means listen to what someone is saying to someone else."
3. "Say the word with me: **overhear**."
4. "If someone were to listen to what I said to our principal, they would **overhear** us."
5. Now you think of a situation where you might overhear something. Start your sentence with "I might **overhear** if I..." or "Something I have **overheard** is..."
6. "What is the word that we've been talking about: **overhear**."

Combine the words by having the children make a choice between two of the words:

- Listening to what others are saying: **overhear or scraggly?**
- A coat that is worn and dirty: **humongous or scraggly?**
- Looking for money under the couch: **scraggly or scrounge?**
- A building that is large: **scrounge or humongous?**
- Having a toy that is old and messy: **overhear or scraggly?**
- Hearing what people are talking about: **scrounge or overhear?**

Maintain all four words by asking the children to give examples or explanations:

- Tell us about a time that you **overheard** something?
- Describe something you've seen that is **humongous**?
- Tell us about a time you had to **scrounge** for something?
- Describe something that is **scraggly**?

Maintain by helping children add to their networks of related words:

- If someone **overheard** you talking about someone else and told the person what would you do?
- Tell us about a time that you have had a **humongous** problem?
- Tell us about something you have seen that is **scraggly**?
- What are some things that you have had to **scrounge** for?

Assess:

“Let’s think about all four of our new words again: **overhear, humongous, scrounge, scraggly**.” Students will put their thumb up if the definition agrees with the word and their thumbs down if it doesn’t.

- Which of these is **humongous**- an elephant or a mouse?
- Which of these is **overhearing**- you talking to someone on the phone or you listening while your mom talks to a friend?
- Which of these things would be **scraggly**- a dog that has just had a bath or a dog that has been playing in the mud?
- Which of these situations is **scrounging**- looking in all of your pockets to find money or having your mom give you money.

10. THE ART LESSON

Margie Ikeda
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Text Talk Lesson for: The Art Lesson, (dePaola, 1989)
ISBN: 0-399-21688-X

Potential Tier 2 words in the text:

- | | |
|--------------|------------------------|
| • artist | • practice (practiced) |
| • unfinished | • property |
| • lesson | • monitor |
| • awful | • ruin |
| • wrinkly | • copy |
| • smock | • fair |

Tier 2 words selected for direct vocabulary instruction:

- ***artist***
- ***lesson***
- ***ruin / ruined/ ruining***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud page 1. “Where do you think Tommy like to draw his pictures?” Show picture.

Read pages 3 and 4. Show pictures. “What unique things do Tommy and his friends like to do?”

Read pages 4 and 5. “Why do you think Tommy’s cousins told him to NOT copy?” “What did they mean by that?” Show illustrations.

Read pages 6, 7, 8, and 9. Show pictures. “How you think Tommy’s parents and grandparents felt about his drawings?” “How can you tell they feel this way?”

Read page 10. “What did Tommy do that he shouldn’t have?” “Do you think that will stop Tommy from wanting to draw?” Read page 11. “Were your predictions correct?” “How do you know?” Show illustrations for pages 10 and 11.

Read pages 12 and 13. Show illustrations. “Do you think Tommy was excited to start kindergarten?” “Why?” “How do you think Tommy felt when he found out that art lessons wouldn’t start until next year?”

Read pages 14 and 15. Show illustrations. “Do you think Tommy enjoyed painting in kindergarten?” “Why or why not?”

Read pages 16 and 17. “How did Tommy know the teacher was a real art teacher?” Show illustrations.

Read pages 18 and 19. “Why do you think Tommy’s box of 64 crayons was so special to him?” “Where do you think he might like to use his new box of crayons?” Show illustrations.

Read page 20. “How do you think Tommy will feel about the school crayons?” Read page 21. “Were your predictions correct? Why or why not?” Show illustrations.

Read page 22 and 23. “Why do you think Tommy hid his box of 64 crayons under his sweater?” “What do you think might happen to him at school?” Show pictures.

Read pages 24 and 25. “The art teacher told the class to copy the pilgrim. They also won’t let Tommy use his box of 64 crayons. What do you think a good solution to Tommy’s problem might be?” Show illustrations.

Read pages 26 and 27. “Do you think Tommy will like the solution that Mrs. Bowers and Mrs. Landers came up with?” “Why?” Show illustrations.

Read pages 28 and 29. Show illustrations.

Read last page (page 30). “The book says, ‘And he still does’, what do you think that means?” Show illustrations.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **artist**

1. “In the story, it talks about Tommy wanting to become an **artist** when he grew up.”
2. “If someone is an **artist**, they are someone who draws, paints, or does some other kind of art work.”
3. “Say the word with me: **artist**”
4. “When we draw or paint pictures in class, we are all **artists**. Some **artists** make sculptures. Some **artists** take pictures with a camera. Tommy loved to draw pictures. Tommy was an **artist**. Tommy’s twin cousins were professional **artists**. That means that their job is to paint pictures.
5. “I want you to think of a time when you or someone you know was an **artist**. Share that time with your partner. Start by saying, ‘I was an **artist** when I _____. Or my friend was an **artist** when _____.”
6. “What is the word we have been talking about? **Artist**.”

Target word: **lesson**

1. "In this story, Tommy was really excited to go to school because he will get real art **lessons**."
2. "A **lesson** is something that is learned. Tommy wanted to learn art. He wanted to have an art **lesson**. He wanted someone to teach him how to draw."
3. "Say the word with me: **lesson**."
4. "If I teach you math, I taught you a math **lesson**. When we learn to read, we are having reading **lessons**. My Mom taught me to tie my shoes. She gave me a **lesson** on how to tie my shoes. My Dad gave me a **lesson** on how to ride a bike. He taught me how to ride my bike. A **lesson** can also be something important that you learned. I learned a **lesson** not to touch a hot stove when I burned my hand."
5. "Now I want you to think of a **lesson** that you have been taught, or a lesson that you have learned. Start by saying, 'A **lesson** I have learned was _____.'" Have the students share their sentences with the class. Try and get them to use the two different uses of the word **lesson**.
6. "What was the word we have been learning: **lesson**."

Target word: **ruin / ruined / ruining**

1. "In our story, Miss Landers told the class to be careful with their piece of paper. She said, '... don't **ruin** it because it is the only piece you'll get.'"
2. "If you **ruin** something, you will destroy or break it."
3. "Say the word with me: **ruin**."
4. "If I spill juice on my new shirt, I could ruin it. If you don't take good care of your toys, you could break them or **ruin** them. I **ruined** my lunch because I ate a lot of candy right before. I couldn't eat my lunch because I ate too much candy. My sister is **ruining** my homework because she is writing all over it."
5. "Now I want you to think of something that you **ruined**. I want you to tell me what you **ruined** and how you **ruined** it. Start by saying, 'I **ruined** my _____ because I _____.'"
6. "What's the word we've been talking about? '**ruin**'"

Combine the words by having the children make a choice between two of the words:

Give the students the 3 words on individual cards. Go over the words again with the students so they are able to read the words. Ask the questions/statements and have the students hold up the correct card.

- If I draw a picture of my family, I am an _____. **Artist.**
- When I tore my paper, I _____ it. **Ruined**
- My teacher taught me to add. She taught me a math _____. **Lesson**
- I threw a ball in the house and broke a glass. I _____ the glass. **Ruined.**
- My parents taught me to not steal. They taught me the _____ not to steal. **Lesson**
- Someone who makes a sculpture is called an _____. **Artist**

Maintain all three words by asking the children to give examples or explanations:

- Tell me what you could do to be an **artist**.
- What are some things you might do to **ruin** your toys?
- What are some **lessons** you learn in school everyday?

Maintain by helping children add to their networks of related words:

- Are all of the **lessons** that you learn taught to you at school? Where else might you learn a **lesson**? Who might teach you a **lesson**?
- Do you know anyone who is an **artist**? What did that person do to make them an **artist**?
- What could you do to not **ruin** the recess toys in our class? What could you do not to **ruin** your toys?

Assess:

“Let’s think about all three of our new words again: **artist, ruin, lessons.**”

- Which of these things are some things an **artist** might use- paper, pencil, toothpaste?
- How might I **ruin** my clothes- fold them neatly, cut them with scissors.
- What is an example of a **lesson** you might take- karate or sleeping.

11. BAREFOOT ESCAPE ON THE UNDERGROUND RAILROAD

Mary Heslop
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Text Talk Lesson for: Barefoot Escape on the Underground Railroad, (Pamela Duncan Edwards, 1999)

ISBN: 0-06-02713-X

Or

0-06-443519-9 (pbk.)

Potential Tier 2 words in the text:

- | | | |
|---------------|--------------|------------|
| • gasps | • plantation | • urgent |
| • furtively | • wearily | • scurried |
| • marsh | • rustling | • sentinel |
| • frantic | • exhausted | • pursuers |
| • undergrowth | • eluded | • salute |
| • strained | • keen | • prey |

Tier 2 words selected for direct vocabulary instruction:

- ***urgent***
- ***frantic***
- ***exhausted***
- ***strained***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book: "Listen closely to this story about a barefooted boy. As you listen, think about why this boy is barefoot."

Read aloud page one. Show the pictures and point out the dark colored feet. Point out the rabbit and the mouse watching the barefoot.

Read aloud the next page. Show the pictures and point out what a heron looks like. Ask the children "What do we know so far about how this boy is moving?"

Read aloud the next page. Ask "What is the boy's problem?"

Read the next page and show the pictures.

Read the next page. Ask "Why are the animals helping the boy?" Show the pictures.

Read the next page. Ask "Why is the boy so tired?" Show the pictures.

Read the next page and show the pictures. Ask "Who are the Heavy Boots?"

Simultaneously read the next two pages and show the pictures. Ask “What are the animals trying to do?”

Read the next page and ask “Where is the barefooted boy going? Why didn’t the mosquitoes bite the boy?”

Read the next page and show the pictures. Ask “Does the house represent safety or danger, and why do you think that?”

Simultaneously read the next two pages. Ask “What makes this house safe?” Show the pictures

Read the last page. Stop reading after the word warning and ask “Why is the heron crying?” Finish reading and show the pictures. Ask “What are the animals planning to do?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **urgent**

1. “In the story, the author says then from a few feet away came the **urgent** croaking of a frog.”
2. “If you say something is **urgent**, it needs to be done right away.”
3. “Say the word with me: **urgent**.”
4. “If you fall off your bicycle and break your arm, you could say you need **urgent** care. A baby crying needs **urgent** attention.”
5. “Now I want you to think of something that you think is **urgent**. Turn to your partner and tell them something that is **urgent**. Remember to use the word **urgent** in your sentence.”
6. “What’s the word we are learning?” **urgent**

Target word: **frantic**

1. “In the story, the author says the white-footed mouse scurried away as the Barefoot reached for a handful of berries, stuffing them into his mouth with a **frantic** hunger.”
2. “If someone is **frantic**, they are excited by worry or fear.”
3. “Say the word with me: **frantic**.”

4. "My mom was **frantic** when she lost her keys to the car and was late for work." "I was **frantic** when I saw a bear in the woods."
5. "Think of a time when you or a family member was **frantic** about something. Tell your partner about being **frantic**. Remember to use the word **frantic** in your sentence. Who would like to share with the class?"
6. "What's the word we are learning?" **frantic**

Target word: **exhausted**

1. "In the story, the author states with an **exhausted** sigh, the Barefoot pulled a thick blanket of leaves over himself."
2. "If someone is **exhausted**, they are extremely tired."
3. "Say the word with me, **exhausted**."
4. "I was **exhausted** after I played a hard game of kickball." "My dad was **exhausted** after a long day at work."
5. "Say the word **exhausted** if the situation I tell you would make you **exhausted**. If it wouldn't, don't say anything.
 - Running a mile
 - playing cards
 - reading a long book
 - watching TV
 - playing a long game of soccer
 - making dinner for 100 people
6. "What's the word we are learning?" **exhausted**

Target word: **strained**

1. "In the story, it says the Barefoot **strained** to see the house."
2. "If you **strain** to do something, you try very hard to do it."
3. "Say the word with me: **strained**."
4. "He **strained** his eyes to see the animal in the distance." "The dog **strained** his neck to get the bone that was under the fence."
5. "Think of when you have seen someone **strain** to do something. Tell you partner, and don't forget to use the word **strained** in your sentence. Who would like to share?"
6. "What's the word we are learning?" **strained**

Combine the words by having the children make a choice between two of the words:

- Walking to school when you are late: **frantic** or **strained**
- Looking through a thick bush to see through to the other side: **exhausted** or **strained**
- Swimming all day long at the pool: **urgent** or **exhausted**
- Taking your sick sister to the doctor: **frantic** or **urgent**

Maintain all four words by asking the children to give examples or explanations:

- Has there ever been a time when you **strained** to do something? What was it and when?
- What is **urgent** that you need to do right now?
- What have you done in the past week that has made you **exhausted**?
- What makes you or a family member **frantic**?

Maintain by helping children add to their networks of related words:

- What would you do if you **strained** to see something?
- How would you act if something was **urgent**?
- What would you do if you were **exhausted**?
- How would you act if you were **frantic** about something?

Assess:

“Let’s think about all four of our new words again: **strained, urgent, exhausted, and frantic.**”

- Which of these things would make you **strain** – looking at a small bug or watching a dog play ball?
- When would something be **urgent** – calling a friend to come over and play or calling 911 because of an emergency?
- What would make you **exhausted** – eating a cookie or running an Olympic race?
- Which of these would make you **frantic** losing your homework or walking to school?

12. BASEBALL IN APRIL AND OTHER STORIES: LA BAMBA

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Text Talk Lesson for: Baseball in April and Other Stories: La Bamba, (Gary Soto, 1990)

ISBN: 0-15-202567-7

Potential Tier 2 words in the text:

- | | |
|--|--------------------------------------|
| • applause, applaud, applauding, applauded | • limelight |
| • audience | • maneuvered |
| • conductor | • pantomime |
| • coordinator | • pharmacist |
| • forty-five record | • pomegranate |
| • groove | • snickered |
| • hilarious | • talent show |
| • La-Z-Boy recliner | • volunteer, volunteers, volunteered |
| | • yearned |

Tier 2 words selected for direct vocabulary instruction:

- ***applause, applauded, applauding***
- ***audience***
- ***limelight***
- ***pantomime***

Step 1: Doing the read aloud of the text with a focus on comprehension.

I'm going to read a short story by Gary Soto. The name of this story is *La Bamba*. It's about a young boy named Manuel.

(Read the first two paragraphs)

"Who is the main character of the story? What did he volunteer to do? Why?"

(Read the next four paragraphs)

"Can you explain why Manuel is pretending to sing for his friend Benny? What does Benny tell Manuel to do?"

(Read the next eight paragraphs)

"What happens when Benny blows his trumpet?"

(Read the next paragraph)

"How did Manuel feel when he remembers his science project in first grade?"

(Read the next fourteen paragraphs)

“How does the audience react when Manuel begins his performance on stage? How do you think Manuel feels when the audience is “watching him, like they would a monkey at a zoo?”

(Read the next paragraph)

“Manuel does a fancy dance step and hears a group of girls scream during the applause. Just as he’s “getting into the groove,” the music begins to skip? What do you think will happen next?”

(Read the next four paragraphs)

“‘Funny. Crazy. Hilarious.’ These are the kinds of words people used to describe Manuel’s performance. How do you think he felt when he heard people say these things at first? How did his feelings change after spending some time in the *limelight*?”

(Read to the end of the story)

“After Manuel is alone in his room singing in front of the mirror why does he stop? What do you think the author means when he ends the story with the word ‘probably’?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **applaud** (-ed, -se, -ing)

1. “Manuel yearns to hear the **applause** or clapping from an audience. He hopes the applause is as loud as a thunderstorm.”
2. “**Applause**, or clapping, is when an audience or a group of people like what they see or hear from someone who is performing or speaking.”
3. “Let’s say the word together, ‘**applause**.’ ”
4. “If an audience is at a concert or a play that they really like they will use their **applause** to let the singers or actors know how much they liked the performance. In the story, after each student performed his or her talent, the audience **applauded** because they liked watching the students’ performance. **Applauding** is a polite way of letting them know how much you appreciate their talents.”
5. “Now, think of special events when you would **applaud**. Say, ‘I would **applaud** when _____.’ ”
6. “Repeat the word we’ve talked about; **applause**.”

Target word: **audience**

1. "When the actor who is playing the part of the tooth in one of the talent show skits trips and falls, Mr. Roybal asks him if he is okay. The tooth replies, 'Ask my dentist.'" The **audience** roars with laughter."
2. "An **audience** is a group of people watching some kind of performance. There are many times when we are part of an **audience** or sometimes when we are in front of an **audience**."
3. "Repeat the word after me, '**audience**.'"
4. "When we perform in front of an **audience** we always want to do our best.' When we are part of an **audience** it's always polite to show your appreciation for the performance by listening and clapping when it's needed."
5. "Which kinds of events do you think would be done in front of an **audience**? In which kinds of events would you be part of the **audience**?"

Can you be in an **audience** or in front of an **audience** if you...

- play a soccer game
- sing with the school choir
- paint a picture
- give a speech
- read a book
- take a nap

There are many times when we are part of an **audience** watching someone else or in front of an **audience** being watched by other people."

6. "Which word did we just talk about? **Audience**."

Target word: **limelight**

1. "Manuel was thinking back and trying to understand why he decided to volunteer for the talent show, but he really knew it was because he wanted to be in the **limelight**."
2. "Being in the **limelight** means that you are the focus of everyone's attention. Everybody is watching to see just what you're going to do."
3. "This is a compound word. If we break it down it makes the word 'lime' and the word 'light.' When the two words are put together, it has a completely different meaning. Repeat the word after me, '**limelight**.'"
4. "Being in the **limelight** can happen at different times whether or not we want to be in the **limelight**. Sometimes we choose to be in the **limelight** when we play sports, sing in a choir, or try out for a talent show."

5. “People have different jobs doing different things. Some who is an entertainer would probably enjoy being in the **limelight**.”

Answer ‘yes’ or ‘no’ if you think the following people would enjoy being in the **limelight**:

- singer
- dentist
- actor
- mechanic
- writer

As we can see, not everyone would enjoy being in the **limelight**.”

6. “Let’s say the word again, ‘**limelight**.’”

Target word: **pantomime**

1. “Both Manuel and Benny are going to be in the talent show. Manuel is worried about being embarrassed in front of the audience. He asks Benny to watch him as he **pantomimes** the words to *La Bamba*.”
2. “**Pantomime** means that you use actions to imitate a person or a thing. It’s like pretending to do something that another person would do. If you were going to **pantomime** the actions of someone who is a singer, you would probably pretend you were singing into a microphone or playing an instrument while singing.”
3. “Let’s say the word **pantomime** together. ‘**Pantomime**.’”
4. “When people use **pantomime** to express their ideas, sometimes they don’t use words at all. They will just act or make noises to imitate a person, animal or some other idea.”
5. “Show me how you would **pantomime** different types of workers. Without using words, what would it look like if you were:
 - a fireman fighting a fire
 - a policeman giving a ticket
 - a teacher in a classroom
 - a construction worker building a house
 - a author who is writing a book

You’ve shown me a few ways to **pantomime** or imitate people doing different jobs.”

6. “Let’s repeat the word one more time, “**pantomime**.”

Combine the words by having the children make a choice between two of the words:

- “Would you be in the **limelight** or in the **audience** if you were an actor?”
- “Would you volunteer to **applaud** or **limelight** for a talent show?”

- “Would you be part of an **audience** or a **pantomime** if you were watching a movie?”
- “Would you **pantomime** or **applaud** during a parade?”

Maintain all the words by asking the children to give examples or explanations:

- “Why would a group of people **applaud** a speaker who is talking about running for president?”
- “If someone didn’t speak a language well, why would they try to **pantomime** for someone else?”
- “Why would people in an **audience** clap after a movie ends in a theater?”
- “If a person is really shy, do you think they would like being in the **limelight**? Why?”

Maintain by helping children add to their networks of related words:

- “Are you the kind of person that likes to be in the **limelight** all the time?”
- “Would you ever perform in a play before a live **audience**?”
- “What actions would you do if you were to **pantomime** a lion in a play?”
- “Would you be nervous if people didn’t **applaud**?”

Assess:

“Let’s think about all of our new words again: **applause, audience, limelight, pantomime**?”

- “Which person would want to be in the **limelight**, a circus clown and a librarian?”
- “Would you **applaud** for a your favorite movie or your favorite teacher?”
- “Could you **pantomime** the actions of a tree waving in the wind or a rock?”
- Would an **audience** watch a concert or a person eating in a restaurant?”

13. BETSY WHO CRIED WOLF

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Text Talk Lesson for: Betsy Who Cried Wolf, (Levine, 2002)

ISBN: 0-06-028763-2

Potential Tier 2 words in the text:

- | | | |
|------------|---------------|-----------|
| • oath | • guarded | • scanned |
| • thicket | • reviewed | • pounded |
| • rumbled | • mischievous | • herded |
| • shepherd | • howled | • bounded |
| • ewe | • snout | • pasture |
| • scowled | • hurl | |

Tier 2 words selected for direct vocabulary instruction:

- ***guarded***
- ***scanned***
- ***mischievous***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book: Listen closely to this story about a young shepherd who finds various ways to keep a wolf from eating her sheep.

Read aloud page 1. Show the pictures and ask the students what the name of the girl is that is taking the Shepherds' Oath, and how old she is.

Read page 2. Show the pictures. What was happening on the mountain while Betsy was asleep?

Read page 3 and 4. Show the pictures. Why was Betsy scanning, or looking to the left, right, and straight ahead?

Read page 5. Show the pictures. What did Betsy do when she saw the wolf?

Read page 6. Show the pictures. Why didn't the farmers believe Betsy?

Look at the pictures page 7 and 8. What is Betsy doing on these two pages? What do you think the wolf is thinking? Now read page 7 and 8 to the students.

Read page 9. Look at the pictures. What did Farmer Woolsey do as a consequence for Betsy? What did Betsy have to write on the chalkboard?

Read page 10. Why did the author write the last sentence this way, “But this time he was— Look at the pictures.

Read page 11. Look at the pictures. Make a prediction, and discuss with a partner what you think will happen next.

Read page 12. Look at the pictures. Was your prediction correct? What did Betsy hurl at the wolf? Why did a tear trickle down his cheek?

Read page 13. Look at the pictures. Betsy gave her lunch to Zimmo the wolf. What does it mean when the author writes, “Zimmo *wolfed* down Betsy’s lunch.....?

Look at the pictures on the next two pages. What is happening? Read page 14. What will happen next? Make a prediction.

Look at the pictures on the next two pages. Read page 15. Was your prediction correct?

Read pages 16 and 17, and look at the pictures on these and the next few pages. Where did Betsy take Zimmo? Did farmer Woolsey apologize to Betsy? Did Betsy and Zimmo become friends? Explain why or why not.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **guarded**

1. The author stated that “The sheep were always **guarded**...”
2. **Guarded** means protected from harm.
3. “Say the word with me: **guarded**”
4. The mother duck **guarded** her nest so no one would harm her eggs.
5. Have you ever seen a mother dog that was **guarding** her newly born puppies? How would a bird **guard** her nest filled with eggs? If your baby brother or sister was in danger, would you try to **guard** them?
6. What is the word we are learning? **guarded**

Target word: **scanned**

1. The author says that Betsy **scanned** to the left, to the right, and straight ahead.
2. **Scanned** means to have looked at something quickly.
3. “Say the word with me: **scanned**”

4. You can **scan** a book quickly to see if you want to read it.
5. What else can you **scan**? Can you **scan** the newspaper quickly to read the headlines? How many of you have **scanned** the T.V. guide to see what was coming on T.V.
6. What is the word we have been talking about? **Scanned**

Target word: ***mischievous***

1. Farmer Woolsey scowled, and said “Bray Valley had lost its sheep because of a ***mischievous*** shepherd...”
2. ***Mischievous*** means a playful behavior that may cause harm to others.
3. “Say the word with me: ***mischievous***.”
4. A ***mischievous*** baby threw his food at his brother.
5. Think of a time you may have done something ***mischievous***. You can be ***mischievous*** by joking with someone.
6. “What is the word we are learning?” ‘***mischievous***’

Combine the words by having the children make a choice between two of the words:

- If you made sure nothing happened to your little sister, does that mean you ***guarded*** her or scanned her?
- You looked in the window of a candy store quickly. Would you say that you ***scanned*** or mischievous the window?
- When your cousin tapped you on your shoulder, and then hid on the other side, was she being ***mischievous*** or guarded?

Maintain all three words by asking the children to give examples or explanations:

- If the bird ***guarded*** her nest, did she fly away from it or stay nearby?
- When I ***scanned*** the room to see who was absent, did I look quickly, or did I stare for a long time
- If I tapped you on your elbow slightly, in a teasing way, would that be ***mischievous*** or mean.

Maintain by helping children add to their networks of related words:

- Who did you do something ***mischievous*** to lately?
- When was the last time you ***scanned*** the newspaper to see what the weather would be that day?
- Who needs to be ***guarded*** the most, a baby in the yard with a dog on the loose, or a baby in the house in the playpen?

Assess:

“Let’s think about all three of our new words again: “***guarded, scanned, mischievous.***”

- If a kitten were being ***guarded***, would it be in danger or would it be safe?
- When I ***scanned*** the refrigerator for a snack, did I look in it quickly, or for a long time?
- Is a ***mischievous*** act meant to be mean or funny?

14. THE BUBBLE FACTORY

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Text Talk Lesson for: The Bubble Factory, (Tomie dePaola, 1996)
ISBN: 0-590-21275-3

Potential Tier II Words in the text:

- winding
- chimney
- imagine
- maze
- capping
-
- funnel
- send-off
- ordinary
- introduced
- exactly
- mechanical
- invented
- squad

Tier 2 words selected for direct vocabulary instruction:

- ***ordinary***
- ***introduced***
- ***exactly***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Use a Story Impression as a pre-reading activity to ensure that the students have a firm understanding of the following words:

factory
machine

chimney
jars

bubble(s)
floating

twins
mess

wishes

Page:

1-2 Read

Show pictures on page 1 and discuss problems the twins get into. Then show page 2 and discuss how Grampa helped the twins solve their problems.

3-4 Read

Show picture

5-6 Read

Ask, "What does it mean when the story says "who was just as round as a bubble himself?"

Discuss the question

Show picture

7-8 Read

Show picture.

Point out the wheels, gears, levers, and pulleys. Have a couple of students explain how they think the Bubble Machine Works.

9-10 Read

Ask, "What would your beautiful bubble look like?"

"Would you like gum that chews itself?"

Show picture

11-12 Read only

Ask, "What have the twins seen so far?"

13-14 Read

Show picture

Ask students to predict what they think might happen next.

15-16 Before reading, tell students to close their eyes and listen as I read the text. Ask them to "visualize" what I am reading.

Read

Let students share what they visualized with the neighbor sitting next to them.

17-20 Read

Clarify and discuss the text when it says, "It's all of our wishes come true."

Show pictures and discuss what some of the twins' wishes are.

21-22 Read

Ask students to share what they think the mess looks like.

Show picture

Clarify what it means when the text says, "No sooner said than done."

23-24 Read

Show picture

25-26 Read

Show picture

27-28 Read

Show picture

Discuss what it means when the text says "a big send-off" through the context of the text and picture.

29 Read

Show picture

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target Word: **ordinary**

1. Target Word Contextualized
In the story when Grampa was taking the twins to the Bubble Factory it says – Before long they turned down a winding road. And there it was. It looked like an **ordinary** factory.
2. Student-friendly definition
If something is **ordinary** it isn't really fancy – it's just kind of plain and not very exciting at all.
3. Phonological Representation
Ask students to repeat the word. Show students the word and let them point out what they notice. Break the word apart by counting the phonemes they hear. Repeat the word.
4. Additional examples of word use
 - If you were to leave your Easter eggs white instead of coloring them, they would be **ordinary** eggs.
 - If you wake up in the morning and go to school and nothing exciting happened, that would be an **ordinary** day.
 - When Mr. Heaton comes to school dressed in blue pants and a blue shirt, that is an **ordinary** way to dress.
5. Student opportunities
Tell students that now it is their turn to think of something that is **ordinary**. Start your sentence with "Something would be **ordinary** if . . .
6. Reinforce new word
What is the new word?

Target Word – **introduced**

1. Target Word Contextualized
In the story - Grampa **introduced** them to Mr. B., the Head Bubblemaker.
2. Student-friendly definition
If two of your friends do not know each other you would **introduce** them to each other by saying something like this. "Cheryl, I'd like to **introduce** you to my friend Wendy and Wendy I'd like to **introduce** you to my friend Cheryl. Sometimes when people are **introduced** to each other they might shake hands. (Demonstrate by introducing two students.)
3. Phonological Representation
Ask students to repeat the word. Show students the word and let them point out what they notice. Break the word apart by counting the phonemes they hear. Repeat the word.

4. Additional examples of word use
 - If you are at the grocery store with your Mom and you see Mrs. Jensen, you would **introduce** the two of them to each other.
 - On the playground you might **introduce** your first grade friend to your second grade friend.
5. Student opportunities
 Now I would like you to think about a time when you might need to introduce people to each other. Give them time to share their ideas.
 Reinforce new word
6. What is the new word?

Target Word : **exactly**

1. Target Word Contextualized
 In the story it says, "I'm going to show you **exactly** how bubbles are made."
2. Student-friendly definition
 When someone shows you how to do something **exactly**- they show the way they want you to do it and the right sequence to do it in. They want you to do it the very same way without changing anything.
3. Phonological Representation
 Ask students to repeat the word. Show students the word and let them point out what they notice. Break the word apart by counting the phonemes they hear.
 Repeat the word.
4. Additional examples of word use
 - When I go on vacation I need someone to feed my dog while I am gone. I would have them come to my house so I can show them **exactly** what to do.
 - When you are going to Disneyland, you must follow the map **exactly** or you will end up at Sea World instead.
5. Student opportunities
 What are some other things that need to be done **exactly**? Why?
 Show me Thumbs Up if you need to do the activity **exactly**. Thumbs Down if not.
 - watch TV
 - eat your lunch
 - following a recipe
 - eating a cookie
 - clean your room
 - play a game with friends
 - reading a book
 - drawing a picture
6. Reinforce new word
 What is the new word?

Combine the words by having the children make a choice between two of the words:

- Would this be **ordinary** or **exactly**? A chicken laying white eggs. Why?
- When we had the fire people come talk to us about fire safety were they **exactly** or **introduced**? Why?
- If you were building a model dinosaur would you follow the directions **ordinary** or **exactly**? Why?

Maintain all three words by asking the children to give examples or explanations:

- Students will participate in “Applause, Applause!”
- Tell students that they will clap to show how much they would like to be **introduced** to the people I will name.
 - Do not want to be **introduced** – do not clap at all
 - They want to be **introduced** – **ordinary** clap (bonus!)
 - Really, really want to be **introduced** – clap loud and a lot
 - Jack and Annie (from Magic Tree House Series)
 - President of the United States
 - Black Pete
 - A monster with really stinky breath
 - Judge Judy
 - Ronald McDonald
 - 100 year old man

Maintain by helping children add to their networks of related words:

- Display the cover of the book and place the new words below the picture. Encourage students to listen for as well as use the new words at home, at school or on the playground. Each time they use or hear the word we will make a tally mark next to the word.

Assess

“Let’s talk about all three of our new words again: **ordinary**, **exactly**, **introduced**.”

- Word Association Activity
- Ask students to make an association with one of words with a phrase.
 - Which word goes with plain? (**ordinary**)
 - Which words goes with instructions? (**exactly**)
 - Which word goes with new friend? (**introduced**)

15. Chrysanthemum

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Text Talk Lesson for: Chrysanthemum, (Kevin Henkes, 1991)
ISBN: 0-590-13565-1

Potential Tier 2 words in the text:

- | | | |
|--------------|---------------|----------------|
| • absolutely | • precious | • discontented |
| • giggled | • priceless | • jaundiced |
| • wilted | • fascinating | • scrawny |
| • dreadful | • winsome | • speechless |
| • informed | • jealous | • humorous |
| • miserably | • begrudging | |

Tier 2 words selected for direct vocabulary instruction:

- ***miserably***
- ***wilted***
- ***humorous***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read pages 1 and 2. Ask the children, “Why did her parents name her Chrysanthemum?”

Read pages 3-5. Ask the children, “What do we know about Chrysanthemum so far? Why do you think she loves her name so much?” Show illustrations.

Read pages 6 and 7. Ask the students, “Why did everyone giggle when the teacher read Chrysanthemum’s name? How do you think Chrysanthemum felt when they laughed?”

Read pages 8-10. Ask the children, “What do we know so far? What does Chrysanthemum mean when she says, ‘school is no place for me’?” Show illustrations.

Read pages 11 and 12. Ask the children, “What does the author tell us about Chrysanthemum’s parents?” Show pictures.

Read pages 13-16. Ask the students, “What just happened? Why is Victoria being mean to Chrysanthemum?” Show illustrations.

Read pages 17-19. Ask the children the following question: “How do Chrysanthemum’s parents feel about her? How do we know that?”

Read pages 20 and 21. Ask the students, “Why did Chrysanthemum have a nightmare?” Show illustrations.

Read pages 22 and 23. Ask the children, “Who is Mrs. Twinkle? What do we know about her?”

Read pages 24. Ask the children, “How does Chrysanthemum feel about her part in the play? Why does she feel that way?” Show illustrations.

Read pages 25-27. Ask the students, “How does Chrysanthemum feel now? How did Mrs. Twinkle help Chrysanthemum?” Show illustrations.

Read pages 28-31. Ask the students, “What do Jo, Rita, and Victoria think of Chrysanthemum’s name now?” Show illustrations.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: ***miserably***

1. “In the story the author says that Chrysanthemum felt ***miserably*** about her name. He says this after Victoria made fun of Chrysanthemum’s name.”
2. If you feel ***miserably*** about something, you are very sad or disappointed.”
3. “Say the word with me: ***miserably***.”
4. “I might feel ***miserable*** if I had a cold or felt sick. Someone might also be ***miserable*** if they felt left out or that they didn’t have any friends.”
5. “Now you think of something that would make you ***miserable***. Start the sentence with, ‘I feel ***miserable*** when _____.’” (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did).
6. “What’s the word we’ve been talking about?” ‘***miserably***’

Target word: ***wilted***

1. “In the story the author said that Chrysanthemum ***wilted*** after the girls in the class were mean to her. “
2. “***Wilted*** can mean upset or unhappy, but it is a word that we usually use to describe plants or flowers (like a Chrysanthemum) that are dying because they haven’t received enough water or sunlight.”
3. “Say the word with me: ***wilted***”

4. "If we decided not to water our classroom garden, the plants would start to **wilt**. The leaves would begin to droop and the plants would probably die because they need water to survive."
5. "Can you think of something that might **wilt**? Start your sentence with, '_____ **wilted** because it didn't have enough _____.'" (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did).
6. "What's the word we've been talking about?" '**wilted**'

Target word: **humorous**

1. "In the book, Mrs. Twinkle asked the students what was so **humorous** when they were laughing at Chrysanthemum's name."
2. "**Humorous** is a synonym for funny; they mean the same thing."
3. "Say the word with me: **humorous**."
4. "Many things are **humorous**; a clown is **humorous**, jokes can be **humorous**, and even movies and people can be **humorous**."
5. "Can you think of something **humorous**? Start your sentence with, 'Something would be **humorous** if..., or, 'If you _____, that would be very **humorous**.'" (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did).
6. "What's the word we've been talking about?" '**Humorous**.'

Combine the words by having the children make a choice between two of the words:

- A flower without water: **wilted** or **humorous**?
- A child who lost their new toy: **humorous** or **miserable**?
- A clown at a party: **wilted** or **humorous**?
- A plant that is dying: **humorous** or **wilted**?
- A book of jokes: **humorous** or **miserable**?
- The day that your best friend moved away: **wilted** or **miserable**?

Maintain all three words by asking the children to give examples or explanations:

- Tell about a time that you felt **miserable**.
- Do you think that the monkeys at the zoo are **humorous**? Why or why not?
- What would you do if the plants in your garden began to **wilt**? Why would you do that?

Maintain by helping children add to their networks of related words:

- If you felt **miserable**, what kinds of feelings would you have? What would make you **miserable**?
- My baby brother is very **humorous**. Who do you know that is **humorous**? What makes them **humorous**?
- If you picked some flowers for your mother and they started to **wilt**, what would you do?

Assess:

“Let’s think about all three of our new words again: **miserably, wilted, humorous**.”

- Which of these is **wilted**- a tomato plant or a mini-van?” Students who agree with the response will raise their thumb; those who disagree will put their thumb down.
- What would be more **humorous**- a funny movie or a test in science class? Students who agree with the response will raise their thumb; those who disagree will put their thumb down.
- What would make you more **miserable**- going to recess or going home to do 3 hours of homework?

16. THE COW WHO WOULDN'T COME DOWN

Brenda Cook
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Text Talk Lesson for: The Cow Who Wouldn't Come Down, (Paul Brett Johnson, 1993)

ISBN: 0-531-05481-0

Potential Tier 2 words in the text:

- | | |
|-----------|--------------|
| • tizzy | • bale |
| • fussed | • instant |
| • notion | • contrary |
| • sternly | • perched |
| • sturdy | • gutter |
| • lasso | • cautiously |
| • curious | • ignored |
| • hearty | |

Tier 2 words selected for direct vocabulary instruction:

- ***ignored***
- ***cautiously***
- ***sturdy***

Step 1: Doing the read aloud of the text with a focus on comprehension.

"This is a story about a cow who does something other cows don't do. Listen and see if this is a problem for anyone."

Read page one. Ask: "How is Gertrude different than other cows?
Does this make a problem for anyone else? Why is it a problem for Miss Rosemary?"

Read the next three pages. Show the picture of Miss Rosemary using her fishing pole.
"How do you think Miss Rosemary feels? What do we know about Miss Rosemary?"

Read the next three pages. Show the picture of Miss Rosemary in the trumpet vine.
"What things has Miss Rosemary tried so far to get Gertrude to come down?"

Read the next page. "What do you think Miss Rosemary is thinking about? What do you think she will do next?"

Read the next three pages. "Miss Rosemary is making something with her sewing machine. What do you think she is making? Why?" Show the picture.

Read the next page and show the picture of Matilda. “What do you think she will use Matilda for?”

Read the next two pages. Show the picture of Gertrude on the roof. “How do you think Gertrude feels? What makes you think that?.”

Read the next page. Show Gertrude zooming into the clouds. “What is Gertrude going to do?”

Read the next page and show the picture. “Why is Miss Rosemary calm? Why isn’t she outside watching?”

Read the last page. “What might Gertrude try next? “ Show the picture on the last page of Gertrude driving the tractor. “Will this cause a problem for Miss Rosemary? How?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **ignore**

1. Use the target word as it was contextualized in the story.
Miss rosemary had called Gertrude and told her to come down. But Gertrude **ignored** Miss Rosemary.
2. Explain the meaning of the word in student-friendly terms.
If you **ignore** something you don’t pay any attention to it. Gertrude didn’t pay attention to Miss Rosemary when she told her to come down.
3. Ask the children to repeat the word so they can create a phonological representation of the word. Say the word with me, **ignored**.
4. Provide additional examples of the word in contexts other than the one used in the story.
 - I might **ignore** the telephone ringing if I am busy doing something else.
 - Should I **ignore** a noise in my car that means something might need to be fixed?
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word. (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)
“Have you ever **ignored** someone or something? Tell me about it.”
6. Finally, have the children repeat the word to reinforce its phonological representation.
7. What word means to not pay any attention to someone or something? **Ignore**
Say it with me. **ignore**

Target word: **sturdy**

1. Use the target word as it was contextualized in the story.
“Listen to this part from our story. It uses the word **sturdy**. ‘Miss Rosemary hurried to the shed and sorted through her fishing gear. She chose a **sturdy** rod and returned to the yard.’
2. Explain the meaning of the word in student-friendly terms.
Sturdy means it is made strong so it won’t break easily. Miss Rosemary wanted a **sturdy** rod so it wouldn’t break easily.”
3. Ask the children to repeat the word so they can create a phonological representation of the word.
“Say **sturdy**. If something is **sturdy** it won’t break easily.”
4. Provide additional examples of the word in contexts other than the one used in the story.
 - “If I’m building a fence to keep my dog in, I would want it to be **sturdy** so he won’t get out.
 - I would want a **sturdy** ladder if I needed to climb up to reach some apples on a tree.
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word.
“What is something that you would want to be **sturdy** if you were using it?”
6. Finally, have the children repeat the word to reinforce its phonological representation.

Target word: **cautiously**

1. Use the target word as it was contextualized in the story.
The word is **cautiously**. “Let’s read how it was used in the story.” Show the picture of Miss Rosemary inching her way up the roof. “She climbed very **cautiously** out the window and onto the roof. Inch by inch, she crawled upward.”
2. Explain the meaning of the word in student-friendly terms.
“If something is done **cautiously** it is done very carefully so no one gets hurt. Miss Rosemary climbed up the roof very carefully. You can tell she was very careful because the story said she crawled inch by inch. That means she went very slowly being very careful.”
3. Ask the children to repeat the word so they can create a phonological representation of the word.
“Say the word with me, **cautiously**. Say it again. “What does it mean?
Cautiously means to do something very carefully so no one get hurt.
4. Provide additional examples of the word in contexts other than the one used in the story. “Let me give you some other examples.

- If I were walking across an icy sidewalk, I would walk **cautiously** so I wouldn't fall.
 - If I were carrying a cup of hot chocolate to the table I would carry it **cautiously**. I wouldn't want to spill it.
 - If I were using a knife to cut up an apple, I would do it **cautiously**.
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word.
Put thumbs up if this is something you might do **cautiously**.
- eat a sandwich
 - run across the lawn
 - drive a car
 - tie your shoe
 - climb a tree
6. Finally, have the children repeat the word to reinforce its phonological representation.
"What's the word we have been talking about?" **cautiously** "What does it mean?"

Combine the words by having the children make a choice between two of the words:

- If I were walking down a path and saw a snake: **cautiously or sturdy**
- Make a box to carry rocks: **ignore or sturdy**
- Noise made by workers outside: **sturdy or ignore**

Maintain all three words by asking the children to give examples or explanations:

- Tell me something you would do **cautiously** while camping.
- Is there anything you should **ignore** at school? Why would you **ignore** it??
- What would you build that would need to be **sturdy**?

Maintain by helping children add to their networks of related words:

- What is something you have done **cautiously**?
- Have you made something that was not **sturdy** enough? Tell us about it.
- Something you should never **ignore** is...

Assess:

"Let's think about all three of our new words again: **ignore, sturdy, cautiously**."

- What were our new words? **cautiously, sturdy, ignore**
- Which of these would you do **cautiously**- Wash your hands or cut up an apple?
- Which would need to be **sturdy**- a table or a paper airplane?
- When should you **ignore** someone- if they are annoying you or if they are hurt badly?

17. COYOTE STEALS THE BLANKET: A UTE TALE

Christena Anderson
Montezuma Creek/ Mexican Hat
San Juan District

Text Talk Lesson for: Coyote Steals the Blanket: A Ute Tale, (Janet Stevens)

ISBN: 0-8234-1129-X

Potential Tier 2 words in the text:

- | | | |
|------------|---------------|------------------|
| • bragged | • dashed | • powerful |
| • darted | • disappeared | • crush |
| • twitched | • glanced | • ancient spirit |
| • muttered | • exhausted | • whirred |
| • narrow | • collapsed | • budge |
| • draped | • grazing | |

Tier 2 words selected for direct vocabulary instruction:

- ***dart(ed)***
- ***dash(ed)***
- ***brag(ged)***
- ***exhausted***

Step 1: Doing the read aloud of the text with a focus on comprehension.

“Today we will be reading a story about Coyote and how he got into trouble because of a blanket. We will read the story and after we read the story, we will be learning some new words. The reason we will be learning new words is because good readers need to learn lots of words in order to understand what they are reading about.”

“As I read the story, I will be stopping to ask you questions so that we can make sure we understand what is being read. Sometimes I will show you the pictures while I am reading and sometimes I won’t show you the pictures until after I have asked you a question. This is because we need to be active readers and think about what words say without always relying on the pictures to tell us what is going on.”

Show the cover of the book. “The title of the story is Coyote Steals the Blanket: A Ute Tale. It was retold and illustrated by Janet Stevens.

Read aloud the first page. Point out that the main characters in the story are Coyote and the Hummingbird. Say, “From the words Coyote says and the look on his face, I can tell that Coyote is annoyed or bothered by Hummingbird. Coyote is saying that he can do whatever he wants. He is annoyed with Hummingbird and doesn’t want to do what Hummingbird tells him to, because he thinks he is the best in the desert. He thinks he ought to be crowned King of the Desert.” (brag)

Read aloud the next three pages. What did hummingbird tell Coyote?

Read aloud the next page, showing the picture on this page, but not the picture on the next page.

Read aloud the next page without showing the picture. What did Coyote do? Then show the pictures and ask what Coyote is doing? (dash)

Read aloud the next page. Ask, "What is coming after Coyote? Why do you think the rock is coming after Coyote?"

Read aloud the next page without showing the picture. Coyote thought he could outrun a rock any day. He thinks he is faster than the rock. (brag).

Read the next page aloud.

Read the next page without showing the picture. Coyote tries to run faster. What happens to him? (exhausted)

Read aloud the next page.

Read aloud the next two pages. Look at the pictures. What happens to Mule Deer? What did Coyote do? (dart)

Read aloud the next two pages.

Read aloud the next two pages. What happens to Big Horn Sheep? What did Coyote do? (dart)

Read aloud the next page. Look at the picture. What does Hummingbird tell Coyote to do?

Read aloud the next page. What does Hummingbird do to help Coyote?

Read aloud the next two pages.

Read aloud the next two pages without showing the pictures. What did Coyote do? (dashed)

Then show the picture.

Read aloud the next page. Look at the picture. What is Coyote doing? Did he learn?

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

"We are now going to learn some new words."

Target word: **dash(ed), dart(ed)**

1. "The first word is **dash**. I will write the word **dash** on the board. Say **dash**. Say **dash** again. We will also learn the word **dart**. I will write **dart** on the board. Say **dart**. Say **dart** again.
2. "In the story, Coyote **darted** away from the rock that was coming after him. He also **dashed** away from Hummingbird at the end of the story."
3. "To **Dash** and to **dart** means to run very quickly. Since **dash** and **dart** mean about the same thing we will talk about them together.
4. "Say **dash**." Say **dart**."
5. "If you are playing tag on the playground and you didn't want to be caught, you would **dart** or **dash** away from the person chasing you. If you were playing and your mother told you to come right now, you would **dash** to get to her quickly."
6. "Can you think of a reason why somebody would **dash** or **dart**? Begin your sentence with, 'You would **dash** when' Or 'Someone would want to **dart** when ...' (if children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than was used in the book.)
7. "What two words did we just learn?" '**dash, dart**'

Target word: **brag(ged)**

1. "The second word is **brag**. I will write the word **brag** on the board. Say **brag**. Say **brag** again."
2. "In the story, Coyote **bragged** that he could do what he wanted, and take what he wanted and that he should be crowned the King of the Desert. He also **bragged** that he could outrun a rock any day."
3. "If someone is **bragging** they are saying that they are better than everyone else or they can do something better than everyone else."
4. "Say **brag**"
5. "If your sister told you she was smarter than you she would be **bragging**. If your cousin told you he could run faster than you he would be **bragging**."
6. "I am going to tell you a sentence. If it is **bragging**, put your thumb up, if it is not bragging, put your thumb down.
 - I can color better than you can, you just scribble.
 - That boy knows how to drive a car.
 - I can eat 76 flies in the blink of an eye.
7. "What word did we just learn?" '**brag**'

Target word: **exhausted**

1. "The last word is **exhausted**. I will write the word **exhausted** on the board. Say **exhausted**. Say **exhausted** again.
2. "In the story Coyote was **exhausted** after he had been running from the rock for a long time. He was so **exhausted** that he collapsed or fell down in the middle of the path."
3. "To be **exhausted** means to be very, very tired."
4. "Say **exhausted**"
5. "If someone stayed up all night long and didn't go to bed they would be **exhausted** the next day. If you worked all day doing chores you would be **exhausted**."
6. "Now, you tell about a time when you were **exhausted**. Being your sentence with 'I was **exhausted** when ...' (if children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than was used in the book.)
7. "What word did we just learn?" '**exhausted**'

Combine the words by having the children make a choice between two of the words:

I'm going to tell you some statements. Then, I will give you two of our new words to choose from. You tell me which new word makes more sense with the statement.

- After you finished running a very long race, would you be **bragging** or **exhausted**?
- If you were crossing the street and a car was coming would you **brag** or **dash**?
- If you said you could jump higher than everyone else would you be **darting** or **bragging**?
- If you were running in a race would you **dash** or **brag**?
- If you had just finished a really long, hard test would you **brag** or would you be **exhausted**?
- If you got first place in a race you might **brag** or be **dart**?

Maintain all three words by asking the children to give examples or explanations:

"Now, I will ask you some questions about our four new words."

- Has anyone ever **bragged** to you about something? Tell us about it.
- Have you ever seen anyone that was **dashing**? Tell us about it.
- Why might you need to **dart**? Tell us.
- Have you ever been **exhausted**? Tell us about it.

Maintain by helping children add to their networks of related words:

"I am going to ask you some more questions that I want you to think about."

- Has anyone ever **bragged** to you about something they have done? How did that make you feel? What did you do about it?
- The woman was **dashing** through the grocery store because she had to hurry home to make dinner for her family. Why else would someone need to **dash**?
- The girl **darted** around the playground equipment as she ran to get to class when the bell rang. Why else would someone need to dart?
- The boy was **exhausted** at school because he went to bed too late the night before. If this was you, what could you do about it?

Assess:

"Let's think about all four of our new words again: **brag, dash, exhausted.**"

"I will tell you a statement, if you agree with the statement; put your thumb up, if you don't agree with the statement, put your thumb down."

- "Which statement would be **bragging**? 'I can run faster than everyone in this class' or 'Everyone in this class can run faster than I can.'"
- "When would you **dash**? When you are running in a race, or when you are walking through a beautiful meadow?"
- "When would you **dart**? When you are talking to a friend or when someone is chasing you?"
- "When would you be **exhausted**? After you have just woken up in the morning or after running laps around the gym.?"
- "We just learned four new words. What four words did we learn?" **Dash, dart, exhausted, brag.**

We did what good readers do. We will now be able to understand what the words mean the next time we hear them either in a book or when someone is talking to us.

Anita Marx
East Elementary
Duchesne County School District

Text Talk Lesson for: Dandelions, (Eve Bunting, 1995)
ISBN: 0-15-200050-X

Potential Tier 2 words in the text:

- | | |
|---------------------------|------------------|
| • lonely (3x), loneliness | • faint |
| • trundled | • obliged |
| • journey (2x) | • scorching |
| • claim stake | • precious |
| • quivered | • survive |
| • advise | • disappointment |
| • imagine | • interrupted |
| • sods (2x), soddie (5x) | • miracle |

Tier 2 words selected for direct vocabulary instruction:

- ***lonely***
- ***journey***
- ***miracle***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book: “In this story titled Dandelions, we will see how a pioneer girl named Zoe helps her Mama adjust to her new surroundings. Her family moves from a house in Illinois to the open land in Nebraska.”

Read aloud the next three pages. Show the picture of the family in the covered wagon followed by the cow. Ask the students, “How does everyone in this family feel about moving?” Use the context of the text and the picture to discuss how they *trundled along*. Ask, “What did they do when they wanted to sleep and bathe?”

Read the next page. “How did they know when to stop?” Explain the purpose for a *stake claim*.

Read the next two pages. Show the picture of Mama and Mrs. Svenson and ask, “What did Papa want Zoe and Rebecca to imagine?”

Read the next two pages. “Sod is a chunk like bricks cut from the ground. What are some problems with a soddie?” Show the picture of Svenson’s house.

Read the next three pages. “What do we know about the Svenson boys?” Show the picture of Papa giving Zoe and Rebecca a drink and ask, “What are two important things Papa did before starting to build their soddie?”

Read the next page and show the picture of their soddie. “Is Mama happy now? Why?”

Read the next seven pages. “Why do Papa and Zoe leave?” “What does Mama worry about?” Show the picture of the town. Zoe is excited about many things she sees in town. “What did she see?”

Read the next page. Show the picture of Zoe and the dandelions. “Why did Zoe want to give her Mama dandelions?” Discuss how Papa’s water was considered precious.

Read the next page. “Zoe didn’t want her Mama to worry about Papa getting lost anymore. Where did she transplant the dandelions?” Show the picture of Zoe and Rebecca on the roof.

Read the next page. Show the picture of the family looking at the dandelions on the roof. Whom did Zoe believe the dandelions would bloom and be strong like?

Read the next page and show the last picture with the soddie covered with dandelions. “Did Zoe help her Mama? How? “

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **lonely**

1. Use the target word as it was contextualized in the story.
Papa said, “Look . . . miles and miles of free land. “But it’s so **lonely** . . . “ Mama said. “We won’t be **lonely**,” Papa promised. “We have each other and the girls, and in the fall there will be the new baby.” “Moo (was) tied behind us so she could be milked at the Svensons’ and so she wouldn’t be **lonely** while we were gone.” Mama said, “Maybe they’ll just die of **loneliness**.”
2. Explain the meaning of the word in student-friendly terms.
“**Lonely** describes how you might feel when someone or something is not nearby.
 - In the story, Mama feels **lonely** because she misses her parents and house in Illinois.
 - Mama compares her **loneliness** with the wilted dandelions and how they both were transplanted from a familiar place to an unfamiliar place.”
3. Ask the students to repeat the word so they can create a phonological representation of the word.
“Say the word with me: **lonely**”

4. Provide additional examples of the word in contexts other than the one used in the story.
“If your best friend moves away you’ll feel **lonely** and miss playing with them. When people choose to be alone, they are showing **loneliness**.”
5. Provide opportunities for the students to interact with the word or to provide their own examples of using the word.
“Tell about a time you were **lonely**. Use the word **lonely** when you tell about it. You can start by saying, ‘I was **lonely** when ____.’”
6. Finally, have the students repeat the word to reinforce its phonological representation.
“What’s the word we’ve been talking about? **Lonely**.”

Target word: **journey**

1. Use the target word as it was contextualized in the story.
“It had been weeks since we started our **journey**. Twelve miles a day, if we were lucky.” “When the house was up at last, Papa gave thanks for our snug soddie, for the baby that was to come, and for our safe **journey**.”
2. Explain the meaning of the word in student-friendly terms.
“The word **journey** in this story means traveling many miles from a starting place to a destination. Traveling in a covered wagon or walking made their **journey** difficult so they were grateful when they arrived safely.”
3. Ask the students to repeat the word so they can create a phonological representation of the word.
“Say the word with me: **journey**”
4. Provide additional examples of the word in contexts other than the one used in the story.
 - “Life is a **journey**.”
 - Setting goals and working on them is a **journey**.
 - It’s a step-by-step **journey** to get us from a starting place to an end.
 - For example, to improve our reading we must first learn about letters. Next, learn that letters have sounds. Then blend those sounds together to form words. Followed by combining words to make sentences that we can read. Reading is a **journey**, not a destination.
5. Provide opportunities for the students to interact with the word or to provide their own examples of using the word.
“Now I want you to think of a time you went on a **journey**. It can either be a **journey** with miles traveled or a **journey** where we learned something. Turn to a person next to you and tell them about the **journey** you took.” Ask a few students to share their examples.

6. Finally, have the students repeat the word to reinforce its phonological representation.
“What’s the word we’ve been talking about? **Journey.**”

Target word: **miracle**

1. Use the target word as it was contextualized in the story.
Mama put her arm around my shoulder and pulled me close. “Don’t expect a **miracle**, Zoe. It will take time.”
2. Explain the meaning of the word in student-friendly terms.
“When something amazing happens even though it wasn’t expected to happen is called a **miracle**. In this story, Mama is telling Zoe that it would take a **miracle** for the dandelions to live after being transplanted from the ground to the soddie.”
3. Ask the students to repeat the word so they can create a phonological representation of the word.
“Say the word with me: **miracle**”
4. Provide additional examples of the word in contexts other than the one used in the story.
 - “Even though we don’t think about it a lot, it’s a **miracle** how the sun rises in the morning and sets in the evening.
 - When a person survives a serious illness or accident, people say it was a **miracle**. “
5. Provide opportunities for the students to interact with the word or to provide their own examples of using the word.

If the sentence I say would be a **miracle**, say “**miracle**.” If not, don’t say anything.”

- If everyone in the class returned their homework on Friday!
 - Coloring the United States flag red, white and blue.
 - Drinking water from a cup.
 - Finding a hundred dollars in your cubby.
 - Never missing one day of school for 4 years!
 - Getting dressed by yourself.
6. Finally, have the students repeat the word to reinforce its phonological representation.
“What’s the word we’ve been talking about? **Miracle.**”

Combine the words by having the children make a choice between two of the words. Ask them to explain their choice.

- If you fed all the students in the school with only 1 apple would that be a **miracle** or would that be a **journey**?

- If you sit at home by yourself for three hours, you will probably become ***miracle*** or ***lonely***?
- If you walk around the soccer field, you're taking a ***journey*** or a ***lonely***?

Maintain all three words by asking the children to give examples or explanations:

- Explain how the Life Cycle of the butterfly is a ***miracle***.
- Describe a time when you were ***lonely***, but not scared.
- When you take a ***journey***, how can you make it a safe ***journey***?

Maintain by helping students add to their networks of related words:

- If you were ***lonely***, how could you solve your ***loneliness***?
- What happens when you take a ***journey***?
- When Helen Keller learned to speak, it was a ***miracle***. What else could be a ***miracle***?

Assess:

"Let's think about all three of our new words again: ***lonely, journey, miracle.***"

- Which of these would be ***lonely*** – playing baseball by yourself or going to a friend's birthday party?
- When would you need a ***miracle*** – counting to ten or walking on water?
- Which of these is a ***journey*** – riding your bike from your house to the park or watching television?

19. DETECTIVE LA RUE – LETTERS FROM THE INVESTIGATION

Cathy Heiner
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Text Talk Lesson for: Detective LaRue-Letters From the Investigation, (Mark Teague, 2004)

ISBN: 0-439-79168-5

Potential Tier 2 words in the text:

- | | | |
|--------------------|-----------------------------|-------------|
| • criminals | • distracted | • retrieve |
| • anonymous | • commit | • deception |
| • portrayed | • solve | • intend |
| • abducted | • barking up the wrong tree | • stalled |
| • investigate | • reluctant | • burglars |
| • interrogate | • scheme | • baffled |
| • reluctant | • detained | • innocent |
| • convince | • familiar | |
| • suspect | | |

Tier 2 words selected for direct vocabulary instruction:

The following words were selected because they are high utility words that children will encounter in other texts, other content areas, and in situations outside of school in conversations and other interactions.

- **criminals**
- **abducted**
- **solve**

Step 1: Doing the read aloud of the text with the focus on comprehension:

Briefly introduce the book: “Listen closely as I read this story about a dog named Ike LaRue. The story is told through letters that Ike writes to his owner who is on a trip and also in several newspaper articles. As you listen, think about the problem he has in the story and what he does to **solve** the problem.

Read aloud page one. Ask the children, “What do we know about Ike LaRue so far? Show the picture of the newspaper article. (On Sept. 30, Ike was detained by the police because two cats are missing. Ike looked suspicious and he had problems with the two cats two winters ago.)

Read aloud page two. Ask the children, “On Oct. 1, Ike wrote a letter to his owner Mrs. LaRue and told her his problem. What is Ike’s problem? (He is in jail because the cats disappeared. Everyone blamed Ike. He typed the letter and asked her to come home now.) Show the picture.

Read aloud page three. Ask the children, “On October 2, Ike wrote to his owner again. What did he tell her?” (He explained what happened to the cats and why he was in jail. Perhaps he also wanted some sympathy?) Show the picture.

Read aloud page four. Ask the children, “On October 3, Ike wrote Mrs. LaRue again. What did he tell her? (Ike explained why he was in Gruber Park.) Discuss the word deception because one of the themes of the story is about the cats’ deceiving Ike and the problems it caused for him. Show the picture.

Read aloud page five. Ask the children, “On October 4, Ike wrote again to his owner. What do you think he wanted?” (He told her it’s easier to blame a dog than to **solve** a crime and said he can see she does not intend to come get him. He also mentioned he would have to take matters into his own paws and **solve** the mystery himself. I wonder how he will do that? He will escape from jail?) Show the picture.

Read aloud page six. “From the October 5 newspaper article we learned that Ike escaped from jail. What does his escape tell you about Ike? What do you think he will do next?” (He took charge of investigating his own case since the police didn’t seem to be doing anything. He wanted to find the cats. Also, the canary burglars have struck again.) Show the picture.

Read aloud page seven. Ask the children, “On October 6, Ike wrote to his owner. It sounded like he looked for the two cats in the back alleys of the city. He found some new information about cats’ eating habits. What did he find out? (He explained that cats regularly capture and eat small animals.) Show the picture.

Read aloud page eight. Ask the children, “On October 7, Ike wrote his owner again. He related a sad story a pigeon told him. What did you think was important about the pigeon’s story? (A pigeon lost half of his family to attacks by CATS. Ike said he must find the cats for the good of the city.) Show the picture.

Read page aloud page nine. Ask the children, “What did you think was important in Ike’s letter of October 8?” (Ike visited a cattery to see if valuable cats behave better than the cats he had met but they didn’t.) Show the picture.

Read aloud page 10. Ask the children, “In his October 9th letter, Ike found more information. What did you think was important in his letter? (**Criminals** took two parrots and a gerbil in the latest canary burglary and this crime wave started just after the cats disappeared.) Show the picture.

Read aloud page 11. Ask the children, “On October 10, Ike wrote that even though his owner has returned, he had to remain in hiding. Why do you think he was still hiding?” (He was still looking for the **criminals** but the police were still looking for him. He didn’t want the police to find him because then he would have to go to jail again. He wanted to find a way to tell the police who the real **criminals** were.) Show the picture.

Read aloud page 12. Ask the children, “On October 11, Ike wrote his owner and explained the first canary burglary took place on the night of his arrest and he believed he was part of their plan. He went to the place of the first crime. Why do you think he went there?” (He went there to see if they would return to the scene of their crime and then he could catch them. Show the picture.

Read aloud page 13. Ask the children, “The October 12 newspaper article explained that Ike is a hero dog. Why do the police and the newspaper reporter think Ike is a hero?” (The police thought they helped him rescue the two lost cats at the Small Pets Emporium from the fire escape. Do you think Ike was trying to save the cats? No, he was trying to catch the animals responsible for the canary burglaries which he believed were the cats.) Show the picture.

Read aloud page 14. Ask the children, “On October 12, Ike writes to his owner. What do you think he wanted to tell her?” (He was not a hero trying to rescue the cats, as the police believed. He wanted to arrest them.) Show the picture.

Read aloud page 15. Ask the children, “A newspaper article on October 20 tells about something special that happened to Ike. What was it and why do you think it was important? (He was made an honorary detective by the police in special ceremony.) Show the picture.

Read aloud page 16. Ask the children, “A picture from the newspaper shows the cats hugging their hero Ike. Do you think they are really hugging him?” (It looks like he is hugging them so hard he is squashing them.) “At the end of the story, what can you tell me about Ike?” (He was a very determined dog. He didn’t wait for the police to **solve** the crime. He took charge and **solved** the mystery himself. However, he was the only one who found the truth which was the two supposedly lost cats were the canary burglars. I am sure he decided to keep a close eye on them.) Show the picture.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **criminals**

1. Use the target word as it was contextualized in the story.
“In the story it said the **criminals** made off with two parrots and a gerbil as well.”
2. Explain the meaning of the word in student friendly terms.
Criminals are people that commit crimes. A crime happens when a law is broken. In the story, the **criminals** committed crimes and broke the law by stealing parrots, a gerbil, and other birds. It is a crime to steal. If people drink alcohol and then drive their cars, they are **criminals** because they broke the law.
3. Ask the children to repeat the word so they can create a phonological representation of the word. “Say the word with me: **criminals**.”

4. Provide additional examples of the word in contexts other than the one used in the story.
“If people destroy other peoples’ property, they are **criminals**. If people break into other peoples’ houses, they are **criminals**.”
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word.
“Tell me something people do that would make them **criminals**. Try to use the word **criminals** when you tell about it. You could start by saying, If people did _____, they would be **criminals**.”
6. Finally, have the children repeat the word to reinforce its phonological representation. “What’s the word we’ve been talking about? ‘**criminals**’

Target word: **abducted**

1. Use the target word as it was contextualized in the story.

In the story, the newspaper article reported the cats were apparently **abducted** from their Second Avenue apartment.
2. Explain the meaning of the word in student-friendly terms.
If someone is **abducted**, someone else takes them away and won’t let them go home. **Abducted** means kidnapped.
3. Ask the children to repeat the word so they can create a phonological representation of the word.
Let’s say the word aloud: **abducted**.
4. Provide additional examples of the word in contexts other than the one used in the story.
Usually it is people who are taken away and **abducted**. If someone takes a dog, puts it in their car, and takes it away, sometimes people say the dog was **abducted**.
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word. (If the children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)
Show me by your facial expression how you would feel if someone **abducted** a friend of yours. Show me by your facial expression how you would feel when the **abducted** friend is found and returned home.
6. Finally, have the children repeat the word to reinforce its phonological representation.
What’s the word we’ve been talking about? ‘**abducted**’

Target word: **solve**

1. Use the target word as it was contextualized in the story.

In the story it said it is easier for some people to blame a dog than to **solve** a crime.

2. Explain the meaning of the word in student-friendly terms.
If you **solve** a math problem, you find the answer. You can **solve** a problem by finding a solution. You can **solve** a crime by finding out who did the crime.
3. Ask the children to repeat the word so they can create a phonological representation of the word.

Say the word with me: **solve**

4. Provide additional examples of the word in contexts other than the one used in the story.
Sometimes you have word problems in math. You feel satisfied when you **solve** a word problem. Sometimes you lose your coat in your house. To **solve** the problem, you think of all the places you went and revisit those places to look for your coat.
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word. (If the children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)
Tell me about a time when you had to **solve** a problem. What kind of problem was it and how did you **solve** it?
6. Finally have the children repeat the word to reinforce its phonological representation.
“What’s the word we’ve been talking about? **Solve**.”

Combine the words by having the children make a choice between two of the words:

- Which word goes with thief? (**criminals** or **abducted**)
- Which word goes with “try, try, try, until you succeed”? (**criminals** or **solve**)
- Which word goes with “carried off”? (**solve** or **abducted**)

Maintain all three words by asking children to give examples or explanations:

- Describe something that someone did that made him/her a **criminal**.
- Tell about a problem that you had to **solve**.
- If someone tried to abduct you, what would you do?

Maintain by having children add to their networks of related words:

- Most people want to have a happy good life. Do you think **criminals** will have happy good lives? Why or why not?
- Does the word **abducted** make you feel happy or sad? Why?
- If you **solve** a problem, do you need to find out more or have you found out all that you need to know? Why?

Assess:

Let's think about our three new words again: **criminals**, **abducted**, and **solve**

- Which of these would be a **criminal**-a child taking a piece of pie at home without asking or a man robbing money from a store?
- Which of these situations shows the meaning of **abducted**-a grandmother asking permission to take her grandchild out for an ice cream cone and then bringing him back in an hour or a stranger taking a child from his front yard into his car and driving off with him and not bringing him back?
- When would you want to **solve** a problem-when there was something really bothering you or when everything is just fine?

20. DETECTIVE LARUE – LETTERS FROM THE INVESTIGATION

Anita Marx
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Text Talk Lesson for: Detective LaRue-Letters from the Investigation, (Mark Teague, 2004)

ISBN: 0-439-79168-5

Potential Tier 2 words in the text:

- | | |
|--|--|
| • instincts | • interrogate |
| • detained | • deception |
| • altercation | • loathsome |
| • abducted/nab/captured
(3x)/apprehended | • convince |
| • disrupt | • reluctantly |
| • suspicious, suspect (3x) | • scheme |
| • retrieve | • anonymous |
| • investigation, investigator,
investigate (4x) | • speculated |
| | • brutes/culprits/criminal/villains (5x) |
| | • emporium (3x) |

Tier 2 words selected for direct vocabulary instruction:

- ***disrupt***
- ***investigation***
- ***reluctantly***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book: "Listen carefully to this story about a dog named Ike LaRue. As you listen, think about the problem that Ike LaRue has in the story and how he solves this problem. The story is told through letters written by Ike to his owner, Mrs. Larue, newspaper articles and his think bubbles."

Read aloud page one. Ask the students, "What do we know about Ike LaRue so far?"

Show the picture. Talk about the similarities between captured, abducted, apprehended, nab" through the context of the text. Ask the students, "What are the police going to do with Ike LaRue?"

Read the next two pages. Show the pictures. Tell students the word "interrogate" means to question someone. Ask students, "Can you think of a time you were interrogated?"

Discuss the word "loathsome" means disgusting. Ask the students, "Does it look like the police are questioning him in a disgusting place?"

Read the next two pages. Show the pictures. Ask students, "Why did Ike LaRue let the cats out of the apartment?" "What does he think about cats?" Discuss the sentence "I will have to take matters into my own paws and solve this mystery myself." "What do you predict he will do?"

Read the next three pages. Show the pictures. Ask students, "Why didn't the police recapture Ike LaRue?" "Where did he go to look for the cats?" "Did he find any clues?" "What does he suspect?"

Read the next three pages. Show the pictures. Ask students, "Are birds the only small animals missing?" Discuss the phrase "must follow his instincts" is his conscience - the little warning voice that tells us the good things to choose." "Was Ike LaRue worried about getting recaptured?"

Discuss the phrase, "barking up the wrong tree" and how it applies to the police.

Read the next two pages. Show the pictures. Discuss "The newspaper article states that Ike LaRue rescued the two lost cats. What really happened?"

*Read to the end of the book. Show the pictures. Ask students, "Does Ike LaRue understand humans?"

"Let's review: What was Ike LaRue's problem in this story? Did he solve his problem? Was he a good detective?"

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **investigation** (*investigate, investigators*)

1. Use the target word as it was contextualized in the story. "In the story it said that Ike will be detained at police headquarters pending further **investigation**." "Investigators admit to being completely baffled." "Today my **investigation** led me to a pigeon . . ."
2. Explain the meaning of the word in student-friendly terms. "**Investigation** means to examine or take a closer look."
 - In the story Ike's problem was being sent to jail for abducting two cats. The police (who are the **investigators**) needed to investigate the clues and events of the day the cats were missing.
 - In the middle of the story Ike LaRue became an **investigator**."
3. Ask the students to repeat the word so they can create a phonological representation of the word.
"Say the word with me: **investigation**."
4. Provide additional examples of the word in contexts other than the one used in the story.

- At school we **investigate** problems - I'm going to **investigate** to find out how Justin got hurt at recess.
 - My **investigation** helped Mrs. Marx find the stapler.
 - It also means to increase our prior knowledge - learn more information. I made an **investigation** of igneous rocks for my report.
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word.
- "Tell about an **investigation** that you have made. It can be an **investigation** you used to solve a problem or something you learned. Use the word **investigation** when you tell about it. You can start by saying, 'I made an **investigation** _____. If the student provides an example used in the book, ask them to use the word in a different way than the author did.
6. Finally, have the children repeat the word to reinforce its phonological representation.
 "What's the word we've been talking about?" **investigation**

Target word: **disrupt**

1. "In the story, Ike LaRue writes in a letter 'I hate to **disrupt** your vacation, but you must return immediately!"
2. "**Disrupt** is a verb that describes an action. When someone upsets or interferes with something that is calm, relaxed or peaceful. In the story, Ike LaRue did not want to **disrupt** Mrs. LaRue's vacation in Europe but he needed her help!"
3. "Say the word with me: **disrupt**."
4. "**Disruptions** can happen everywhere and caused by many things. I hate the phone to **disrupt** my peaceful sleep. Please do not **disrupt** the class by yelling out answers. Commercials **disrupt** the movies I watch on television."
5. "If the things I say would **disrupt** someone, say **disrupt**. If not, don't say anything."
 - Humming during a reading test.
 - Keeping your arms folded while walking in the hall.
 - Saying the wrong answer just to get attention.
 - Talking to the person next to you during a school program.
 - Coming to school tardy and making a lot of noise.
 - Put the volume low for computer games in computer lab.
6. "What's the word we've been talking about?" **disrupt**

Target word: **reluctantly**

1. "In the story it said, "The cats had threatened to damage her apartment (as only cats can) unless I let them out for some 'fresh air.' **Reluctantly**, I agreed."
2. "**Reluctantly** describes an unwillingness to do something. In the story Ike LaRue **reluctantly** let the cats leave the apartment even though he knew he shouldn't."
3. "Let's say the word together: **reluctantly**"
4. "Sometimes we do things **reluctantly** because we are afraid or too shy. She **reluctantly** got in front of the school and read her poem. Have you ever done something you really didn't want to do but you knew it was the right thing to do? He **reluctantly** did his homework instead of watching television."
5. "Now I want you to think of a time you **reluctantly** did something. Turn to a person next to you and tell them what you **reluctantly** did. You start by saying, 'I **reluctantly** _____.'"
6. "What's the word we've been talking about?" **reluctantly**

Combine the words by having the children make a choice between two of the words:

- If you had to wash 100 dirty dishes, would you **disrupt** them or **reluctantly** wash them?
- If you lost your new bike and you want to know where it is, do you begin a serious **investigation** or would you **reluctantly** look for it?
- If you cry and scream at church would you **disrupt** the speaker or make an **investigation**.

Maintain all three words by asking the children to give examples or explanations:

- Why do police officers make an **investigation** when a vandal spray-paints on buildings?
- Describe a time when it's necessary or important to **disrupt** someone for his or her attention.
- If you change your attitude would it help you from doing things **reluctantly**? How would it help?

Maintain by helping children add to their networks of related words:

- When you make an **investigation**, what do you do?
- How would you act if you did things **reluctantly**?
- What happens when you **disrupt** the class? Is there any time wasted?

Assess:

Let's think about our three new words again: ***investigation***, ***disrupt***, ***reluctantly***.

- Which of these choices would involve an ***investigation*** - playing a card game or using clues to solve a problem?
- When should you ***disrupt*** the teacher - when she is with small reading groups or when there is an emergency?
- Which of these choices would be done ***reluctantly*** - taking nasty cough syrup or eating ice cream?

21. THE DOG WHO CRIED WOLF

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Text Talk Lesson for: The Dog Who Cried Wolf, (Keiko Kasza, 2005)
ISBN: 0-399-24247-3

Potential Tier 2 words in the text:

- amazing
- howl
- sighed
- failure
- yelped
- miserable
- mumbled
- gazed
- panted
- dashed

Tier 2 words selected for direct vocabulary instruction:

- ***miserable***
- ***mumbled***
- ***dashed***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud page 1. Show the illustration.

Read aloud page 3. Ask the students, “What do we know so far about Moka and Michelle?” Show the illustrations.

Read aloud page 5. Ask the students, “Is Moka happy with his life? Why or why not?” Show the illustrations.

Read aloud page 7 & 8. Ask the students, “What has Moka decided to do? Why has he decided that?” Show the illustrations.

Read aloud pages 10 & 11. Show the illustrations.

Read aloud page 13. Show the illustrations.

Read aloud pages 14 & 15. Ask the students, “How is Moka getting along with being a wolf?” Show the illustrations.

Read aloud page 17. Ask the students, “How is Moka feeling now? What is the last thing he has to try?” Show the illustrations.

Read aloud page 19. Show the illustrations.

Read aloud page 21. Ask the students, “How do you think Moka is feeling now? Why?” Show the illustrations.

Read aloud page 23. Show the illustrations.

Read aloud page 25. Ask the students, “How are Michelle and Moka feeling now? Why?” Show the illustrations.

Read aloud page 26. Show the illustrations.

Read aloud page 29. Ask the students, “What do you think might happen now?” Show illustrations.

Show illustration on page 30. Ask the students, “How did the story end? What do you think Moka learned from his experience?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **miserable**

1. “In this story, the author says that Moka was **miserable** after being gone from Michelle for so long and from trying to be a wolf.”
2. “If you say someone is **miserable**, they are very unhappy and sad.”
3. “Say the word with me: **miserable**.”
4. “If I made you write your name 1,000 times, you would feel **miserable**. When you are stuck at home with the flu, you feel **miserable**.”
5. “Now you think of a time you have been **miserable**. Start your sentence with, ‘I was **miserable** when . . .’”
6. “What’s the word we’ve been talking about? **Miserable**.”

Target word: **mumbled**

1. “In this story, the author says that Moka **mumbled** that he missed Michelle after he had spent a day trying to be a wolf.”
2. “If you say someone **mumbled**, it means they said something that was hard to hear or understand.”
3. “Say the word with me: **mumbled**.”
4. “If you forget to brush your teeth and your parents ask if you did, you might **mumble** that you forgot like this, ‘I forgot to brush my teeth.’”
5. “Now it’s your turn to **mumble** something.”
6. “What’s the word we’ve been talking about? **Mumbled**.”

Target word: ***dashed***

1. "In this story, the author said that Michelle ***dashed*** out the door to meet Moka after he returned."
2. "If someone ***dashed*** somewhere, it means they moved quickly or hurried."
3. "Say the word with me: ***dashed***."
4. "After school you might ***dash*** out of the school to meet your friends. If my dog ran out to get his ball, I could say he ***dashed*** after the ball."
5. "Tell us a time when you might have ***dashed***."
6. "What's the word we've been talking about? ***Dashed***."

Combine the words by having the children make a choice between two of the words:

- A cat chasing a mouse would: ***mumble*** or ***dash***?
- Standing on your head for a long time would make you: ***miserable*** or ***mumble***?
- Speaking softly so no one could understand you: ***dashed*** or ***mumbled***?
- Eating way too much food: ***dashed*** or ***miserable***?
- Playing soccer and rushing after the ball: ***mumbled*** or ***dashed***?
- Saying unclearly that you need a pencil: ***miserable*** or ***mumbled***?

Maintain all three words by asking the children to give examples or explanations:

- Tell us a time that you have felt ***miserable***.
- Has there ever been a time someone ***mumbled*** something and you didn't understand what they were saying?
- When might you ***dash*** when you are out at recess?

Maintain by helping children add to their networks of related words:

- What is something that might make you feel ***miserable***?
- Why do you think people might ***mumble***? Why?
- What kinds of things might you see ***dash***?

Assess:

"Let's think about all three of our new words again: ***miserable***, ***mumbled***, and ***dashed***. If you agree with the first choice hold up your blue card. If you agree with the second choice hold up your yellow card."

- Which of these means ***miserable***: one, feeling very unhappy, or two, feeling really happy?
- Which of these is an example of ***mumbled***: one, (in a regular voice) I need a pencil, or two, (in a ***mumbled*** voice) I need a pencil?
- Which of these means ***dashed***: one, rushing to answer the phone, or two, walking to school?

21. DROP GOES PLOP, A FIRST LOOK AT THE WATER CYCLE

Chris Panas
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Text Talk Lesson for: The Drop Goes Plop, A First Look at the Water Cycle, (Sam Godwin, 1998)
ISBN 1-4048-0657-1

Pre-reading Strategy: Brainstorming

Since we were learning about storms and how the Water Cycle affects storms, the first thing we did was to brainstorm types of storms. We just did this vocally, and when we were done brainstorming we did a word web to classify the storms.

Graphic Organizer: Word web where we introduced the possible tier 2 words.

Possible Tier II Words:

- | | |
|-------------------------------------|------------|
| • flowing | • gushes |
| • floats | • faucet |
| • reservoir | • swishes |
| • stored | • swirls |
| • treatment (water treatment plant) | • whooshes |

Tier 2 words selected for direct vocabulary instruction

These words were chosen for their relevance to the story and words they are very likely to encounter when they read.

- **reservoir**
- **treatment** (water treatment plant) (I chose this because it really pertained to the story).
- **gushes**

Step 1: Doing the read aloud of the text with a focus on comprehension

Page:

4-5 Read.

What do we know about the clouds?

Show illustration

6-7 Read

What happened on these pages?

Have you ever seen clouds like these?

- 8-9 Read and show illustration.
What happens when the clouds get heavy?
What are they heavy with?
- 10-11 Read, ask what we know so far about the water cycle.
- 12-13 Read
What is happening to the drop of water?
Where is the water headed?
- 14-15 Read and show picture. (**reservoir**)
- 16-17 Read and show illustrations. (water **treatment** plant)
How does the water get to where we can use it again?
- 18-19 Read. (**gushes**)
What is this boy doing?
Show pictures.
What do you think is going to happen to the water he is using?
- 20-21 Read and show pictures at the same time.
Were we right on our predictions of where the water would go? How can you tell?
- 22-23 Read and show pictures.
What is happening on these pages?
- 24-25 Read and show at the same time.
How would you feel about the water cycle?
- 26 Read
What is happening?

How does the story end? Is this the way you thought it would end?

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target Word: **reservoir**

1. In the story, a drop of water fell from the sky and landed and eventually made it to a **reservoir**. One of the reasons I chose this word is because there are a lot of **reservoirs** in the area.
2. DEFINITION: A **reservoir** is a body of water that has a dam at one end. We also know them as lakes or ponds.
3. STUDENTS SAY WORD
4. DISPLAY WORD

5. EXAMPLES:
 - We go boating at a **reservoir** named Starvation.
 - Many of the farmers in our area get their irrigation from Sand Wash **Reservoir**.
6. STUDENT EXAMPLES:
 - Use **reservoir** in a sentence.
 - Explain what a **reservoir** is and use an example that they know of where a **reservoir** is included.
7. WHAT WAS OUR WORD?

MAINTENANCE:

Which of these would be a **reservoir**?

- Uintah river flowing down the canyon?
- A body of water named Bottle Hollow?

Target Word: **treatment** (water **treatment** plant)

1. In the story, our drop of water is floating in a peaceful **reservoir** then the dam is opened and the drop is sucked into a water **treatment** plant.
2. DEFINITION: A water **treatment** plant is where water is cleaned or purified to the point that it is safe for humans to drink.
3. STUDENTS SAY THE WORD
4. DISPLAY THE WORD
5. EXAMPLE:
 - On your next trip to Disneyland, you will be glad to know that the tap water you are drinking is from a water **treatment** plant.
6. STUDENT EXAMPLES:
 - If you try to drink water from a muddy stream you would get sick because the water has not gone through a water **treatment** plant.
 - Have students talk about water they have seen that they wouldn't drink.
7. WHAT IS THE NEW WORD?

MAINTENANCE:

Listen to these examples and if what I say stands for something that would need to go through a water **treatment** plant before you could drink it.

- A bottle of water from a store.
- Water out of a horse's water trough.
- Drinking water from a toilet.

Target Word: ***gushes***

1. In the story, a boy turns on the faucet and the drop of water we have been reading about ***gushes*** out of the faucet.
2. DEFINITION: ***gushes*** means that water or some form of liquid shoots out with some sort of force.
3. HAVE STUDENTS SAY WORD
4. SHOW WORD
5. EXAMPLES:
 - When you shake up your dad's can or bottle of pop and when he opens it the pop ***gushes*** out and all over him.
 - When city workers dig a hole and hit the main water line for the city, a lot of water ***gushes*** out.
6. STUDENT EXAMPLES
 - Give me an example of something that ***gushes***. If it ***gushes***, (rest of class) raise your hands. Have a few students give examples.
7. SAY THE NEW WORD

Maintain:

Point and say the new words and say we will play a game. ***Reservoir*** will be number 1, water ***treatment*** plant will be number 2, and ***gushes*** is number 3. If the following situations is number 1 raise one hand, if it is number 2 raise both hands, and if it is number 3, clap your hands.

- You can go fishing at one of these.
- I have to get a drink and can't wait.
- A water pipe broke.
- Drinking water from the toilet.
- Trying to hook a hose to a sprinkler with the water turned up full blast.

Assess:

While the lesson is taught, there are multiple ways to assess students on what they know but in addition, I would have students respond to situations with thumbs up if they agree or thumbs down if they disagree.

- Complete the following sentence: I knew the lake was a _____ because it had a _____ on it.
- Give an example of doing something that would need to go through a water ***treatment*** plant before you could drink it.
- Something that ***gushes*** would be a _____ and it would _____.

Daphne Marchant
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Salt Lake City School District

Text Talk Lesson for: Ducky, (Eve Bunting, 1997)
ISBN: 0-395-75185-3

Potential Tier 2 words in the text:

- | | | |
|------------------|--------------|------------------------|
| • danger | • stare | • separate |
| • snuggled | • terrified | • tumbling |
| • tumbled | • gulps | • loneliness, lonelier |
| • bobbed | • guaranteed | • nudges |
| • surface (noun) | • relief | • fulfilling |
| • disappeared | • drifting | • wondrous |

Tier 2 words selected for direct vocabulary instruction:

- ***danger***
- ***terrified***
- ***wondrous***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud pages 4-7. Ask the children, "Who is telling this story? What do we know about the duck? What is its problem?" Show illustrations.

Read aloud pages 8-11. Ask the children, "Why is the duck scared?" Show illustrations.

Read aloud pages 12-13. Ask the children, "What did the shark do with the animals? Why didn't it eat them?" Show illustration.

Read aloud pages 14-17. Ask the children, "Why is the duck alone? Where did the other animals go?" Show illustrations.

Read aloud pages 18-21. Ask the children, "How is the duck feeling? How do you know?" Show illustrations.

Read aloud pages 22-25. Ask the children, "What happened to the duck? What is the boy going to do with it?" Show illustrations.

Simultaneously show illustrations and read pages 26-29.

Read aloud page 30. Ask the children, "How does the duck feel now? How do you know?" Show illustration.

Read aloud or summarize the author's note on page 32.

"Let's review: What happened to the duck in the beginning of the story? In the middle? At the end?"

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: ***danger***

1. "The story begins with the duck saying he was in great ***danger***."
2. "If you are in ***danger***, something bad could happen or you could get hurt."
3. "Say the word with me: ***danger.*** "
4. "You would be in ***danger*** if you were outside alone at night, if you were boating without a life jacket, or if you were playing with a weapon. If you stay up really late, you are in ***danger*** of falling asleep in class. If you don't do your homework, you are in ***danger*** of missing recess."
5. "If any of the things I say are likely to put you in danger, say '***danger.***' If not, don't say anything."
 - Running next to a swimming pool
 - Writing a story at your desk
 - Playing with matches
 - Listening to the radio in your bedroom
 - Watching a movie
 - Crossing the street without looking
6. "What's the word we have been talking about?" '***danger***'

Target word: ***terrified***

1. "In the story, when the duck is floating alone, it is scared. Then when it sees a shark, it becomes ***terrified.***"
2. ***Terrified*** means very very scared.
3. "Say the word with me: ***terrified.*** "
4. "If you watch scary movies alone at night, you might feel ***terrified***. You might feel ***terrified*** if you were lost. Some people feel ***terrified*** when they ride roller coasters."
5. "Think about a time when you were ***terrified***. Tell a partner about that time and use the word ***terrified*** in your description."

6. "What's the word we have been talking about?" **'terrified'**

Target word: **wondrous**

1. "In the story, when the duck is floating in the bathtub, it says that it is **wondrous** to be able to float."
2. "**Wondrous** means fantastic or unusually good."
3. "Say the word with me: **wondrous**."
4. "You could say that a beautiful sunrise or sunset is **wondrous**. If you have a really great day, you could say it was a **wondrous** day."
5. "Tell about a time when you experienced something **wondrous**. Be sure to use the word **wondrous** in your description."
6. "What's the word we have been talking about?" **'wondrous'**

Combine the words by having the children make a choice between two of the words:

- If you were in the mountains and saw a beautiful lake, would you use **terrified** or **wondrous** to describe it? Why?
- If you saw an angry bear at that lake, would that be **wondrous** or **dangerous**? Why?
- If you had to do a presentation in front of the whole school, would you be in **danger** or **terrified**? Why?
- Would you rather go to a place that is **dangerous** or **wondrous**? Why?

Maintain all three words by asking the children to give examples or explanations:

- What are some situations where you would be in **danger**?
- What are some things that make you feel **terrified**?
- Describe something in nature that is **wondrous**.

Maintain by helping children add to their networks of related words:

- What would be **dangerous** about going somewhere by yourself?
- What would you do if you were **terrified**?
- How would you look and act if you saw something **wondrous**?

Assess:

"Let's think about all three of our new words again: **danger, terrified, wondrous**."

- Which of these would be **dangerous**-- a newborn baby or a tiger?
- If you were **terrified** would you laugh or scream?
- If you saw something **wondrous** would you look at it or close your eyes?

24. THE EASTER EGG FARM

Adalee Wall
East Elementary
Duchesne County School District

Text Talk Lesson for: The Easter Egg Farm, (Mary Jane Auch, 1992)
ISBN: 0-8234-1076-5

Potential Tier 2 words in the text:

- | | | |
|---|------------------|---------------|
| • collected (teach in context with picture) | • normal | • creative |
| • nudged | • fantastic | • annual |
| • squabbled | • embarrassed | • inspiration |
| • concentrate (5x) | • different (4x) | • frantically |
| • confusion | • unusual (4x) | |
| | • surroundings | |

Tier 2 words selected for direct vocabulary instruction:

The following words were selected because I felt like they would carry over into other texts. These words needed to be understood in order for the students to get the meaning of the text. They are also words that they can use in their writing and in everyday conversations.

- ***concentrate***
- ***different***
- ***unusual***
- ***frantically***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book: "Listen closely to this story about Pauline (a hen) and Mrs. Pennywort. As you listen, think about the problem that Pauline has in the story and the problems that that problem cause her.

Read aloud page one. Ask the children, "What do we know about Pauline and Mrs. Pennywort so far?"

Show the picture and talk about the word "collected" using context clues and picture.

Read the next page and show the picture. "What kind of egg did Pauline lay? What did she do with the egg?"

Read the next page and show the picture. "What happened when Pauline concentrated on the sky? What did Mrs. Pennywort say about how Pauline's eggs turned out?"

Read the next two pages. "What did the lady from the town want?" Talk about the word annual.

Read the next two pages and show the pictures. “Where did Mrs. Pennywort take Pauline to get inspirations for her eggs?”

Read the next two pages. “What happened to the eggs? What did Mrs. Pennywort try to do?”

Read the next three pages and show the pictures. “Why did Mrs. Pennywort decide not to give the chicks to the lady from town?”

Read the next two pages. Show the pictures. “What happened to the chicks as they grew up? Talk about how we change as we grow but still look the same. How did Pauline feel about how her children turned out?”

Read the Last two pages of the book. Show the pictures. “What did Mrs. Pennywort’s farm become know as? What did Pauline do at the end of the book to solve her problem?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **concentrate (concentrated)**

1. Use the target word as it was contextualized in the story.
“In the story it says that Mrs. Pennywort asked the hens to **concentrate**.”
2. Explain the meaning of the word in student-friendly terms.
Concentrate---to **concentrate** means to give it all your attention so you can really think carefully about what you are doing. When someone is at work, it’s important to **concentrate** on getting their job done.
3. Let’s say the word aloud: **concentrate**.
4. Your father might **concentrate** if he is trying to figure out how to put a new toy together. Someone might **concentrate** if they are trying to put a 1000 piece puzzle together. You might **concentrate** if you are trying to get a 100 on your spelling test.
5. If any of the things I say would make someone **concentrate**, say **concentrate**. If not, don’t say anything.
 - Drinking a glass of milk
 - Listening to me read a book
 - Playing your game boy
 - Washing your hands
 - Looking for your lost coat
 - Making your bed
6. What is the word we are learning? “**concentrate**”
7. Now you think of something that you might **concentrate** on. Start your sentence with “Something that I would **concentrate** on would be....
Ask students to tell why they would have to **concentrate** for that.

Target word: **different**

1. In the story when one of the other hens said Pauline was lazy Pauline said, "I'm not lazy, I'm just **different**."
2. If you are **different** it means that you are not like everyone else. Your hair is not the same as everyone's. You don't wear the same clothes that everyone else is wearing. You do things your own way. You don't look like anyone else. Everyone these days is buying SUV's. I wanted a car that would look sporty and go when I stepped on the gas. So my car is **different** from what everyone else is driving.
3. Let's all say our word together: **different**
4. Now I want you to think of how you are different from others. Turn to a partner and tell them how you are **different**.
5. What is our new word? **different**

Target word: **frantically**

1. In the book when the eggs started hatching it said that Mrs. Pennywort took the broken shells to the table and **frantically** tried to glue them together.
2. If you work at something **frantically**, it means that you are excited and working very hard and fast to fix something. The other day my husband and I were going to Vernal and we had to be there at 4:00. It was 3:30 and it takes 30 min. to get to Vernal. We had just enough time to get there and when my husband was getting into the car he ripped his pants. He ran into the house and **frantically** tried to change his pants.
 - I am **frantically** trying to finish the baby blanket for my new grandchild that is coming in June.
 - Some mornings I work **frantically** to get to school on time.
3. Now you think of ways that you might be **frantic**. Begin your sentence with, "The other day I was **frantically** trying to...."
4. What is the new word? **Frantically**
Let's all say the word: **frantically**

If any of the things I say would make you feel **frantic**, stand up and say, "I'm **frantic**." Otherwise, remain seated and say nothing.

- Your mom is in the car waiting for you honking the horn
- You are reading a quiet book
- You are taking a bubble bath
- You are looking for your lost dog
- Your teacher wants you to read 50 books tonight

Target word: **unusual**

1. In the story the word **unusual** is used several times when it talks about the eggs that Pauline lays. When Mrs. Pennywort sees the first egg she says, "Pauline, what a lovely egg. This is too **unusual** to crack open for my breakfast. I'll put it on my windowsill where everybody can enjoy it."
2. If something is **unusual** it is not the same as all the others. It stands out above the rest of the group. When I was looking for a dress for my daughters wedding I wanted a dress that was **unusual**.
3. Let's say the word together: **unusual**
 - It would be **unusual** to see someone with purple hair.
 - It would be **unusual** for me to let you have 5 recesses today.
4. Now I want you to think of something that is **unusual**. Start your sentence with, "It would be **unusual** if....."
5. What is our new word? **unusual**

Combine the words by having the children make a choice between two of the words:

- If your sister fell down and cut open her arm, would you have to **concentrate** or would you be **frantic**? Why?
- If our principal won the American Idol contest on TV, would you have to **concentrate** or would that be **unusual**? Why or why not?
- If you found a beautiful butterfly on the playground that no one else has seen, would it be **different** or would you be **frantic**? Why?
- If you had to learn to do some very difficult math would you have to **concentrate** or would that be **different**? Why?

Maintain:

Maintain all four words by asking the children to complete each of the following sentences using one of the new words. If you agree that the word was used correctly hold up your thumb. Those who disagree will put their thumbs down.

- Complete this sentence: Matt had to **concentrate** when he _____. Ask for response. Students who agree that he would have to **concentrate** put your thumb up; those who disagree will put your thumb down.
- Something that is **different** from something else is _____. Fill in the blank. Students who agree will put your thumb up; if you disagree put your thumb down.
- Complete this sentence: I was **frantically** trying to _____. Stand up if that would be frantic; stay seated if it would not.
- Complete this sentence: It would be **unusual** if _____. Thumb up if you agree; thumb down if you don't.

Maintain by helping children add to their network of related words:

- When you are **concentrating** on something, what do you do?
- If something is **different**, what does that mean?
- If you are **frantically** trying to do something, how do you act?
- If something is **unusual**, what do you do with it?

Assess:

Let's think about all four of our new words again: **concentrate, different, frantically, unusual.**

- When would you need to **concentrate** the most—when you are reading a good book or when you are eating breakfast?
- When would you like to be **different**—when you are trying to fit in or stand out?
- When would you act **frantically**—when you are sleeping or when the house is on fire?
- What would be **unusual**--- a dog with 4 legs or a lamb with two head?

Let's now put these new words into our word book and put the meaning of each word in your own words.

25. EDWARD AND THE PIRATES

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Text Talk Lesson for: Edward and The Pirates, (David McPhail, 1997)
ISBN: 0-316-56344-7

Potential Tier 2 words in the text:

- | | | | |
|---------------|--------------|-----------|-----------|
| • catalogs | • flurry | • pleaded | • deflect |
| • convinced | • monument | • bounded | • budge |
| • lance | • demanded | • urging | |
| • inscription | • tunic | • roared | |
| • helm | • comforting | • firmly | |

Tier 2 words selected for direct vocabulary instruction:

- ***comforting***
- ***pleaded***
- ***firmly***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book: "Listen closely to this story about a boy with a great imagination. I want you to think about how this boy got his imagination."

Read the first four pages and show the pictures. Ask "What kinds of other things do you think Edward likes to read? What kinds of things do you like to read?"

Read the next page and ask "What did Edward like to use while he was reading?"

Read the next page and ask "how can you use your imagination when you read?"
Show the pictures.

Read the next two pages and show the pictures. Ask "Could Edward actually be in the places that he said he was and help the different characters? Why or why not?"

Read the next two pages and ask "Could a young boy stay at the library until it closes?"
Show the pictures.

Read the next two pages and ask "What is Edward problem?" Show the pictures.

Read the next two pages and ask "Do you think these pirates will hurt Edward for the book? Why or why not?" Show the pictures.

Read the next four pages continuously. Then ask "Why do you think Edward is not scared of the pirates?" "Why do you think Edward really wouldn't give the pirates his book?"

Read the next two pages and ask “What would you do if your mom dressed up and came into your room?” “What do you think will happen to Edward’s mother?” Show the pictures.

Read the next two pages and ask “Do you think Edward will let his father hurt the pirates? Why or why not?” Show the pictures.

Read the next page and ask “What do you think the pirates are going to do?”

Read the next page and ask “What would you do if you were Edward?” Show the pictures.

Read the next two pages and ask “Why did Edward’s father tell the pirates to close the window when they leave?” Show the pictures.

Read the last page and ask “Can you make prediction on what Edward will do next?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **comforting**

1. “In the story, the author say Edward was right alongside, **comforting** the brave dogs and urging them on.”
2. **Comforting** means to make someone or something feel less worried or upset.
3. “Say the word with me: **comforting**.”
4. “We **comforted** the lost child so they would feel safe. It was **comforting** to have my dog home from the vet’s office.”
5. “Now I want you to think of a time when you felt like you were being **comforted** by someone or something. I want you to turn to your partner and tell them about it. Don’t forget to use the word **comforting** in your sentence. Who would like to share with the class?”
6. “What’s the word we’ve been talking about today?” **comforting**

Target word: **pleaded**

1. In the story, the author said they **pleaded**, but Edward folded his arms around the book and shook his head no.”
2. “**Pleaded** means to beg someone to do something.”
3. “Say the word with me: **pleaded**.”
4. “I **pleaded** with my mom to let my friend stay all night.” “I **pleaded** with my teacher to accept my late homework.”
5. “Everyone has **pleaded** for something in their lives. I want you to think of a time when you **pleaded** for something and share it with you partner. Who would like to share with the class about a time you **pleaded** for something?”
6. “What’s the word we’ve been talking about?” **pleaded**

Target word: ***firmly***

1. "In the story it says, "But don't stay up too late," Edward's mother told him ***firmly***."
2. "***Firmly*** means to say something in a steady voice."
3. "Say the word with me: ***firmly***."
4. "My teacher told me to stop playing with my pencil very ***firmly***." "My mother said in a ***firm*** voice to clean my room."
5. "When have you been told to do something ***firmly***? Share with your partner and don't forget to use the word ***firmly***. Who would like to share with the class?"
6. "What's the word we've been working on today?" ***firmly***

Combine the words by having the children make a choice between two of the words:

- When your mom says "go to your room!" ***firmly*** or ***comforting***
- When your grandmother gives you a soft kiss. ***Comforting*** or ***pleaded***
- When you really want that new bike you saw at the store. ***Firmly*** or ***pleaded***

Maintain all three words by asking the children to give examples or explanations:

- Has there ever been a time in your life when you ***comforted*** someone or something? Who was it you ***comforted*** and when?
- What was the last thing you can think of that you ***pleaded*** for? Did you get what you wanted? Why or why not?
- Have you ever spoken ***firmly*** to someone? Who was it and what was it about?

Maintain by helping children add to their networks of related words:

- How do you feel when you are ***comforted*** by someone you love and care about?
- "I ***pleaded*** with my mom to let me be in Girl Scouts." What did I do?
- How do you feel when you are spoken ***firmly*** to? What can you do next time to avoid being spoken ***firmly*** to?

Assess:

"Let's think about all three of our new words again: ***comforted, pleaded, and firmly.***"

- Which of these would you ***comfort*** a crying baby or a little boy playing ball?
- Which of these would you ***plead*** for, a mean, barking dog or a yummy looking cookie?
- Which of these statements would you say ***firmly***, please pick up your toys or pick up your toys now?

26. ELBERT'S BAD WORD

Paula Bickerton
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Salt Lake City School District

Text Talk Lesson for: Elbert's Bad Word, (Audrey Wood, 1988)
ISBN: 0-15-225320-3

Potential Tier 2 words in the text:

- elegant
- bristly
- patiently
- shocked
- snickering
- cobbled
- crackled
- sparkled
- shriveled
- rousing

Tier 2 words selected for direct vocabulary instruction:

- ***patiently***
- ***snickering***
- ***shriveled***

Step 1: Doing the read aloud of the text with a focus on comprehension

Briefly introduce the book Elbert's Bad Word by explaining that you are going to read a story about a little boy named Elbert who happens to catch a bad word. Tell the children to pay attention to how Elbert catches the word and how he manages to get rid of it.

Read pages 1,2, and 3. Ask the children where Elbert heard the bad word, what he did with it, and what it looked like. Then show the picture.

Read pages 5 and 6. Ask what happened to the bad word. Show the pictures.

Read pages 7, 8, 9, 10, 11, and 12. Ask the children what things happened that led up to the croquet mallet landing on Elbert's toe. Explain that croquet is a game played with wooden balls and mallets (like large hammers) are used to hit the balls on the ground. Ask what Elbert did when the croquet mallet landed on his toe. Why were people at the party surprised by what he said? Show pictures.

Read page 13. Ask what Elbert's mother did to Elbert after he said the bad word. Was this fair? Why or why not? Explain that lavatory is just a fancy word for bathroom.

Read page 15, 16, 17, and 18. Ask the students where Elbert went and why he chose to go there. Ask what the wizard pulled out of his drawer and why he pulled these things out. What did he do with them? Show pictures.

Read page 19. Ask the children what Elbert did with the cake the wizard baked and what happened to the bad word when he did so. Show picture.

Read pages 21, 22, 23, 24, 25, and 26. Ask the children to summarize what happened when Elbert returned to the party. Remind them that the croquet mallet has just landed on Elbert's big toe AGAIN and Elbert is angry! Have the students predict what Elbert will do. Show pictures.

Read pages 27, 28, and 30. Were the children's predictions correct? What did Elbert do? What did the other guests do? What happened to the bad word? Could you try using words like Elbert instead of bad words? Show pictures.

Step 2: Direct vocabulary instruction of the Tier 2 Words:

Target word: ***patiently***

1. In the story the author writes: "But the word waited ***patiently***."
2. ***Patiently*** means waiting quietly without complaining.
3. Say the word with me: ***patiently***
4. If you are waiting for the recess bell to ring without bothering your teacher or friends, you are waiting ***patiently***. If you wait for your parents after school where you need to be you are waiting ***patiently***.
5. Now you think of a time when you have ***patiently*** waited for something. Start your sentence with "I waited ***patiently*** when... Think, Pair, Share and then share as a whole class.
6. What is the word we've been talking about: ***Patiently***.

Target word: ***snickering***

1. In the story the author writes: "While Elbert scrubbed his tongue, the bad word sat on his shoulder, ***snickering*** wickedly."
2. ***Snickering*** means laughing quietly in a mean way.
3. Say the word with me: ***Snickering***.
4. If someone was teasing another student and laughing meanly, we could say they were ***snickering***. Laughing unkindly at someone's drawing would be ***snickering***.
5. Now you think of an example of ***snickering***. Start your sentence with "He (or she) was ***snickering*** when... Think, Pair, Share and share as a whole class.
6. What is the word we've been discussing: ***snickering***.

Target word: ***shriveled***

1. In the story, the author wrote: "And as he did, the ugly word ***shriveled*** to the size of a flea and hopped onto his necktie."

2. ***Shriveled*** means to shrink to a very small size.
3. Say the word with me: ***shriveled***
4. If you leave a grape in the sun it will become ***shriveled***. If you look down from a very tall building, the people on the street will look ***shriveled***.
5. Now you think of something that can look ***shriveled***. Begin your sentence with "Something can ***shriveled*** when...Think, Pair, Share and then share whole class.
6. What is the word we have been discussing: ***Shriveled***.

Combine the words by having the children make a choice between the two words.

- Laughing at a person: ***snickering*** or ***shriveled***
- Waiting nicely for your turn at the drinking fountain: ***Patiently*** or ***snickering***
- A balloon shrinking as the air leaves it: ***patiently*** or ***shriveled***
- Waiting for Christmas to come: ***patiently*** or ***snickering***
- A sponge drying up: ***snickering*** or ***shriveled***
- Playing a joke on someone: ***snickered*** or ***patiently***

Maintain all three words by asking the children to give examples of explanations.

- "Tell us about something that made you ***snicker***."
- "Tell us about a time when you had to wait ***patiently***."
- "Have you ever seen something ***shriveled***? Tell us about it."

Maintain by helping children add to their networks of related words.

- "Has anyone ever ***snickered*** at you? How did you feel?"
- "Think of a time when you had to wait ***patiently*** for something. Was it easy or hard?"
- "Think of a time, maybe in science when you have watched something ***shriveled***. How did it look?"

Assess:

"Let's think of our three words again: ***patiently***, ***snickering***, ***shriveled***."

- "Which of these is an example of ***patiently***: Pushing your way to the front of the drinking fountain line or simply waiting your turn, no matter how thirsty you are?" Students use happy faces on tongue depressors to show agreement and sad faces to show disagreement.
- "Which of these is ***shriveled***: A raisin or a big fat juicy grape?" Students use happy and sad faces again.
- "Which of these is an example of ***snickering*** (be careful, I'll try to trick you): Laughing at a funny joke or laughing at someone who has made a mistake." Students use happy and sad faces again.

27. THE EMPTY POT

Kathy Carson
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San Juan School District

Text Talk Lesson for: The Empty Pot, (Demi, 1990) ISBN: 0-59047090-6

Potential Tier 2 words in the text:

- emperor
- successor
- proclamation
- issued
- succeed
- palace
- swarmed
- transferred
- ashamed
- frowning
- shame

Tier 2 words selected for direct vocabulary instruction:

- ***swarmed***
- ***transferred***
- ***ashamed***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud pages 1-3 and show illustrations. Point out Ping, other people and all of the flowers.

Read pages 4-6 and ask, What do we know so far? Show illustrations

Read page 7 and ask, What does the proclamation say? Then, show illustrations.

Read aloud pages 8 and 9. Do not show picture yet. (swarmed) Ask, What are the children doing? What do their parents want? Show illustrations.

Read pages 10 and 11. What does Ping do? How does he feel and why?

Read pages 12 and 13. What is the problem? Show illustrations.

Read pages 14-17 and show the pictures. What has happened to Ping's seed? (transferred)

Read pages 18 and 19 and show pictures.

Read page 20. What has happened? How does Ping feel? Why? (ashamed)

Read page 21 and 22 and show the picture. What does Ping's father say?

Read page 23. What happened?

Read pages 24-27. What happened? How does Ping feel?

Read page 28 and show illustrations.

Read pages 29-30. How does the story end? What does the Emperor say and what happens to Ping? Show the illustrations.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **swarmed**

1. In the story, the author says, "children from all over the country **swarmed** to the palace to get their flower seeds."
2. If some people or some things have **swarmed**, it means that a lot of them have gotten together in a group.
3. Say the word with me: **swarmed**.
4. If the fire drill bells and lights go off in school, we could say that all of us **swarmed** out of the building. When the bees moved to a new place, they **swarmed**.
5. Now you think of something that **swarms**. Start your sentence with, _____ are something that **swarm**, or the _____ **swarmed** yesterday.
6. What is the word that we have been talking about? **swarmed**

Target word: **transferred**

1. In the story, the author says, "Then he (Ping) **transferred** the seed into the rich black soil."
2. If you say that someone has **transferred** something, it means that they have moved it from one place to another.
3. Say the word with me: **transferred**.
4. If someone new comes to our school from a different school, we say that he or she has **transferred**. If you pour some juice from the large bottle to your glass, you have **transferred** it.
5. Now think of what you can **transfer**. You could start your sentence with, "I **transferred** the _____ to the _____" or "I **transferred** to _____".
6. What word are we talking about? **transferred**

Target word: ***ashamed***

1. In the story, the author wrote, "Ping was ***ashamed*** of his empty pot. He thought the other children would laugh at him because for once he couldn't get a flower to grow".
2. ***Ashamed*** means to feel badly.
3. Say the word with me: ***ashamed***
4. Someone might be ***ashamed*** if they had dirty clothes on. I might be ***ashamed*** of someone if they were rude to my friend.
5. Think of something that you might be ***ashamed*** of. Tell your partner. Tell us a sentence using the word. You might start your sentence with "I was ***ashamed*** when _____".
6. What's the word we've been talking about? ***ashamed***

Combine the words by having the children make a choice between two of the words:

- Slipping and falling in the mud: ***ashamed*** or ***swarmed***?
- Many mosquitoes attacking you at night: ***transferred*** or ***swarmed***?
- Coming to our school from another school: ***transferred*** or ***ashamed***?
- Not having any new clothes when all of your friends have new clothes: ***transferred*** or ***ashamed***?
- All of your friends gather around and want birthday cake at the same time: ***swarmed*** or ***ashamed***?
- Moved the candle from the table to the window: ***transferred*** or ***swarmed***?

Maintain all three words by asking the children to give examples or explanations:

- Tell us if you ***transferred*** anything.
- Would you be ***ashamed*** if your friend said your shoes were ugly?
- Has there ever been a time when you kicked an anthill and the ants ***swarmed***? Tell us about that.

Maintain by helping children add to their networks of related words:

- If you were ***ashamed***, how would you feel? What could you do or say?
- Have you ever ***transferred*** something to a new place? What did you ***transfer***? What happened?
- I once saw bees that ***swarmed*** in a tree in back of my house. Tell us if you've seen something that ***swarmed***.

Assess:

“Let’s think about all three of our new words again: **swarmed**, **ashamed**, **transferred**.”

- Which of these would make someone feel **ashamed** – a girl who has to wear her brother’s shoes or a girl who has new shoes. (Students can show their choice by thumbs up or down.)
- When would you need to **transfer** something – when you wanted a drink or when you wanted to play?
- If insects have **swarmed**, have they flown off one at a time or have they all gone together?

28. EXPLORING THE DEEP, DARK SEA

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Text Talk: Exploring the Deep, Dark Sea, (Gail Gibbons, 1999)
ISBN: 0-439-16839-2

Tier 2 words in the text:

- ***explorers***
- ***seafloor***
- ***pilot***
- ***submersible***
- ***marine***
- ***researchers***
- ***creatures***
- ***specimens***
- ***abyss***
- ***trench***

In choosing the vocabulary words, I read through the book to see which words were used the most often and that applied to the subject that the book was talking about. The text talk lesson will be divided into two separate days so that we can take the time needed for all the information and the subject to adequately be discussed.

Step 1: Doing the read aloud of the text with a focus on comprehension

“Students, as we read informational books, we look for things that we have not learned yet. In many books, we find this information to be interesting to learn about. We are going to explore a book that fits along with the habitat of the coral reef, which we have studying in Science. As we read, we will stop and discuss some of the information and some of the new vocabulary words so that you will understand the book better.”

Pages 1—2: Read the pages and show the illustrations.

- “What kinds of things can be carried on ships?”
- “What are some of the purposes that ships have?”

Pages 3—4: Read the first two sentences and discuss the meanings

- ***explorers***—those that travel to find new places, animals, plants, or civilizations that had once existed. They also find what has happened to different cultures in the past. The places they travel can be anywhere on land, in the water, or even in the air. Say “explorers”.
- ***seafloor***—floor of the ocean. Say “***seafloor***”.
- “What kinds of things do you think explorers might find on the ocean seafloor?”
- “What depths can there be on the seafloor?”

Pages 6—7: Read and discuss the illustrations along with the labels.

- “What do you think a ***pilot*** does? Show the illustrations of where a pilot sits and what he does. Is this type of pilot different from one that flies an airplane? What are some of the differences? (In the water and not in the air). Say “***pilot***”.

Pages 8—9: Read and discuss

- **submersible**—a small submarine that is sent into the ocean to explore. A submersible holds a small crew of workers. Say “**submersible**”.

Pages 10—11: Read and discuss what is the “sunlight zone.”

- “What do you think the sunlight zone is? It is the area below the surface of the water that is 450 feet down.”
- “What makes up **marine** life? They are plants, fish, and other sea creatures that live in the ocean. Say “**marine**”.
- We can see by the illustrations that there are many different living things in the ocean.
- “What do you think a **researcher** does? They are those that look for the unusual and interesting things to explore and they study them. Say “**researcher**”.

“In the zone that is 450 to 3300 feet deep down into the ocean, the sunlight becomes dark and it is colder.”

Pages 14—15: Read and discuss how the creatures survive in this sunless environment.

Pages 16—17: Read and look at the illustrations.

- “What does the word **creature** mean? These are the living animals that live in an area.
- “How do the creatures survive in this area called the “Dark Zone”. Say “**creatures**”.

Pages 18—19: Read and explain:

- “What happens when the submersible touches the bottom of the ocean?” The water pressure is extremely powerful, two hundred times greater than on the ocean surface.

Pages 20—23: Read and show illustrations as the submersible resurfaces.

- “What do you think the explorers brought back up to the surface with them? They brought **specimens**. What are **specimens**? These are small samples of what the explorers found down in the ocean. They brought these specimens back up to the surface so that they could study them to see how they lived. Say: “**specimens**”.

Pages 24—29: Read and show the illustrations:

- “What do you think an **abyss** is? This is the depth of the ocean that is between 13,000 feet and 20,000 feet. Notice how different the plants and animals are at this depth. Say “**abyss**”.
- These are deep cracks in the ocean floor called **trenches**. Can you tell how **trenches** are made on the land. “**trenches**”.

Pages 30—32: Read and discuss the time line that shows the progression of how the ocean began being explored in the beginning and how it might be in the future. Each time period had different ideas on how to explore the ocean.

Assess:

“As we look at the list of vocabulary words, let’s think of a way that we could use all of the words in a story. Each of you are to choose two vocabulary words that you like the best and tell why you are going to use them in your story. Make sure that use these words as if they were part of your individual lives. You are then to write a summary of what you have learned about the ocean from this book. You are the use the vocabulary words from the list in your summary. You are to make an illustration with labeling on it to go with your summary.

The vocabulary words are:

- ***explorers***
- ***seafloor***
- ***pilot***
- ***submersible***
- ***marine***
- ***researchers***
- ***creatures***
- ***specimens,***
- ***abyss***
- ***trench***

29. FANCY NANCY

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Text Talk Lesson for: Fancy Nancy, (Jane O' Connor, 2006)
ISBN: 0-395-42331-7

Potential Tier 2 words in the text:

- frilly (discuss in context, if necessary)
- tiara (discuss in context, if necessary)
- ad
- accessories
- escort
- curtsy
- suggest

Tier 2 words selected for direct vocabulary instruction:

- ***ad***
- ***accessories***
- ***suggest***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Show the cover and introduce the book. Set a purpose by asking the students if there was ever a time when they felt different from other people around them. What did they do about it? Did they try to convince others to change, did they change to be just like everyone else, or did they just remain different. Tell the students that they need to listen for how Nancy reacted to being different from her family.

There are no page numbers in this book. Consider the picture of Nancy's bed page 1.

Read aloud page 2

Show illustration

Read aloud pages 3 through 6

Talk about the format of some words being explained in the very next sentence. Ask students to give quick examples of the format. (Fuchsia is fancy for purple or plume is fancy for feather.)

Ask the students how Nancy is different from her family. Why doesn't Nancy's family understand her?

Show pages, pointing out frilly toothpicks and tiara on pages 5 and 6 if necessary.

Read aloud pages 7 through 10

What is Nancy trying to do? Why?

Show illustrations

Read aloud pages 11 through 14

The family seems to be trying to be like Nancy. Do you think her family is having fun? What part of the text gives you that idea?

Show illustrations

Read aloud pages 15 through 22

Why would the people at King's Crown think they are movie stars? Would you like to be in Nancy's family? Why or why not?

Show illustrations

Read aloud pages 23 and 24

What do you think happened when she slipped?

Show illustrations

Read aloud pages 25 and 26

Show illustrations

Read aloud pages 27 through 29

Refer back to purpose: How is Nancy different? Or is she?

What do you think will happen tomorrow?

Show illustrations

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **ad**

1. Nancy wants to teach her family to be fancy, so she sticks an **ad** on the fridge.
2. An **ad** uses things like TV, magazines, radio, posters, etc. to draw attention to a product for sale or a service being offered. Also, **ad** is an abbreviation for advertisement.
3. Everyone say the word with me: **ad**
4. During some commercials on TV, an **ad** convinced me to buy my daughter the book they were selling. The **ad** in the magazine showed a picture of a beautiful sports car for sale. An **ad** on the radio may tell you about a company that is hiring people.
5. Tell us about **an** ad you have seen. You could start your sentence with, "I saw an **ad** that was selling _____" or "I heard an **ad** for _____."
6. What is the new word we are learning? **ad**

Target word: **accessories**

1. Nancy's family didn't have fancy clothes, so she brought them **accessories**.
2. **Accessories** are things such as a belt, a bag, or jewelry that *aren't necessary*, but makes something plain more attractive.
3. Everyone say the word with me: **accessories**
4. My favorite **accessories** are earrings and necklaces. Some people add **accessories** to their houses to make them look better, such as hanging artwork on the wall or displaying pictures of their family and friends.
5. Have you ever used **accessories**? You could begin your sentence with, "I use **accessories** when _____" or "Some **accessories** I have in my house or room are _____."
6. What's the new word? **accessories**

Target Word: **suggest, s, ed**

1. After dressing up their clothes with *accessories*, Nancy's dad **suggests** that they go to dinner at The King's Crown.
2. **Suggest** is to tell someone your idea of what to do or where to go.
3. Everyone say the word with me: **suggest**
4. My teacher **suggests** that I get my homework done if I want to earn a good grade. Her friend **suggested** that they walk to the park instead of the store.
5. Have you ever **suggested** that someone should do something or go somewhere? Start your sentence with "I **suggested** that we should go _____ because..." or "My mother always **suggests** _____."
6. What's the new word? **suggest**

Combine the words by having the children make a choice between two of the words:

- You want to sell lemonade on the corner. **ad** or **suggest**
- Giving your friend an idea for his art project. **accessories** or **suggest**
- A girl wearing a hat, sunglasses, bracelet, and frilly socks. **accessories** or **ad**
- Wanting to watch a different movie than your friend. **suggest** or **accessories**

Maintain all three words by asking the children to give examples or explanations:

- I read an **ad** in the newspaper about a sale at my favorite store. What other **ads** have you seen? (solicit responses using many media types)
- Tell us an occasion for which you'd need **accessories**. Explain your answer.
- Have you had a friend **suggest** that you do something different from what you wanted to do? Tell us about it.

Maintain by helping children add to their networks of related words:

- What would you **suggest** to a friend who is having trouble in math? Explain your answer.
- What are some **accessories** you can add to your computer?
- If you hung an **ad** to sell your bike, what information would you put on the poster?

Assess:

"Let's think about all three of our new words again: **ad, accessories, suggest.**"

- Which of these things would be an example of an **ad**—A radio commercial talking about buying a CD or playing a song from your favorite CD? Students who agree with the response will stand up; those who disagree will remain seated.
- Which of these things would be examples of **accessories**—The computer screen, keyboard and mouse or gaming software and headphones? Students who agree with the response will stand up; those who disagree will remain seated.
- Which of these things would be an example of **suggest**—Telling your little brother or sister to clean your room or giving your mom a hint about what you want for dinner? Students who agree with the response will stand up; those who disagree will remain seated.

30. FANCY NANCY AND THE POSH PUPPY

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Text Talk Lesson for: Fancy Nancy and the Posh Puppy, (Jane O' Connor, 2007)
ISBN: 0-06-054213-9

Potential Tier 2 words in the text:

- beauty salon
- delicate
- groom (clean, brush an animal)
- responsible
- refreshments
- introduce
- terrified
- shelter (*animal* shelter)

Tier 2 words selected for direct vocabulary instruction:

- ***delicate***
- ***introduce***
- ***responsible***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Show the cover and introduce the book. Set a purpose by asking the students to raise their hand if they have a pet. Ask those that don't if they've ever wanted a pet. Check their background knowledge on caring for a pet: Did they have to take care of the pet by themselves? Did their mom and dad tell them it would be hard? What did they do to take care of the pet? Tell the students that they need to listen to see how Nancy deals with getting a pet.

There are no page numbers in this book. Consider the picture of Nancy's bed page 1.

Read aloud pages 2 and 3

Show illustrations for 1 through 4

Read aloud pages 5 and 6

- If you have not read the first Fancy Nancy book, talk about the format of some words being explained in the very next sentence. Ask students to give quick examples of the format. (e.g., Posh is fancy for fancy.) This will require only a quick review if Fancy Nancy has already been read.
- Ask the students why they think Nancy wants a Papillion.

Read aloud pages 7 and 8

Show illustrations, quickly pointing out the dogs in the books.

Read aloud pages 9 and 10

What do you think will happen when Nancy puppysits?

Show illustrations

Read aloud pages 11 through 14

Ask the students if they think Nancy should have a Papillion. Ask them to explain their answer.

Show illustrations

Read aloud pages 15 through 20

Why do you think that Nancy thinks Jewel is perfect for Mrs. DeVine, but not for her family? Ask students to give details to support their answers.

Show illustrations

Read aloud page 22

Show illustration

Read aloud page 23

Briefly explain an animal shelter

Don't show illustration

Read aloud pages 24 through 26

Why is Frenchy perfect for Nancy's family? What makes you think that?

Show illustrations

Read aloud pages 27 through 29

Refer back to purpose: What did Nancy learn about having a pet?

Show illustrations

**If you've read the previous Fancy Nancy, it might be fun to predict what her next adventure will be...*

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **delicate**

7. Nancy's mom doesn't think a Papillion is a good pet for them because it is **delicate**.
8. **Delicate** means that something can be easily hurt or broken.
9. Everyone say the word with me: **delicate**
10. You must gently hold a newborn because it is **delicate**. A beautiful glass bowl is **delicate**, so you have to carry it very carefully.
11. Have you ever seen anything **delicate** break? You could start your sentence with, "A **delicate** _____ broke when _____" or "My sister got in trouble when she broke the **delicate** _____ because she was _____."
12. What is the new word we are learning? **delicate**

Target word: **introduce, -ed**

7. Nancy **introduced** Jewel to her doll, Marabelle.
8. To **introduce** means to tell two people each other's names for the first time.
9. Everyone say the word with me: **introduce**
10. When someone new comes to our class, we **introduce** ourselves when we tell them our name and they tell us theirs. When a friend comes to your house for the first time, you should **introduce** them to your parents.
11. Have you ever had to introduce someone? You could begin your sentence with, "I **introduced** _____ and _____ when _____" (Encourage extended sentences to check for understanding.)
12. What's the new word? **introduce**

Target Word: **responsible**

7. Nancy is **responsible** while taking care of Jewel.
8. Being **responsible** means that you are dependable and make good decisions.
9. Everyone say the word with me: **responsible**
10. You are **responsible** for bringing your homework to school. Your mom let's you have a pet because she knows you're **responsible** and will take care of it.
11. What are some things for which you are **responsible**? You might start your sentence with "I am **responsible** for _____"
12. What's the new word? **responsible**

Combine the words by having the children make a choice between two of the words:

- Two people have never met before. **responsible** or **introduce**
- Serving fruit and drinks at a wedding. **delicate** or **responsible**
- Will you tell me who your new friend is? **introduce** or **delicate**
- A tall, crystal vase. **responsible** or **delicate**

Maintain all three words by asking the children to give examples or explanations:

- Some people have **delicate** skin that will burn in the sun. What are other things that are **delicate**?
- Have you ever been **introduced**? Tell us about it.
- Tell us about ways you have been **responsible**. Explain your answer.

Maintain by helping children add to their networks of related words:

- What gifts could you give that are **delicate**? Explain your answer.
- Why would people **introduce** each other?
- If a neighbor asked you to be **responsible** for their yard while they went on vacation, what are some things you might do?

Assess:

“Let’s think about all three of our new words again: **delicate, introduce, responsible.**”

- Which of these things would be an example of **delicate**—A mirror or a door? Students who agree with the response will point their thumbs up; those who disagree will point their thumbs down.
- Which of these things would be examples of **introduce**—Walking away when someone is mean to you or telling your friend and the new student’s names to each other at recess? Students who agree with the response will point their thumbs up; those who disagree will point their thumbs down.
- Which of these things would be an example of **responsible**—Taking the garbage out without being asked or letting your dog run away? Students who agree with the response will point their thumbs up; those who disagree will point their thumbs down.

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Text Talk Lesson for: Fireflies!, (Julie Brinckloe, 1985)
ISBN: 0689-71055-0

Potential Tier 2 words in the text:

- flicker
- cellar
- dulling
- soaring
- grasping
- thrust
- dimmer

Tier 2 words selected for direct vocabulary instruction:

- ***flicker***
- ***soaring***
- ***thrust***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book: “As you listen to the story I want you to be thinking would you do the same thing the boy does at the end of the story? Why or why not?”

Read pages 1-3. Ask the children, “What’s happening in the story?” Discuss ‘fireflies’. Show illustration on page 3.

Read pages 4-6. Ask the children, “Now what’s he doing? Have you done something like this?”

Read page 7. Ask, “What did he just do?” Show illustration page 6-7.

Read pages 8-9. Ask the children, “What happened after he ran out the door?”

Read page 10. In the story it says, “My ears rang with crickets, and my eyes stung from staring too long.” “What is he describing? Have you been outside at night and experienced something like this?”

Read page 11 and show the illustration.

Read pages 12-15. Ask the children, “What do you think he will do with the fireflies that he caught? What would you do?” Show pages 14-15.

Read pages 16-19. Ask the children, “What did you picture in your mind?” Show illustrations on 18 and 19.

Read page 20. Ask the children, “Describe how he has been feeling so far in the book and give an example.”

Read page 21 and show the illustration.

Read page 22. In the book it says, “I tried to swallow, but something in my throat would not go down.” “What is he thinking and feeling here?”

Read 23 and show the illustration.

Read page 24. Ask the children, “What emotion is he feeling now? What do you think he will do? What would you do?”

Read page 25 and show the illustration.

Read pages 26-27 and show the illustrations.

Read the last page and ask, “What emotion is he feeling now?”

After finishing the book return to the initial question presented to the class: “Would you do the same thing that the boy does at the end of the story? Why or why not?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **flicker**

1. “In the story, something **flickered** there . . . it **flickered** again, over near the fence.”
2. “**Flicker** means a quick moving light; to flutter; or if something moves unsteadily.
3. “Say the word with me: **flicker**.”
4. “The flame **flickered** in the wind. I saw a shadow **flicker** on the wall as I was walking through the haunted house. The light from the campfire **flickered** in the night.”
5. “Tell about something that you have seen **flicker**. Try to use **flicker** when you tell about it. You could start by saying something like “I saw a _____ **flicker** when I was _____.”
6. “What’s the word we’ve been talking about?” ‘**flicker**’

Target word: **soaring**

1. “The story says the fireflies were “. . . **soaring** high above my head, making circles around the moon, like stars dancing.”
2. “**Soaring** means to sail or hover in the air; to fly very high in the sky.”

3. "Say the word with me: **soaring**."
4. "When you go to the mountains look up in the sky, you might see a red tailed hawk **soaring** in the clouds. If you're in the desert you might see a turkey vulture **soaring** over the mesa searching for food."
5. "Tell about something that you have seen **soaring** in the sky. Try to use **soaring** when you tell about it. You could start by saying something like "I saw a _____ **soaring** in the _____."
6. "What's the word we've been talking about?" '**soaring**'

Target word: **thrust**

1. "In the story the boy tells us, "I **thrust** my hand into the jar and spread it open."
2. "**Thrust** means to push something suddenly and hard."
3. "Say the word with me: **thrust**."
4. "When it's just before dinner and you want a cookie you might be **thrusting** your hand into the cookie jar before your mother catches you and tells you to put it back!" At your baseball game you need to **thrust** out your baseball glove to catch a ball fast."
5. "Tell about something that you have done when you **thrust** something hard and fast. Try to use **thrust** when you tell about it. You could start by saying something like "I **thrust** out my _____ to _____."
6. "What's the word we've been talking about?" '**thrust**'

Combine the words by having the children make a choice between two of the words:

- If you had a fish on your fishing line would you need to **thrust** out the net or **flicker** out the net to catch it?
- On a dark and stormy night would the candlelight **flicker** on the wall or **soar** up into the sky?
- If you were catching fireflies would you be **soaring** out you hand to catch them or **thrusting** out your hand?

Maintain all three words by asking the children to give examples or explanations:

- Show us how you would **thrust** out your hand to catch something and tell us what you are catching.
- Compare a lightening bolt to a candle and tell how they **flicker**.
- Show us how you would look if you were an eagle **soaring** over the Grand Canyon and tell us what you would see down below.

Maintain by helping children add to their networks of related words:

- If somebody is **soaring** in a plane what would you see when you look out the window?
- When you see a moth **flickering** close to a light bulb what does it do?
- How does a new shoot on a plant **thrust** itself through the soil as it grows?

Assess:

“Let’s think about all three of our new words again: **flicker, soaring, thrust.**”

- Which of these would be a **flickering** flame – a light that goes out or a light that flutters back and forth?
- Which of these would be **soaring** in the sky – an eagle and a kite or a penguin and a seal?
- What means almost the same as **thrust** – poke or pull?

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Text Talk Lesson for: Friend Frog, (Alma Flor Ada, 2000)
ISBN: 0-15-201522-1

Potential Tier 2 words in the text:

- scurried
- noticed
- rustling
- ventured
- curious
- disappeared
- discouraged
- admiring
- extraordinary
- hesitate
- rose (sun)

Tier 2 words selected for direct vocabulary instruction:

- ***noticed***
- ***curious***
- ***discouraged***
- ***hesitate***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book: "Listen carefully to this story and think about the problem Field Mouse has in this story and how his problem is solved." Do not show the cover.

Read pages 1-2. Ask the children, "What do you know about the setting of this story? Can you tell what time it is? What the season is? Where the story takes place? How is a field different from a forest?" Do not show the picture yet.

Read pages 3-4. Ask the children what they know about Field Mouse already. "Is it important to be able to share secrets with a friend?" Show the pictures from pages 1-4.

Read pages 5-6. "The text said 'Field Mouse scurried on a bit.' How does a mouse scurry? Can you make a rustling sound like the grass moving in the wind?" Show the picture. (*noticed*)

Show the picture on pages 7-8. "These plants are called 'cattails.' What are they and why do they have such a silly name? Listen to the story and tell me what you think Field Mouse is doing on the cattails." (*curious*)

Read pages 9-10 and ask the children, "What did the text tell you about Frog? Would a frog make a better friend than a pebble or a stalk of grass? Tell me why you think so." Show the picture.

Read pages 11-14, but do not show the pictures. “Frog said he would be friends with Field Mouse. What is the problem then that is worrying Field Mouse?” Has the setting of the story changed at all so far? How has the time of day changed? Has the season of the year changed? How do you know?” Now show the pictures from pages 11-14.

Read pages 15-18. “Does Field Mouse still want to be friends with Frog? Does Frog still want to be friends with Field Mouse? Tell me how you know.” Show the pictures. (*discouraged*)

Read pages 19-20. “Why do you think Field Mouse stayed hidden in the grass? What does the author tell us that Field Mouse wishes for?” (*admiring*)

Read pages 21-24. “Why did Frog jump into the pond? How do you think the author wants you to feel right now? What do you think Field Mouse and Frog are feeling?” Show the pictures from pages 21-24. (*hesitate*)

Read pages 25-28 showing the pictures as you read. “How does the story end? How did Field Mouse’s problem get solved?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **noticed**

1. “In the story it says that Field Mouse **noticed** some tall grass swaying in the breeze.”
2. “If you **noticed** something you paid close attention to it.”
3. “Say the word with me: **noticed**.”
4. “I **noticed** that _____ was wearing her hair in a cute style today. I hope you **noticed** the word of the day this morning so you can tell me every time you hear it today. You might hope your mom **noticed** your homework and signed the paper so you could bring it back to school.”
5. “Tell me about something you **noticed** on your way to school today. What made you pay attention to it? Start your sentence by saying, ‘I **noticed** _____ on my way to school because _____.’”
6. “What’s the word we’ve been talking about?” ‘**noticed**’

Target word: **curious**

1. “In the story, Field Mouse suddenly hears a **curious** sound – croak, croak, croak.”
2. “If something is **curious** it is strange or unusual. In this story the croak, croak, croak was a **curious** sound Field Mouse had never heard before. Sometimes we say that a child is **curious** because they are learning new things all the time.”

3. "Say the word with me: **curious**."
4. "If you asked a lot of questions about a show you saw on Discovery Channel your dad might say you were **curious**. If you look in the fish tank at the doctor's office you might say there are several **curious** looking fish in there. When you go to bed at night you might hear a lot of **curious** noises that make you scared."
5. "Think of something **curious** you have seen or heard and describe it to me. Start your sentence, 'Once I saw/heard a **curious** _____.' Ask another student to tell why that might be **curious**."
6. "What's the word we have been talking about?" '**curious**'

Target word: **discouraged**

1. "In the story, the author said Field Mouse couldn't swim. He was **discouraged**."
2. If someone loses hope about something they are **discouraged**. You might have been **discouraged** when you first tried to jump rope or ride a bike without training wheels."
3. "Say the word with me: **discouraged**."
4. "You might get **discouraged** if you can't reach your 'hot' timing goal after two or three tries. Your parents might get **discouraged** if they can't pay all their bills on time. The principal might get **discouraged** if kids keep running in the hallways after they have been told not to."
5. "Tell me about a time you got **discouraged** and how that made you feel. Start out by saying, 'I get **discouraged** when _____. That makes me feel _____ because _____.'"
6. "What's the word we've been talking about?" '**discouraged**'

Target word: **hesitate**

1. "In the story, when Field Mouse told Frog to jump into the pond, Frog did not **hesitate**."
2. "**Hesitate** means to stop, wait, or hold back."
3. "Say the word with me: **hesitate**."
4. "You might **hesitate** before you go out the door in the morning to check the weather, so you know if you need to wear a coat. Someone might say you did not **hesitate** when you heard the ice cream truck. That means you did not stop or wait for your mom, you just ran outside to get some ice cream. If you have to answer a question in class you are not sure of, you might **hesitate** and think about the answer."

5. “Think of something that might make you **hesitate**. Start your sentence by saying, ‘I would **hesitate** if _____.’ Now think of something you would not **hesitate** to do right away.”
6. “What’s the word we’ve been talking about?” ‘**hesitate**’

Combine the words by having the children make a choice between two of the words:

- Seeing a spider crossing the floor: **noticed** or **discouraged**. Why?
- A blue frog at the zoo: **noticed** or **curious**. Why?
- Getting 5 words wrong on a spelling test even though you practiced: **hesitate** or **discouraged**. Why?
- Looking both ways before you cross the street: **hesitate** or **curious**. Why?

Maintain all three words by asking the children to give examples or explanations:

- When you **notice** something, what do you do? Why do you **notice** things?
- What make some animals look **curious**? Why do you think that is so?
- Tell about a time when you were **discouraged** about something.
- What might make you **hesitate**? Why?

Maintain by helping children add to their networks of related words:

- Tell me about something that you might **notice** at the park. Why do you think you would **notice** that?
- Tell me about an animal that you think is **curious**. What makes it so **curious** to you? If you could invent a new animal that **was** curious, what would it look like? Why would people think it was so **curious** looking?
- What would you do if your friend was **discouraged** about something?
- If your friend asked you to do something you did not want to do you might **hesitate** before you said “yes” or “no.” What kinds of things would you **hesitate** to do with your friends? What would you not **hesitate** at all to do with them?

Assess:

“Let’s think about all four of our new words again: **noticed**, **curious**, **discouraged**, and **hesitate**.”

- Which of these things would you be more likely to **notice** – a duck in a duck pond or a white swan in a duck pond? Students who agree to the response will do thumbs up; those who disagree will do thumbs down.
- Which of these is **curious** – a hairless cat or a fluffy, white cat? Students who agree to the response will do thumbs up; those who disagree will do thumbs down.
- When would you be **discouraged** – when you got 100% on your spelling test or when you lost a soccer game? Students who agree to the response will do thumbs up; those who disagree will do thumbs down.
- When would you **hesitate** – when you came to a crosswalk or when your mom calls you for dinner? Students who agree to the response will do thumbs up; those who disagree will do thumbs down.

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Text Talk Lesson for Friends, (Helme Heine, 1982)

ISBN: 0-689-71083-6

Potential Tier 2 words in the text:

- | | | |
|------------|--------------|--------------|
| • strutted | • rumbled | • decide |
| • together | • complained | • frightened |
| • roughest | • enough | • true |
| • steepest | • discovered | |

Tier 2 words selected for direct vocabulary instruction:

- ***bold***
- ***conquered***
- ***unfair***

Step 1: Doing the read aloud of the text with a focus on comprehension.

1-2 Read Page

How have Charlie, Johnny and Percy been good friends already this day?

Where do you think they might go on their morning ride?

Show Illustration

3-4 Read

How do you think Charlie, Johnny and Percy feel? Why?

Show Illustration

5-6 Read

How do you play hid and seek?

Show Illustration

7-8 Read

How have the animals been good friends in their play?

Show Illustration

9-10 Read

Could any of the animals have sailed the boat by themselves?

Why? Why Not?

Show Illustration

11-12 Read and show illustration at same time (bold)(conquered)

13-14 Read and show illustration at same time

How are the friends working together to catch a fish? (unfair)

15-16 Read

How have the friends been fair?

Show Illustration

17-18 Read and show illustration

19-20 Read and show illustration

21-22 Read and show illustration

23-24 Read

Why do the friends want to sleep together?

Show Illustration

25-26 Read and show illustration

27-28 Read and show illustration

Why are Charlie, Johnny and Percy true friends?

Keynote: Use lots of partner discussion during this part of the lesson.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **bold**

1. "In the story it says, they sailed out on the open water, and as the day went on, they felt very brave and **bold**."
2. "If you say that someone is **bold**, you mean daring, courageous, he or she could do anything."
3. "Say the word with me: **bold**."
4. "The new student in our class made a new friend. You could say that he was **bold**. It was **bold** to tell the truth to your mother after you broke the vase."
5. "Tell me how you can be **bold**." (Get examples of bold)
6. "What's the word we've been talking about? **bold**"

Target word: **conquered**

1. "In the story the characters are playing pirates. They **conquered** the village pond!"
2. "If you say that something **conquered** you mean it overcame, defeated, or overpowered someone or something."
3. "Let's say the word aloud: **conquered**."

4. If you won a race against a champion, you could say, “I **conquered** the champion.”
5. If you learned to read a book all by yourself, you could say, “I **conquered** the book. The first time they crossed a street by themselves – They **conquered** the street. The first time riding your bike without help – I **conquered** riding my bike.
6. “What’s the word we are learning? **conquered**.”

Target word: **unfair**

1. “Johnny Mouse didn’t mind, but Charlie Rooster complained. He said it was **unfair**. So they gave him Cherry stones.”
2. “If you say that something is **unfair** you mean it’s not just, not nice, or not equal.”
3. “Let’s say the word aloud: **unfair**.”
4. “It was **unfair** that the girls got the treat and not the boys, when the boys were just as good. It was **unfair** that my sister got a new dress and not me. It was **unfair** that their brother got a new toy and they didn’t. It was **unfair** they got in trouble for something they didn’t do.”
5. “What’s the word we are learning? **unfair**.”

Combine the words by having the children make a choice between two of the words:

- The bully beat up the kid. Is that **bold** or **unfair**? Why?
- The student usually misses several words on his spelling test. This week he got 100%. Does this mean he **conquered** or was it **unfair**?

Maintain all three words by asking the children to give examples or explanations:

- Is your mother **bold** when she tries to catch your tossed ball?
- How could you **conquer** your fears about swimming in a pool?
- What do you do when a friend plays **unfair** in the ball game?

Maintain by helping children add to their networks of related words:

- Which sentence is right?
I **conquered** the rule about no talking in line. I was quiet.
I **conquered** my fear of swimming by not swimming in the pool.
- Which one of these is an example of **unfair**?
The class won the race.
The class lost the race because someone on the other team cheated.
The other team won the race.
- Which of these shows something **bold**?

The boy hid behind his bed so he wouldn't get in trouble.
The student turned his unfinished project into the teacher late.

Assess:

Let's think about all three of our new words again. ***bold, unfair, conquered***.

Match the definition of the word with the word card. Use sentence strips and word cards—can do with whole, small, or individual students.

Bold	Daring Brave Can Do Anything
Unfair	Unequal Not Nice Not Just
Conquered	Overcome Surmount Win

34. THE GARDENER

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Text Talk Lesson for: The Gardener, (Sarah Stewart, 1997) ISBN: 0-374-32517-0

Potential Tier 2 words in the text:

- important
- gardening
- recognizing
- mustache
- doze
- catalogues
- knead
- discovered
- imagine
- sprouting
- sprucing
- survived
- retire

Tier 2 words selected for direct vocabulary instruction:

- ***important***
- ***recognizing***
- ***discovered***

Step 1: Doing the read aloud of the text with a focus on comprehension.

(The pages are not numbered so consider page one as the page right after the title page.)

Day 1

Begin reading the Gardner by Sarah Stewart with a brief introduction. This story takes place during the Depression. The Depression was a time in our country when many people were out of work. It was a time of sadness for many people. Decisions were made such as moving to a new place or sending children to live with relatives. This was so they would be taken care of. There would be enough food and other necessities to take care of the children. This was however, temporary. When the family could again take care of the children's needs, the children rejoined the family.

Each page of the story is written in letter form. Show the students what this means by showing page 1.

Read page 1

Ask: Lydia writes to her Uncle Jim and tells him she coming to live with him until things get better. Why are things so bad?

They all felt very sad. Why do you think the family is feeling sad?

Read pages 2 and 3

Ask: The letter says she will recognize Uncle Jim because he has mama's face with a big nose and a mustache. Why do you think that is?

Show the picture on pages 4 and 5.

Ask: How do you feel about this picture?

Why do you think the illustrator used only black and white for the picture except for Lydia herself?

What do you feel when you look at this picture?

Have you ever been to a big, unfamiliar place that was almost scary?

What do you think Lydia is feeling and thinking?

Read page 6

Lydia has arrived at Uncle Jim's Bakery. She writes to grandma that she has found window boxes that looked as if they were waiting for her. Explain what a window box is and ask:

Do you think Lydia is going to be happy living with Uncle Jim?

Why do you think this? Answer should contain evidence.

Day 2

Review what was read on Day 1 as a retell in teams.

Read page 7

Lydia wrote a long poem for Uncle Jim for Christmas. She said he didn't smile but she thought he liked it. Why did Lydia think he liked it even though he didn't smile.

Read pages 8 and 9

Ask: Lydia has found a secret place. She is using all kinds of pans and cups. She is filling them with dirt from the vacant lot. What do you think she is doing?

Ask: What do you think that secret place is? Show the picture after the responses.

Show the picture on page 10 and 11.

Ask: What could Lydia be doing on the roof?

Read pages 12 and 13

Ask: Why did grandma send Lydia baby plants or seedlings and dirt from home?

Read page 14

Why are some of the neighbors calling Lydia "the gardener"?

Day 3

Do a retell from Day 2 as partners

Read page 14

Ask: The secret place is ready. What do you think the secret place is now?

Ask: Why will they be bringing Uncle Jim up to the roof?

Show the picture on pages 15 and 16

Ask: Was the secret place what we thought it was?

Read page 17

Ask: Why did Lydia feel the cake was worth a thousand smiles?

Show the picture on page 18 and 19

Ask: What is going on in this picture?

Ask: How does Uncle Jim really feel about Lydia? How do you know?

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **important**

1. I forgot to tell you in the last letter three **important** things that I'm too shy to say to your face.
2. **Important** means special or out of the ordinary, having great consequence, serious
3. Ask the children to repeat the word **important**.
4. The **important** thing to remember is that you must wear a coat when it is cold outside. You are **important** in our class. Studying your spelling words is **important** because you will get a better grade if you do.
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word. (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.) "It is very **important** to _____ when you are going to take a test on Friday."
6. Have the children repeat the word **important**.

Target word: **recognizing**

1. I haven't forgotten what you said about **recognizing** Uncle Jim: "Just look for mama's face with a big nose and a mustache!"
2. **Recognize** means to be able to identify something by what is known.
3. Ask the children to repeat the word **recognize**.
4. I could **recognize** my soccer ball by having written my name on it. The teacher said I would **recognize** the spelling word when I saw it again, because I had learned it so well. I **recognized** my best friend by his laugh even though I could not see him.
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word. Mr. Jones **recognized** his dog when he saw his _____ on a lost and found poster.
6. Have the children repeat the word **recognized**.

Target word: **discovered**

1. I've **discovered** a secret place.
2. Explain the meaning of the word in student-friendly terms: to see, to find, to learn for the first time
3. Ask the children to repeat the word **recognized**.
4. Provide additional examples of the word in contexts other than the one used in the story. I **discovered** a nest in the big oak tree out in the backyard. I **discovered** I liked cottage cheese after I ate some. My teacher helped our class **discover** how water becomes a gas by an experiment we did in Science class.
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word. I was so surprised when I **discovered** _____ in the basement.
6. Have the children repeat the word **discovered**.

Combine the words by having the children make a choice between two of the words:

- If you found some new kittens with their mother in your garage, did you **recognize** them or did you **discover** them?
- If you feel you must study for the math test, the math test is **important** or **discovered**?
- You know the assignment is yours even though you forgot your name because you **important** or **recognize** your handwriting.

Maintain all three words by asking the children to give examples or explanations:

- The word **recognize** means what?
- The word **discover** means what?
- The word **important** means what?

Maintain by helping children add to their networks of related words:

- What would be something you would **recognize**?
- Give an example of something you have **discovered**.
- List three things you feel are **important** and share them with your partner.

Assess:

"Let's think about all three of our new words again: **recognized, discovered, important.**"

- The word **important** means: found or serious
- The word **discovered** means: able to identify or to learn for the first time
- The word **recognized** means: to identify or to find

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Text Talk Lesson for: Gem (Emma Kallok, 2001)
ISBN: 1-58246-027-2

Potential Tier 2 words in the text:

- | | | |
|-------------|--------------|------------------------------|
| • silky | • hypnotized | • sun-scrubbed |
| • impatient | • bursts | (teach in context w/picture) |
| • lopsided | • sways | • bulges |
| • oozy | • glowing | • gaze |
| • mosey | • wailing | |
| • whirls | | |

Tier 2 words selected for direct vocabulary instruction:

- ***impatient***
- ***sways***
- ***glowing***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book: “Listen to this story about a young girl. As you are listening, think about what she is thinking and feeling while waiting for something special to happen.

Read aloud page one and two. Ask the children, “Why do you think the girl can’t sleep?” Show the picture.

Read the next page. After reading the page, show the picture w the illustration. Talk about “sun-scrubbed” through the context of the text and the picture. Continue reading the next page. Ask: “Why does ma look happy?” “Why can she only sleep in a rocking chair?”

Read the next page. Show the children the illustration after. Ask: “Why is she ***impatient?***”

Read the next page and show the picture. “Who is Bluesy?” “What instrument does he play?”

Read the next page. Discuss the words “lopsided” and “oozy.” Ask: “How can pancakes be lopsided and oozy?”

Read the next page and show the picture of the girl and Bluesy. Continue reading the next page. Model the way that Bluesy would talk. Ask: “What did Bluesy call gems?”

Continue to read the next 2 pages. Show the illustration after reading. Ask: "Who does dad say are his two favorite people?"

Read the next page showing the illustration after. Ask: "What does dad do to the girl?"

Continue to read the story. "What does it mean to be hypnotized?" "What instrument is Bluesy playing?"

Read the next two pages. Show the illustrations after reading. Ask: "Where are they going?" "Why?"

Simultaneously read aloud and show the illustrations for the next two pages. "Why does ma **sway** down the hall?"

Read the next two pages and show the pictures. "How does Dad feel?" "What does the author do to make you think that?"

Simultaneously read aloud the next two pages. "Why does it say that ma is **glowing** and the baby is wailing?"

Read the last few pages of the story. "How does the young girl feel now?" "What is her sisters name?"

Read the last page of the book. Show the illustration after reading. "Can music slip around us?" "How?"

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: ***impatient***

1. "In the story, the author says that all the little girl is ***impatient***."
2. "If you say that someone is ***impatient*** it means they are bothered for having to wait for something or someone.:
3. "Say the word with me: .
4. "Someone would be ***impatient*** if they had to wait for lunch and they were in the back of the line." "Some children may be impatient waiting for Christmas to come so they could open up their presents."
5. "Now think of a time when you were ***impatient***. Start your sentence with, "I was ***impatient*** when I _____,""
6. "What's the word we've been talking about?" '***impatient***'

Target word: **sway(s)**

1. "In the story, Ma leans on Daddy as she **sways** down the hall."
2. "**Sways** means that something is moving back and forth like a swing."
3. "Say the word with me: **sways**."
4. "When you see a tree moving in the breeze, you would say that it **sways**."
"When I was on the roller coaster, I felt it **sway** back and forth."
5. "Now you think of something that could **sway**. Begin your sentence with, 'I saw _____ **sway**.....'"
6. "What's the word we've been talking about?" **sways**

Target word: **glowing**

1. "In the story, the author wrote, 'Ma looks tired and happy, her face **glowing**.'"
2. "**Glowing** means that someone is very happy."
3. "Say the word with me: **glowing**."
4. "When she opened her birthday present, she was **glowing**."
5. "Can you think of a time when you might have been **glowing**?" Start your sentence with, "I was **glowing** when....."
6. "What's the word we've been talking about?" **glowing**

Combine the words by having the children make a choice between two of the words:

- If you got a present you really wanted would you be **glowing** or **impatient**?
- If you got off a roller coaster that went really fast, would you **sway** or would you be **impatient**?
- If you had to stand in line for a very long time would you be **impatient** or would you **sway**?

Maintain all three words by asking the children to give examples or explanations:

- Tell me about something that would make you **impatient**.
- Have you ever seen someone who was **glowing**? Tell us about it.
- Did you ever feel like you had to **sway**? Explain.

Maintain by helping children add to their networks of related words:

- When you are **glowing**, how do you feel?
- When I was little I was **impatient** waiting for Christmas. At what other times would you be **impatient**?
- The dress **sways** in the wind. What else might **sway** in the wind?

Assess:

“Let’s think about all three of our new words again: **impatient, glowing, sway**”

- Which of this is to be **impatient**? Waiting in line a long time or being first in line?
- Which definition would be **glowing**? Being very happy or being very sad?
- When something **sways** it would move back and forth. What is something else that could **sway**?

36. GETTING TO KNOW THE WORLD'S GREATEST ARTISTS:
DIEGO RIVERA

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Text Talk Lesson for: Getting to Know the World's Greatest Artists: Diego Rivera,
(Children's Press, 1994)
ISBN: 0-516-42299-5

Potential Tier 2 words in the text:

- | | | |
|--------------|--------------|-----------------|
| • academy | • cubist | • mechanical |
| • ancient | • design | • murals |
| • architect, | • engineer | • plaster |
| architecture | • fresco | • poisonous |
| • artwork | • inventions | • revolutionary |
| • canvas | • machines, | • sculptor |
| • ceremony | machinery | |
| • | | |

Tier 2 words selected for direct vocabulary instruction:

- ***architect, architecture***
- ***canvas***
- ***design, designer***
- ***mural, murals***

Step 1: Doing the read aloud of the text with a focus on comprehension.

One of my favorite artists is Diego Rivera. I love his paintings because they were not created for the wealthy to see in art galleries, but for the common people of Mexico and throughout the world.

(Read pages 3-6)

How did Diego make it easier for a lot of people to see his artwork?"

(Read pages 8-11)

"When Diego was a young boy, he would draw all kinds of things like new inventions and mechanical parts. Why did his father cover an entire room with ***canvas***?"

(Read pages 10-15)

"Jose Posada was an artist and printer when Diego was going to school in Mexico. How did Posada affect Diego and his artwork many years later?"

(Read page 16-19)

“Diego learned more and more about artists and about making art when he studied in Europe. He learned about different styles of art, but when he went to Italy he saw fresco paintings. Why do you think this changed the way he would paint? When he returned to Mexico who were the paintings created for?”

(Read pages 20-25)

“Other artists decided to paint the same way as Diego. How do you think this has changed the way Mexico looks and feels? Why were people sometimes angry with Diego’s paintings?”

(Read pages 26-29)

“In his ***murals***, how are machines more like animals? How are the people in his ***murals*** more like machines? Why do you think he would paint like this?”

(Read pages 30-32)

“Why was it important that Diego worked with a lot of ***designers*** and ***architects*** when he painted his ***murals***?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: ***architect (-s, -ure)***

1. “Diego painted many important people in his murals, but he also painted the people that helped to ***design*** buildings, like ***architects***.”
2. “An ***architect*** is someone who draws the plans for a building with all the measurements. They ***design*** all kinds of buildings from small houses to tall skyscrapers.”
3. “Repeat the word after me, ‘***architect.***’ ”
4. “An ***architect*** needs to have special drawing skills to draw buildings. The ***architecture*** of a building can be very simple or very elaborate and decorative.
5. “What kinds of things do you think an ***architect*** would design? Answer ‘yes’ or ‘no’ to any of the following:”
 - a playground
 - a new school
 - a comic book
 - an apartment building
 - a car
6. “What is the word we’ve been talking about? ***Architect.***”

Target word: **canvas**

1. "When Diego was a boy, his father covered an entire room for him with **canvas** because he was always painting and drawing on the walls. Most artists paint on a **canvas** or other surface that they have permission to draw on."
2. "A **canvas** is a heavy, thick material that can be stretched over a frame to paint on. The thickness of the **canvas** gives an artist a good surface to apply thick coats of paint without being too thin to wear out."
3. "Repeat the word after me, '**canvas**.'"
4. "When you visit an art museum and see paintings on the walls, they are usually painted on a **canvas**. The material **canvas** can also be used to make other things that are durable or strong. **Canvas** can also be used to make tents, tennis shoes, or book bags."
5. "What other things do you think could be made from **canvas** material? Answer 'yes' or 'no'"
 - a bathing suit
 - a wedding dress
 - a hat
 - a beach towel
 - a jacket
6. "Which word did we just talk about? '**Canvas**'"

Target word: design (-s, -er)

1. "It was important for Diego to draw a **mural** that fit into the **design** of the **architecture** of a building. That is why he always talked to other artists, **designers**, and **architects**." The **design** needed to be just right before he painted it."
2. "A **designer** is someone who creates something that is beautiful and also sometimes useful. They draw, paint, build, or weave **designs** for many things like sport cars, clothing, and many other things. Almost everything in your house was designed by an artist or draftsman."
3. "Let's say the word together. Ready? '**Design**.'"
4. "**Designs** can be drawn on paper or painted on a canvas. **Murals** have colorful **designs** that can fill an entire wall. Sometimes **designs** are used to create furniture or other things that are both useful and beautiful."
5. "If you were to create a new type of car, what things would you include in your **design**? Start by saying, 'I would **design** a car that _____ because _____.'"
6. "Let's repeat the word one last time, '**design**.'"

Target word: **mural** (-s, -ism, -ist)

1. “Diego must have had an early interest in drawing **murals** as his father covered the walls of a room with **canvas** to paint and draw on. After seeing fresco paintings on many walls in Europe, he was destined to become one of Mexico’s greatest **muralists**.”
2. “**Murals** are special paintings on walls that are sometimes painted while the plaster is still wet. The paint actually becomes part of the wall as it seeps into the wall. **Murals** often tell stories of the people who are part of the community where they are painted.”
3. “Say the word ‘**mural**.’”
4. “Many artists have painted **murals** on walls for thousands of years. Some of the earliest **murals** can still be seen on small islands near Greece and Italy. **Murals** tell stories. **Murals** are beautiful. **Muralism** is a form of artwork that is very old.
5. “If you were going to paint a **mural** what kinds of tools and other supplies do you think you would need before you started? Answer ‘yes’ or ‘no’ if you need these tools and supplies to paint a mural:
 - a ladder
 - different colors of paint
 - a hammer and nails
 - paint brushes
 - a mop and bucket
6. “One last time, let’s say the word mural together. ‘**Mural**.’”

Combine the words by having the children make a choice between two of the words:

- “Would you paint on a **mural** or on an **architect**?”
- “Do you **design** or **canvas** a painting for a wall?”
- “A painting on a wall is a **canvas** or a **mural**?”
- “Which person draws plans for a building, an **architect** or a **designer**?”

Maintain all the words by asking the children to give examples or explanations:

- “When you are **designing** a work of art, why would you sometimes need to work with other artists or architects?”
- “What can **canvas** be used for other than painting?”
- “What would an **architect** be most interested in drawing?”
- “Why would someone want to paint a **mural** on a wall?”

Maintain by helping children add to their networks of related words:

- “If you were going to paint a **mural** what would you choose to paint in it?”
- “Have you ever been inside a building where you really liked the **architecture**?”
- “Would you ever like to try painting on a **canvas**? Tell me why.”
- “If you **designed** a new machine, what would it be used for?”

Assess:

“Let’s think about all of our new words again: **architect**, **canvas**, **design**, and **mural**?”

- “Where would you find a **mural**, in a grocery store or at a neighborhood park?”
- “Would an **architect** draw t-shirts or bridges that stretch across a river?”
- “Would an artist **design** a photograph or an advertisement in a magazine?”
- Would a **canvas** be used by an artist or a deep sea diver?”

37. THE GHOST-EYE TREE

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Text Talk Lesson for: The Ghost-Eye Tree, (Martin & Archambault, 1985)
ISBN: 0-8050-0208-1

Potential Tier 2 words in the text:

- | | |
|------------------|--------------|
| • autumn | • gasping |
| • dreaded/ dread | • haunted |
| • mind runs free | • flash |
| • halfway | • tough |
| • muttering | • pretending |

Tier 2 words selected for direct vocabulary instruction:

- ***dread / dreaded***
- ***halfway***
- ***mutter / muttering***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book: "Have you ever been afraid of something in the dark, but when you saw it in the daytime, it wasn't so scary?" "I am going to read you a story about a brother and sister. I want you to listen and see if you can discover what might be frightening them."

Read page one. Show the children the picture. Ask the children, "The mama asked the children to go to the end of town for a bucket of milk. How is that different from what your parents might ask of you?" "How can you tell that this story might take place in the past?"

Read the last paragraph of page one again. "What do you think the author meant when he said the *mind runs free*?" "Can you think of a time where your mind ran free?" "How do you think the boy was feeling?" "How do you know?" Show pictures.

Read the next page. "How do think the brother and sister feel about each other?" "Do you think that that is the way most siblings speak to each other?" Show the students the picture.

Read the next page. "Where do the children have to go to get their milk?" "How are they going to get there?" "What is something that they have to walk by that might make them a little frightened?" "Why would they be afraid of that?" Show the students the picture.

Read the next page. "What did the children think was in the tree?" "After they passed the tree, how did the children feel?" "Why were they relieved?" Show them the picture.

Read the next page. "Why do you think the boy was trying to make himself look tough?" "How did he do that?" "What are some things you might do to try and make yourself look tougher?" Show them the picture.

Read the next page and show them the picture. "How does the place where the children are getting their milk differ from where you might get your milk?"

Read the next page. "How do you think the brother felt after what Mr. Cowlander was saying to him about his hat?" "Why do you think the brother felt that way?" "Did the sister's comments make him feel any better?" Reread the section, if needed. Show the picture.

Before reading the next page, ask: "Now that the children have their bucket of milk, what do you think might be running through their head?" "What do you think they might be thinking of?" Read the page then show the picture.

Read the next page. "The children said that the Ghost-Eye tree turned its head and looked at them. They also said that that the tree shook its arms are reached for them. How could a tree do that? Do you think it really did that, or do you think it might be their imaginations playing a trick on them?" Show the picture.

Turn to the next page and show them the picture (there are no words). "How would you feel about walking at night past a tree that looked like that?" "Do you think the children in the book are going to feel the same way that you do?" "What would you do if you were the children and you came across the Ghost-Eye tree?" "What do you think the children are going to do?"

Turn to the next page and read it to them. "What did the children do as they approached the tree?" "What happened to the milk in their bucket if they ran past the tree?" Show them the pictures.

Turn to the next page. Show them the pictures and read the page. "How is the sister treating the brother now?" "Has her attitude toward him and his hat changed since the beginning of the book?" "How has it changed?"

Read the next page. "What did the sister do for the brother?" "Do you think she was worried about going back to the tree?" Show the pictures.

Read the next page and then show the picture. "Why do you think the sister's attitude toward the brother's hat changed again?" "Does that usually happen between brothers and sisters?"

Read the next page. "What do you think the brother is going to do when his mom asks him to go get some milk for her the next time?" "Why do you think he is going to do that?" "Do you think the brother really believes there are ghosts in the tree?" "Do you think he will go past the tree in the day time?" "Why?" Show the picture.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **dread (dreaded)**

1. "In the story it says, 'Oooo... I dreaded to go... I **dreaded** the tree... Why does Mama always choose me when the night is so dark and the mind runs free?'
2. "To **dread** something means that you do not want to do something. In this story, the boy **dreaded** going to the town. He also **dreaded** the tree. That means that he didn't really didn't want to go to the town. He didn't want to see the tree. When people **dread** something, it is usually something scary or bad and they do not want to do that thing.
3. "Say the word with me: **dread**."
4. "I could say I **dread** going to the dentist because I might be afraid of getting my tooth pulled. Or, I could say that I **dreaded** school because I didn't do my homework. I **dreaded** school because I was afraid I would get in trouble for not doing my homework."
5. "Tell me something that you might **dread**. Try and use the word **dread** when you tell about it. You could start by saying, 'I **dread** _____ because _____.'
6. "What is the word we've been talking about?" '**dread**'

Target word: **halfway**

1. "In this story, the boy described walking to the town to get milk. He said, 'walking the road to the end of the town... for the **halfway** tree... the Ghost-Eye tree was feared by all...'
2. "**Halfway** describes the place that is right in the middle of two places." Draw an illustration on the board of a road. Draw two houses, one on each side of the road. Draw a tree **halfway** between the two houses. "This tree is **halfway** between the two houses." Do another example with items in the classroom. For example: "_____'s desk is **halfway** between the windows and our door."
3. "Say the word with me: **halfway**."
4. "Now I want you to think of something that might be **halfway** between two other things." Make sure you use the word **halfway** when you share your idea. You could say, "The _____ is **halfway** between the _____ and _____."
5. "What is our new word? **Halfway**."

Target word: ***mutter (muttering/ muttered)***

1. "In the book the sister told her brother, 'You were ***muttering*** to yourself."
2. To ***mutter*** something is to say something in a low voice so that other people cannot hear you very well. Sometimes when I get mad at someone, I want them say something to them, but I don't really want them to hear it, so I will ***mutter*** the words. That means I say it quietly so that the other person can't really hear what I am saying." Say something to the class ***muttering*** the words, after say, "I am ***muttering*** the words."
3. "Let's all say our word together: ***mutter.***"
4. "Now I want you to turn to a partner and ***mutter*** something to them. Then I want you to say, 'I was ***muttering*** the words_____."
5. "What is our new word? ***Mutter.***"

Combine the words by having the children make a choice between two of the words:

- If your teacher gave you a lot of hard homework, would you ***dread*** it or would you ***mutter*** words to someone? Why?
- If your house was in between the school and the park, would it be ***halfway*** or would you ***dread*** it?
- If you were talking to your friend in a low voice, would you ***dread*** her it or would you be ***muttering*** to her?

Maintain all three words by asking the children to give examples or explanations:

- If you ***dreaded*** cleaning your bedroom, how would you be feeling? Why?
- If I was ***muttering*** to you, would you be able to understand what I am saying? Why or why not? Give me an example.
- Our classroom is ***halfway*** between which two places? Why is it ***halfway***?

Maintain by helping children add to their networks or related words.

- What are some things that you ***dread*** doing?
- Why might you ***mutter*** something to someone else?
- Can you think of something that is ***halfway*** between two other things?

Assess:

"Let's think about all three of our new words again: ***dread, mutter, halfway.***"

- What might be something you would ***dread***- eating worms or eating ice cream?
- What is ***halfway*** between the lunchroom and the office- the restrooms or the library?
- I am going to say two sentences, tell me which one I am ***muttering*** (say two sentences, ***muttering*** one and saying one clearly).

38. THE GIANT JAM SANDWICH

Janice Jenkins
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Test Talk Lesson for: The Giant Jam Sandwich, (John Vernon Lord, 1972)
ISBN: 0-395-16033-2

Potential Tier 2 words in the text:

- nuisance
- suggestion
- clever
- squealed
- spoil

Tier 2 words selected for direct vocabulary instruction

- ***nuisance***
- ***suggestion***
- ***clever***

Step 1: Doing the read aloud of the text with a focus on comprehension

Before reading I showed my class the title and front of the book. I asked them to predict what the story would be about. They said a giant, a giant sandwich, an avalanche of jelly, a river of jelly, a sandwich people eat, etc.

Page:

7-9 Read pages
 Show illustrations and point out

- wasps

10-12 Read pages
 Show illustrations

- Ask – What is the problem the town is having?
- What do wasps like to eat?

13-15 Read pages
 Show illustrations and point out

- Bap the Baker giving instructions
- The people mixing the dough
- Ask – why are they making dough?

15-19 Read pages
 Show illustrations

20-23 Read pages
 Show illustrations

- Why are they slicing the bread?
 - How would the village bus spoil the fields of Farmer Seed?
- 24-27 Read pages
 Show illustrations
- Predict what will happen next
- 28 Read the first two lines
- Ask – what is coming?
- 28-29 Read pages
- Talk about predictions - were our predictions right?
- Show illustrations
- 29 Read page
 Show illustrations
- 30 Read the first sentence
- Predict what happened to the sandwich
 - Draw a picture of your prediction (guided imagery)
- Finish reading page
 Show illustration
- Discuss predictions

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target Word: ***nuisance***

1. Story Context: In the story, the author says “and the noisy, nasty ***nuisance*** grew...”
2. Definition: A person, thing or action that bothers someone else
3. Repeat the word: Ask the children to repeat the word to create a phonological representation of the word
4. Examples
 - My shoe keeps coming untied. It is a ***nuisance*** to keep tying it.
 - Doing chores is a ***nuisance***
5. Student Examples
 - I was a ***nuisance*** when the babysitter was at my house.
 - Kids who run in the hall are a ***nuisance***.
6. Use the word
 - I asked for thumbs up if the example I was going to give was a good example of ***nuisance***.
 -I went to the playground.

- Someone tracked rocks into the classroom from the playground.
- My little brother screams all the time.
- Write the word on the board and have students use it throughout the day in their vocabulary and writing.

Target Word: **suggestion**

1. Story Context: In the story the village was having a meeting. They were trying to figure out what to do. The author said "...But nobody had a good **suggestion**..."
2. Definition: To offer an idea or give something to think about
3. Repeat the word: Ask the children to repeat the word to create a phonological representation of the word
4. Examples
 - Let me make a **suggestion** on how we can clean up faster.
 - Does anyone have a **suggestion** of what we can do at recess?
5. Student examples
 - I have a **suggestion** of what we can do for math.
 - I gave my mom a **suggestion** of treats when she went to the store.
6. Use the word
 - Thumbs up if you think the examples I'm going to give you is a good example of **suggestion**.
 - I went to school
 - My mom thought it was a good idea for me to clean my room
 - Write the word on the board and have students use it throughout the day in their vocabulary and writing.

Target Word: **clever**

1. Story Context: In the text the town people were proud of their accomplishment. They said, "Isn't it crusty, aren't we **clever**!"
2. Definition: Somebody showing knowledge and skill. You are bright and alert.
3. Repeat the word: Ask the children to repeat the word to create a phonological representation of the word
4. Examples
 - My brother is very **clever** when he wants something
 - I am **clever** when it comes to art.
5. Student Examples
 - I thought I was **clever** when I snuck out of my room.

- I ate two cookies before dinner, so I was **clever**.
- I am **clever**.

6. Use the word

- Thumbs up if the example I give is a good example of **clever**.
-I like reading.
-I am really good at drawing pictures.
- Write the word on the board and have students use it throughout the day in their vocabulary and writing.

Maintain all three words by asking the children to give examples of explanations

- Tell me about a time when you were a **nuisance**?
- Give me a good **suggestion**?
- Have you ever had a **clever** idea?

Maintain by helping children add to their networks of related words

- How would you know if you had a **clever** idea?
- Why would you be a **nuisance**?
- We are going to the store to get a treat. What would you like? Give me a good **suggestion**?

Assessment

Let's think about all three of our new words again: **nuisance, clever, suggestion**.

Ask students to complete the following sentences.

- I was a **nuisance** when I _____.
- The teacher asked us for a **suggestion** when the _____.
- Susan was **clever** when she _____.

Ask students to respond to each sentence. Students who agree with the responses given can raise their thumb; those who disagree with point their thumbs down.

39. GOLDBLOCKS RETURNS

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Text Talk Lesson for: Goldilocks Returns, (Lisa Campbell Ernst, 2001)
ISBN: 0-439-28598-4

Potential Tier 2 words in the text:

- | | | |
|----------------|---------------------|-------------|
| • snarled | • adjusted | • burst |
| • naughty | • finicky | • ghastly |
| • snooping | • squealing | • glorious |
| • dreadful | • screeched | • admire |
| • horrid | • cozy | • dozed |
| • snoops | • crept | • gasped |
| • haunted | • laden | • deeds |
| • mere | • delighted | • awkwardly |
| • sobbed | • crooned | • bellowed |
| • wits | • spruce (clean up) | |
| • unsuspecting | • stunning | |

Tier 2 words selected for direct vocabulary instruction:

- ***finicky***
- ***laden***
- ***stunning***
- ***ghastly***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read pages 1-4. Show the illustrations.

Ask: "Why do you think she zoomed off towards the deep dark woods?"

Read pages 5-6. Show the illustrations.

Ask: "What do you think is going to happen?"

Read pages 7-12. Show the illustrations.

Ask: "Why was Goldie feeling better?"

(laden—8, stunning—9, ghastly--12)

Read to the middle of page 13. Show the illustrations.

Ask: "What do you think will happen next?" (***finicky***)

Read pages 13-20. Show the illustrations and discuss them.

Ask: "How would you feel if you came home and your house was decorated with pom-poms?" "Why was Baby Bear so upset about his chair being a chair again?"

“What will the bears find upstairs?”

Read pages 21-22. Show the illustrations as you read. Validated past predictions.

Ask: “Why did the bears know where to look when they went into the bedroom?”

Predict what will happen next.

Read pages 23-24. Show the illustrations and talk about the incorrect predictions from the other pages.

Ask: “Do the bears really appreciate what Goldie had done?”

Read pages 25-26. Show the illustrations.

Ask: “Why weren’t the bears able to sleep that night?”

Read the page 27-28. Show the illustrations.

Ask: “How do you think the story will end?”

Read pages 29-32.

Ask: “When they saw the other little girl going toward their house, why did they continue on their walk?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **laden**

1. In the story the author says “the bears door was **laden** with the finest of locking hardware.”
2. If something is **laden** it has a lot of things on it.
3. Everyone repeat the word with me: **laden**
4. If you have a pile of books on your desk, your desk is **laden** with books. Sometimes students feel like they are **laden** with homework.
5. Can you give an example of something that could be **laden**?
6. What’s the new word? **laden**

Target word: **stunning**

1. In the story the author says, “now to spruce this place up a little,” Goldie announced, pulling out three bolts of pom-pom fringe and her staple gun. The results were **stunning**.
2. If something is **stunning** it is beautiful or really nice to look at.
3. Everyone repeat the word: **stunning**

4. If you were going to a ball in a gown or suit you would probably look **stunning**. If our classroom is nice, neat, and clean it is **stunning**.
5. Think of a time when you looked **stunning**. Tell us about it.
6. What is the new word we are learning? **Stunning**

Target word: **ghastly**

1. In the story the author writes, “now to fix those other **ghastly** chairs.”
2. If something is **ghastly** it could be ugly or disgusting.
3. Repeat the word with me. **Ghastly**
4. Someone with a big black eye is **ghastly**. If your mom walked into your messy bedroom she might say it looks **ghastly**.
5. Can you think of something that is **ghastly**?
6. What’s the new word? **ghastly**

Target word: **finicky**

1. In the story the author writes, “and before you could say Rip Van Winkle, she had adjusted the stuffings to her **finicky** liking.”
2. If someone is **finicky** they like things a certain way.
3. Repeat the word with me. **Finicky**
4. Nick is **finicky** about the way his desk looks inside. My teacher is **finicky** about how students walk down the hall to the lunchroom.
5. Think of something you are **finicky** about. Turn to your neighbor and tell them about it.
6. What’s the new word? **finicky**

Combine the words by having the children make a choice between two of the words:

- Not wanting to get your new shoes dirty. **Finicky** or **ghastly**?
- Stuffing your backpack full of toys for a trip. **Laden** or **ghastly**?
- A beautiful shiny new diamond ring. **Laden** or **stunning**?
- A person with a big bleeding gash on their head. **Ghastly** or **stunning**?

Maintain all four words by asking the children to give examples or explanations:

- My mom is **finicky** about the windows being clean. Can you think of something else a mom might be **finicky** about? Turn and tell your neighbor.
- Show how you might look at something or someone who is **ghastly**.
- A diamond ring is **stunning**. What other things might be **stunning**?
- Show us what it would look like to be **laden** down with things in your arms.

Maintain by helping children add to their networks of related words:

- Tell about a time you were **finicky** about something you had to eat. Did you eat it? Why or why not?
- Think of something **ghastly** you had to do. Tell us about it. Why was it **ghastly**?
- How do you feel when you have to work at a desk that is **laden** with things?
- Where would you look to see something **stunning**?

Assess:

“Let’s think about all four of our new words again: **laden, stunning, ghastly, and finicky**.

- Which of these things would an example of **laden**--A lunch tray of someone who is really hungry or a tray of someone who is not hungry? A table before dinner or a table after dinner? Students that agree put thumbs up. Students that don’t agree put thumbs down.
- Which of these things would an example of **stunning**--A dirty old pair of sneakers or fancy glittery new sandals? Someone going to a wedding or someone who just finished playing football. Students that agree put thumbs up. Students that don’t agree put thumbs down.
- Which of these things would an example of **ghastly**--A princess or a monster? An ugly flower growing in the mud or a beautiful rose in a vase? Students that agree put thumbs up. Students that don’t agree put thumbs down.
- Which of these things would an example of **finicky**--Squeezing the toothpaste tube from the bottom or squeezing the tube right in the middle. Someone who just tosses their books on the bookshelf any way or someone who puts books in just a certain way only. Students that agree put thumbs up. Students that don’t agree put thumbs down.

40. THE GRAVES FAMILY

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Ogden City School District

Text Talk Lesson for: *The Graves Family*, (Patricia Polacco, 2003)
ISBN: 0-399-24034-9

Potential Tier 2 words in the text:

- | | |
|---------------|---------------|
| • considered | • discover |
| • neighbors | • formula |
| • suggested | • announced |
| • excuse | • unusual |
| • suddenly | • occasion |
| • perfectly | • popular |
| • inventor | • decorating |
| • endangered | • devoured |
| • surrounding | • significant |
| • genius | • disaster |
| • laboratory | • ruined |

Tier 2 words selected for direct vocabulary instruction:

- ***unusual***
- ***decorating***
- ***disaster***

Step 1: Doing the read aloud of the text with a focus on comprehension.

The pages are not numbered, so consider the first page after the title page as page 1.

The pages are broken into three days of reading, due to length and complexity of the story. Reading should be done with expression.

Day 1

Read page 2, first paragraph. Ask and discuss: Why would the Grave's family arrive at night? What happened when they drove by the town clock and the fountain? Why do you think this happened?

Read page 2, second paragraph. Ask and discuss: Would you want to visit them? Why or why not?

Ask and discuss: Describe what you think the house looks like to your partner.

Show pictures.

Read page 3 down to "...Hie-Ronnie-mus..." Ask: Why do you think Ronnie was surprised that Seth and Sara wanted to play with him?

Finish page 3. Ask and discuss: Why do you think Ronnie didn't invite Seth and Sara to his home?

Read pages 6, 7. Ask and discuss: When Ronnie finally asked them to come over Seth and Sara discovered some reasons why he might not have invited them sooner. Name three reasons.

Show pictures on pages 4 – 8.

Read page 9 to the end of third paragraph. Ask and discuss: What was Mr. Graves' top secret experiment? How would you use this liquid if you had it?

Finish the page. Ask and discuss: Is the formula ready to use yet? How do you know?

Show picture on page 10.

Day 2

Have the students retell in partners yesterday's events.

Read pages 11 – 14. Ask and discuss: Why do you think Sara and Seth gulped and hesitated when Mrs. Graves asked them to dinner?

Show pictures on pages 11 -14.

Read page 15 to the end of the fifth paragraph. Ask: What do you think made the explosion? Was anyone upset by it? Why don't you think so?

Finish the page. Ask and discuss: What happened when Mrs. Graves took the flowers? Why do you think this happened?

Show picture on page 16.

Read page 18 and explain some of the menu items briefly while reading:

- vipers are snakes
- capers are peppercorns
- pureed means that it's soft like baby food
- fillets are pieces of meat without bones
- parasitic describes an animal that lives off something else
- aspic is like a meat-flavored cold, hard jello
- au gratin means "with cheese"

Ask: What do you imagine this dinner looked like? Why didn't Sara and Seth eat?

Show picture on pages 17, 18.

Read page 19. Ask and discuss: Why was Mrs. Graves upset? How did Seth and Sara feel about the Graves Family? How do you know? How did Mrs. Graves feel about the invitation? How could you tell?

Show picture on page 20.

Read pages 21 – 22. Ask and discuss: Why were the ladies excited about Christopher Joel coming to their town? Let's make a prediction. A scream was heard. What do you think has happened?

Show pictures on pages 21 and 22.

Read page 23. Ask and discuss: Why did these special flowers wilt and die? How do you know?

Read page 25. Ask and discuss: Mrs. Graves feels they will never fit in. Why does she feel this way? Does she want to have friends? How can you tell? Let's make a prediction. Do you think the Graves family will be able to make friends in the community? How do you suppose this might happen?

Show pictures for pages 23 – 26.

Day 3

Have the students retell in partners yesterday's events.

Review what has happened so far in the story. Have the students retell.

Read pages 27 – 30. Ask and discuss: What was Seth's idea to help the Graves' be accepted in the town? Did it work?

Show pictures on pages 27 – 30.

Read page 32. As you say the word "manicured," briefly explain that it means "cut neatly." Ask and discuss: How did Mr. Joel feel about all of the houses? How can you tell?

Show picture on pages 31 – 32.

Read page 33. Ask and discuss: What is happening to the Mayor? What makes you think this?

Read pages 35 – 36. Ask and discuss: What do the men who are acting strangely all have in common? What could be causing them to act this way?

Read page 37. Ask and discuss: The townspeople are angry with the Graves' again. What do you think will happen now?

Show pictures on pages 33 – 38.

Read pages 39 – 40. Ask and discuss: How do the people feel about the Graves' home? What happens to some of them? What might happen to the Graves' family now?

Show pictures on pages 39 – 40.

Read pages 41 – 42. Ask and discuss: Who loved the Graves' home? Why? What made this so important for the Graves' family and for the town?

Show pictures on pages 41 – 42.

Read page 44 and show the pictures. What do the townsfolk mean when they say, "Well, they fit in. They just fit in?"

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: ***unusual***

1. Use the target word as it was contextualized in the story.

When Sara and Seth went over to Ronnie's for dinner, Sara said the moving food was ***unusual*** for them.

2. Explain the meaning of the word in student-friendly terms.

Unusual means different, strange, and even weird.

3. Ask the children to say the word ***unusual***.

4. Provide additional examples of the word in contexts other than the one used in the story.

Our school day was very ***unusual*** because we had two assemblies.

The little boy's feet looked ***unusual*** because he had different shoes on each foot.

Erica's Halloween costume was quite ***unusual*** for a ghost because it was made of a pink sheet.

5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word. (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)

Ask the students to fill in the blank in this sentence stem. What they fill in needs to match a meaning for ***unusual***.

My brother (or friend) looked very ***unusual*** when he _____.

Have students share with partners, and then choose some to share with the group.

6. Have the children repeat the word ***unusual***.

Target word: **decorating**

1. Use the target word as it was contextualized in the story.

In the story Christopher Joel's television show was on home **decorating**.

2. Explain the meaning of the word in student-friendly terms.

Decorating means putting things in your home and arranging furniture so the rooms look beautiful. Decorations can include flowers, pictures, statues, posters, and much more.

3. Ask the children to say the word **decorating**.

4. Provide additional examples of the word in contexts other than the one used in the story.

Jacob was **decorating** his room with pictures of soccer players and a soccer ball quilt on his bed.

Dad was **decorating** the Christmas tree with lights and ornaments to make it shine.

Mom was **decorating** the living room for Lisa's birthday party. She used lots of balloons and streamers with Lisa's favorite cartoon character.

5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word.

Ask the students to think of one thing we could put up in the classroom for Halloween. Put it in the blank in this sentence stem. What they fill in needs to be a decoration. They will share with a partner. Then call on some to share with the class.

We will put up a _____ when we are **decorating** for Halloween.

6. Have the children say the word **decorating**.

Target word: **disaster**

1. Use the target word as it was contextualized in the story.

In the story the children raced home and told Mr. and Mrs. Graves they had a **disaster** when the men who used the formula were acting like housecats.

2. Explain the meaning of the word in student-friendly terms.

A **disaster** is when something terrible has happened. It can be funny as it is used in this story, but more often it is very serious, like damage caused by a fire, tornado, or earthquake.

3. Ask the children to say the word **disaster**.

4. Provide additional examples of the word in contexts other than the one used in the story.

On TV we watched the **disaster** that was caused by the hurricane in Florida.

My little sister caused a **disaster** in the kitchen when she pulled everything out of the cupboard onto the floor.

My family has a plan to be prepared in case a natural **disaster** strikes our city.

5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word.

Ask the students to fill in the blank in this sentence stem. What they fill in needs to match a meaning for **disaster**. They will share with a partner. Then call on some to share with the class.

The classroom was a **disaster** after the students _____.

Many people were left homeless after the **disaster** caused by the _____.

6. Have the children say the word **disaster**.

Combine the words by having the children make a choice between two of the words:

- Would you use **decorating** or **disaster** to describe a huge mess in your house?
- Would it be **unusual** or a **disaster** to go home and find a birthday party going on at your house?
- Would it be **decorating** or **unusual** to find pictures on the wall?

Maintain all three words by asking the children to give examples or explanations:

- What would be a type of serious **disaster**?
- Give an example of something to use in **decorating** a bedroom.
- Name something that would be **unusual** to see at school.

Maintain by helping children add to their networks of related words:

- What type of **disaster** have you experienced?
- What things would you choose for **decorating** your home?
- What would be something **unusual** for you to see on your way to school?

Assess:

“Let’s think about all three of our new words again: ***unusual***, ***decorating***, ***disaster***.”

- Bulleted list of questions asking students to either choose between two examples or two definitions. (*Italicize and bold target words.*)
- Would it be ***unusual*** or ***decorating*** for your brother to leave a football on the kitchen table?
- Would it be a ***disaster*** or ***decorating*** if a car smashed into a building?
- Would it be a ***disaster*** or ***unusual*** for a tornado to appear on a lake in Utah?

41. HECKEDY PEG

Kathy Huber
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Duchesne County School District

Text Talk Lesson for: Heckedy Peg, (Audrey Wood, 1987) ISBN: 0-15-233678-8

Potential Tier 2 words:

- overjoyed
- hobbled
- rapped
- hearth
- pitcher
- despair

Tier 2 words selected for direct vocabulary instruction:

- ***overjoyed***
- ***despair***

Doing the read-aloud

Briefly introduce book: "Listen to this story about some children and their mother. As you listen, think about the problem they encounter and how it is solved."

Read aloud page one. Ask the children, "What do we know about the characters so far?" (the children are hard workers, Mother is nice---she is going to buy the children anything they want from the store) Show picture and discuss.

Read the next page and show the picture.

After reading the following page, ask the children what instructions the mother gave the children before she left, and why.

Read the next page and ask: "What do you think will happen? Should the children let the witch in? (After responses, ask: "Why do you think that?" or "Are the children making wise choices?" and let the students respond.

Read the sentence on the following page and show the picture. "Why aren't the children afraid of the witch?"

Read the next page. The witch has just turned the children into different foods. Check for comprehension by asking, "What just happened in our story?" before showing the picture because the children appear to be ghosts as they turn into food. Make sure the students understand what is happening.

Next page. Read and ask "Where is the witch going now?" "Why?"

Read the next page in which the mother comes home and realizes her children are missing. Discuss how she feels and ask “What do you think she might do now?”

The mother goes to the witch’s hut. The witch is interrupted by a knock at the door. Make sure the students understand who is at the door. Show the picture.

Read the next two pages and ask, “Why did the mother do everything the witch wanted her to do?” Talk about all the things the mother is willing to do to get into the witch’s hut, and how she tricks the witch.

After reading the next page in which the mother has to correctly guess the food each child has been turned in to, ask: “How will the mother know which child is which food?”

On the next two pages the children are changed back into children. The illustration shows them dancing around on the table, hugging and kissing. Ask: “How do they feel?” Then, “What words did the author use that told you they were happy?”

Read the end of the book, show the picture, and ask, “Do you think the children learned any lessons in this story?”

Direct Vocabulary Instruction of the Tier 2 words

Target word: **overjoyed**

1. In the story, it says that the children were **overjoyed**.
2. **Overjoyed** means very, very happy.
3. Say the word with me, (phonological representation), **overjoyed**.
4. I was **overjoyed** when I had my first baby. I was **overjoyed** when I got my driver’s license!
5. Have you ever felt **overjoyed**? Raise your hand when you think of a time that you have felt that way, **overjoyed**.”
6. Say the word with me, **overjoyed**.

Target word: **despair**

1. “In the story, the mother felt **despair** when her children were gone.
2. If you feel **despair**, you feel very sad about something.
3. Let’s say the word together: **despair**.
4. (Knowing that if I named a time I felt **despair**, as after a death, then I would only get stories about death from my students, I opted, rather, to open the floor for responses and got a variety of incidences.)

5. Now I want you to think of a time you felt **despair**. Don't tell me. Please turn to your neighbor and tell them what happened to make you feel **despair**. Then let your neighbor share, partner A go first."
6. Let's say the word again: **despair**

Combine words:

- Have the students make a choice between the two words:
- If you found out you got to have a sleepover at your best friend's house, would you feel **despair** or **overjoyed**?
- If you found a dead kitten on the way home, would you feel **despair** or **overjoyed**?
- If you got in really bad trouble for making a bad choice, would you feel **despair** or **overjoyed**?
- If you found a bag of gold would you feel **despair** or **overjoyed**?

Maintain words:

- When you feel **despair**, show me how your face would look.
- When you feel **overjoyed**, show me how your face would look.

Other ways we will maintain these words in our classroom is to write them on one of our word walls, add them to our spotlight wall (along with a photocopy of the book cover), and use them regularly over a period of time until they are more a part of their vocabularies.

Assess:

"Let's think about our new vocabulary words again: **overjoyed** and **despair**.

- If I go home and find my new bunny sick, which will I feel: **overjoyed** or **despair**?
- Which word means "very happy"?
- Which word means "very sad"?
- How will you feel on the last day of Kindergarten? (Point out to the students that people can feel differently about the same situation)

42. HOW I BECAME A PIRATE

Kappy Lyn Williams
Bonneville Elementary
Ogden City School District

Text Talk Lesson for: How I Became a Pirate, (Melinda Long, 2003)
ISBN: 0-15-201848-4

Potential Tier 2 words in the text:

- slathering
- sunblock
- chanteys
- land lubber
- gulp
- swabbing
- boomed
- repaired
- batten

Tier 2 words selected for direct vocabulary instruction:

- ***slathering***
- ***chanteys***
- ***repaired***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Pages 1-2 Read the story as indicated. Show pictures after reading

Pages 3-4—Read as indicated. Have the students think and share a list of possible solutions to get his parents to listen to him. (show picture after reading)

Pages 5-6 Read as prescribed. Ask and have them think about how the little boy is feeling right at that moment

Pages 7-8 Read as in the book—show pictures after

Pages 9-10 Read—Have students think and talk about his parents response and if they really wouldn't care. (Show pictures after talking)

Pages 11-12 Read show picture

Pages 13-14 Read—Have students tell if they think he is having a good time. Then show the pictures

Pages 15-16 Briefly explain the terms landlubber, and scurvey dog -- Read with great expression so the children get the idea that Jeremy Jacob is having the time of his life--
- Show picture after.

Pages 17-18 Read to AArgh Soccer – Have students think about the difficulties of playing soccer on a boat. After discussion: Finish reading the page and show the picture

Pages 19-20 Read -Have students summarize all the reasons Jeremy Jacob wanted to be a pirate forever (write down a few main points). –Show picture after summary.

Pages 21-22 Read—Show pictures

Pages 23-24-Read show pictures Use the summary earlier and have the students compare Jeremy's feelings now to the feelings he had a few pages earlier—Show pictures

Pages 25-26- Read have them listen for the way Jeremy solves the problem and gets what he wants also.

Pages 27-28-Read show pictures

Pages 29-30 Read Show pictures

Page 31—read and show pictures.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: ***slathering***

1. I tried to tell Mom, but she was busy ***slathering*** my baby sister with sunblock.
2. ***Slathering***: Put a thick layer on something--To cover completely
3. Repeat the word
4. Jessica was ***slathering*** her bread with butter this morning. Caleb is ***slathering*** his shoes with mud.
5. Have the students attempt to use the word in a sentence. Correct or help as needed
6. Have the children say the word ***slathering***

Target word: ***repaired***

1. After that the pirates ***repaired*** the ship, they got ready to set sail.
2. ***Repaired***—To fix and make new again
3. Have the children say the word ***Repaired***.
4. The book got ripped at school and needed to be ***repaired***. Kyle's bike was broken and needed to be ***repaired***. The car was taken to the shop to have the broken seatbelts ***repaired***.

5. What are things at your home or here at school that need to be **repaired**?
Remember to use a full sentence.
6. Have the students say the word **repaired**.

Target word: **chanteys**

1. The pirates taught me to sing sea **chanteys** –the louder the better.
2. **Chanteys**—Songs – They usually rhyme and have a catchy tune.
3. Have the students say the word **chanteys**
4. The campers sang **chanteys** as they were sitting around the campfire. The nursery rhymes are **chanteys**
5. Now you use the word in a sentence
6. Have the children say the word **chanteys**.

Combine the words by having the children make a choice between two of the words:

- Which word fits this sentence - **Chantys or repaired**
The teacher sang _____ to help the children learn.
The mechanic _____ the broken car.
The children _____ the broken puzzle with tape.
- Which word **slathering or repaired**:
The water is _____ the rock.
The window needed _____ because the rock went inside through it.
Mom was _____ my sandwich with peanut butter.

Maintain all three words by asking the children to give examples or explanations:

- Children please give me an example of the word **repaired**.
- When could the word **slathering** be used.

Assess:

“Let’s think about all three of our new words again: **slathering, chanteys, repaired**

Matching game

- **slathering** _____ to fix
- **chanteys** _____ a song
- **repaired** _____ To cover completely

43. HOW THE STARS FELL INTO THE SKY

Christena Anderson
Montezuma Creek/ Mexican Hat
San Juan District

Text Talk Lesson for: How the Stars Fell into the Sky: A Navajo Legend, (Jerrie Oughton)

ISBN: 0-395-77938-3

Potential Tier 2 words in the text:

- | | | |
|-------------|----------------|--------------|
| • pulse | • laws | • lacked |
| • rim | • crafted | • patience |
| • disappear | • mosaic | • flung |
| • impatient | • tacking | • disarray |
| • squatting | • deliberately | • shattering |
| • dome | • confusion | • foolish |
| • designing | • toiled | • shrieked |
| • crouched | • grumbled | • haste |

Tier 2 words selected for direct vocabulary instruction:

- ***laws***
- ***impatient***
- ***confusion***

Step 1: Doing the read aloud of the text with a focus on comprehension.

“Today we will be reading a story about Coyote and how he put the stars in the sky. We will read the story and after we read the story, we will be learning some new words. The reason we will be learning new words is because good readers need to learn lots of words in order to understand what they are reading about.”

“As I read the story, I will be stopping to ask you questions so that we can make sure we understand what is being read. Sometimes I will show you the pictures while I am reading and sometimes I won’t show you the pictures until after I have asked you a question. This is because we need to be active readers and think about what words say without always relying on the pictures to tell us what is going on.”

Show the cover of the book. “The title of the story is How the Stars Fell into the Sky. The author is Jerrie Oughton.

Read aloud the first page. “First Woman wants to make sure the people know what the ***laws*** are.”

Read aloud the next two pages. “First Man tells her to write the ***laws*** in the sand and in the water, but first woman tells him that that won’t work.”

Read aloud the next two pages. “Where does First Man tell First Woman to write the ***laws***?”

Read aloud the next page. “First woman places the stars in the sky. She uses the stars to write the **laws** so everyone can read them.”

Read aloud the next page. “Who is watching First Woman?”

Read aloud the next two pages. “What did First Woman tell Coyote she was doing? First Woman wants every one to know what the **laws** are so they will know what to do. (confusion)

Read the next page.

Read the next page. “What is coyote doing?”

Read the next page. “How long will it take to write the **laws**?

Read the next two pages. “First Woman wants everyone to know what the **laws** are, but Coyote thinks the job is taking too long.” (impatient)

Read the next two pages: “What did Coyote do?”

Read the next page. “Look at the picture, how is First Woman feeling? Why?”

Read the next two pages. “Since Coyote was so **impatient**, the people do not know the **laws** and they do not know what they are supposed to do.” (confusion)

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

“We are now going to learn some new words.”

Target word: **laws**

1. “The first word is **laws**. I will write the word **laws** on the board. Say **laws**. Say **laws** again.”
2. In the story, First Woman wanted to write the **laws** so all the people could see them.
3. **Laws** are rules that everyone needs to follow to be safe and happy.
4. “Say **laws**”
5. “A **law** that we have to follow is to not steal. Another **law** we need to follow is to treat other people kindly and with respect.
6. “I’m going to tell you some statements. If it’s a **law**, put your thumb up, if it isn’t a **law**, put your thumbs down. When you are driving a car, you have to stop at a stop sign. You can’t wear a hair tie in your hair. You have to wear a seat belt in the car. You have to run to school.
7. “What word did we just learn?” ‘**law**’

Target word: **impatient**

1. "The second word is **impatient**. I will write the word **impatient** on the board. Say **impatient**. Say **impatient** again.
2. "In the story, Coyote was **impatient** and flung all the stars into the sky.
3. "To be **impatient** means you don't like to wait, you want something right now."
4. "Say **impatient**."
5. "_____ was impatient to go out to recess, he didn't want to sit in class; he wanted to go play outside right now. The little girl was **impatient** and opened up her Birthday presents early. She couldn't wait to see what was in them.
6. Can you tell me a time when you were impatient? Say, 'I was **impatient** when...'
7. "What word did we just learn?" '**impatient**'

Target word: **confusion**

1. "The last word is **confusion**. I will write the word **confusion** on the board. Say **confusion**. Say **confusion** again.
2. "In the story the people lived in **confusion** because they didn't know the laws.
3. "When there is **confusion** it means that people don't know how to act or what to do."
4. "Say **confusion**"
5. If you were left by your self all alone in a big city, you would be **confused**. You wouldn't know where you were or how to get home. When _____ first came to the school, she was **confused** because she didn't know which door to come in after recess. If you went to a new school and didn't know the school rules, you might be **confused**.
6. "Now, you tell about a time when you were **confused**. You can say, 'I was **confused** when ...' (If the children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than was used in the book.)
7. "What word did we just learn?" '**confusion**'

Combine the words by having the children make a choice between two of the words:

I'm going to tell you some statements. Then, I will give you two of our new words to choose from. You tell me which new word makes more sense with the statement.

- You can hardly wait for the field trip we are going on. Are you **confused** or **impatient**?
- You can't go too fast when you are driving. Is that a **law** or is it being **impatient**?

- You are lost and don't know what to do. As that a **law** or are you **confused**?
- You can't steal something from a store. Is that being **impatient** or a **law**?
- You wish school would get out soon. Are you **impatient** or is that a **law**?

Maintain all three words by asking the children to give examples or explanations:

"Now, I will ask you some questions about our four new words."

- Have you ever been **confused**? Tell us about it.
- Give some examples of **laws** that you have to follow.
- Has there ever been a time when you were **impatient**? Tell us about it.

Maintain by helping children add to their networks of related words:

"I am going to ask you some more questions that I want you to think about."

- Has your mother ever been **impatient** with you? How did that make you feel? What did you do about it?
- The man broke the **law** by stealing a pair of shoes from the store. What do you think will happen to him?
- The children were **confused** when the lights went off at the school. If this happened to you, what would you do?

Assess:

"Let's think about our three new words again: **confusion, impatient, laws**

- "I will tell you a statement, if you agree with the statement; put your thumb up, if you don't agree with the statement, put your thumb down."
- "Which statement would show **confusion**? Children running all over because they don't know what to do, or children sitting quietly and listening to their teacher.
- "Which statement is an example of a **law**? You can't jump on your bed or you have to wear your seatbelt when you're in the car.
- "Which statement would show you are being **impatient**? You shove and push in line so you can be the first to get a drink or you wait for the others to get a drink first.

"We just learned three new words. What three words did we learn?" **confusion, impatient, laws**

We did what good readers do. We will now be able to understand what the words mean the next time we hear them either in a book or when someone is talking to us.

**CULTURAL NOTE – it is appropriate to tell this story in the winter time. Telling Coyote stories during the summer is seen as Taboo in the Navajo culture.*

44. I WANNA IGUANA

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Salt Lake City School District

Test Talk Lesson for: I Wanna Iguana, (Karen Kaufman Orloff, 2005)
ISBN: 0-439-85545-4

Potential Tier 2 Words in the text:

- sensitive
- compassionate
- adorable
- mature
- concerned
- lonely
- responsible

Tier 2 words selected for direct vocabulary instruction:

- ***concerned***
- ***compassionate***
- ***lonely***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book I Wanna Iguana. “Listen to this story about a little boy who wants a pet iguana. Pay attention to how he tries to convince his mother that an iguana would be a great pet.”

Read page 1 and 2. Ask the children why Alex wants this pet iguana and what he thinks may happen to it if he doesn't get it.

Read page 3 and 4. Check children's understanding of tarantulas and Godzilla. Are these cute animals?

Read pages 5 and 6. Ask the children if they think the iguana will fit on Alex's dresser with his soccer trophies. Ask if they have any other ideas on where Alex may be able to put a six foot lizard. Show them the picture.

Read pages 8 and 10 (7 and 9 are just pictures). Ask the children if they know what the word mature means. Ask the girls if they would like to marry someone with a six foot lizard. Show the pictures and ask the students if the picture on the page is similar to the picture in their heads.

Read pages 11, 12, and 13. Ask if any students have pets that are kind of like brothers and sisters to them. Ask if the children were surprised to learn that Alex has a brother already. Show pictures.

Read pages 15, 16, and 17. Ask why Alex thinks that an iguana would be more fun than a baby brother. Have children predict what happened to the class fish BEFORE reading page 17. Show pictures after reading.

Read page 18. Ask the students if they what it means to have something on a “trial basis.” Explain that a trial basis is the chance to try something out to see if it will work. How do the students think Alex will respond to his mother’s question on how to take care of an iguana?

Read page 19. Ask students if their guesses matched Alex’s responses. What do they think his mother will say? Show picture.

Read pages 21 and 22. Ask students if they think Alex’s mom’s response is fair. Is it a good idea for Alex to buy his iguana’s food with his own money? Why or why not? Show pictures.

Read pages 23, 25, and 27 (24 and 26 are pictures). Ask how does Alex feel now that he has his iguana? What makes you think that? How do you think Alex’s mom feels? Why? Show pictures after students respond.

Step 2: Direct Vocabulary Instruction:

Target word: **compassionate**

1. In this story Alex’s mom told him “I’m glad you’re so **compassionate** but I doubt that Stinky’s mom will let Lurch get into the iguana’s cage.”
2. **Compassionate** means that you care about what happens to others.
3. Say the word with me “**Compassionate**.”
4. If someone helped a friend who had fallen and hurt himself, that person would be **compassionate**. If someone gave money to a person who didn’t have any, he or she would be **compassionate**.
5. Now you think of a way to be **compassionate** to someone else. Begin your sentence with “I could be **compassionate** by...” Think, pair, share and then share as a class.
6. Boys and girls, what is the word we’ve been talking about? “**Compassionate**.”

Target word: **concerned**

1. In this story Alex’s mom signs one of her letters about why an iguana may be a difficult pet as “Your **concerned** mother.”
2. **Concerned** means worried.
3. Say the word with me “**concerned**.”
4. If your mother always wants to know where you will be playing she is **concerned** for your safety. When grown-ups tell children not to play with matches they are **concerned** that a fire may get started.
5. Now girls and boys, you think of a time when you or someone you know was **concerned** about something. Start your sentence with “I was concerned when...” Think, Pair, Share and then share as a whole class.
6. “Boys and girls, what is the word we’ve been talking about?” **Concerned**

Target Word: **lonely**

1. "In this story Alex wrote that the iguana could be the brother he never had and signed his letter 'Your **lonely** son, Alex.'"
2. "**Lonely** means that you feel a little sad because you have no friends, brothers, or sisters around you."
3. "Say the word with me: **lonely**"
4. "If all the boys and girls in our class were playing together, but you weren't a part of their game, you would feel **lonely**. Sometimes when you move to new school and don't know anyone, you feel **lonely** until you make friends."
5. "Now, you think of time when you may feel **lonely**. Start your sentence with 'I feel **lonely** when...' Think, Pair, Share and then share whole class."
6. "Friends, what is the word we've been talking about?" **Lonely**.

Combine the words by having the children make a choice between two of the words.

- Helping another student pick up her tool box when it falls: **lonely** or **compassionate**?
- Moving to a new neighborhood where you don't know anyone: **lonely** or **compassionate**?
- Watching your little sister at the park: **concerned** or **lonely**?
- Helping your mom or dad make dinner: **compassionate** or **concerned**?
- Watching a group of kids play and wishing you could join them: **lonely** or **concerned**?
- Making sure your little cousin crosses the street safely: **lonely** or **concerned**?

Maintain all three words by asking the children to give examples or explanations.

- Tell us about a time when someone in your family was **compassionate**.
- Tell us about a time when you felt **lonely**.
- Has there ever been a time when you have felt **concerned** about something? Tell us about it.

Maintain by helping children add to their networks of related words.

- Has another person ever been **compassionate** toward you? How did it make you feel?
- Has there ever been a time when you felt **lonely**? How could you help someone else who might feel **lonely**?
- What might you do to show that you were **concerned** about someone?

Assess:

Let's think about all three of our new words again: ***compassionate, concerned, lonely.***"

- Which of these is ***compassionate***: a student ignoring a friend or a student helping a friend find his library book? Students will flash green cards to agree, red cards to disagree.
- When might you feel ***concerned***: if your dog is playing in the backyard or if your little brother is playing with matches. Use green cards and red cards again.
- When would you feel ***lonely***: when you are playing a game with your friends or if you are new to school and haven't made any friends? Use green cards and red cards again.

45. IF YOU COULD GO TO ANTARCTICA

Crystal Riser
East Elementary
Duchesne County School District

Text Talk Lesson for: If You Could Go To Antarctica, (Fay Robinson, 2007)
ISBN: 0-328-19188-4

Potential Tier 2 words in the text:

- crashing
- acrobatic
- coast
- scientists
- seas
- lunging
- completely
- unusual

Tier 2 words selected for direct vocabulary instruction:

- ***lunging***
- ***completely***
- ***unusual***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Show students a globe and point out where North America is. "This is North America. We live in North America. North America is one of the 7 continents of the world. We are going to read a book today about Antarctica. Antarctica is another of the 7 continents of the world." Show students where Antarctica is. "Let's see what we can learn about Antarctica as we read this book."

read pgs. 2-4: "What do you know about Antarctica so far?"

read pgs. 6-7: "Why doesn't the snow and ice ever melt?"

read pgs. 8-9: "Listen to this sentence: 'They crash like thunder as they split from the ice.' What do you think it means to crash like thunder?"

read pgs. 10-13: "Those pages taught us a lot about penguins! Tell me some things you learned about penguins."

read pgs. 14-15: "How do the seals stay warm in such ice-cold water?"

read pgs. 18-19: "Why aren't there very many plants in Antarctica?"

read pgs. 20-23: "If you could go to Antarctica, what would you see?"

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **lunging (lunge)**

1. Use the target word as contextualized in the story: "In the story it says that in Antarctica, you might see whales **lunging** up from the water."
2. Explain the meaning of the word in student-friendly terms: "If you are **lunging**, you are leaping or jumping really hard. The whale was **lunging**, or leaping out of the water"
3. Ask the children to repeat the word so they can create a phonological representation of the word: "Say this word with me: **lunging**."
4. Provide additional examples of the word in contexts other than the one used in the story: "If I see a glass about to fall off the counter, I would **lunge** towards it to catch it before it falls. Or, if a fox is going to catch a rabbit to eat, he would have to **lunge** for the rabbit before it ran away."
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word: "If any of the things I say would be **lunging**, say '**lunging**.' If not, don't say anything."
 - Chase walked up the stairs.
 - Carson jumped to get the very last cookie.
 - Brynn sat down on the couch.
 - Blake leapt across the mud puddle.
 - Kristen suddenly sprang from the doorway to scare her mom.
6. Have the children repeat the word to reinforce its phonological representation: "What is the word we have been talking about?" "**Lunging**."

Target word: **completely**

1. Use the target word as contextualized in the story: "In the story it said that whales can throw their bodies **completely** out of the water."
2. Explain the meaning of the word in student-friendly terms: "**Completely** means that it is *all* the way. The whale was **completely** out of the water because his whole body was all the way out of the water."
3. Ask the children to repeat the word so they can create a phonological representation of the word: "Say this word with me: **completely**."
4. Provide additional examples of the word in contexts other than the one used in the story: "If I finished all my school work, then I am **completely** done. Or if I filled a glass of milk all the way, then the glass is **completely** full."

5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word: “If any of the things I say would be **completely**, say **completely**. If not, don’t say anything.”
 - Eating a couple bites of a cheeseburger.
 - Reading a whole book.
 - Sticking your foot in the swimming pool.
 - Folding all the laundry.
 - Cleaning your whole room.
6. Have the children repeat the word to reinforce its phonological representation: “What is the word we have been talking about?” “**Completely**.”

Target word: **unusual**

1. Use the target word as contextualized in the story: “In the story it says that scientists study the **unusual** plants, animals, and weather.”
2. Explain the meaning of the word in student-friendly terms: “If something is **unusual**, it is not normal, or maybe it is a little weird or different than most other things. The plants, animals, and weather in Antarctica are **unusual** because they are different from plants, animals, and weather in the rest of the world.
3. Ask the children to repeat the word so they can create a phonological representation of the word: “Say this word with me: **unusual**.”
4. Provide additional examples of the word in contexts other than the one used in the story: “Our classroom is **unusual** because it is the only classroom in our school that has a snake in it. It would be **unusual** if Haylee was really mean to her classmates, because she is usually so nice to everyone.”
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word: “If any of the things I say would be **unusual**, say **unusual**. If not, don’t say anything.”
 - Our snake started talking.
 - I asked you to use a #1 voice.
 - Your mother started walking on her hands instead of her feet.
 - It started to rain candy.
 - We wrote stories during writer’s workshop.
6. Have the children repeat the word to reinforce its phonological representation: “What is the word we have been talking about?” “**Unusual**.”

Combine the words by having children make a choice between two of the words:

- “If Mike had a dinosaur for a pet, would that be **completely** or **unusual**?”
- “If Jaron jumped across a puddle of water, would that be **lunging** or **unusual**?”
- “If Taniesha finished every page in her alphabet book, would that be **completely** or **lunging**?”

Maintain all three words by asking the children to give examples or explanations:

- “Give me an example of something that would be **unusual**?”
- “Can someone show me how to **completely** erase this whiteboard?”
- “Who would like to show me what **lunging** looks like?”

Maintain by helping children add to their networks of related words:

- “What are some **unusual** things you would like to have as a pet?”
- “What are some foods that you would eat **completely** before anyone else could take a bite?”
- “What are some things you would **lunge** over instead of walking on?”

Assess:

- “Let’s think about all three of our new words again: **lunging, completely, unusual.**”
- “If you are **lunging**, are you jumping really hard or eating really fast?”
 - “Does **completely** mean all the way or half-way?”
 - “Does **unusual** mean normal or strange?”

46. IMOGENE'S ANTLERS

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Text Talk Lesson For: Imogene's Antlers, (David Small, 1985)

ISBN: 0-517-55564-6 (Trade)

ISBN: 0-517-56242-1 (Pbk.)

Potential Tier Two Words in the text:

- | | |
|---------------------------------|------------------------|
| • found | • rare |
| • difficult | • decked |
| • fainted (in the text 2 times) | • milliner |
| • glared | • Voila (for fun) |
| • advice | • Bravo (for fun) |
| • offer | • Bravissimo (for fun) |
| • consulted | • overjoyed |
| • announced | |

Tier Two words selected for direct vocabulary instruction:

- **consulted**
- **rare**
- **overjoyed**

I selected these words because they would be found across many content areas and due to their frequency in other texts. I feel that they will have a chance to use these words in conversations at home. These are also words they will encounter as they have experience with different medias, such as T.V., radio and "the net."

Step 1: Doing the read aloud of the text with a focus on comprehension.

Procedures for Prereading, During Read Aloud of text with focus on Comprehension, and Post

1: Introduce the story briefly and activate the student's prior knowledge. "Today we will activate our prior knowledge by writing a story. You all like to write stories for me and we are going to use our prior knowledge to help us write together. After we write our story we will read Imogene's Antlers and look at how the author, David Small, organized his story.

2: Story Impression

- | | | |
|-----------|-------------|----------|
| • Imogene | • fainted | • glared |
| • antlers | • doctor | • hat |
| • home | • principal | |

3: “Now while we read we can look back at our story and see if we organized ours like his.”

Note: Show pictures as you read through the pages.

Stop 1: Read to page 6. Ask the students “What do we know so far about Imogene?” “When we wrote our story did we have this happen?” Discuss why mother *fainted*.

Stop 2: Read pages 7-10. “Why did Imogene’s mother faint again?” “Did anyone faint in our story?” “What happened instead?” “Why do you think her principal glared at her?” How do you think Imogene became this **rare** kind of elk, did this happen in our story?”

Stop 3: Read pages 11-13. “How did the rest of the house staff react to Imogene’s antlers?” “In our story _____ happened. What do you think the author is going to have happen next?”

Stop 4: Read pages 14-17. “It looks like Imogene’s mother has fainted again. What do you think made her collapse this time?” “Did we use a hat like this in our story?”

Stop 5: Read to the end of the book. “When Imogene woke up the next morning did she still have the antlers? What did she have instead? How do you think the family will react to her new image?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **consulted**

1. Use the target word as it was used in context in the story. “In this story it says, “Norman **consulted** the encyclopedia. . .”
2. Explain the meaning of the word in student-friendly terms.
 - a. “In this context, **consulted** means that he looked in the encyclopedia to find out information. They also **consulted** the doctor. Did they **consult** the principal? Sometimes, we have to **consult** the principal about things that happen in our school.
3. Say the word with me “**consulted**.” (Build phonological representation of the word.)
4. Provide additional examples of the word in contexts other than the one used in the story. “When my daughter had a very high fever I didn’t know what to do for her. I **consulted** the doctors and nurses up at the hospital so they could help me because they were specialists in what to do. I know that you ask your mom and dad questions and for information from them. This is **consulting**. They have more knowledge and can give you their opinion of some actions you could take.

5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word. (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)

Have the students take some time to interact with the word. Can you give me an example of when you might want to **consult** a book? Can you give me an example of a time you may have needed to **consult** an adult? If I were trying to build a house, whom do you think I could consult?

6. Finally, have the children repeat the word to reinforce its phonological representation. "What's the word we've been talking about?" '**consulted**'

Target Word: **rare**

1. Use the target word as it was used in context in the story. "In this story it says, 'Imogene had turned into a **rare** form of miniature elk!'"
2. Explain the meaning of the word in student-friendly terms. **Rare** in this context means something that doesn't happen often.
3. Say the word with me "**rare**." (Build phonological representation of the word.)
4. Provide additional examples of the word in contexts other than the one used in the story. "When some scientists went into Indonesia earlier this year, they found a butterfly that had never been found before, but they only found a few. They were **rare** because there were only a few of them found." When we read Pirates Past Noon, they were looking for Captain Kidd's treasure. We predicted that there would be **rare** jewels inside. In this case they are **rare** because they are unusually great or excellent."
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word. (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)

Have the students take some time to interact with the word. Can you give me an example of something that is **rare**? Can you give me an example of things that are not **rare**?

6. Finally, have the children repeat the word to reinforce its phonological representation. "What's the word we've been talking about?" '**rare**'

Target Word: **overjoyed**

1. Use the target word as it was used in context in the story. "In this story it says, "When she came down to breakfast, the family was **overjoyed** to see her back to normal. . ."
2. Explain the meaning of the word in student-friendly terms. "**Overjoyed** in this context means being very happy or delighted."
3. Say the word with me "**overjoyed**." (Build phonological representation of the word.)
4. Provide additional examples of the word in contexts other than the one used in the story. "When I had Kyra I was so **overjoyed** I cried. Have you ever seen your mom so happy she cried? I bet she was **overjoyed**."
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word. (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)

Students have agree and disagree cards from a previous lesson. They will use these in this part of the lesson. "I'm going to give you some examples. If what I say would make you **overjoyed** show me your agreeing smiley face. If it is not, please show me your disagreeing frowny face."

- You asked for a pony for Christmas and Santa brought it for you.
 - You found out your dog was hurt after running into the road.
 - You just won the school spelling bee, beating one hundred students.
 - You lost your wallet with all your money in it, but somebody finds it and returns it.
 - Your favorite teddy bear gets lost when you go on vacation.
6. Finally, have the children repeat the word to reinforce its phonological representation. "What's the word we've been talking about?" '**overjoyed**'

Combine the words by having the children make a choice between two of the words:

- If I have the biggest diamond in the world would that be **rare** or **overjoyed**?
- Your mom is so happy that she cries. Is she **consulting** or **overjoyed**?
- When you find your favorite toy when it has been lost for a long, long time are you **overjoyed** or **rare**?
- I have a really bad pain and I went to see a doctor, would that be **rare** or **consulted**?
- If you find dinosaur bones that have never been discovered before is this something **rare** or is it **consulting**?
- I want to find out about the dinosaur bones I just found would I **consult** something or **rare** something?

Maintain words:

- Students will be asked to listen for the words **consulted**, **rare**, and **overjoyed**.
- Students will add tally marks to a board with the words on it when they have used or hear the words.
- Students will be asked to give examples and non-examples of all three words.

Assess:

- Have students think about ways they can use the words while they are writing or speaking. "We have several new words we have learned. When we write we can use those words. Could you use any of those words in today's writing about treasures?"
- Have students give examples and non-examples of the words **rare** and **overjoyed**.
- Have students list things in that are **rare** on a paper.
- Have students list what could be **consulted**.

47. JULIUS, BABY OF THE WORLD

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Test Talk Lesson for Julius, Baby of the World, (Henkes, 1990)

ISBN: 0-590-10896-4

Potential Tier 2 words in the text:

- insulting
- stroked
- amused
- restrained
- doubtful
- chimed
- admired
- ghastly
- dreadful
- clever
- uncooperative

Tier 2 words selected for direct vocabulary instruction:

- ***insulting***
- ***uncooperative***
- ***doubtful***

Step 1: Doing the read aloud of the text with a focus on comprehension

Before reading: Ask students what they think about the front cover. What is happening on the cover? Why is this person wearing a mask? Who do you think this person is? Who is the baby?

Page 1: The author tells us that Lily is the best big sister before Julius was born. What things made her a great big sister? How did she do those things before he was born?

Pages 2-3: What happened after Julius was born? What things does Lily do to Julius? How does she feel about him now? How do you know?

Pages 4-5: Does Lily think Julius is staying for a long time? Why doesn't she want him to stay?

Pages 6-7: Lily's parents want Julius to grow up like Lily. Does Lily want this? How do you know? What does Lily do when her parent's aren't looking?

Page 8-9: Why are Lily's parents afraid to leave them alone? What do you think an "uncooperative chair" is?

Pages 10-11: How are Lily's parents treating her differently? Why do you think they're doing that?

Pages 12-13: Why is Lily acting like Julius? Why does she get in trouble for doing the same things Julius does?

Page 14-15: What was wrong with the story Lily told Julius?

Page 16: Do you think Julius' invitation really got lost in the mail? How do you know?

Pages 17-22: Why are Lily's parents treating her being extra nice to her? Is it working?

Page 23-end: Why did Lily get upset when Cousin Garland said Julius was disgusting? Does Lily change her mind about how she feels about Julius? How do you know?

Follow up questions: Why do you think Lily liked Julius at the end? Do you think they will stay friends?

Step 2: Direct Instruction of Tier 2 words

Target word: ***insulting***

1. In the story the author says "she yelled ***insulting*** comments in the crib."
2. ***Insulting*** means saying rude or mean things to make someone mad or hurt their feelings.
3. Say the word with me: ***insulting***
4. If you told me I was ugly that would be ***insulting***. I was ***insulted*** when that boy told me he didn't like my picture.
5. Now think of something that would be ***insulting*** to you. Start your sentence with "I was insulted when _____" or "It would be ***insulting*** if _____".
6. What word have we been talking about?

Target word: ***uncooperative***

1. In the story the author tells us that "Lily spent more time than usual in the ***uncooperative*** chair."
2. ***Uncooperative*** means not following directions or rules.
3. Say the word with me: ***uncooperative***
4. If I asked you to line up and you said, "I don't want to" you would be ***uncooperative***. When your mom asks you to clean your room and you just ignore her you are being ***uncooperative***.

5. Think of times you have been **uncooperative** or someone else has been **uncooperative** when you have asked them to do something. Start your sentence with "I was **uncooperative** when _____" or "_____ was **uncooperative** when _____"
6. What the word we've been talking about?

Target word: **doubtful**

1. In the story Lily's parents were "more than **doubtful** about leaving the two of them alone."
2. **Doubtful** means worried about something. **Doubtful** also means that something might not happen.
3. Say the word with me: **doubtful**
4. If I told you "It's **doubtful** that we will go to recess today" that would mean we probably aren't going to recess. If I was **doubtful** that you were going to bring your homework back to school it would mean I didn't think you were going to bring your homework back.
5. Think of times you, or your friends, have been **doubtful**. Start your sentence with "I was **doubtful** when _____" or "It is **doubtful** that _____."
6. What word are we talking about?

Combine the words by having children make a choice between two of the words:

- If your brother said "You're stupid." Would that be **insulting** or **doubtful**?
 - Why?
- If you were running in the halls would you be **uncooperative** or **insulting**?
 - Why?
- It probably won't rain. Is it **uncooperative** or **doubtful**?
 - Why?
- If someone said, "Get away from me. You stink." Would that be **doubtful** or **insulting**?
 - Why?
- You're playing somewhere your mom asked you not to. Are you being **doubtful** or **uncooperative**?
 - Why?
- Spending everyday at the school in the summer. Is that **doubtful** or **uncooperative**?
 - Why?

Maintain all three words by asking the children to give examples or explanations:

- Tell me about a time someone said something **insulting** to you.
- Can you think someone was **uncooperative** with you?
- What is something you are **doubtful** about?

Maintain by helping children add to their networks of related words

- If someone said something **insulting**, how would you feel?
- My nephews were **uncooperative** when I wanted to leave McDonald's Playplace and they didn't want to. When have you been uncooperative?
- I was doubtful that I wouldn't have to send anyone to the bus on the fieldtrip. What are you doubtful about?

Assess

Let's think about all three of our new words again: **insulting, uncooperative, doubtful**

- Which of these is **insulting**?
 - "Thank you."
 - "You look nice today."
 - "Get out of here; I don't want to play with you."
- When would you feel **doubtful**?
 - When someone is selfish but tells you that you may borrow their pencil.
 - When someone says it's raining outside. When someone is running down the hall.
- Who is being **uncooperative**?
 - Sam who is sitting in his chair reading a book, just like the teacher asked him to.
 - Lisa, who is sitting in her chair reading a book, although the teacher asked her to come to the floor.
 - Or Ted who is cleaning his room.

48. KATIE'S TRUNK

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Text Talk Lesson for: *Katie's Trunk*, (Ann Turner, 1992)

ISBN: 0-02-789512-2

Potential Tier 2 words in the text:

- sew
- seams
- itchiness
- skittish
- harbor
- the green
- rebels
- arming
- crouched
- still(ed)
- fierce
- pickings (in context)
- trunk
- muffled
- skirmish

Tier 2 words selected for direct vocabulary instruction:

- ***skittish***
- ***crouched***
- ***stilled***
- ***muffled***

Step 1: Doing the read aloud of the text with a focus on comprehension.

(Number the pages in this book ahead of reading aloud since there are no numbers printed on each page then briefly build prior knowledge with students about the Revolutionary War using and defining the terms, Tory and rebel. Include a brief explanation of the Boston Tea Party in building this prior knowledge.)

Read page 1. "Boys and Girls, Katie has been bad all day long. Her mother doesn't quite know how to punish her for this misbehavior. She is thinking about making Katie sit down to sew long seams all day to get the goodness straight inside of her." Discuss briefly how to sew a seam using a needle and thread. Ask the children if they think sitting and sewing long seams would help them forget about misbehaving. Then ask the children how their mothers punish them when they have had a day full of mischief.

Read pages 2-3. Katie tried to explain to her mother why she was misbehaving. She could feel the "itchiness" in the air. Tell the children of a time you felt nervous that something frightening was about to happen. Ask them, "Have you ever felt such "itchiness" in side of you?"

Read pages 4-7. This "itchiness" in the air was causing problems between friends. Ask the children, "Why was Tory a word that some people hissed as a snake about to bite

to others who had once been their friends?” Who were the rebels? Why were they arming and marching and drilling beyond the meadows?

Read pages 8-11. Ask the children, “If Katie could not “still” herself and hide quietly in the bushes, what do you think she did?”

Read page 12. Ask the children, “Why did Mama whisper fiercely as Katie ran out of the hiding place? What do you think Katie would do to try to stop the rebels?”

Read pages 14-15. Katie touched all the wonderful things her mother had collected to make their home a lovely place. Then she heard the rebels at the door saying, “This’ll be fine pickings!” Ask the children, “What do you think the rebels will do once they get inside the house?”

Read page 16. Ask the children to look at the illustration on page 17 to help them answer these questions: “Why did Katie decide to hide? Do you think her hiding place was a good one? Why or why not.”

Read pages 18-21. Ask the children, “Why did Katie still herself this time?”

Read pages 22-27. Ask the children, “Why did John Warren leave the trunk lid open? Why did he call the others away?”

Let’s review: When people have disagreements that might lead to battle and war against each other, we must all remember that there are people of good will on both sides and it is their goodness that’s really important. John Warren was a rebel. Katie was a Tory. What was the seam of goodness that tied them together?

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **skittish**

1. “In the story, Katie and mama felt **skittish** as a newborn calf.”
2. “If someone feels nervous they may feel **skittish**. Katie and mama knew something was wrong in the little town where they lived and they were worried. They felt jumpy and restless just like a newborn calf trying to get up and begin to walk.”
3. “Say the word with me: **skittish**.”
4. “I feel **skittish** when my children are traveling on mountain roads in the snow. I know how dangerous snowy roads are and how easily an accident can happen. My jumpiness does not end until my children call me and tell me they have arrived home safely. I also feel **skittish** when I know I have played unfairly on the playground and the principal calls me into his office to talk to me.”

5. "Tell me something that would make you feel **skittish**. Try to use the word **skittish** when you tell about it. You could start by saying, 'I feel **skittish** when _____.'"
6. "What's the word we've been talking about?" '**skittish**'

Target word: **crouched, still(ed)**

1. "In the story, Katie **crouched** in the underbrush and could not **still** herself."
2. "**Crouched** means to bend your knees and hold yourself in a small ball. **Still** yourself means to remain very, very quiet and make absolutely no noise and no movement. Katie was told to **crouch** into a small ball and **still** herself by not moving or making any noise. She was to hide so no one would find her."
3. "Say these words with me: **crouched, still.**"
4. "When I was a young girl, I **crouched** down low and **stilled** myself every time I played hide-and-go-seek."
5. "Tell me about a time when you have **crouched** low and **stilled** yourself. Try to use the word **crouched or stilled** when you tell about it. You could start by saying, 'I **crouched** down low and **stilled** myself when I _____.'"
6. "What are these words we've been talking about?" '**crouched**' '**stilled**'

Target word: **muffled**

1. "When Katie was in the trunk, the sounds she heard – the door slamming and footsteps in the parlor were **muffled** and far away."
2. "**Muffled** means that something is causing sounds and words to be heard in an unclear manner. The sounds and words seem fuzzy and can't be understood clearly."
3. "Say the word with me: **muffled.**"
4. "Earmuffs covering my ears on a cold wintry day **muffled** the sounds of the students playing games at recess."
5. Now I want you to think of how you might **muffle** a sound. What could you put over your mouth so that the sounds are **muffled**? Turn to your partner and tell him how you **muffled** the sound. Make sure you use the word **muffle** or **muffled** when you share your idea with your partner.
6. "What's the word we've been talking about?" '**muffled**'

Combine the words by having the children make a choice between two of the words:

- Sally hid her head in the pillow and screamed: **muffled** or **stilled**?
- Billy sat on his chair as quietly as he could: **skittish** or **stilled**?
- The ball rolled under the bushes so Jim tried to retrieve it: **muffled** or **crouched**?
- Jill yelled at Lamont, “Mom wants to see you right now, she is very angry.”: **skittish** or **stilled**?

Maintain all three words by asking the children to give examples or explanations:

- If a sound was loud and **muffled**, tell me what might have happened.
- If you found your pet puppy **crouched** in a corner of the garage, tell me what might have happened.
- Explain a time when you **stilled** yourself.
- Explain what type of storm would make you feel **skittish**.

Maintain by helping children add to their networks of related words:

- Show me how you would look if you felt **skittish**.
- _____, **muffle** your voice as you tell _____ the name of your best friend.
- Show me how you would **crouch** and **still** yourself.

Assess:

“Let’s think about all four of our new words again: **skittish, crouch, still, muffled.**”

- Which of these would describe a person feeling **skittish** – a person driving a car sees the lights of a police car or a person sleeping comfortably on a soft pillow bed?
- Which would cause a sound to be **muffled** – speaking as loudly as possible or static on the telephone?
- Which would cause someone to **crouch** down low and **still** themselves – playing hide-and-go-seek or playing red rover?

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Text Talk Lesson for: The Library, (Sarah Stewart, 1995)
ISBN: 0-374-34388-8

Potential Tier 2 words in the text:

- incredible
- preferred
- promptly
- volumes
- donations
- courthouse
- attending
- exercising
- manufactured

Tier 2 words selected for direct vocabulary instruction:

- ***incredible***
- ***preferred***
- ***promptly***

Step 1: Doing the read aloud of the text with a focus on comprehension.

(Note: pages are not numbered in text. Page numbers references begin with page one being the beginning of the text.)

Day 1

(This introduction is written from an interview that was done with the author and her husband at a BYU author/illustrator workshop, I attended one summer.)

Today boys and girls, we are going to read about a little girl who loves to read books more than anything else in the world. Her name is Elizabeth. Elizabeth is a character very much like the author. Sarah Stewart loves books and has developed a talent in writing she shares with children through writing children's stories. Her goal in writing this story was to give children a desire to want to read and find great enjoyment from the experience. Ms. Stewart's husband illustrated the book and reflected his wife in the drawings.

Show the cover of the book and ask the children to discuss what they see. Have them describe Elizabeth.

Ask: Where do you think Elizabeth got her love for reading? Have the students predict the answer.

Begin reading

Page 2 : What did Elizabeth like to do instead of playing? Why do you think so?

Page 3: What was the purpose of the flashlight? Have you ever read in bed with a flashlight?

Page 4: Explain explicitly what a steamer trunk is, using the picture.

Page 5: What did she take in the steamer trunk? Why do you think she only took books?

Page 6: Interesting words give reader's a better mind movie in describing an event. Elizabeth dreams of being in a "Reader's Olympiad". What do you think Reader's Olympiad would be? Describe other Olympiads to the students such as a math Olympiad where students compete with each other in doing math problems or solving puzzles. You could also talk about the Summer and Winter Olympics and relate that to the word Olympiad.

Page 7: Why would she collect books in the middle of the night?

Day 2

Do a quick retell of what was read on day 1 and then continue reading.

Page 11: Read page 11 What happened? Show the picture of Elizabeth in the snow storm. Look what she took with her. Note that she has trunks with her for a short day trip. What do you think she has in her trunks? Why do you think that?

Page 12: Elizabeth didn't want new clothes or other things. What did she want? Have students infer the answer. Show the picture at the bookstore.

Page 16: What did she leave with?

Page 17: Why did she walk into the door?

Day 3

Have the students sequence the previous events as a review and then show the picture on page 18. Have the students discuss what they see.

Page 19: What does the author mean by stacks for teacups and building blocks? Why did she need to use books for furniture?

Page 21: What has happened? Why can't she have another book? Discuss then show the picture.

Page 22: Read, then ask, "What do you think she is doing now? What is it she wants? What does she give away?"

Pages 24 – 25: Show the pictures and discuss how Elizabeth solved the problem of so many books.

Then read to the end of the book. Be sure to revisit the predictions from day 1 and talk about them as they actually relate to the events of the book.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: ***incredible***

1. Use the target word as it was contextualized in the story.
 - She learned to read quite early at an ***incredible*** rate.
2. Explain the meaning of the word in student-friendly terms.
 - awesome, unbelievable, fabulous
3. Ask the children to repeat the word so they can create a phonological representation of the word.
4. Provide additional examples of the word in contexts other than the one used in the story.
 - It was ***incredible*** how hard it rained yesterday.
 - That was an ***incredibly*** good story.
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word. (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)
 - The _____ was ***incredible*** because _____.
 - I ***preferred*** to play _____ instead of _____.
 - My teacher said I must ***promptly*** _____ before the test began.
6. Finally, have the children repeat the word to reinforce its phonological representation.

Target word: ***preferred***

1. Use the target word as it was contextualized in the story.
 - Elizabeth ***preferred*** a book to other activities.
2. Explain the meaning of the word in student-friendly terms.
 - liked better than
3. Ask the children to repeat the word so they can create a phonological representation of the word.
4. Provide additional examples of the word in contexts other than the one used in the story.
 - Tom ***preferred*** pizza over burritos for lunch.
 - Kickball was the ***preferred*** activity of the third grade class.

5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word.
 - The little boy **preferred** soccer to _____.
 - I **prefer** _____ to _____.
6. Finally, have the children repeat the word to reinforce its phonological representation.

Target word: **promptly**

1. Use the target word as it was contextualized in the story.
 - She **promptly** lost her way.
2. Explain the meaning of the word in student-friendly terms.
 - immediately, quickly
3. Ask the children to repeat the word so they can create a phonological representation of the word.
4. Provide additional examples of the word in contexts other than the one used in the story.
 - I arrived at school **promptly** at 8:40.
 - My teacher asked me to **promptly** sit at my desk.
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word.
 - We should **promptly** _____.
6. Finally, have the children repeat the word to reinforce its phonological representation.

Combine the words by having the children make a choice between two of the words:

- You are given a choice between ice cream and cookies. Would you use **prefer** or **promptly** to tell me?
- You want to describe something fabulous. Would you use **promptly** or **incredible**?

Maintain all three words by asking the children to give examples or explanations:

- Make a sentence telling about something you do **promptly**. Use the word **promptly** in your sentence.
- List as many things as you can that are **incredible**. Write a sentence for each of three words you have chosen using the word **incredible**.
- Tell your partner some things you **prefer**. Tell in your own words what the word **prefer** means.

Maintain by helping children add to their networks of related words:

- Tell your partner another word or synonym for the word **prefer**.
- Tell your partner another word or synonym for the word **promptly**.
- Tell your partner an antonym or the opposite of the word **incredible**

Assess:

“Let’s think about all three of our new words again: **prefer, promptly, incredible**.

- Which of these is the definition for the word **prefer**?
Amazing, awesome or quickly
- A synonym for the word **promptly** is:
later or immediately
- What does the word **incredible** mean?
Very smart or Fantastic

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Text Talk Lesson for: Lilly's Big Day, (Kevin Henkes, 2006)
ISBN: 0-06-074237-2

Potential Tier 2 words in the text:

- announced
- appropriate
- pretend
- assistant
- responsibility
- glamorous
- uncooperative
- proudly
- ceremony
- motioned
- reception
- coached
- exhausted

Tier 2 words selected for direct vocabulary instruction:

- ***assistant***
- ***proudly***
- ***ceremony***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Here is a new story about our friend Lilly. In this story Lilly does something very brave. Even though she gets her feeling hurt and she feels very sorry for herself, she just acts proudly and everyone has a happy ending. Let's read the story to find out how Lilly acts proudly.

1 Read aloud page 1. Lilly's teacher, Mr. Slinger is going to marry the school nurse. There are usually lots of flowers at a wedding ceremony and Lilly wants to be the girl that carries the flowers at the wedding. Lilly tells herself that this will be the biggest day of her life. The problem is that No one has asked Lilly to be the flower girl. Do you think she will get to be the flower girl or will she be disappointed?

2. Lilly really wants to be the flower girl. At home Lilly practices her moves. She is practicing to be a flower girl. Lilly is certain this will be the biggest day of her life. Read page 2. and share pictures.

3. Read aloud to page 7 sharing pictures. Although Lilly is highly qualified to be the flower girl at her teacher's wedding she has not been asked. Lilly is being stubborn and determined to be the flower girl. Listen to how Kevin Henkes tell us Lilly is not giving in: when he says:"After her parents left her room, Lilly said, "I understand that I'm going to be a flower girl. " Do you think Lilly doesn't understand or do you think she is being very determined, even stubborn? Ask: "What do you think will happen for Lilly?

4. Before reading to page 9. Discuss how Lilly is really preparing to be a flower girl. She is practicing her flower girl moves right in front of her teacher. Reading to page 9.

5. Now I am going to read the part where Lilly finds out if she is the flower girl or not. Let's see if she handles the news proudly. That means: Is Lilly brave about getting her feelings hurt?

6. Reading pages 10 and 11. Ask the children to identify what Lilly was asked to do at the wedding. Make certain all children understand what an assistant is and why this might hurt Lilly's feelings. Ask: Why do you think Lilly accepted the job of the flower girl's assistant?

Reading to page 15. Discuss Lilly's behaviors and her conflicted emotions. Reading page 16 and compare page 15 and 16. Lilly is trying to be brave.

Set up the story. Now kids listen to what happens and see how important the assistant is to this story and how the wedding would not have happened if Lilly had not done her job proudly. Read aloud to page 21.

Read the rest of the story then discuss Lilly's character strengths and the happy ending.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **assistant**

1. In this story Lilly is the Flower Girls **assistant**. Lilly could be the flower girl's helper, but not the real flower girl.
2. If someone is an **assistant** they are a helper.
3. Say the word with me: **assistant**.
4. If someone helps cook a meal he is the **assistant** cook. If a mother comes and helps us in the classroom, then she is an **assistant**. If I help you tie your shoes, then I am your **assistant**. I would be **assisting** you.
5. Now, you think ways you have **assisted** someone. You could say, I gave **assistance** to _____ when I _____. Take two or three examples, then buddy up so all children create sentences.
6. OK. Kids help me think of the word we are talking about, you can be me: **assistants**. Say the word with me: **assistant**

Target word: **proudly**

1. When Lilly was practicing her flower girl moves she carried her hands **proudly** in front of her.
2. Lilly felt happy and she like herself and respected herself when she was practicing to be the assistant flower girl. **Proudly** means doing something that makes you feel good about yourself,
3. Say the word: **Proudly**.
4. When you first learn how to walk or ride a two-wheeler you usually feel **proud**. You want people to see how grown up you are. When you are brave at night you feel **proud** because you know you can take good care of yourself and do what is right.
5. Walking to school with your head high and back straight even if your mom made you wear a shirt you don't like: **proud or not proud?** When you are mean to a little kid for fun: **proud or not proud?** When you learn how to read: **Proud or not proud?**

Target word: **ceremony**

1. The author tells us that it was time for **ceremony** to begin. The music got louder and everyone stood up.
2. A **ceremony** is special things we do and special things we say on very important day. Lilly is going to a wedding **ceremony** where people get married.
3. Say **ceremony** with me: **ceremony**. Say wedding **ceremony**: wedding **ceremony**.
4. When we say the Pledge of Allegiance that is a **ceremony**. We stand up, put our hand over our heart, and say special words. Lots of churches have **ceremonies**, which are special ways, and special words that help us remember really important events.
5. Put your thumbs up if the even I tell you is a **ceremony**: roller-skating? Pledge of allegiance? Eating at the school cafeteria or getting married.
6. What is the word we have been talking about? **Ceremony**

Combine the words by having the children make a choice between two of the words:

- Going to church and doing something special is that **assistant or ceremony?**
- Helping the teacher sharpen pencils: **ceremony or assistance?**
- Eating the yucky food in the lunchroom: **ceremony or proudly?**

Maintain all three words by asking the children to give examples or explanations:

- Tell your partner about a **ceremony** in your family. Why is that ceremony important?
- Have you ever been as **assistant**? Whom did you **assist**? What did you help do?
- Tell me about a time when you or someone you know had to be brave and act **proudly** and not get feelings hurt.

Maintain by helping children add to their networks of related words:

- If you had an **assistant** what would he do?
- If you decide to get married where will the **ceremony** happen?
- What is the hard thing you did today that made you feel **proud** about your learning.

Assess:

“Let’s think about all three of our new words again: assistant, proudly, ceremony.”

- Which of these is **assistant** – a boy helping take grocery sacks to the car or a dog barking?
- When would you walk very **proudly** – when you see the American Flag wave – or walk past a grocery store?
- Which is a **ceremony** - getting married or putting on your socks?

51. LILLY'S PURPLE PLASTIC PURSE

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Text Talk Lesson for: Lilly's Purple Plastic Purse, (Kevin Henkes, 1996)
ISBN: 0-688-12897-1

Potential Tier 2 words in the text:

- | | | |
|------------------|-----------------|--------------------|
| • pointy | • permitted | • absolutely |
| • squeaky | • volunteer | • fabulous |
| • privacy | • considerate | • disturb |
| • creations | • amused | • difficult |
| • provided | • furious | • response |

Tier 2 words selected for direct vocabulary instruction:

- **privacy**
- **amused**
- **disturb**
- **difficult**

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud & show pictures of pages one-three. Ask the children to think about what Lilly loved. "Let's summarize what Lilly loves. What can we say about what Lilly is like?" (**privacy**)

Read aloud & show pictures of pages four-five. Ask the children to think about what makes Mr. Slinger such a "Wow" kind of teacher. Let the students share their ideas.

Read aloud the next two pages. "Why did father say wow? Why did Mr. Slinger say wow?"

Read the next two pages. Share a connection of a time when I got something new and was proud to show it off. Let the students share their experiences of this also.

Read aloud & show pictures of pages 8-9. Summarize what Lilly is trying to do and what Mr. Slinger is doing about it. Ask, "Why is Mr. Slinger not **amused**? If the students don't respond, I may have to explain what is meant by," He was not **amused**", using the word in context for clues about what it means. Explain how good readers sometimes look for clues to understand new words. (**amused**)

Read aloud the next two pages. What is Lilly feeling now? What does she do about it?

Read aloud the next four pages. Let's summarize what has happened and how Lilly feels.

(disturb)

Read aloud the next four pages. Let's predict what we think will happen next. What does Lilly think about what her teacher did? Does she forgive him? How do we know?
(difficult)

Read aloud the next four pages. What does Mr. Slinger do that helps us know he has forgiven Lilly?

Read aloud the rest of the book. Let's summarize how Lilly is feeling now. How do we know this?

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **private/privacy**

1. Use the word as it was contextualized in the story. "In the book it says, Lilly loved the **privacy** of her very own desk."
2. Explain the meaning of the word in student-friendly terms. **Private** means only for you. In the book, Lilly's desk was her very own desk, a place to keep her things, a place to keep her things **private**.
3. Ask the children to repeat the word so they can create a phonological representation of the word. "Say the word with me: **privacy**."
4. Provide additional examples of the word in context. "When I write in my journal, I write my thoughts that I want to keep **private**. When we go to the restroom we need **privacy**. To use my computer I have a password that I keep **private**, so no one else can use it."
5. Provide opportunities for the children to interact with the word. "Tell an example of something that is **private**. Try to use the word **privacy** when you tell about it."
6. Finally, have the students repeat the word to reinforce its phonological representation. "What's the word we've been talking about?" – **privacy**

Target word: **amused**

1. In the book, when Lilly said, "Look, everyone. Look what I've got!" Mr. Slinger was not **amused**.
2. To be **amused**, you think something is funny or pleasing. What Lilly did in class did not please Mr. Slinger? To be **amused** Mr. Slinger would have preferred that Lilly listen to the lesson that he was teaching, and wait for an opportunity to speak.

3. Let's say the word aloud, **amused**.
4. Have you ever been to an amusement park or Lagoon? That is a fun place and we are generally **amused**. Notice that in the words **amusement** park, the word **amuse** is part of the word, **amusement**. Mother is **amused** when you eat all of your vegetables. You are **amused** when your friend plays with you. When you watch your favorite TV program you are **amused**.
5. If any of the things I say would make someone **amused**, say **amused**. If not, don't say anything. Washing your hands, playing a game, singing a song, eating a cookie, washing the dishes, reading a book.
6. What's the word we are talking about? **Amused**

Target word: **disturb**

1. In the book it says, "You may bring them back to school as long as you don't **disturb** the rest of the class." And later in the book it says, "She peeked at them often but did not **disturb** a soul."
2. **Disturb** means not to bother. Your teacher may ask you to walk down the hall very quietly so you will not **disturb** another class. If your baby sister is sleeping, Mother does not want you to wake her up or to **disturb** her while she is sleeping. Or another way to use this word would be, don't **disturb** the glass of milk. It would make a big mess on the rug. That means to not upset or spill the milk. At the library there is a sign that reads, Do not **disturb**.
3. Say the word with me: **disturb**.
4. Mr. Slinger was referring to Lilly's quarters, glasses and purse as something that could **disturb** the class. How would these things **disturb** the class? What can Lilly do if she brings her things that will not **disturb** the class?
5. If any of the things I say would **disturb** someone or something, say the word **disturb**. If not, don't say anything. Running in the halls at school, pushing in line, shouting in your face, getting poor grades on your report card, raising your hand to be called on.
6. Let's say our new word: **disturb**

Target word: **difficult**

1. In the story Mr. Slinger wrote a note to Lilly and put it in her purse and it said, "Today was a **difficult** day. Tomorrow will be better."
2. Another word for **difficult** is hard, meaning something that is hard to do.
3. Say the word **difficult**.

4. 4. Some of our new words that we are learning for the word wall are **difficult**, because we are still learning them. When you learned to tie your shoes at first it was **difficult**.
5. Think of something that is **difficult** to do. Turn to your partner and tell them what is **difficult** to do. Make sure you use the word **difficult** when you share with your partner.
6. Let's say our new word again, **difficult**.

Combine the words by having the children make a choice between two of the words:

- Your brother uses your baseball mitt without your permission: **privacy** or **disturb**?
- Driving a race car: **amused** or **disturb**?
- Learning to play the piano: **disturb** or **difficult**?
- Sharing a secret: **difficult** or **privacy**?
- Taking a bath: **privacy** or **difficult**?
- Learning to fly an airplane: **difficult** or **privacy**?

Maintain all three words by asking the children to give examples or explanations:

- Explain a time that you were **amused**.
- Describe a private place.
- What are some **difficult** things to do for your younger sister? What can you do to help her learn **difficult** things?
- When is a time you don't want to be **disturbed**? Sleeping? Watching TV? Reading a good book?

Maintain by helping children add to their networks of related words:

- I often watch television to be **amused**. What kinds of things do you like to do to be **amused**?
- When I'm tired it is **difficult** to get up in the morning. Do you agree?
- When my dog was hit by a car, it **disturbed** me. What has **disturbed** you?
- When I want to be alone I like my **privacy**. When do you like your **privacy**?

Assess:

Let's think about all four of our new words again: **privacy**, **amused**, **disturb**, **difficult**.

- When do you need **privacy** – playing a new game in PE or going to the restroom?
- Which would be amusing – a cartoon or the telephone book?
- What would **disturb** Mother – tending the baby or tracking mud on the new carpet?
- Which is **difficult** to do – say the ABC's or read the dictionary?

52. THE LION, THE WITCH AND THE WARDROBE

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Text Talk Lesson for: The Lion, the Witch and the Wardrobe,

(Based on the Original Book by C.S. Lewis, 2004)

ISBN: 0-06-055650-1

Potential Tier 2 words in the text:

- | | |
|--------------|-------------|
| • longing | • restored |
| • adventure | • trudged |
| • wickedness | • ransacked |
| • imagine | • furious |
| • awaits | • prepared |
| • wounded | • smirking |

Tier 2 words selected for direct vocabulary instruction:

- ***longing***
- ***furious***
- ***wounded***

Step 1: Doing the read aloud of the text with a focus on comprehension.

PAGE:

1-2 Read page (longing)

Show illustration and explain what a wardrobe is.

- *What is so special about this wardrobe?*

3-4 Read

- *What do we know about Mr. Tumnus so far?*

Show both illustrations

5-6 Read

Show illustration

- *Why is Mr. Tumnus so upset?*
- *What are Lucy's plans?*

7-8 Read without showing illustrations

- *How does the Witch persuade Edmund to do what she wants?*

Show picture

9-10 Read without showing illustrations (furious)

- *Why do you think this happened to Mr. Tumnus?*

Show picture

11-12 Read

Show illustration

- *What do we know about Aslan?*
- *Where do you think Aslan was going?*

13-14 Read

Show illustration

15-16 Read (wounded)

Show illustrations

- *What do you think Father Christmas meant when he said, "I bring you what your adventures call for?"*

17-18 Read without showing illustrations

- *What is happening to the weather in Narnia?*

Show illustration

19-20 Read without showing illustrations

- *What new information do we have about Aslan?*

Show illustration

21-22 Read and show illustration

- Point out the horizon line.
- *What does Lucy mean when she says Edmund is lost?*

23-24 Read and show illustration

25-26 Read without showing illustrations

- *What does it mean that Aslan offered his own life to save Edmunds?*

Show illustration

27-28 Read and show illustration

29-30 Read and show illustrations

31-32 Read without showing illustrations

- *Where did Aslan get many of the members of his Army?*

33-34 Read and show illustrations

- *Why did Edmund go for the Witch's wand instead of the Witch?*

35-36 Read and show illustrations

- *How did Edmund earn his place back with the other children?*

37-38 Read and show illustrations

- *What was Narnia like after Aslan and the four children came to power?*

39-40 Read without showing illustrations

- *What surprised the children?*

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **longing**

1. Use the target word as it was contextualized in the story.
In the story, the author tells us that the four children were all **longing** for adventure. Lucy, the most **longing**, was first to push past the furry coats and through the wardrobe.
2. Explain the meaning of the word in student-friendly terms.
If you are **longing** for something that means you want something really special, and you can't wait for it to happen, or to get it.
3. Have the children say the word **longing**.
4. Provide additional examples of the word in contexts other than the one used in the story.

ADDITIONAL EXAMPLES:

- Juan is **longing** to see his mother again because she has been in Mexico for six months.
 - Sarah is **longing** for her birthday to come because she can't wait to get her new roller blades.
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word. (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)

STUDENT GENERATED EXAMPLES

- Think of something that you are **longing** for. Start your sentence with "I am longing to/for . . ."
6. Have the children say the word **longing**.

Target word: **wounded**

1. Use the target word as it was contextualized in the story.
STORY CONTEXT: In the story, Father Christmas gives Lucy a small diamond bottle of cordial made from fireflowers, so magical that a few drops would heal the **wounded**. At the thought of the **wounded**, Lucy remembered Edmund. She had the feeling something terrible was happening to him
2. Explain the meaning of the word in student-friendly terms.
DEFINITION: hurt or injured
3. Ask the children to say the word **wounded**.
4. Provide additional examples of the word in contexts other than the one used in the story.

ADDITIONAL EXAMPLES:

- If a soldier is hit by a bullet in his leg, he is **wounded**.
- If you fall off your bike and break your arm, you are **wounded**.

STUDENT GENERATED EXAMPLES:

- Now you think of other ways that someone might get **wounded**. Begin your sentence by saying, "You may get **wounded** by..."
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word.

Listen to these situations. If you would be **wounded** by doing what I say, stand up and say, "I'm **wounded**." If you would not be **wounded** stay seated and say nothing.

- You are in a car accident and you cut your head on the windshield.
 - Your dad tickles your feet.
 - You cut your finger while slicing some cheese.
 - Your grandma gives you a hug before you leave her house.
6. Have the children say the word **wounded**.

Target word: **furious**

1. Use the target word as it was contextualized in the story.

In the story, Lucy finds out that Mr. Tumnus had been dragged away by the Witch's Secret Wolf Police. She was **furious**. She cried, "Well, that does it, I'm not leaving until that Witch has had her wand smashed and her wickedness stamped on!"

2. Explain the meaning of the word in student-friendly terms.

DEFINITION: extremely angry

3. Ask the children to say the word **furious**.
4. Provide additional examples of the word in contexts other than the one used in the story.

STUDENTS REPEAT WORD

5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word.

STUDENT GENERATED EXAMPLES:

Now you describe a time when you were **furious** and tell why. Start your sentence with: "I was **furious** when . . . because . . ."

6. Have the children say the word **furious**.

Combine the words by having the children make a choice between two of the words:

Number the three new words 1-3, and hang them on the wall. Give the following situations and have the students say the correct word while holding up the number of fingers corresponding with that word.

- I fell and broke my wrist, while skateboarding.
- My baby sister flushed my new necklace down the toilet.
- I can't wait until I am 16, and I can get my driver's license.
- Your bike was stolen during the night.
- A soldier was hit in the leg by a road-side bomb.
- I wish I could go visit my dad, because I miss him so much.

Maintain all three words by asking the children to give examples or explanations:

1. Complete this sentence: Jack was **longing** to _____. Ask for response from one student. Then ask, "Thumbs up or Thumbs down?"
2. A person would be **wounded** badly if _____. Ask for response. "Thumbs up or thumbs down?"
3. I would be **furious** if _____. Ask for response. "Thumbs up or Thumbs down?"

53. LITTLE GRUNT AND THE BIG EGG

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Text Talk Lesson for: Little Grunt and the Big Egg, (Tomie dePaola, 1990)
ISBN: 0-440-84457-6

Potential Tier 2 words in the text:

- brunch
- hearth
- crowded
- housebroken
- erupting
- resign
- scenery

Tier 2 words selected for direct vocabulary instruction:

- ***erupting***
- ***resign***
- ***hearth***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Today we are going to read a story about a boy who finds an animal who becomes special friend. Before we begin to read we need to think about what we already know about pets who are friends. (Have class brainstorm a list of pets that they would like to have.) Today when I read the story to you, I want you to practice listening very carefully to the story. Good readers can answer questions about a story while they are reading it. This helps them remember the story better. When I am done with a page, I will ask you a question about the page and then we will look at the picture in the book.

- pg. 1 question (read the text and ask the students the question to help them remember the story. Q: Who lived in the cave?
 - Model request, I remember from the story that a family named the Grunts lived in the cave; there were a lot of them for just one cave.
- pg. 2 Q: What was Little Grunt's job?
- pg. 3 Q: How did Little Grunt get the egg home?
- pg. 4 Q: How do the Grunts feel about the egg?
- pg. 5 Q: What happened to the egg?
- pg. 6 Q: What hatched out of the egg?

- pg. 7 Q: Does Little Grunt like the dinosaur? How about the rest of the family?
- pg. 8 and 9 Q: What was the big problem with George?
- pg. 10 and 11 Q: Do you think that the Grunt family likes George?
- pg. 12 Q: Why does George have to leave?
- pg. 14 Q: Where did Little Grunt take George?
- pg. 16 Q: Why do the Grunts think the cave start to shake?
- pg. 18 Q: Do you think that the Grunts are in trouble? Why?
- pg. 20 Q: I wonder who is making that strange new noise?
- pg. 22 Q: How can George save the family?
- pg. 24 Q: Where do you think George will take the family?
- pg. 26 Q: How do the Grunts feel about George now?
- pg. 28 Q: Why did the Grunts change George's name to Georgiana?
- pg. 30 Q: Do you think that Georgiana will be a good mother? Why?

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

There were some words today in our story that you might not know so we are going to learn them. The reason we are going to learn the words is because good readers know lots of words so when they are reading a story so they can understand exactly what the author wants them to know. Our first new word is:

Target word: ***erupting***

1. The volcano is ***erupting*** in the story
2. ***Erupting*** is when something explodes or blows up.
3. When I count to three I would like all of you to say the word ***erupting***
4. When this class is noisy, the sound is ***erupting*** from the students' mouths.
5. Can you raise your hand and tell me about a time when you something ***erupting*** please use the word ***erupting*** in your sentence.
6. Let's practice saying our word one more time. When I count to three say ***erupting***.

Target word: **hearth**

1. The Grunts put the egg near the **hearth** in the story.
2. A **hearth** is the edge of a fire place, where it is nice and warm.
3. When I count to three I would like all of you to say the word **hearth**.
4. In the winter when my shoes are wet from walking in the snow I put them on the **hearth** to dry.
5. Can you tell me what you would put on the **hearth**? I would put a _____ by the **hearth** because...
6. Let's practice saying our word one more time. When I count to three say **hearth**.

Target word: **resign**

1. When the Grunts were trapped in the cave Chief Rock head said, "Don't ask me! I **resign**."
2. **Resign** means to quit.
3. Let's practice saying our word. When I count to three say **resign**.
4. When the students were acting very naughty in the class the teacher said, "That's it, I **resign**!"
5. Can you tell me what might make a person **resign** from their job? Please use the word **resign**, _____ would **resign** from their job because...
6. Let's practice saying our word one more time. When I count to three say **resign**.

Combine the words by having the children make a choice between two or three of the words:

- The water was exploding out of the sprinkler, the water was
 - a. **erupting**
 - b. **resign**
 - c. a **hearth**
- I am nice and warm next to the fire, I am going to sit on the
 - a. **resign**
 - b. **hearth**
 - c. **brunch**
- When the doctor found out that he had to give 71 students shots he decided to
 - a. eat **brunch**
 - b. **resign**

Maintain all three words by asking the children to give examples or explanations:

- Please raise your hand and tell me something that could be **erupting**
- I put my mittens on the **hearth**. Where is the **hearth** in my room?
- Why do you think that a trash man would **resign**?

Maintain by helping children add to their networks of related words:

- Please go back to your seats and write a sentence about a something that was **erupting**.
- Draw a picture of a **hearth**.
- Write a sentence about why you would **resign** from being a student.

Assess:

“Let’s think about all three of our new words again: **erupting hearth, and resign.**”

- Where would you put a turtle to stay warm in the winter?
 - By the **hearth**
 - If it was **erupting**
- I don’t want to work anymore. I am going to
 - **resign**
 - be a **hearth**
- The radio was so loud in the car it was _____ out the windows.
 - **resigning**
 - **erupting**

54. LITTLE RED RIDING HOOD

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Text Talk Lesson for: Little Red Riding Hood, (Lisa Campbell Ernst, 1995)
ISBN: 0-590-89933-3

Potential Tier 2 words in the text:

- prairie
- scorcher
- startled
- adores
- wafting
- scrumptious
- tantalizing
- slyly
- response
- dastardly
- feeble
- delectable
- muddled
- ancient
- scoundrel
- frail
- disposition

Tier 2 words selected for direct vocabulary instruction.

- ***scrumptious***
- ***dastardly***
- ***disposition***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Introduce the story by asking the students, “How many of you are familiar with (or know) the story of Little Red Riding Hood. Tell me how it goes.” After students have told you the story they know, show them the front cover of the book. Ask the students if this book looks like the story that they know. Ask “What is the same/different about it?”

I want you to listen carefully and think about what is the same and what is different from the story that you know. I want you to compare the things that are the same and contrast the things that are different from the story that you know.

Read page 3: What is the same about how this story begins compared to the story you know? What’s different? Where does this Little Red Riding Hood live? Let’s read a little farther to see if we can find out what a prairie is. Show the picture.

Read page 4: In the story that you know, what does Little Red Riding Hood bring to Grandma? What does she bring to Grandma in this story?

Read pages 7 and 8. Remember that Little Red Riding Hood lives at the edge of a great prairie? Where do you find a prairie? What are some things you would find on a prairie? Display a realia picture of a prairie then show the picture of Little Red Riding Hood riding her bike on the prairie on pages 8 and 9.

Show pages 10 and 11 at the same time as reading it. Point out the wafting lines on the page. Sometimes when something smells and tastes really good, it is almost as if we can see the wonderful smells coming at us. That is wafting.

Read page 12.

Read pages 15 and 16. Let's recap for a moment. What has happened so far in this story? Let's compare how it is the same as the story we know. Describe what is different about the stories.

Read pages 18 and 21

Read page 22. In the story that we know, where does the wolf find Grandma? Is that where the wolf in this story finds Grandma? Where do you think Grandma might be? Show the picture.

Remind what the wolf says when he finds Grandma in the house. (Allow children time to retell that story part from the story that they know.)

Read page 25 and show the picture. Does this look like the Grandma from the story that you know? What is different about it?

Read page 26. In the story that you know, who has the "big eyes," "big ears," and "big hands?" Was there something different? Who has those things in this story? – grandma

Read page 28 to the end. Did this story end the same way as the story you know? Tell me what was different? What was the same? Describe the wolf's disposition in the beginning of the story and then at the end.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **scrumptious**

1. In the story the wolf smells the wheat berry muffins that came wafting under his nose and he whispers, "What is that **scrumptious** smell?"
2. When foods taste so good they make your lips smack, we say that it is tastes **scrumptious**.
3. "Say the word with me softly, loudly and then like Grandma: **scrumptious**."
4. When we are hungry and we smell our favorite foods, we think about eating them because they taste so **scrumptious**. Fresh warm tortillas are **scrumptious**. In the summer, I love corn on the cob and barbecue chicken on the grill because they taste and smell so **scrumptious** it makes my mouth water.
5. I want you to think about a food that tastes and smells **scrumptious**. Try to use the word **scrumptious** when you tell us about it.
6. "What's the word we have been talking about?" '**scrumptious**'

Target word: **dastardly**

1. "Our story says that the wicked wolf had a dastardly plan."
2. "To be **dastardly** means to be sneaky."
3. "Say the word with me in a whisper, like a robot, and then like an opera singer. **Dastardly**."
4. "When you make a plan to try to trick your younger brother or sister in to doing your chores, you could say that you have a **dastardly** plan. When someone plots a way to trick you out of your money, they plotted a **dastardly** plan."
5. "Have you ever tried to come up with a plan to get out of doing something or plotted a trick to get a brother or sister to do something for you that you didn't want to do? Begin by saying, 'My **dastardly** plan was...' Practice your sentence with your shoulder partner."
6. "The word we are learning about is**dastardly**."

Target word: **disposition**

1. "The story says, naturally, the wolf got to eat all the muffins he wanted, which improved his **disposition** enormously."
2. "**Disposition** describes your natural personality."
3. "Say the word sounding like you have a sad **disposition**, then an angry **disposition**, and finally a cheery **disposition** like Mary Poppins."
4. "When you see someone that is smiling and happy, we say that they have a cheery **disposition**. A person that seems to be mad all the time may have an angry **disposition**."
5. "I am going to say some things may or may not describe someone's **disposition**. If it could describe someone's **disposition**, say '**disposition**.' If it does not describe someone's **disposition**, do not say anything."
 - Sneaky
 - Shopping for clothes.
 - Helpful
 - Lazy
 - Eating a sandwich.
 - Watching television.
6. "Remind me again of the new word we have learned." **disposition**

Combine the words by having the children make a choice between two of the words:

- If you were eating s'mores around a campfire, would they taste **scrumptious** or **disposition**?
- If someone refuses to do what you ask them, would they have a **dastardly** plan or stubborn **disposition**?
- If it was your turn to do the dishes and you came up with a plan to trick your brother or sister to do them instead, did you have a **dastardly** plan or a **scrumptious** plan?

Maintain all three words by asking the children to give examples or explanations:

- Give an example of something that would not be **scrumptious**.
- If you were a patient in the hospital, would want to have a nurse that had a mean **disposition** or a caring **disposition**? Why?
- Can you think of a character from another story or movie that had a **dastardly** plan?

Maintain by helping children add to their networks of related words:

- Have you ever tasted something you thought would be **scrumptious**, but it really wasn't? What did you do?
- If you met a stranger on your way home from school, they might have a **dastardly** plan to get you into their car. What should you do?
- What should you do if someone on the playground had a mean-spirited **disposition** and pushed you down?

Assess:

"Let's think about all three of our new words again: **scrumptious**, **dastardly**, **disposition**."

- Which food would you think was **scrumptious**, a chocolate bar or broccoli?
- Which would be a **dastardly** plan, trading your 4 quarters for your sister's/brother's dollar or trading your 10 pennies for sister's/brother's dollar?
- Which person would have a funny **disposition**, a policeman or a clown?

55. THE MAGIC HAT

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Text Talk for: The Magic Hat, (Mem Fox, 2003)
ISBN: 0-439-56133-7

Potential Tier 2 words in the text:

- magic
- spun
- warty
- toad
- baboon
- kangaroo
- appeared
- lofty
- giraffe
- skip
- wizard
- warning
- fabulous

Tier 2 words selected for direct vocabulary instruction:

- ***amused***
- ***mischievous***
- ***confused***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud pages 1 & 2. Show the illustrations and point out the town and the hat in the sky.

Read aloud pages 3 & 4. Ask the students, “What do we know so far?” Show the illustrations.

Read aloud pages 5 & 6. Ask the students, “What is the hat doing? Where is it going?” Show the illustrations.

Read aloud pages 7 & 8. Show the illustrations and point out the hat and where it is going.

Read aloud pages 9 & 10. Say to the students, “I am noticing that the story is rhyming. I noticed that ‘hat’ rhymes with ‘that’, ‘air’ rhymes with ‘there’. Do you think that the next animal that the hat is going to land on rhymes with ‘air’ and ‘there’?” “Let’s find out!”

Read aloud pages 11 & 12. Ask the students, “Did the hat land on an animal that rhymes with ‘air’ and ‘there’?” “Was your answer right?”

Read aloud pages 13 & 14. “Good readers predict what is going to happen next in the stories they read. Tell me what you think is going to happen next?” or “Can you predict where the hat is going next?” Show the illustrations.

Read aloud pages 15 & 16. Ask the students, “Was your prediction right?” “Let’s keep reading to find out what the hat is going to do next!” Show the illustrations.

Simultaneously read aloud pages 17 & 18 while showing the illustrations.

Read aloud pages 19 & 20 and ask the students to help you read the word that is big and bright red (**STOP!**).

Read aloud pages 21 & 22. Say to the students, “Let’s answer the question asked. ‘and what do you think?’” Show the illustrations.

Read aloud pages 23 & 24 while showing the illustrations. Point out the people who were turned back into people and the crowd as well. (*confused* and *amused*)

Read aloud pages 25 & 26 while showing the students the illustrations. (*mischievous*)

Read aloud pages 27 & 28. Show the illustrations and ask the students, “Can you predict what is going to happen to the wizard?”

Read aloud page 29. Show the illustrations and ask the students, “Did your prediction happen?” “Good readers reflect on the story and how it ended. How did our story end?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target Word: ***amused***

1. “In the story the author said the crowd was highly ***amused***.”
2. If you say someone is highly ***amused***, you mean they are not bored but they are happy, and or laughing and smiling.
3. “Say the word with me: ***amused***.”
4. “If (teacher name) came to school today wearing a horse costume his/her class would be ***amused***.” “Having a clown slip on a banana peel and fall would make people ***amused***.”
5. “Now you think of something that has ***amused*** you. Please start your sentence with, ‘I was ***amused*** when...’ (If students provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)
6. “What’s the word we’ve been talking about?” ‘***amused***’

Target word: ***mischievous***

1. "In the book it said the wizard had a ***mischievous*** smile."
2. ***mischievous*** means to be playful or is playful.
3. "Say the word with me: ***mischievous***"
4. "While having a water fight my brother gave me a ***mischievous*** look before he hit me with a bucket full of water." "Someone hiding under a table waiting to scare the teacher would be ***mischievous***."
5. "Now it is your turn to think of a time when you have been ***mischievous***. Please begin your sentence with, 'I was being ***mischievous*** when I...' Please share it with your partner."
6. "What's the word we've been talking about?" '***mischievous***'

Target word: ***confused***

1. "The author wrote, 'Turned back into people, dazed and ***confused***.'"
2. ***confused*** means to mistake one thing for another.
3. "Say the word with me: ***confused***."
4. "I ***confused*** the sound /k/ for the letter C when it should have been K." "Some students get ***confused*** when they see the letters p and q, or b and d."
5. "Now will you please share a time when you were ***confused***. Start your sentence, 'I was ***confused*** when...'"
6. "What's the word we've been talking about?" '***confused***'

Combine the words by having the children make a choice between two of the words:

- Calling someone by the wrong name. ***mischievous*** or ***confused***
- Hiding your moms' keys. ***amused*** or ***mischievous***
- Laughing at someone's joke: ***confused*** or ***amused***
- Walking into the wrong bathroom: ***confused*** or ***mischievous***
- Someone wearing a funny hair-do: ***mischievous*** or ***amused***
- Sneaking into your sisters room to take something: ***mischievous*** or ***amused***

Maintain all three words by asking the children to give examples or explanations:

- Tell us of a time when one of your friends ***amused*** you.
- Has there ever been a time when you were ***confused*** and got lost? Tell us about it.
- Will you tell us of a time when someone in your family was ***mischievous***?

Maintain by helping children add to their networks of related words:

- If someone **amused** you how would you feel? Describe what you would do.
- If someone was being **mischievous** during a movie, would you begin acting like them? Why or why not?
- My dad was **confused** when he took the wrong turn on the way to the movie theater. What other things make parents **confused**?

Assess:

“Let’s think about our three new words we learned about: **confused**, **mischievous**, **amused**”

- “One of these sentences means **confused**. Please give me a thumbs up if it is or if it is not give me a thumbs down.”
 - a) a little child knowing where he/she is, or
 - b) a little child not knowing where he/she is.
- Which of these is **mischievous**?
 - a) hiding behind a door to scare someone, or
 - b) hiding behind a door because there is a stranger in your house.
- If you are **amused** you are:
 - a) having a good time and laughing at something or
 - b) having a bad time and crying.

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Text Talk Lesson for: Mailing May, (Michael O. Tunnell, 1997)
ISBN: 0-688-12878-5

Potential Tier 2 words in the text:

- | | | |
|-----------------|--------------------|-----------------|
| • sit a spell | • slogged | • flabbergasted |
| • postal code | • valise | • carted |
| • tingly | • spidery trestles | • mail carrier |
| • beeline | • commenced | • mumbled |
| • permissible | • poultry | • boar hog |
| • adventuresome | • conductor | |

Tier 2 words selected for direct vocabulary instruction:

- ***mumbled***
- ***permissible***
- ***poultry***

Step 1: Doing the read aloud of the text with a focus on comprehension.

I chose the three starred words as my target vocabulary. Many of the other words, such as beeline, slogged, flabbergasted, valise, commenced, and sit a spell, seemed very old fashioned. Words like boar hog, spidery trestles, and postal code seemed seldom used. From the remaining words, I chose the three that seemed most common and usable. I thought about adding conductor, but decided to use only three words for my text talk.

First I will briefly introduce the story. "This is a true story of a little girl named May who wanted to go visit her grandma, but couldn't afford it. As we read, see if you can figure out how she will get there."

"The story takes place in 1914, so some of the words will be old-fashioned and hard to understand. Let me know if I read a word that you don't understand." I will read each page and then show the picture from that page.

I will read pages 1&2 and ask "Why was May looking for a job?" and "Why couldn't she get one?"

Read pages 3&4 and ask, "Why do you think Ma and Pa were whispering and not letting May ask questions?"

Read pages 5&6 and ask, "Why did Pa take May to the post office?"

Read pages 7&8 and ask, "Why did they call May a baby chick?"

Read pages 9&10 and ask, “Why did May say that she was ‘adventuresome’.” “Why do you think that the author used that word?”

Read pages 11&12 and ask, “What did May see out the door of the train? Why would she see these things?”

Read pages 13&14. Ask, “How did May get to Grandma’s house?”

Direct Vocabulary Instruction of the Tier 2 Words:

Target word: **mumbled** (page 6)

1. In the story when they bring May to the train station to mail her, Mr. Perkins **mumbles**, “Mailing May” and shakes his head. He would have said it like this (mumble) “Mailing May”.
2. **Mumble** means to speak something quietly without opening your mouth very much.
3. The word is **mumbled**. Say the word **mumbled** with me, “**mumbled**”.
4. Sometimes when you are in trouble and you don’t want to get in more trouble, you **mumble** your words, like this “You always blame me.” Or if you have something in your mouth when you are trying to talk, it can come out as a **mumble**. When I speak clearly in class, I am not **mumbling**. When you yell across the playground, you are not **mumbling**.
5. Can you think of a time when you **mumbled**? Try to use the word **mumbled** in your sentence when you tell about it. You could say, “I **mumbled** when _____.”
6. What is the word we have been talking about? Say it together, “**mumbled**”.

Target word: **permissible** (page 7)

1. In the story Mr. Perkins said, “Well, the rule book says nothing about children, but it is **permissible** to mail baby chicks.” He means that it is okay to mail chicks. They will allow it.
2. **Permissible** means ‘allow or let something happen’. The word **permissible** comes from the same root word as permission. You sometimes have to have permission to do something and it is **permissible** to do so.
3. The word is **permissible**. Say the word **permissible** with me, “**permissible**”.
4. It is **permissible** to bring show and tell to school on Friday. It is **permissible** to take the paddle to go the bathroom. It is not **permissible** to hit someone. It is

not **permissible** to steal. If any of these things I say would be **permissible**, say **permissible**. If not, don't say anything.

- reading a book
 - lying
 - running in the hall
 - being kind
 - throwing food in the lunchroom
 - feeding the dog
5. Tell me something that you know is **permissible**. Say it this way, "It is **permissible** to . . ."
 6. Tell me something that you know is not **permissible**. Say it this way, "It is not **permissible** to . . ."
 7. What is the word we have been talking about? Say it together, "**permissible**."

Target word: **poultry** (page 8)

1. In the story Mr. Perkins says, "Well, Leonard, looks like you'll be in charge of some **poultry** on this mail run." They were talking about mailing May as a baby chick.
2. **Poultry** are tame birds like chickens, turkeys, and geese. People use them for eggs or meat.
3. We eat **poultry** like chickens and turkeys. Wild birds are not considered to be **poultry**. Chickens are **poultry**. Dogs are not **poultry**. Penguins are not **poultry**.
4. Can you think of a time when you did something with **poultry**? Try to use the word **poultry** in your sentence when you tell about it. You could say, "A _____ is a kind of **poultry**. or "**Poultry** _____."
5. What is the word we have been talking about? Say it together, "**poultry**".

Combine the words by having the children make a choice between two of the words:

- "If you were hungry would you want **mumbled** or **poultry**?" Why?
- If your mouth was full would you **mumble** or **permissible**? Why
- If you had the bathroom pass, would going to the bathroom be **permissible** or **poultry**? Why?

Maintaining all three words by asking the children to give examples of explanations:

- "Please **mumble** your name and phone number."
- Name three things are **permissible** to do at school.
- Think of a time when you had **poultry**.

Maintain by helping children add to their networks of related words:

- When I ate lunch I had chicken. What else could I have eaten that was **poultry**?
- When you are **mumbling** , what are you doing?
- How would you act if something was **permissible**?

Assess:

- What were our three new words again? **Mumbled, permissible, poultry.**
- When something is **permissible** is it okay or not okay?
- When would you **mumble**- when you are upset or when you are happy?
- Which of these would be **poultry**- a flagpole or a turkey?

57. THE MAN WHO WALKED BETWEEN THE TOWERS

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Text Talk Lesson for: The Man Who Walked Between the Towers. (Scholastic, 2004)
ISBN: 0-439-71141-8

Potential Tier 2 words in the text:

- | | |
|---------------|---------------|
| • fiery | • gasped |
| • amazed | • stared |
| • reel | • astonishing |
| • equipment | • terrifying |
| • sparkling | • surrounded |
| • plummeted | • satisfied |
| • secured | • completely |
| • frantically | • sentenced |
| • absolutely | • imprinted |

Tier 2 words selected for direct vocabulary instruction:

- ***plummeted***
- ***astonishing***
- ***imprinted***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Before reading the story, say, “This is a true story that happened in New York City.”

Read aloud page one. Compare the height with something the children are familiar with. Show the illustration.

Read aloud pages 2 and 3. Ask the children, “What do we know about the young man?”

Read aloud pages 4 & 5. Show the illustration. Ask the children, “What else do we know about him?”

Read aloud pages 6. Ask the children, “Why wouldn’t the police officers allow him to do this?”

Read aloud page 7. Ask the children, “What is the man planning to do?” Show the illustration.

Read aloud pages 8. Explain briefly the terms, “cable” and “equipment”. Ask the children, “What are do you think they going to do?” Show the illustration.

Read aloud page 10 & 11. Show the illustration.

Read aloud page 12 & 13. Show the children how thick the cable is. Ask the children, "Do you think he will make it? Why or why not? Would you do it? Why or why not?" Show the illustration.

Read aloud pages 14 and 15. Explain that plummeted means fell, and secured means tied. Explain that his friends could have fallen. Show the illustration.

Read aloud page 16 & 17. Explain that frantically means that they are worried and hurrying. Show the illustration.

Show the illustration and fold out for pages 18 and 19. Read aloud page 19. Ask the children, "How would you feel if you were on the street below Phillipe, and looked up and saw him?"

Read aloud page 20. Show the illustration.

Unfold and read page 21. Ask the children, "What will the police do? How will they get him down?"

Read aloud page 22 and 23. Show the illustration.

Read aloud page 24 and 25. Show the illustration. Remind the children about how big around the cable is. Ask the children, "How will they get him down?"

Read aloud page 26 and 27. Explain that satisfied meant, he was happy and finished. Show the illustration.

Read aloud page 28. Show the illustration.

Read aloud pages 30 and 31. Show the illustration. You may want to briefly explain what happened to the towers, and emphasize that they are no longer there. We just have memories of them. Ask the children, "How did the story end?"

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **plummeted**."

1. "In the story, the author states that the cable **plummeted** toward the street.
2. "**Plummet** means to drop straight down."
3. "Say the word with me: **plummet**"
4. "When a hawk is flying and sees a mouse on the ground that we want to eat, he will **plummet** to get it. If I was to stand on a cliff and drop a rock, it would **plummet** to the ground."
5. "Give me an example of something that could **plummet**. You could say, " The _____ **plummeted** from the _____"
6. "What word have we been talking about? "**plummet**

Target word: ***astonishing***

1. "In the book, when the people first saw Phillipe, the author states that they gasped and stared! It was ***astonishing***."
2. "***Astonishing*** means surprising or amazing. The people could hardly believe someone would walk up there so high."
3. "Let's say the words aloud, ***astonishing***."
4. "It would be ***astonishing*** to look outside and see hamburgers falling from the sky." "It would be ***astonishing*** for a dog to say, "Meow".
5. "I am going to tell you some things. If this thing is ***astonishing***, say, "That's ***astonishing!***" If not, shake your head.
 - The principal wearing his swimming suit to school
 - School letting out at 2:45
 - Eating pizza for lunch
 - Your teacher letting you drive her car
6. "What word have we been learning? ***astonishing***

Target word: ***imprinted***

1. "The last page of the story reads, "but in memory, as if ***imprinted*** on the sky, the towers are still there."
2. "***Imprinted*** means that something is permanent. It is there forever. The towers aren't still there, but the memory of the towers is in people's minds forever."
3. "Say the word with me :***imprinted***."
4. "The picture on this page is on here forever. I can't erase it. It is ***imprinted***." "If I record my voice on a CD, it is ***imprinted*** on the CD."
5. "I'm going to give some examples. If it is imprinted, say "***imprinted***". If not, don't say anything.
 - A photograph in a book
 - Writing something with a pencil
 - The memory of my mother's face
 - What I ate for lunch
6. "What word are we talking about? ***imprinted***"

Combine the words by having the children make a choice between two of the words:

- Would a movie star coming to class be **astonishing** or **plummeted**? Why?
- Would rain falling from the sky **plummet** or **imprint**? Why?
- Would a title on a book be **imprinted** or **plummet**? Why?

Maintain all three words by asking the children to give examples or explanations:

- If something **astonishing** happened at school? What might happen?
- How do people **imprint** their thoughts or stories?
- What would be fun to see **plummet** from the sky? Why?

Maintain by helping children add to their networks of related words:

- When you are seeing something that is **astonishing**, what words might you say?
- Could a feather **plummet**, why or why not?
- What is something **imprinted** in your memory?

Assess:

“Let’s think about all three of our new words again: **plummet, astonishing, imprinted.**”

- What is most likely to **plummet** from the sky-snow or hail?
- What is **astonishing**-your best friend coming over to play or your best friend flying over your house?
- What is **imprinted**, the words in a book, or words on the white board?

58. THE MARKET SQUARE DOG

Karen Toledo
Montezuma Creek Elementary
San Juan School District

Text Talk Lesson For: The Market Square Dog, (James Herriot, 1989)
ISBN: 0-590-48062-6

Potential Tier 2 words in the text:

- devoured
- eagerly
- fringed
- anesthetic
- glancing
- anxiously
- claim
- inquired
- reunited
- mongrel

Tier 2 words selected for direct vocabulary instruction:

- ***reunited***
- ***anxiously***
- ***inquired***

Step 1: Doing the read aloud of the text with a focus on comprehension.

“Okay boys and girls today you are going to listen to a story about a lonely dog in England. Listen as I read about a veterinarian, also the narrator, who sees the dog in a market square. A market square is where people come together in one place to sell and buy all sorts of things.”

Read pages 2-4. Stop. Think aloud: “Okay. After reading I understand that the veterinarian and a farmer spot the little dog. They have never seen the dog before. The dog is begging for food appealingly. He is appealingly begging for food by sitting upright, paws dangling, rocking steadily, and with his head pointing expectantly. Like he was sure he was going to get something to eat.”

Continue reading. Stop on page 8. “The dog keeps trotting (sort of like running) away whenever someone gets close to it. Why do you think this is so? The veterinarian seems very curious about this particular dog doesn’t he? He says, “The memory stayed with me for the rest of the day. It is our duty to look after the animals who depend on us and it worried me to think of the little creature wandering about in a strange place, sitting up and asking for help in the only way he knew.” Turn to your partner and tell them whether or not you agree with this statement.”

Continue reading. Stop on page 14. “A whole week goes by and finally the veterinarian gets to examine the dog. The dog is badly hurt and is taken to surgery immediately. THINK-PAIR-SHARE: By his action, how do you know that the veterinarian cares about the dog?”

Continue reading. Stop on page 18. “The veterinarian visits the dog at the police station. Both the vet and the dog are glad to see each other. They are ecstatic! If the dog is doing well, why is the veterinarian still worried?

Ask: Will the dog ever get reunited with his owners? Why?”

Continue reading. Stop on page 24. “Boys and girls let me read a section of the story again. Think about the meaning of this statement.” Reread page 24. “...but nobody seemed to be interested in him. Maybe it was because he was only a mongrel and the people who visited the kennels wanted a more elegant dog...”

“Look at the picture.

Ask: Would you agree with the veterinarian? Why? What makes something elegant or highly prized and desired?”

Finish reading the story. “The begging dog finally has a home! Both the dog and the veterinarian are happy.”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **reunite (reunited)**

1. “The story had us anticipate a reunion of the dog and his owner. But the dog was never **reunited** with his owner.” “The dog and the owner didn’t **reunite** or come back together.”
2. “Say **reunite** with me. **Reunite**”
3. “If I was lost and then found, I would be **reunited** with my family. When I see old friends from school, I will **reunite** with them to talk about old times.”
4. “**Reunite**. To come back together. Think of a 7-up sentence using the word **reunite**. Share your sentence with your partner. Write the sentence.”
5. **Reunite**. What word?

Target word: **anxious (anxiously)**

1. “In the story the veterinarian’s wife, Helen, kept glancing at the dog **anxiously**.”
2. “**Anxious** means to be in a type of rush; to be unable to wait.
3. “Say **anxious** with me. **Anxious**.”
4. “If you studied hard for a spelling test, you would be **anxious** to see your test score. If you and your friends have started a fun game, you would be **anxious** to go out for recess.”
5. **Anxious**. Unable to wait. Think of a 7-up sentence using the word **anxious**. Share your sentence with your partner. Write it down.”
6. **Anxious**. What word?

Target word: ***inquire (inquired)***

1. “In the story the veterinarian asks if anybody has ***inquired*** about the dog.”
2. “***Inquire*** means to ask about.”
3. “Say ***inquire*** with me. ***Inquire.***”
4. “When you want to know more about stars and planets, you ***inquire*** about it by reading about it. If you want to know what is in the taco casserole, you ***inquire*** about it.”
5. ***Inquire.*** To ask about. Think of a 7-up sentence using the word ***inquire***. Share your sentence with your partner. Write it down.”
6. “Say in ***inquire*** with me. ***Inquire.***”

Combine the words by having the children make a choice between two of the words:

- If you brought a pet and its owner together, would you ***reunite*** them or would you ***inquire*** about it?
- If you finally went to see a long awaited movie, would you be ***anxious*** to see it or would you ***inquire*** about it?
- If you went to a family get-together, would you be ***reunited*** with your distant cousins or ***inquire*** about them?
- If you read more, to get more information, would you be ***anxious*** or would you be ***inquiring*** about it?
- If you were waiting for your birthday party, would you be ***anxious*** or ***inquire*** about it?
- If you were asking a store clerk about an item, would you be ***inquiring*** or ***reuniting***?

Maintain all three words by asking the children to give examples or explanations:

- Has there been a time when you were ***anxious*** for something to happen?
- Tell about a time when someone ***inquired*** about you. Maybe when you were visiting someone and people didn't know you.
- Why wouldn't I be ***reunited*** with my family if I never left them in the first place? Explain.

Maintain by helping children add to their networks of related words:

- When you are ***anxious*** for something to happen, how do you act? What does your body do?
- If you had to write about tropical birds, whom would you ***inquire*** about the topic? What would you also ***inquire***?
- How would you feel if you were ***reunited*** with a long lost loved one?

Assess:

“Let’s think about all three of our new words again: ***reunite***, ***anxious***, ***inquire***.”

- Which of these would a curious boy ***inquire*** about- a nest filled with tiny robin eggs or an empty nest?
- Which of these would make someone ***anxious***- seeing a newborn baby or watching doctors and nurses go by?
- How might two animals be ***reunited*** after being apart for two days-being put in the same cage or being put in separate cages?

59. THE MIDNIGHT FRIDGE

Ben Moser
Lewis Elementary
Ogden City School District

Text Talk Lesson for: The Midnight Fridge, (Bruce Glassman, 1998)
ISBN: 1-56711-801-1

Potential Tier 2 words in the text:

- | | | |
|---------------|------------|---------------|
| • alarm | • pride | • flung |
| • surprise | • deserve | • fray |
| • reminded | • uncoiled | • halted |
| • gather (ed) | • chanting | • cooperation |
| • squealed | • raving | • celebration |
| • paces | • ranting | • promoting |
| • blabbing | • erupted | • nudged |
| • groan | • fretted | • restored |
| • boasted | • fussed | • dimmed |

Tier 2 words selected for direct vocabulary instruction:

- ***boasted***
- ***raving***
- ***cooperation***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud page 1. Ask the students, “What type of genre is this story?” Have them explain their answers. Show the illustration to the students.

Read aloud pages 2 & 3. Ask the students, “What do you think is happening here?” Have them explain their answers. Show the illustrations to the students.

Read aloud pages 4 & 5, and ask “How are the foods feeling?” Show the illustrations to the students. Point out facial expressions.

Read aloud pages 6 & 7. Ask the students, “When somebody they knew said they were the best, how did it make them feel?” Have students explain their feelings. Show the illustrations to the students.

Read aloud pages 8 & 9 and ask, “How do you think the foods are feeling now?” Show the illustrations to the students. Point out potato and hot pepper.

Read aloud pages 10 & 11. “What do you think the problem is in this story? Have the students explain their answer. Show the illustrations to the students.

Read aloud pages 12 & 13. Ask the students, “Why is the problem getting worse?” Show the illustrations to the students.

Read aloud pages 14 & 15. “If you were one of the foods in this fridge what would you do in this situation?” “Why?” Show the illustrations to the students.

Read aloud pages 16 & 17 and ask, “Why is fighting bad?” “Why does fighting not make the problem go away?” Show the illustrations to the students.

Read aloud pages 18 & 19. “If you were one of the foods in this fridge what would you do in this situation?” “Why?” “Do you think the problem is being solved?” Have students explain their answers. Show the illustrations to the students.

Read aloud pages 20 & 21 and ask the following questions: “Why do you think it took hero sandwich so long to stop the fighting?” “How do you think the foods feel now?” “How have you felt when you have been caught doing something wrong?” “How do you think hero sandwich will make the foods feel better?” “Explain your answer.” Show the illustrations to the students.

Read aloud pages 22 & 23. “Has the problem been solved yet?” “Do the foods feel better?” “Explain your answers.” Show the illustrations to the students.

Read aloud pages 24 & 25 and ask the students, “What is hero sandwich doing to solve the problem?” “Is it working?” Show the illustrations to the students.

Read aloud pages 26 & 27. Ask the students the following questions: “Are the foods friends again?” “Why do you think that?” “How do you feel when you apologize and are friends again?” Show the illustrations to the students.

Read aloud pages 28 & 29 and ask the students these questions: “How do the foods feel now?” “Has the problem been solved?” “Do you think the problem could have been fixed sooner?” “Explain your answer.” Show the illustrations to the students.

Read aloud page 30. Ask the students, “How does the story end?” Show the illustration to the students. Also ask the following questions: “What do you think the little girl is thinking?” “What would you be thinking if you walked into the kitchen in the middle of the night and there was food spilled in front of the fridge?” Have the students explain their answers.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **boasted**

1. “In the story, the author writes ‘I am the top food,’ egg **boasted** with pride.”
2. “If you say that somebody **boasted**, you mean they said something about themselves making them better than anybody else.”
3. “Say the word with me: **boasted**.”

4. "If I were to say that I was the best teacher in the world, I would have **boasted** about my teaching." "My friend told me that he could play basketball better than I could. He **boasted** about how well he could play basketball."
5. "Now think about when you heard somebody who **boasted** about themselves. Tell us what they said. Start your sentence with 'This person **boasted** when he/she said..., ' or 'If you **boasted** about _____, you said you were the best.'" (If children provide an example of the very same way the word was used in the book, ask them to use the word in a different way than the author did.)
6. "What's the word that we have been talking about?" '**boasted**'

Target word: **raving**

1. "In the story, the author writes 'protein is yucky!, ' the pastries were chanting, which started the hamburgers **raving** and ranting."
2. "If you say that somebody is **raving**, you mean to say that person is very angry."
3. "Say the word with me: **raving**"
4. "I was ranting and **raving** when I couldn't get my lawn mower to start." My wife was ranting and **raving** when she found out she was not paid for the work she had done."
5. "Now think of a time that you were really mad. Tell us why you were mad, please start your sentence with 'I was ranting and **raving** when..., ' or 'When _____ happened I went about ranting and **raving**."
6. "What's the word we have been working on?" '**raving**'

Target word: **cooperation**

1. "In the story, the author writes 'Why, I am a model of **cooperation**, a blending of flavors, a taste celebration!'"
2. "**Cooperation** means to work together with other people to get something done."
3. "Say the word with me: **cooperation**"
4. "By using **cooperation** the group of students was able to win the relay race."
"**Cooperation** is very important to use when working in any type of group."

5. “If any of the things I say would require **cooperation**, say ‘**cooperation**.’ If not, don’t say anything.
 - Eating breakfast
 - Building a house
 - Playing on a basketball team
 - Going to bed
 - Driving a car
 - Paddling a canoe
6. “What’s the word we have been learning about?” ‘**cooperation**’

Combine the words by having the children make a choice between two of the words:

- A group of students working together to build a tower: **raving** or **cooperation**?
- Getting angry because somebody called you a name: **raving** or **boasted**?
- My brother said he was the best at skiing: **cooperation** or **boasted**?

Maintain all three words by asking the children to give examples or explanations:

- If somebody had **boasted** about how well they are at math, what did they do?
- My father was ranting and **raving** because he broke a piece on his car, what was he doing?
- Would you be using **cooperation** skills if you said, “I want to work on this project alone?” Why or why not?

Maintain by helping children add to their networks of related words:

- Have you ever **boasted** about how good you are at something? Are you actually that good or were you just saying you were that good? Why did you say that? Do you think you might have hurt somebody’s feelings?
- Tell us about a time when you were ranting and **raving**. What caused you to get so angry? How did you calm back down?
- When did you have to use **cooperation**? Would you rather work in a group or by yourself? Why?

Assess:

“Let’s think about all three of our words again: **boasted, raving, cooperation**.”

- Which one of these examples would somebody have **boasted** about themselves – a student asking another student for help? A student telling another student that she is going to “smoke” him because she is better than him at math?
- What would cause somebody to be **raving** mad – getting a 100% on a test? Finding out that your best friend told everybody in your class a lie about you?
- When would it be better to use **cooperation** – building a house? Brushing your teeth?

60. MING LO MOVES THE MOUNTAIN

Kim Gianelo
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Salt Lake School District

Text Talk Lesson for: Ming Lo Moves the Mountain, (Arnold Lobel, 1982)
ISBN: 0-688-10995-0

Potential Tier 2 words in the text:

- damp
- drippy
- cast
- sparse
- wise (8x)
- wisps
- billowed
- steep
- bind
- possessions (3x)
- bound

Tier 2 words selected for direct vocabulary instruction:

- ***wise***
- ***steep***
- ***possession***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book as a folktale set in China with a creative way of solving a problem.

Read pages 1-3. Ask the children, “What is the problem with Ming Lo’s house?” Show the illustration on page 3.

Read pages 5 & 6. Ask the children, “Ming Lo’s wife wants him to move the mountain, what do you think they should do?” Do not show the picture.

Read page 7. Ask the children, “What do you think will happen?” Show the illustration of the wise man.

Read pages 9 & 10. Ask the children, “What just happened when they cut down the tallest, thickest tree?” Show the illustration.

Read page 11. Ask the children, “The wise man told them to make a lot of noise to frighten the mountain so it will move, and do you think this will work? Tell us why or why not.” Do not show the illustration.

Read page 13. Ask the children, “What did you find out about your predictions?” Show the illustration.

Read pages 15 & 17. Show the illustration on page 17.

Read page 19. Ask the children, "Who can explain what Ming Lo and his wife must do now?"

Read page 21. Ask the children, "Who can explain the dance and show us how to do it?"

Ask the children, "How will the dance of the moving mountain help them to solve their problem?" Now show the illustration.

Read aloud page 23 & 25. Ask the children, "Who can explain what is happening?" Now show the illustrations on 23 & 25.

Read aloud page 27 & 29. Ask the children, "Why do you think the wise man wanted Ming Lo and his wife to try many different ways to move the mountain before he told them to do the dance?" Show the illustration on 29. "This book is a folktale what do you think the lesson in the book tells us about solving problems?"

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **wise**

1. "In the story it says that there is a **wise** man in the village. Go and ask him how to move the mountain. Then it says that the **wise** man thought for a long time."
2. **Wise** means to be intelligent and make good judgments or decisions. It also means to have great learning.
3. "Say the word with me: **wise**."
4. "When you cross the street and stop, look and listen you are making a **wise** decision. Our principal is **wise** to tell you to read every night. You are a **wise** student if you stop, look, and listen before you cross the street.
5. In the story the "**wise**" man was the smartest man in the village and so the people went to him when they had a question or a problem. "Who do you know that is **wise** and could help you with a problem? Start your sentence like this: My _____ is **wise** and helps me _____."
6. "What's the word we've been talking about? '**wise**'"

Target word: **steep**

1. "In the story it says: Together they began the **steep** climb to the top of the mountain where the spirit lived."
2. **Steep**: If something is **steep** it has a sharp slope and it is almost up-and-down.
3. "Say the word with me: **steep**."

4. Sometimes children on the slide like to climb up the **steep** part of the slide instead of climbing the stairs to the top. Have you gone sledding and climbed to the top of a **steep** hill? Ruben said, "I can't hike anymore, this path is too **steep** and I am tired."
5. "Now, you tell of a time when you climbed something **steep**. Start your sentence with, "The _____ was so **steep** that I _____."
6. "What's the word we're learning?" '**steep**'

Target word: **possession**

1. "In the story the wise man told Ming Lo and his wife to "collect all of the things that are your **possessions**."
2. **Possession** means something that you own or have.
3. "Say the word with me: **possession**."
4. "When you move to a new house or apartment you will pack up all of your **possessions** and take them with you. My favorite **possession** that I own is my computer. The teacher said, "When you leave the lunch room you shouldn't have any food in your **possession**, you must eat it in the lunchroom."
5. "Now you tell about a favorite possession that you own. Start your sentence with, "My favorite **possession** is my _____."
6. "Tell me the word that we are talking about?" '**possession**'

Combine the words by having the children make a choice between two of the words:

- On the first day of school your teacher said you need to read every night to improve, would that be a **wise** decision or a **steep** climb?
- If you were going sledding in the mountains would you be careful walking up the **steep** hill or with your **possessions**? Why?
- After you finish your lunch in the cafeteria would it be **wise** to have a cookie in your **possession** on the playground or not **wise** to have the cookie in your **possession**? Why?

Maintain all three words by asking the children to give examples or explanations:

- If you were going on a long trip what **possessions** would you take?
- Have you ever climbed a **steep** mountain? How did it feel?
- Who do you know that is **wise** and what do they do that makes them **wise**? Here is an example; "My grandmother was **wise** because she did crossword puzzles everyday to learn new words."

Maintain by helping children add to their networks of related words:

- “If you were moving to a new apartment or house what **possessions** would you pack in your box?”
- “If you were riding your bike and you came to a **steep** hill what would you do?”
- “Each day that you go to school you get **wiser**. Tell about something you are learning that makes you **wise**?”

Assess:

“Let’s think about all three of our new words again: **wise, steep, possession.**”

- If you needed to know how to fix your bike tire, which person would be a **wise** choice to help you, your baby brother or your Dad?
- Where would you find a **steep** hill in the shopping mall or in the mountains?
- Which of these might be a special **possession** you own, your bike or your homework?

61. MISS RUMPHIUS

Valerie Dixon
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Ogden City School District

Text Talk Lesson for: Miss Rumphius, (Cooney, 1982)
ISBN: 0-670-47958-6

Potential Tier 2 words in the text:

- faraway
- remain
- curious
- beautiful
- lupines
- tropical
- sowing

Tier 2 words selected for direct vocabulary instruction:

- **faraway**
- **beautiful**
- **sowing**

Step 1: Doing the read aloud of the text with a focus on comprehension.

Page:

1-2 Read text - Describe the place where Alice lived when she was a little girl.

4. Read text

5-6. Show pictures and read text *Emphasize words **faraway, beautiful** Why did you think Alice said that when she grew up she would go to faraway places and live by the sea?

8 Read text

10 Show pictures and read text

11-12 Show pictures and read text

13-14 Read text - Emphasize word **faraway** - *Why did Miss Rumphius stop traveling to faraway places and find a home by the sea?*

15-16 Show pictures and read text - Emphasize word **beautiful** - *How do you think Miss Rumphius will make the world more beautiful?*

17-18 Read text - *Why wasn't Miss Rumphius able to plant more lupines?*

19-20 Show pictures and read text - In the pictures point out lupines and a house by the sea.

21-22 Show pictures and read text - Emphasize word **sowing** - What did Miss Rumphius do with her lupine seeds?

24 Show pictures and read text - How did Miss Rumphius make the world more beautiful?

25-26 Show pictures and read text - *Why do you think people call Miss Rumphius the Lupine Lady? How do you think she is like her grandfather?*

27-28 Read text

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **beautiful**

1. In the story, Alice's grandfather says that she needs to do something to make the world more **beautiful**...
2. If something is beautiful, it is nice to look at or pretty. If you think something or someone is pretty, it is beautiful.
3. Let's segment the word **beautiful** into sounds we can hear and count the sounds on our fingers. Now say the word **beautiful**.
4. Let's look in a book and find 2 pictures that you would consider **beautiful**. Raise your hand and tell me a **beautiful** city or place you have been to.
5. Now let's write 2 sentences using the word **beautiful** about objects in this room. Please label the objects you've described with your sentences.
6. Say the word **beautiful**.

Target word: **faraway**

1. In the story it says that Miss Rumphius traveled to **faraway** places.
2. If someone or something is **faraway** it is not near you or not close by.
3. Let's segment the word **faraway** into sounds we can hear and count the sounds on our fingers. Now say the word **faraway**.
4. If you went on a plane that took you **faraway**, name a place you might go to.
5. Help me label 3 places on this map that are **faraway** from Utah.
6. Say the word **faraway**.

Target word: **sowing**

1. In the story it says that Miss Rumphius wandered over fields and headlands **sowing** the lupine seeds.
2. **Sowing** is something we do with seeds. **Sowing** means throwing out seeds or scattering them all over so they can grow. **Sowing** does not mean using a needle and thread to fasten something together—that word sounds the same, but it is spelled differently.
3. Let's segment the word **sowing** into sounds that we can hear, and count the sounds that we hear. Now say the word **sowing**.
4. A farmer might be **sowing** his wheat seeds so he can harvest a good crop in the fall.
5. If you were **sowing**, show me what actions you might do.
6. Say the word **sowing**.

Combine the words by having the children make a choice between two of the words:

- Which of the vocabulary words describes an action that a farmer might do?
- Point to the vocabulary word that might describe the way a person looks.
- Match this definition to the correct vocabulary word: Something that is not near you or even close by.

Maintain all three words by asking the children to give examples or explanations:

- Explain why you would have a hard time **sowing** bricks.
- Give me a description of something in your home that you would consider **beautiful**.
- Write a sentence using the word **faraway** to describe a boat.

Maintain by helping children add to their networks of related words:

- Raise your hand if you have ever planted seeds or **sowed** seeds.
- Why do they call the girl Beauty in Beauty and the Beast?
- Give me two words that mean the same thing as **faraway**.

Assess:

“Let's think about all three of our new words again: **faraway**, **sowing**, and **beautiful**.”

- Which vocabulary word matches this definition: very pretty, or pleasing to the eye?
- Which vocabulary word matches this definition: an action of throwing seeds to plant them?
- Which word means not close?

Melissa Brock
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Ogden City School District

Text Talk Lesson for: Moondance, (Frank Asch, 1993)
ISBN: 0-590-20830-6

Potential Tier 2 words in the text:

- | | |
|-------------|--------------|
| • chuckle | • rumble |
| • drifted | • gazed |
| • suggested | • gaze |
| • fog | • reflection |
| • polished | • sighed |
| • excited | • ordinary |
| • supper | • reply |

Tier 2 words selected for direct vocabulary instruction:

- ***ordinary***
- ***gaze***
- ***reply***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud pg. 1. Show the illustration and point out the moon's position in the sky.
"What other objects do you see in the sky?" (clouds, stars)

Read aloud pg. 2. "What is Bear planning to do?"

Read aloud pg. 5.

Read aloud pg. 6. Show illustration. "What is happening to the moon?"

Read aloud pg. 7.

Read aloud pg. 8. Show illustration. "What has happened to the clouds?"

Read aloud pgs. 10-11. Show illustrations. "Where has the fog gone?"

Read aloud pg. 12. "What did Bear learn about the work clouds do?"

Read aloud pg. 14. "What do we know so far?"

Read aloud pg. 16. Show illustrations. "What is happening?"

Read aloud pgs. 18-19.

Read aloud pg.21. Show illustration. "What does it mean when Bear waited for the moon to rise?"

Read aloud pg. 22. Show illustration. "What do you think will happen next?"

Read aloud pg. 25. Show illustration. "How is Bear dancing with the moon?"

Read aloud pg. 26. "How does Bear feel?"

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **ordinary**

1. "In the story, Bear says that the moon is so special and he is just an **ordinary** bear."
2. "**Ordinary** means that something or someone is common or normal. A person or object is typical, something you see or hear everyday."
3. "Say the word with me: **ordinary**
4. If you do the same thing everyday with very little change, you would have an **ordinary** day. If you look like everybody else, people might describe you as being **ordinary**."
5. "Now, think of something or someone that is **ordinary**. Start your sentence with, '_____ is **ordinary** because _____'."
6. "What's the word we have been talking about?" **ordinary**

Target word: **gaze**

1. "In the story, the author says "for a long time Bear **gazed** at the moon."
2. "When you **gaze** at something or someone, you stare or look at them/it for a long time."
3. "Say the word with me: **gaze**."
4. "Sometimes when the sun goes down, the light creates a beautiful sunset. It may be so beautiful that you can not help but **gaze** at it." "When you see a diamond, you may **gaze** at it because of its beauty."
5. "Now think of something you might **gaze** at. Start your sentence with '_____ is so _____ that I can't help but **gaze** at it'."
6. "What is the word we have been talking about? **gaze**

Target word: **reply**

1. "In the story, Bear asks Little Bird a question, 'Do you think I could have stepped on their toes or something?'. Little Bird **replied** 'Silly Bear, the clouds probably had some work to do up high in the sky, that's all'."

2. "To **reply** means that you give an answer either in speech or writing."
3. "Say the word with me: **reply**
4. "When someone says 'hello' to you, you might **reply** by saying 'hello' back."
"When your grandmother sends you a birthday card, you may **reply** back to her by writing a letter or calling her to say thank you."
5. "Now, you think of someway to **reply** back to someone. Start your sentence with 'When _____ said _____, I **replied** _____."
6. "What's the word we have been talking about?" **reply**

Combine the words by having the children make a choice between two of the words:

- All the students in your class have brown hair: **gaze** or **ordinary**?
- Your friend invites you to their birthday party: **gaze** or **reply**?
- The space shuttle takes off: **ordinary** or **gaze**?
- Your teacher asks you what you did this summer: **reply** or **ordinary**?
- Before bedtime, you take your bath: **reply** or **ordinary**?
- The chicks began to hatch from their eggs: **gaze** or **reply**?

Maintain all three words by asking the children to give examples or explanations:

- Tell us how you would **reply** to someone who says you look very nice.
- Has there ever been a time when you have wanted to **gaze** at an object or person?
- Describe an **ordinary** day for you.

Maintain by helping children add to their networks of related words:

- How would you **reply** to someone who said something that hurt your feelings?
- How would you feel if someone called you **ordinary**? Why?
- Would you **gaze** at an elephant? Why or why not?

Assess:

"Let's think about all three of our new words again: **reply, gaze, ordinary.**"

- Which is something you might **gaze** at? A dog sleeping on the front porch or a monkey running down the street? Thumbs up if it is something you would **gaze** at, thumbs down if it is not.
- Which is **ordinary**? The school bell ringing at the end of the school day or your principal wearing swimming shorts to school? Stand up if it is **ordinary**; sit down if it is not.
- Which is the correct way to **reply** to someone who says 'You are looking fantastic today'? Thumbs up if you would **reply** "That was not very nice", thumbs down if that is not how you would **reply**. Thumbs up if you would **reply** "thank you", thumbs down if that is not how you would **reply**.

63. MR. PEABODY'S APPLES

Brenda Cook
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Duchesne County School District

Text Talk Lesson for: Mr. Peabody's Apples, (Madonna, 2003)
ISBN: 0-429-6999-1

Potential Tier 2 words in the text:

- dedicated
- rumor
- represents
- judge
- admire
- organize
- curiosity
- bleachers
- confused

Tier 2 words selected for direct vocabulary instruction:

- ***dedicated***
- ***organize***
- ***rumor***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud page 9. Show illustration on page 8. "Who are the characters in the story? What do we know about Mr. Peabody and Billy?"

Read aloud page 10. Show illustration on page 11. "What did Mr. Peabody do? What is Tommy thinking? What will Tommy tell his friends? "

Read aloud page 13 and 14. Show illustration on page 16. "Why was Tommy looking at the ground? What will Mr. Funkadeli say?"

Read page 18 aloud. Show illustration on page 19. "How are the people treating Mr. Peabody? What has Billy found out?"

Read page 20 aloud. "What was the truth? Why does he want to meet him at the baseball field with a pillow stuffed with feathers?"

Read page 22 aloud. Show illustrations on page 24-25. "Why was Tommy willing to do as Mr. Peabody asked/? Why did he have him shake out the feathers?"

Read page 27 aloud. "What did Mr. Peabody mean when he said, 'It would be just as impossible to undo the damage that you have done by spreading the rumor that I am a thief. Each feather represents a person in Happville.'"

Read page 28 aloud. "What did he mean by, " don't be so quick to judge a person. And remember the power of your words?"

Show the illustration on page 30. “Why is there an apple on his night stand? Why is the pillow sewn together and back on his bed?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **dedicated**

1. “In the story, it said Mr. Peabody... **dedicated** every Saturday to organizing baseball games.”
2. “**Dedicate** means he set that time aside every Saturday to spend on baseball.”
3. “Say the word **dedicated**.”
4. A student who has a test and decides to study instead of playing is **dedicated** to his schoolwork. A parent who takes good care of their family is **dedicated** to their family.”
5. “How else might a person show they are dedicated? Start your sentence with, Someone would be **dedicated** if...” Have another person tell what would show someone **was dedicated**.
6. “What word have we just talked about? Say it with me, **dedicated**.”

Target word: **organize**

1. In the story it says, ‘...he dedicated every Saturday to **organizing** baseball games with other schools.’
2. If you **organize** something, you plan it so that it happens the way you want.
3. “Say the word with me, **organize**.”
4. “You might **organize** your desk so that it is easy to find things. The words in a dictionary are **organized** in alphabetical order to make them easy to find.”
5. “What is something else that you might **organize**?” Have you been a part of something someone else has **organized** for you?”
6. “What word have we been talking about...**organized**.”

Target word: **rumor**

1. “In the story Mr. Peabody said, ‘It would be just as impossible to undo the damage that you have done by spreading the **rumor** that I am a thief.’
2. “A **rumor** is when someone says something without knowing all the facts to know if it is true.”
3. “Say the word **rumor** with me, **rumor**.”

4. “You might tell your teacher a child did something on the playground because someone told you they did but you didn’t see them do it. That would be a **rumor**.
5. If someone told you they heard there was a circus coming to town but didn’t know for sure, it would be a **rumor**.”
6. “Can you think of something that might be a **rumor**? Someone else tell me another thing that might be a **rumor**.”
7. What word have we been talking about? **rumor**.

Combine the words by having the children make a choice between two of the words:

- If I put my clothes in order in my drawer would it be: **rumor** or **organized**?
- If I came to every practice for the class play would I be **rumor** or **dedicated**?
- Telling some you heard there is a test Friday: **dedicated** or **rumor**?
- To plan and get everything ready for a game: **organize** or **rumor**?

Maintain all three words by asking the children to give examples or explanations:

- Would it be a rumor if I said someone did a kind thing for me?
- What does your mother organize at your house?
- Would I be dedicated to my garden if I never watered it?

Maintain by helping children add to their networks of related words:

- Tell me something a **dedicated** teacher would do? What makes you think that?
- What can you do to **organize** your bedroom? How will it help you?
- Why is it important to never tell **rumors**? How can they hurt others?.)

Assess:

“Let’s think about all three of our new words again: **organize, dedicated, rumor**.”

- Would you be **organized** if you kept your library books on a special table or if you couldn’t find them?
- Is it a **rumor** when someone says, “I think she pushed her.” or “I saw her push her?”
- Would I be **dedicated** if I never practiced my piano lesson or if I practice every night?

Fran Hall
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Ogden City School District

Text Talk Lesson for Mud Puddle, (Munsch, 1982)
ISBN: 1-55037-468-0

Potential Tier 2 words in the text:

- unfortunately
- completely
- scrubbed
- smelly
- anywhere
- happened
- afraid

Tier 2 words selected for direct vocabulary instruction:

- ***unfortunately***
- ***scrubbed***
- ***completely***

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

1-2 Read, Show Illustration

3-4 Read, Show Illustration

5-6 Read, Show Illustration

What do you think Julie Ann is going to do outside?

7-8 Read

What do you think will happen next?

9-10 Read

Why was Julie Ann red all over?

11-12 Read, Show Illustration

Why did Julie Ann wear her raincoat outside?

Why did she take off her raincoat?

What do you think will happen next?

13-14 Read, Show Illustration

15-16 Read

Look at the picture and tell how you think Julie Ann feels when the mud puddle jumps on her.

17-18 Read, Show Illustration

19-20 Read, Show Illustration

Why is Julie Ann afraid to go outside?

21-22 Read

What do you think Julie Ann is going to do with that soap?

23-24 Read, Show Illustration

How did that mud puddle feel about soap?

How do you know?

25-26 Show Illustration

Keynote: Use lots of partner discussion during this part of the lesson.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: ***unfortunately***

1. “***Unfortunately***, hiding up in the apple tree, there was a mud puddle.”
2. “If you say that something is ***unfortunate***, you mean it is not lucky.”
3. “Say the word with me: ***unfortunate***.”
4. “***Unfortunately***, I lost my coat so I got wet in the rain.”
5. “***Unfortunately***, I forgot my money and I couldn’t buy an ice cream cone.”
6. “***Unfortunately***, I didn’t clean my room so I couldn’t play with my friends.”
7. “What’s the word we’ve been talking about?” ‘***unfortunately***’

Target word: ***completely***

1. “She got ***completely*** covered with mud.”
2. “If you say that something is ***completely*** you mean having all its parts, whole, thorough.
3. “Let’s say the word aloud: ***completely***.”
4. “I spilled milk ***completely*** over my pants.” “I ***completely*** finished my book report.”

5. "I **completely** finished my picture by adding shoes and hands to the people." "I **completely** ate all my lunch today."
6. "What's the word we are learning? **completely**."

Target word: **scrubbed**

1. "She **scrubbed** Julie Ann till she was red all over.
2. "If you say that something is **scrubbed** you mean to cleanse by rubbing hard."
3. "Let's say the word aloud: **scrubbed**."
4. "I **scrubbed** my car until it was very shinny." "I **scrubbed** my hands until the dirt was all gone."
5. "I **scrubbed** my neck until it was all red." "I **scrubbed** the floor until the milk was all gone."
6. "What's the word we are learning? **scrubbed**."

Combine the words by having the children make a choice between two of the words:

- If you did win the race would you call it **completely** or **unfortunately**?
- If you left spilled food on the floor would call it **scrubbed** or **unfortunately**?

Maintain all three words by asking the children to give examples or explanations:

- How would you feel if you **unfortunately** lost your best jacket?
- What would happen if you got **completely** muddy in your best clothes?
- What would happen if you **scrubbed** the new wallpaper off your bedroom wall?

Maintain by helping children add to their networks of related words:

- Which one of these is an example of **unfortunately**:
 - **Unfortunately**, I won a prize at the fair.
 - **Unfortunately**, I lost my new bicycle.
- Which sentence is true?
 - I **completely** finished my lunch. It was all gone.
 - I finished my math problems **completely** undone.
- Which one is an example of **scrubbed**.
 - I **scrubbed** my bathtub clean.
 - I **scrubbed** my dirty toy dirty.

Assess:

Let's think about all three of our new words again. ***unfortunately, completely, scrubbed.***

Match the definition of the word with the word card. Use sentence strips and word cards. Have the students work in a team to find the answer, then each team gives their answers.

Unfortunately	Not Lucky Regrettable Not Good
Completely	Having all its parts, whole through
Scrubbed	Cleansed by rubbing hard

65. MUFARO'S BEAUTIFUL DAUGHTERS

Rona Wood
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Text Talk Lesson for: Mufaro's Beautiful Daughters, (John Steptoe, 1987)
ISBN: 0-590-42058-5

Potential Tier 2 words in the text:

- temper
- complain
- displeased
- faults
- household
- messenger
- dawn
- relief
- destination
- interrupted
- preparations
- garments
- millet

Tier 2 words selected for direct vocabulary instruction:

The following words were selected because they will be encountered in other texts, other content areas, and situations inside and outside of school.

- ***temper***
- ***faults***
- ***messenger***

Step 1: Doing the read aloud of the text with a focus on comprehension.

"Listen closely to this story about Mufaro's Beautiful Daughters. Listen to find out how the sisters Manyara and Nyasha are alike and different, and what the character of each sister has to do with what happens to her."

Read aloud page one. Ask the children, "Where and when does the story take place? How are Mufaro's two daughters alike?"

Read the next two pages. "What is the difference between Manyara's and Nyasha's personalities?" "Why might Nyasha think that Manyara is unhappy?"

Read the next page. "What does bountiful mean?"

Read the next page. "What does Nyasha's treatment of the garden snake show about the kind of person she is?"

Read the next page. "Why doesn't Mufaro know how Manyara treats Nyasha?"

Read the next page. “Why does Manyara leave her village in the middle of the night? “Do you think Manyara will improve her chances of becoming queen? “Who do you think the little boy is that Manyara meets in the forest?”

Read the next page. “How is Manyara’s treatment of the old woman like her treatment of the little boy?”

Read the next page. “Why does Manyara laugh at the trees and refuse to talk to the man?”

Read the next page. “Why does the wedding party decide to go on when they find Manyara’s footprints on the path that leads to the city?”

Read the next page. “How is Nyasha’s treatment of the boy and the old woman different from Manyara’s?”

Read the next two page. “How was Nyasha’s journey different from Manyara’s?” “Who had the king been disguised as?”

Read the last page. “What do you think is the point or moral of this story?”

Step 2: Direct vocabulary Instruction of the Tier 2 words

Target Word: **temper**

1. In the story it said that Manyara was almost always in a bad **temper**. She teased her sister whenever their father’s back was turned.
2. **Temper** means the mood you are in.
3. Say the word with me: **temper**.
4. Someone might be in a bad **temper** if they are angry, yelling, teasing or disobeying rules.
What other words or phrases mean about the same as **temper**?
 - mood
 - state of mind
 - feelingsWhen words have about the same meaning what do we call them? *Synonyms*
5. The girl was in such a bad mood that she was sent to her room until she was in a better **temper**. Name some things that might cause you be in a bad **temper**? You could be in a bad **temper** if _____. (ask five students to fill in the blank)
6. Let’s all repeat the word we have just learned about. **temper**

Target word: **messenger**

1. In the story it says, early one morning a **messenger** from the city arrived.
2. **Messenger** means a person who carries a message or does an errand.
3. Let's say the word aloud: **messenger**
4. Mrs. Wood sent a **messenger** to the other third grade classes to see how many boys and girls were in each class.
What things might a **messenger** bring? Letter, package, note or telegram.
5. Would you be a **messenger** if you... (hold two fingers for yes a fist no)
 - took a note to another classroom.
 - went outside during recess.
 - went to each third grade classroom and had them sign a note for your teacher.
 - went to get a drink of water.
6. What's the word we've been talking about? **messenger**

Target word: **faults**

1. In the story Manyara said hysterically, "There's a great monster there, a snake with five heads! He said that he knew all my **faults** and that I displeased him."
2. A **fault** is something that is not perfect. Not doing very well in some areas.
3. Say the word with me: **faults**.
4. Someone might have **faults** if they are mean, rude, lazy, selfish, greedy, and impatient, if they complain a lot, or if they lie. Why are some people unpleasant and rude? Why are some people nice and pleasant?
5. You could have **faults** if.... (hold two finger for yes a fist for no)
 - you stole someone's pencil.
 - you interrupted someone when they were speaking.
 - you listened during story time.
 - you were rude to your best friend.
 - you told a lie.
6. What's the word we've been talking about? **faults**

Combine the words by having the children make a choice between two of the words:

- If someone brought a note from another classroom would they be a **messenger** or a **temper**?
- If someone were greedy or selfish would they have **faults** or be a **messenger**?
- If you were sent to your room because you were yelling and kicking would you be a **messenger** or showing your **temper**?

Maintain all words by asking the children to give examples or explanations:

- If someone were a **messenger** what would they do?
- If someone was in a bad **temper** how might they be acting?
- Describe someone that has **faults**.

Maintain by helping children add to their network of related words:

- What causes someone to have **faults**?
- What might cause someone to be in a bad **temper** or good **temper**?
- Why would someone be a **messenger**?

Assess:

- Let's think about our new words again: **faults, temper, messenger**
- Which of these would be a **messenger**? A person bringing a note or a person throwing a fit?
- How would someone act that is in a bad **temper**? They might be kicking and yelling or they might be helping someone.
- Someone might have **faults** if they-interrupt someone when they are speaking or if they listen quietly during story time.

66. MY BROTHER NEEDS A BOA

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Text Talk Lesson for: My Brother Needs a Boa, (Anne Weston, 2005)
ISBN: 1-932065-96-2

Potential Tier 2 words in the text:

- ocelots
- palm
- rattled
- calamity
- shrieked
- vanished
- spotless
- wound

Tier 2 words selected for direct vocabulary instruction:

- ***shrieked***
- ***vanished***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud page 1. Show the illustration and point out Benito in his house.

Read aloud page 3. Ask the students, “What do we know about Benito so far?” Read aloud page 4. Show the illustrations from both pages.

Read aloud page 6. Show the illustration.

Read aloud pages 7 & 8. Ask the students, “What is Benito’s problem?” Show the illustrations.

Read aloud pages 9 & 10. Ask the students, “Has Benito been able to solve his problem yet?” and, “What does Benito plan to do now?” Show the illustrations.

Read aloud pages 11 & 12. Show the illustrations.

Read aloud pages 13 & 14. Ask the students, “Why didn’t Benito take one of the boas from Julio or from Rafael?” Show the illustrations.

Read aloud pages 15 & 16. Ask the students, “Why didn’t Benito take one of the boas from Estela or from Mr. Murillo?” Show the illustrations.

Read aloud page 17. Ask the students, “Why is Benito feeling this way?” Read page 18. Ask the students, “What has just happened?” Show the illustrations from both pages.

Read aloud page 20. Ask the students, “How did Benito solve his problem?” and, “What will the villagers do now?” Show the illustrations.

Read aloud pages 21 & 22. Show the illustrations.

Read aloud page 23. Ask the students, “How did the story end?” Show the illustration.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **shrieked**

1. “In this story, the author says that Mrs. Murillo **shrieked** when she saw the rat in Benito’s store.”
2. “If you say someone **shrieked**, you mean they screamed in a high voice.”
3. “Say the word with me: **shrieked**.”
4. “If someone was scared in a haunted house and yelled, you could say they **shrieked**. You could make someone **shriek** by sneaking up on them and surprising them.”
5. “Now you think of some reasons why people would **shriek**. Start your sentence with, ‘Someone **shrieked** when . . .’”
6. “What’s the word we’ve been talking about? **Shrieked**.”

Target word: **vanished**

1. “In this story, the author says ‘Quick as a snap, the rat **vanished**.’”
2. “If you say something **vanished**, you mean it disappeared quickly.”
3. “Say the word with me: **vanished**.”
4. “If you were on a boat and saw a dolphin it would **vanish** beneath the water. If I can’t find my pen, I might say it has **vanished**.”
5. “Now you think of something that could **vanish**. You can start your sentence with, ‘The _____ **vanished** when . . .’ For example, ‘The boy **vanished** when he ran behind the tree.’”
6. “What’s the word we’ve been talking about? **Vanished**.”

Combine the words by having the children make a choice between two of the words:

- When seeing a snake up close someone might: **shriek** or **vanish**?
- When your friend is hiding and can't be found they have: **shrieked** or **vanished**?
- A piece of chocolate cake has disappeared: **shrieked** or **vanished**?
- Being chased by an angry bull would cause you to: **shriek** or **vanish**?

Maintain all three words by asking the children to give examples or explanations:

- Tell us a time you or someone you know has **shrieked**?
- Have you ever seen something **vanish**? What was it?

Maintain by helping children add to their networks of related words:

- What kinds of things might make you **shriek**?
- What kinds of things may easily **vanish**?

Assess:

“Let's think about all of our new words again: **shrieked** and **vanished**. If you agree with the first choice hold up your blue card. If you agree with the second choice hold up your yellow card.”

- Which of these would cause someone to **shriek**: one, giving someone a present, or two, falling off your bike?
- Which of these things could easily **vanish**: one, some pennies, or two, a house.

Brenda Perry
Lewis Elementary
Ogden City School District

Text Talk Lesson for: My Lucky Day, (Keiko Kasza, 2004)
ISBN: 0-439-70105-8

Potential Tier 2 words in the text:

- startled
- delicious
- preparing
- hauled
- exhausted
- struggle
- filthy
- terrific

Tier 2 words selected for direct vocabulary instruction:

- ***startled***
- ***hauled***
- ***struggle***

Step 1: Doing the read aloud of the text with a focus on comprehension.

This story is about a fox and a pig. The name of the story is My Lucky Day. (Show picture on book front cover.) Do you think the fox or the pig will have a lucky day? Let's read and find out.

Read aloud page one. Show the picture. Ask the children, "What was the fox doing to prepare for his hunt?"

Read aloud page two. Show the picture. Ask the children, "Who do you think is at the door?" and "Why do you think 'someone' called to the fox 'hey, Rabbit'?"

On page five, read, "When the fox opened the door, there stood..." Show the picture and let the children finish the sentence. Then you finish the sentence "...a delicious-looking piglet." Ask: "Who is having the lucky day?"

On page seven, read, "This must be my lucky day!" the fox shouted. Ask: "Why does the fox feel like it's his lucky day?" Finish reading the page. Show the picture.

Read page eight. Ask the children. "What context clues are there to help us know what filthy means?" Show the picture. Does the picture validate the discussion about the context?

Read pages ten and eleven. Ask the children, “Do you think the piglet is enjoying his bath?” Show picture and validate.

Read page thirteen. Show picture. Ask: “What do you know about the piglet?”

Read pages fourteen and fifteen. “How does the fox feel?” Show picture.

Read page seventeen. Ask: “Do you think the pig has a plan?” “What do you think the plan is?” Show picture.

Read pages eighteen and nineteen. Ask the children “Who is having a lucky day” Show picture.

Read page twenty-one. Ask: “How do you think the fox is feeling?” Show picture and validate.

Read page twenty-two. Show picture.

Read page twenty-five. Show picture.

Read page twenty-six. Show picture.

Read page twenty-nine. Show the picture. Ask the children, “What was the pigs plan, and do you think his plan worked?”

Show next picture. Ask: “Do you think the pigs plan will work with the bear?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **startled**

1. “In the story it said the fox was **startled** by a knock at the door.”
2. “Startled means surprised. The fox was **startled** by a knock at the door. He was not expecting a knock, so it surprised him or **startled** him.”
3. “Say the word with me. **startled**.”
4. “I might be **startled** to hear the baby cry right after I laid him down. I was **startled** to hear my name called in the crowd. You might be **startled** to hear someone answer the phone, when you’ve already tried several times.”
5. “Tell about a time when you might be **startled**. Use the word startled when you tell about it. You could start by saying, ‘I would be **startled** if _____.’”
6. “What’s the word we’ve been talking about?” ‘**startled**’

Target word: **hauled**

1. "In the story, the fox grabbed the piglet and **hauled** him inside."
2. "Hauled means to pull, drag, or carry with force. Usually something heavy."
3. "Let's say the word aloud: **hauled**"
4. "The farmer **hauled** the hay to the barn. When you move you might **haul** your belongings in a trailer. Your dad might **haul** the big bag of dog food to the garage."
5. "If I say something that could be **hauled**, say '**hauled**', it not, don't say anything. The books to the library. Your favorite song on the radio. The groceries into the house."
6. "What's the word we are learning? **Hauled**"

Target word: **struggle**

1. "As the fox held the piglet over the roasting pan, the author said it was useless for the piglet to **struggle**."
2. "**Struggle** means to put forth effort or try really hard even when it doesn't work out. Fighting for something."
3. "Let's say our word together, **struggle**."
4. "It would be a **struggle** for the boy with a crippled leg to walk. A mom might **struggle** with a 2 year old to get him to bed."
5. "Tell about something you might **struggle** with."
6. "What is our new word? **struggle**"

Combine the words by having the children make a choice between two of the words:

- "If I heard the phone ring after I went to bed, would I be **startled**? Or would it be a **struggle**?"
- "If I tried really hard to learn to speak Spanish, but you couldn't understand what I said I would have a hard time learning the language. Would that be a **struggle** or **hauled**?"

Maintain all three words by asking the children to give examples or explanations:

- "If I **struggled** with the lawn mower, what might have happened?"
- If you **hauled** your books home, what did you do?"
- "If you were surprised when you heard your name called, you were_____."

Maintain by helping children add to their networks of related words:

- Have you ever **struggled** to do something?”
- “What have you **hailed**?”
- “Tell me about a time when you were **startled**?”

Assess:

“Let’s think about all three of our new words again: **startled, hailed, struggle.**”

- “Which of these words would be a surprise?”
- “When would you **haul** something out of your house?”
- “Would you have a **struggle** to put shoes on that are too small?”

68. NEVER, EVER SHOUT IN A ZOO

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Text Talk Lesson for: Never, Ever Shout in a Zoo, (Karma Wilson, 2005)
ISBN: 0-439-77472-1

Potential Tier 2 words in the text:

- giant
- grouchy
- charge (run)
- barge (push)
- attitude
- dreadful
- disastrous
- clever
- conniving
- malicious
- mischievous

Tier 2 words selected for direct vocabulary instruction:

- ***disastrous***
- ***clever***
- ***malicious***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read the title of the book. Without showing the cover, ask the children why they shouldn't shout in a zoo. Show them the front cover.

Show them the title pages and read the first page ask the children why the little girl would shout. When you read the words "don't say I didn't warn you," emphasize them because it is repeated text and the children will read it with you in the future.

Read the first bear page without showing the illustrations. Ask the children why they wouldn't want to shout near a bear.

Read the second bear page without showing the illustrations. Emphasize "Uh-oh! Don't say I didn't warn you. Show the illustration.

Read the first moose page without showing the illustrations. Ask the children why the moose might have a bad attitude.

Read the second moose page without showing the illustrations. Encourage children to help you read, "Uh-oh! Don't say I didn't warn you." Show the illustration. (*Dreadful*)

Read the first ape page without showing the illustrations. (*Clever*)

Read the second ape page. Choral read the “Uh-oh! Don’t say I didn’t warn you.” Ask the children what animals have escaped so far. Show the illustration. (*Malicious*)

Read the zookeeper page and show the illustration. Have the children predict what is going to happen next.

Choral read the next page. Give the children time to study the illustration.

Read the next page while showing the illustration. Point out the little girl. Ask the children what she might be thinking or feeling.

Read the next two pages while showing the illustrations. Ask the children what they would do if they were locked in a cage at the zoo.

Read the next page and show the illustration.

Read the last page and show the illustration. Ask the children what it probably going to happen next.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **disastrous**

1. “In the story the moose got a **disastrous** idea to leave his cage.”
2. **Disastrous** is something that causes a lot of problems.
3. “Say the word with me: **disastrous**.”
4. “It would be **disastrous** for me to try to fly a plane.” Or “It would be **disastrous** for our class to try to cook lunch for the school.”
5. “Now let’s see if we can think of something that would be **disastrous**. Start your sentence with “It would be **disastrous** if...”
6. “What’s the word we’ve been talking about: **disastrous**.”

Target word: **Clever**

1. “In this story the apes are **clever**.”
2. “The word **clever** means able to learn quickly.”
3. “Say the word with me: **Clever**.”
4. “If you were able to learn how to play a new game quickly. I would say that you were **clever**.”
5. Now you think of something **clever**. Start your sentence with “Someone would be **clever** if...”
6. “What’s the word we’ve been talking about: **clever**.”

Target word: **malicious**

1. “The apes in the story thought up a **malicious** plan to let all the animals out of their cages.”
2. “The word **malicious** means to do something that will hurt someone else.”
3. “Say the word with me: **malicious**.”
4. “If someone were to cut my hair without permission I would call that person **malicious**.” Or “If someone were to break my toy on purpose that person would be **malicious**.”
5. Now you think of something **malicious**. Start your sentence with “It would be **malicious** if someone...”
6. “What is the word that we’ve been talking about: **malicious**.”

Combine the words by having the children make a choice between two of the words:

- Destroying someone’s school work: **clever** or **malicious**?
- Learning how to play a new game: **clever** or **disastrous**?
- Hurting someone on purpose: **disastrous** or **malicious**?
- Using eggs to build towers on the kitchen floor: **clever** or **disastrous**?
- Solving a riddle: **malicious** or **clever**?
- Forgetting to put away the marbles and leaving them loose on busy stairs: **disastrous** or **clever**?

Maintain all three words by asking the children to give examples or explanations:

- Tell us about a time that you were **clever**?
- How would you feel if someone did something very **malicious** to you?
- Describe something you’ve done that’s been **disastrous**?

Maintain by helping children add to their networks of related words:

- If someone did something **malicious** to you, how would you feel? What would you do?
- What would you do if a friend told you he was going to do something that you thought would be **disastrous**?
- I felt **clever** when I did well on a test. What things have made you feel **clever**?

Assess:

“Let’s think about all three of our new words again: **disastrous**, **clever**, **malicious**.”
Students will put their thumb up if the definition agrees with the word and their thumbs down if it doesn’t.

- Which of these is **clever**- getting to the final level on a video game or watching TV?
- Which of these things could be **disastrous**- playing football in the house or playing football in the park?
- Which of these things would be **malicious**- finding a new toy on the playground and breaking it or finding a toy and giving it to the playground monitor.

69. NEVER TRUST A SQUIRREL

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Text Talk Lesson for: Never Trust a Squirrel, (Walters, 1999)
ISBN: 0-525-46009-8

Potential Tier 2 words

- trust
- dull
- scampered
- suggested
- crossly
- terrified
- alerted
- yelp
- dislodge

Tier 2 words selected for direct vocabulary instruction

- ***alerted***
- ***terrified***
- ***suggested***

Step 1: Doing a read aloud o the text with a focus on comprehension

Before reading: This story is called Never Trust a Squirrel. What do you think that means?

Page 1: Why is William bored?

Page 2-3: Why does William want to play with Stella?

Page 4: How does William get out of his hutch?

Page 5-6: What games did William and Stella play? Do you think that Stella was fun to play with?

Page 7: What terrified William?

Page 8-11: How did William get away from the fox? How did William's mother save him?

Page 12: What lesson did William learn? Why should William never trust a squirrel?

Step 2: Direct Instruction of Tier 2 words

Target word: **terrified**

1. In the story the author told us, "William was **terrified**" when the fox came.
2. **Terrified** means that you're really scared of something.
3. Say the word with me: **terrified**
4. I was **terrified** when I got lost at the zoo. The thought of falling **terrifies** me.
5. Think of a time you were **terrified**. Start your sentence with "I was **terrified** when _____" or "_____ **terrifies** me."
6. What word have we been talking about?

Target word: **suggested**

1. In the story Stella **suggested** they climb a tree.
2. To **suggest** something means to give someone an idea.
3. Say the word with me: **suggested**
4. When I wanted a new dress my mom **suggested** that I save my money to buy one. Mr. Erlacher **suggested** that tomorrow is a good time to clean our room.
5. What has someone **suggested** to you? Start your sentence with "_____ **suggested** that I _____"
6. What word have we been talking about?

Target word: **alerted**

1. In the story William was hiding in the bushes. His movement **alerted** the fox.
2. To **alert** someone means to let them know that something is happening or where something is.
3. Say the word with me: **alerted**
4. The fire alarm **alerted** us that there might be a fire in the building. My sister giggling **alerted** me to her hiding place.
5. Think of a time something has **alerted** you. Start your sentence with "I was **alerted** by _____"
6. What word have we been talking about?

Combine the words by having children make a choice between two of the words

- If the fire alarm rings are you being **alerted** or **suggested**?
- The lights go out and you hear a strange sound in the basement. Are you **terrified** or **suggested**?
- I told kids to play baseball at recess. Am I **suggesting** something or **alerting** you?
- I was bored and my mom told me to clean my room. Is she **terrifying** me or **suggesting** something?
- I heard shouting in the bathroom. Did the shouting **alert** me or **suggest**?
- Right before I went on a roller coaster my heart started pounding fast and I started shaking. Am I **suggesting** or **terrified**?

Maintain all three words by asking children to give an example or explanation

- What **suggestions** does your mom give to you?
- When have you felt **terrified**?
- What would **alert** you to something dangerous?

Maintain by helping children add to their network of related words

- What **suggestions** would you offer someone who was new to our school?
- What would someone do to **terrify** you?
- How could you **alert** someone that something was going to happen?

Assess

Let's think about all three of our new words again: **terrified, suggested, alerted**

Alerted

- Shouting while playing hide and seek
- Playing basketball
- Crying about falling down

Terrified

- Singing with my friends
- Looking over the edge of a cliff
- Thinking of summer vacation

Suggested

- "Go help your brother with his homework"
- I like to play games.
- It's time to go home.

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Text Talk Lesson for: Nonna's Porch, (Rita Gray, 2004)
ISBN: 0-7868-1613-9

Potential Tier 2 words in the text:

- brave
- scatter
- shucking
- swirling
- arched
- masked
- steady

Tier 2 words selected for direct vocabulary instruction:

- ***scatter***
- ***swirling***
- ***steady***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud the title, "Nonna's Porch," and ask the question, "What do you think you are going to see on Nonna's porch?"

Turn to pages 1 and 2. Show the illustration.

Read aloud page 4. Show the children the illustration after on page 3. Point out to them where the rocking chair is on the porch.

Read aloud page 6. Show the children the illustration after on page 5. Ask the children, "What is Nonna doing?" "What could she be knitting?"

Read aloud page 8. Show the illustration after on page 7. Point to the nest. Ask the children, "What color is the bird?"

Read aloud page 10. Show the illustration after on page 9.

Read aloud page 12. Show the illustration after on page 11. "What are the chipmunks doing on Nonna's porch?"

Read aloud page 14. Show the illustration after on page 13. (*scatter*)

Simultaneously read aloud and show the illustrations for pages 15 and 16. Ask the children, “What is happening here?”

Read aloud page 18. Show the illustration on page 17 after. Ask the children, “Where are they hiding?”

Simultaneously read aloud and show the illustrations for pages 19 and 20. Ask the children, “What did the boy make?” “What is the ice doing in the glass?” (*swirling*)

Simultaneously read aloud and show the illustrations for pages 21 and 22.

Read aloud page 24. Show the illustration on page 23 after. Ask the children, “What sound do the peas make when they drop from a shell?”

Simultaneously read aloud and show the illustrations on page 25 and 26. Ask the children, “What is the family doing?”

Read aloud page 28. Show the illustration on page 27 after. Ask the children, “Can you see the cricket?” “Why not?”

Read aloud page 30. Show the illustration on page 29. Ask the children, “What’s happening here?”

Simultaneously read aloud and show the illustrations for pages 31 and 32. Ask the children, “What is keeping a steady beat?” “How does Nonna feel?”

Read aloud page 34. Show the illustration on page 33 after. Ask the children, “When did we see the rocking chair on Nonna’s porch?” “What do you notice about the beginning and the ending of this story?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **scatter**

1. “In the story, the author says that all the animals **scatter**.”
2. “If you say that animals **scatter** it means they run away in different directions.”
3. “Say the word with me: **scatter**.”
4. “If I gave you a handful of flower seeds and told you to throw them in different directions, that would be to **scatter**. “Is there another way can you use the word **scatter**?”
5. “Now you think of something that could **scatter**. Start your sentence with, “I could **scatter** _____,” or “I saw the _____ **scatter**.”
6. “What’s the word we’ve been talking about?” ‘**scatter**’

Target word: **swirling**

1. "In the story, Nonna's porch is very still except for the sound of lemon and ice **swirling** in a glass."
2. "**Swirling** means that something is moving around as if to dance or spin."
3. "Say the word with me: **swirling.**"
4. "When you see water go down the drain in your sink, you would say that the water is **swirling**. "If you saw a tornado in the sky, you could say that the air was **swirling** around in circles."
5. "Now you think of something that could be **swirling**. Begin your sentence with, "I saw _____ **swirling.....**"
6. "What's the word we've been talking about?" **swirling**

Target word: **steady**

1. "In the story, the author wrote, "Except for the sound of Nonna's heart, it keeps a **steady** beat."
2. **Steady** means that it happens all the time without changing.
3. "Say the word with me: **steady.**"
4. "The song has a **steady** beat." "In the race, I will walk at a **steady** pace."
5. "Have you ever done or heard anything that is **steady**?" "Start your sentence with, "I heard a steady beat when....."
6. "What's the word we've been talking about?" **steady**

Combine the words by having the children make a choice between two of the words:

- The water went down the sink quickly: **steady** or **swirling**?
- The seeds were thrown into the garden: **swirling** or **scatter**?
- Her heart was beating in a regular pattern: **scatter** or **steady**?
- The tornado was spinning in the sky: **swirling** or **scatter**?
- The kids were dancing to the beat: **steady** or **scatter**?

Maintain all three words by asking the children to give examples or explanations:

- Tell me about something you would **scatter**.
- Have you ever heard something that was **steady**? Tell us about it.
- Did you ever see anything that could be called **swirling** in the sky? Explain.

Maintain by helping children add to their networks of related words:

- I love to **scatter** the seeds when I plant flowers. What else could I **scatter**?
- My heart was beating **steady** when I ran around the track. What other things might be **steady**?
- The dress was **swirling** around my legs. Has there ever been a time when you had a dress that did that?

Assess:

“Let’s think about all three of our new words again: **scatter, swirling, steady.**”

- Which of this is to **scatter**? – a man throwing seeds on the grass or a man eating sunflower seeds?
- Which definition would be **swirling**? Ice in a glass or ice in a pond?
- When something is **steady** would it be when your heart is beating in a rhythm or would it be when your heart stops beating?

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Text Talk Lesson for: Odd Velvet, (Mary Whitcomb, 1998)
ISBN: 0-8118-2004-1

Potential Tier 2 words in the text:

- wondered
- belongs, belonged
- announce, announced
- protest, protested
- polite, politely
- impressive
- different
- odd

Tier 2 words selected for direct vocabulary instruction:

- ***belongs***
- ***protested***
- ***announced***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book and talk quickly about two tier 3 words that I feel they need to know in the story: These words are potpourri and milkweed. They need to know these to help understand the story. Then tell them to listen closely to the story about a little girl named Odd Velvet. As you listen, think about why the students thought Velvet was odd.”

Read page two and ask the following question. “What is the author trying to tell us about Velvet? Then ask them to tell you about the gifts the children brought and the gifts that velvet brought to school.” Ask follow up question. “Why were they strange of odd gifts?

Read page three. “Why did the students wonder where Velvet came from? Why do you think Velvet did not wear a new dress the first day of school? Ask follow up question. “Do you think that the clothes you wear change who you are inside?”

Read page five. “What does the author mean when she states the other girls saved the day? Did the milkweed pod that Velvet brought for show and tell really ruin the day or show and tell time? Does it really matter what some one brings to show and tell?”
Read page seven. “The book says nothing was right about Odd Velvet. How do you feel about this? Can you tell me some things that were right about Velvet? The author

says that no one was silly enough to pick Velvet for partner play. What does the author mean by this?"

Read pages nine, ten, twelve and thirteen. "What is the author trying to say about how the children felt when Velvet won the contest? How did the students describe Velvet's drawing of an apple?"

Read pages sixteen and seventeen. "What is the author telling about how the children's feelings were changing towards Velvet? Why were the things Velvet did starting to make sense? Even though their feelings are beginning to change why the children were still uneasy about going to Velvet's house?"

Read pages twenty and twenty-one. "How was Velvet's birthday party different than the usual birthday party? Why did the children have fun at Velvet's party even though it was different from a usual child's party?"

Read page twenty-five. "What can you tell about the other children by the gifts that they brought the teacher at the end of the story? How do the children feel about Velvet at the end of the story?"

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **belongs**

1. In the story it says that her sweater once **belonged** to her older sister.
2. **Belongs** means that someone owns something. In the story Velvet was wearing a sweater that used to be her older sisters. It used to **belong** to her sister, but now it does not fit her sister now so it **belonged** to Velvet.
3. "Say the word with me: **belongs.**"
4. There were three dolls on the bed and the doll with red hair **belongs** to you. Or, if your family has two cars, the red car **belongs** to your dad and the blue car **belongs** to your mom.
5. Tell me about something that to **belongs** to you. Try to use the word **belongs** when you tell about it. You could say, "The shiny new wagon **belongs** _____ my sister." Or the cool game boy _____ my brother!"
6. "Say the word with me: **belongs.**"

Target word: **protested**

1. In the story Velvet won the school drawing contest and Sarah **protested**. Sarah had all the best art supplies and everyone figured she would win the contest. Because she did not win she **protested** the results of the contest.

2. If you do not agree or think something that has happened to you or someone you know and you decide to argue, you would be **protesting**.
3. "Say the word with me: **protested**."
4. When Jenny and her friend were running in the hall the teacher only stopped Jenny. She made Jenny go all the way back to the end of the hall but not her friend. Jenny **protested** that it was not fair to make only Jenny and not her friend.
5. Tell me about a time that you were told not to do something and you thought it was unfair and you **protested**.
6. "Say the word with me: **protested**."

Target word: **announced**

1. In the story it stated that the school drawing contest was **announced**. And when the day of the contest arrived the winner was **announced**.
2. **Announced** means to state some important information in front of several people. To make sure the people are aware of the information.
3. "Say the word with me: **announced**."
4. Every Friday the winners of the spelling bee were **announced**. Another example would be when my friend **announced** to all her friends that it was her birthday.
5. Now you think of a time when you or someone you know **announced** something. You could start your sentence with "The name of the class president was _____."
6. "Say the word with me: **announced**"

Combine the words by having the children make a choice between two of the words:

- When Sarah's mother told everyone in the neighborhood that she just graduated from kindergarten. Sarah's mother **announced** or **protested** to the neighbors that she graduated from kindergarten?
- If the blue bike was the little girl's? The bike **belongs** or **announced** to the little girl?
- If someone told Jenny she could not go on the roller coaster because she was not tall enough and she got very upset. Which would it be? Jenny **belonged** or **protested** because she could not ride the roller coaster?
- Jack **protested** when his parent would not let him go to the movies with his friends. Jack **announced** or **protested** to his parents about not going to the movies?

Maintain all three words by asking the children to give examples or explanations:

- When you were younger you had toys, why did they **belong** to you?
- Tell me about a time when you **protested** that you could not do what you wanted to do?
- Tell me what would be important incident that you would want to be **announced** about you?

Maintain by helping children add to their networks of related words:

- When you want to stay up later and your parents make you go to bed, how have you **protested** not wanting to go to bed?
- Tell me how your teacher **announced** the winners of the of the class spelling bee?
- A friend found a dollar bill on the floor of your classroom how could you find out whom it **belongs** to?

Assess:

“Let’s think about all three of our new words again: **belongs, protested, announced.**”

- Which of these is **belongs** - you gave your old blue jacket to your younger sister and the jacket is now hers.
- What would make you want to **announce** the news? – You have a peanut butter sandwich in your lunch or you got a new puppy for Christmas?
- Which one of these situations would you **protest**? – You get to go to Disneyland or you have to clean your room?

72. ONE GIANT LEAP

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Text Talk Lesson for: One Giant Leap–The Story of Neil Armstrong, (Don Brown, 1998)

ISBN 0-618-15239-3

Potential Tier 2 words in the text:

- propellers
- spectacle
- fearless
- hovered
- hovering
- climb
- swoop
- bank
- hurtled
- suspended

Tier 2 words selected for direct vocabulary instruction:

- **spectacle**
- **fearless**
- **hurtled**
- **suspended**

Step 1: Doing the read aloud of the text with a focus on comprehension:

Before reading: Activate prior knowledge by listing what they already know about Neil Armstrong. During reading activity is KNEW, NEW, Q.

Pre-reading (explicit language):

“Good readers think about what they already know. Let’s activate our prior knowledge about Neil Armstrong by listing all of the things we already know.”

During reading (explicit language):

“Good readers think about what things they already **knew** before reading. Another good thing readers do is they think about **new** information they did not know but learned as they read. Can you tell me any new information we learned during this section of the book about Neil Armstrong? Something else good readers do is they ask **questions** as they read. You might ask I wonder questions. You might wonder about what the author is saying, or need more information. You might also ask quiz questions. These would be questions a teacher might ask or questions that might be on a quiz. Does anyone have any questions they had about this section of the book?”

Pages:

- 1-2** Read the page and show the picture.
Point out the propellers on the front of the airplanes.
Propeller is the part of the plane that makes it move.

(spectacle)

3-4 Read the page and show the picture.
Ask what Neil felt if he was Fearless?
Stop and add to the Knew, New, Q Chart.

(fearless)

5-10 Read the pages and show the pictures.

11-12 Read the page and show the picture.
Stop and add to the Knew, New, Q Chart.

13-16 Read the pages and show the pictures.

17-18 Read the page and show the picture.
Talk about the words climb, swoop and bank.
These words describe the motions of an airplane.
Stop and add to the Knew, New, Q Chart

19-20 Read the page and show the picture.

21-22 Read the page and show the picture.
Talk about the words erupted, spewed, and brutally.
Discuss how these words describe what is happening.
Talk about how the author chose these words to help
create a better picture in our minds.

(hurtled)

23-24 Read the page and show the picture.
Stop and add to the Knew, New, Q Chart

25-28 Read the pages and show the pictures.

29 Read the page and show the picture. **(suspended)**
Stop and finish the Knew, New, Q Chart

This is what the board looked like after our lesson:

KNEW	NEW	Q
He was an astronaut He was the first man to walk on the moon He was a pilot He landed the spacecraft on the moon He said "This is one small step for man, one giant leap for mankind" when he landed on the moon	He wanted to ride in an airplane ever since he was two He rode in an airplane when he was six He wasn't scared to ride Neil was a hard worker His flying teacher was Aubrey Knudegard He loved to look at the stars He had a pilot's license before a driver's license	How small was he? How did his neighbor make a telescope? Does he still work hard? How old was Neil when he became an astronaut? Where does he live now? Was being on the moon as neat as he had dreamed it would be? Why did only three men go to the moon?

Step 2: Direct Vocabulary Instruction of the Tier 2 words:

Target word: **spectacle**

1. Page 1. In the story the author describes the airplane show and says that “The **spectacle** surely left its mark on young Neil.”
2. The word **spectacle** means: An interesting or impressive sight.
3. Children say the word aloud: Everybody say the word “**Spectacle**”.
4. Examples in multiple contexts: A great **spectacle** would be a tree growing purple flowers. Another great **spectacle** would be a beautiful sculpture of a famous person. The circus was a great **spectacle**. Would it be a bigger **spectacle** to be a twenty foot frog or a twenty foot tree? How about a purple cow or a purple shoe?
5. Can anyone think of a **spectacle**? Can you tell us about it by finishing this sentence, “A great **spectacle** would be...”
6. What’s our new word? “**Spectacle**”

Target Word: **fearless**

1. Page 3. In the book the author says “The noisy, bumpy ride and ever-tilting view worried Stephen Armstrong. But Neil was **fearless**.”
2. If you describe someone as being **fearless**, you admire them for their courage.
3. Everybody say the word “**fearless**.”
4. The skydiver was **fearless**. The mountain climber was **fearless**.
5. Does anyone have an example of someone that was **fearless**? Can you use the word **fearless** when you tell us about it? Finish the sentence, “The _____ was **fearless**.” And then tell us why you think that.
6. What’s our new word? “**Fearless**”

Target Word: **hurtled**

1. Page 21. In the book the author says, “After two turns around the Earth, a final rocket engine blasted the capsule to 25,000 miles an hour and they **hurtled** to the moon.”
2. If someone or something **hurtles** somewhere or is **hurtled**, they move there very quickly, often in a rough or violent way.
3. Everybody say the word “**Hurtled**”.

4. Snowballs can be **hurtled** at someone, not at school of course. A meteor can be **hurtled** towards Earth by the pull of gravity. Could a rock be **hurtled**? Could a feather? A cotton ball? A shoe?
5. Can anyone think of a thing that could be **hurtled**? Use this sentence "The _____ was **hurtled**..."
6. What's our new word? "**Hurtled**"

Target Word: **suspended**

1. Page 29. In the book the author says, "A boy who dreamed of hanging in the air **suspended** only by a trapped breath."
2. If something is **suspended** from a high place, it is hung from that place.
3. Everybody say the word "**Suspended**".
4. A parachute can be **suspended** from a tree. A bird feeder can be **suspended** from a tree. Can you think of anything that could be **suspended**?
5. Use this word to tell us the example you came up with: The _____ was **suspended** (in the air)."
6. What's our new word? "**Suspended**"

Combine the words by having the children make a choice between two of the words:

- If you were hanging from a tree would you be **suspended** or **hurtled**? Why?
- If you had just finished first in a race would you be a **spectacle** or **fearless**? Why?
- If you crossed a flaming river would you be **fearless** or **suspended**? Why?
- If you saw a flying elephant would it be a **spectacle** or **hurtled**? Why?

Maintain all four words by asking the children to give examples or explanations:

- When might you be **suspended**?
- When might you be **fearless**?
- When might you be a **spectacle**?
- When might you be **hurtled**?

Maintain by helping children add to their networks of related words:

- If you are being **hurtled**, how might you feel?
- Describe a time you might be **fearless**?
- If something is **suspended**, what might be **suspending** it?
- Tell of a time when you saw a **spectacle**.

Assessment:

Think about all four of our words again: **suspended**, **fearless**, **spectacle**, and **hurtled**.

- Which of these would be **suspended** – A tree house or a trailer house?
- Which of these would be **fearless** – A firefighter or a waitress?
- Which of these would be a **spectacle** – A zebra or a kitten?
- Which of these would be **hurtled** – a rock or a Kleenex?

73. OWEN & MZEE: THE TRUE STORY OF A REMARKABLE FRIENDSHIP

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**Text Talk for: Owen & Mzee: The True Story of a Remarkable Friendship,
(Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu, 2006)**

ISBN: 0-439-82973-9

Potential Tier 2 words in the text:

- | | |
|-----------------|-------------|
| • anxious | • slippery |
| • extraordinary | • surging |
| • hefty | • tickled |
| • hoisted | • towed |
| • inseparable | • unlikely |
| • joyous | • upsetting |
| • nuzzles | • wallowed |
| • resilience | |

Tier 2 words selected for direct vocabulary instruction:

- ***inseparable***
- ***resilience***
- ***unlikely***

Step 1: Doing the read-aloud of the text with a focus on comprehension.

Introduce the text: “This is a true story about what happened to a baby hippo and a very old tortoise. The story takes place in the country of Kenya, on the continent of Africa.” Show the map of Kenya on the next-to-the-last-page of the book, in the section entitled, “MORE ABOUT...”.

Pages 1 and 2: Read Page 2 aloud. Show the photograph of Owen and Mzee (mm-ZAY) on Page 2, pointing out Owen, the hippopotamus, and Mzee, the tortoise.

Pages 3 and 4: Read Page 3 aloud. Show the photograph of the pod of hippopotami on Page 4. Discuss the term “pod” which is used when talking about a group of hippos. Mention that other terms are used when describing groups of animals, such as a “pack” of wolves and a “pride” of lions. Also, point out the different plural form of hippopotamus: “hippopotami”.

Pages 5 and 6: Read the first paragraph on Page 6 aloud. Show the photograph on Page 5 of Owen stranded on the coral reef. Ask: “What do you think the villagers will do after seeing the baby hippo stranded on the coral reef?” Then read the second paragraph on Page 6. [It is here that the teacher could also discuss what happened during the tsunami of December 2004, if appropriate.)

Pages 7 and 8: Before reading Page 7, ask: “How do you think the baby hippo felt when the villagers and visitors tried to rescue him?” Read Page 7. Show the photograph on Page 8 (a pick-up truck on the beach with many people walking beside it and a few people riding in the back of it) only if you think your students would be interested in seeing it. Ask: “Why was the baby hippo given the name “Owen”? Ask: “What do you think the villagers will do with Owen after rescuing him?”

Page 9 and 10: Read Page 9. Show the photograph on Page 10, pointing out Dr. Paula, the manager of Haller Park, Stephen, the chief animal caretaker at Haller Park, and Sabine Baer, an ecologist at Haller Park. Explain what an animal sanctuary is: “a place where wild animals can live in safety”. (Haller Park is an animal sanctuary located near Mombasa, Kenya, about 50 miles away from Malindi, the village where Owen was rescued.)

Page 11 and 12: Read Page 12. Show the photograph on Page 11, pointing out Dr. Paula and what is shown of Owen. Reiterate that they have put the net over Owen and tied him so that he would not be hurt while Dr. Paula and Stephen drive him to his new home, Haller Park.

Page 13 and 14: Read Page 13. Show the photographs on Page 13 and Page 14. Ask: “What do you think Mzee will do when he meets Owen?”

Page 15 and 16: Read Page 16. Show the photograph on Page 15, pointing out how Owen is crouched behind Mzee, just like what baby hippos do with their mothers for protection. Show the photograph on the bottom of Page 16, pointing out how close Mzee has allowed Owen to get.

Page 17 and 18: Read Page 17. Show photographs on page 17 and 18.

Page 19 and 20: Read the first two sentences on page 19. After the sentence, “Soon, they were inseparable.” ask, “What do you think the word ‘inseparable’ means?” (Two more things that cannot be separated or pulled apart from each other. If two people are inseparable, it means that they are close friends and like to spend a lot of time together.) “We will learn more about this word after we finish reading the story.” Finish reading Page 19. Show the photographs on Page 19 and 20 while asking: “Why do you think Owen and Mzee seem to trust each other and seem to be friends?”

Page 21 and 22: Read Page 22. Show the photograph on page 21 while asking, “Have any of you had the experience of becoming friends with someone who was very different from you?” “Would you like to share about your experience with us?”

Page 23 and 24: Read Page 23. Show the photograph on page 24 while asking all three questions before calling on students to answer, “Why do you think photographs and stories about Owen and Mzee appeared in newspapers around the world?” “Why was this book written about them?” “Why did they become famous?”

Page 25 and 26 (the last pages of the story): Read the first sentence on Page 26. Ask: "What great loss did Owen experience?" Read the second sentence on Page 26. Ask: "What do you think resilience means?" (The ability to feel better after something bad happens to you.) "We will learn more about this word after we finish the story." Read the rest of Page 26. Show the photograph on Page 25.

NOTE: There is a website where there are more photographs of Owen and Mzee and the other wild animals at Haller Park: www.lafargeecosystems.com. Photos and comments by Stephen Tuei, the chief animal caretaker, are added almost daily.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: ***inseparable***

1. "In the story, it says, 'As the weeks went on, Owen and Mzee spent more and more time together. Soon, they were ***inseparable***.' "
2. "When you talk about people or animals being ***inseparable***, it means that they are very good friends and like to spend a lot of time with each other. When you talk about things being ***inseparable***, it means that you cannot take them apart or separate them."
3. "Say the word with me: ***inseparable***."
4. "If two boys or two girls are good friends, and they talk to each other when they can at school, and they always play together at recess, and when they get home they talk to each other on the phone for as long as their parents will let them, then they would be ***inseparable*** friends. If you crack eggs into a bowl and beat them together to make scrambled eggs, then the egg yolks and the egg whites become ***inseparable***. When you add Nestles' Chocolate Drink powder to a glass of milk and stir it into the milk, then the milk and the chocolate drink powder become ***inseparable***."
5. "Tell about some things that you think would be ***inseparable***. Start your sentence with, 'Two things are ***inseparable*** if they _____.'
"Ask another student why the two things mentioned are ***inseparable***."
6. "What's the word we've been talking about?" "***inseparable***"

Target word: ***resilience***

1. "In the story it says, 'Owen suffered a great loss. But with the help of many caring people, and through his own extraordinary ***resilience***, Owen has begun a new, happy life.' "
2. "***Resilience*** is when someone feels better after going through a bad experience. ***Resilience*** is also when an object is squished by someone; then when the person lets go of it, the object 'bounces back' to its original shape."

3. "Say the word with me: **resilience**."
4. "When something bad has happened to your friend, such as his cat ran away, then, a while later, your friend does not feel so sad when he talks about his cat, then it means that he is **resilient**. It means he has **resilience**. If you squeeze a spongy Nerf ball in your hand and then let it go, and it returns to its original shape, then you say it has **resilience**."
5. "Now you think of some way that a person or a thing has **resilience**. Begin your sentence with 'Someone (or something) has **resilience** when he (it) _____'. "Then ask another student to explain why the example that the first student gave shows **resilience**."
6. "What's the word we've been talking about?" "**resilience**"

NOTE: Although this vocabulary word is a bit difficult, it is of great importance to the story. Scholastic has even developed a discussion guide to go with this book that can be downloaded free of charge from www.scholastic.com/discussionguides, called Cultivating Resiliency: A Guide for Parents and School Personnel

Target word: **unlikely**

1. "The story talks about how 'wildlife experts are still puzzled about how this **unlikely** friendship came to be.' "
2. "**Unlikely** means that there is not a great chance of something happening, but it happens anyway."
3. "Say the word with me: **unlikely**."
4. "When children eat a lot of candy just before dinner time, it is **unlikely** that they will be hungry for dinner. When students do not study for a spelling test, it is **unlikely** that they will get a good grade on the spelling test. If children are always rude to other people, it is **unlikely** that they will have many friends."
5. "Now you think of something that would be **unlikely** to happen. Start your sentence with 'If _____ were to happen, then it is **unlikely** that _____ would happen.'" Ask another student to explain why the example the first student gave was **unlikely**."
6. "What's the word we have been talking about?" "**unlikely**"

Combine the words by having the children make a choice between two of the words.

- Terry thinking that his mom won't mind his getting a "D" in Writing: **resilience** or **unlikely**?
- A wilted flower becoming "unwilted" after being watered: **resilience** or **inseparable**?
- The friendship between a boy and his dog, who the boy loves very much: **unlikely** or **inseparable**?
- The water and Koolaid powder mixed together to make Koolaid: **resilience** or **inseparable**?
- Tommy squeezes his Nerf ball, lets it go, and it springs back to its original shape: **resilience** or **unlikely**?
- A child getting a lump of coal from Santa Clause after being very good all year long: **unlikely** or **inseparable**?

Maintain all three words by asking the children to give examples or explanations:

- Tell us something that is **unlikely** to happen at school today.
- Would a lump of clay that you have taken and formed into a figure of a cat be considered **resilient**? Why or why not?
- Your mom mixes milk into the pancake cake batter and cannot take any of the milk out after she has mixed it. Would this be an example of the milk being **inseparable** from the pancake batter? Why or why not?

Maintain by helping children add to their networks of related words:

- When you are **inseparable** from a good friend, what do you do?
- What is something that you are **unlikely** to do here at school?
- When a ball is **resilient**, describe what it does after you squeeze it and then let it go.

Assess:

"Let's think about our three words again: **inseparable**, **resilience**, and **unlikely**."

- Which of these is **unlikely** to happen when you plant a tulip bulb in your garden: a beautiful red tulip comes up or a large rose bush comes up?
- When are people showing **resilience**: when something bad happens to them and they stay sad or when something bad happens to them and they get over it and feel better?
- Which would be **inseparable**: when you mix sand and rocks together or when you mix sand and water together?

74. PAPER DRAGON, THE

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Text Talk Lesson for: The Paper Dragon, (Marguerite W. Davol, 1997)
ISBN: 0-689-31992-4

Potential Tier 2 words in the text:

- humble
- ruins
- interrupted
- scrolls
- messenger
- prowl
- scorched
- confront
- disturb
- terrifying
- slumber
- devastation
- created
- solution
- trudged

Tier 2 words selected for direct vocabulary instruction:

- ***distressing***
- ***clever***
- ***devour***

Step 1: Doing the read aloud of the text with a focus on comprehension.

(Number the pages of **text** in this book ahead of reading aloud since there are no numbers printed on each page.)

“Today as we read this book together, we will practice being good readers. One strategy that good readers use is predicting. As you read, you think about what might happen next in the story by looking for clues from the author and making connections with your prior knowledge. So let’s do an activity in which we practice this strategy.”

Read pages 1-2. Re-read the paragraph describing the destruction caused by the dragon and ask students to close their eyes and visualize that destruction. Ask the children to predict the kind of person the villagers will choose to face the dragon.

Read page 3. Verify or refine predictions. Mi Fei will need something more than strength and bravery to fight the dragon. Ask the children to predict what else Mi Fei might need to be successful against the dragon.

Read page 4. Verify or refine predictions. Ask the children what clue the author left to tell them what other quality besides bravery Mi Fei might need to face the dragon.

Read pages 5-6. The first task – bring the dragon fire wrapped in paper. Ask the children to look for clues from the author in both the text and the illustration. Link these clues to prior knowledge. Ask students to make predictions as to how Mi Fei will accomplish this task.

Read page 7. Verify or refine predictions. Discuss clues students found in text and illustrations.

Read page 8. The second task – bring the dragon the wind captured by paper. Ask the children to look for clues from the author in both the text and the illustration. Link these clues to prior knowledge. Ask students to make predictions as to how Mi Fei will accomplish this task.

Read page 9. Verify or refine predictions. Discuss clues students found in text and illustrations.

Read page 10. The third task – bring the dragon the strongest thing in the world carried by paper. Ask the children to look for clues from the author in both the text and the illustration. Link these clues to prior knowledge. Ask students to make predictions as to how Mi Fei will accomplish this task.

Read pages 11-13. Verify or refine predictions. Discuss clues students found in text and illustrations.

Read pages 14-15. Ask the children, “What does the small dragon in the corner of Mi Fei’s scrolls stand for?”

Let’s review: What qualities are needed for someone to outwit a dragon?

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: ***distressing***

1. “The story tells about one day when a messenger enters the village with ***distressing*** news of how the terrible dragon, Sui Jen, has awakened from its hundred years’ sleep and is destroying everything in its path.”
2. “If you hear ***distressing*** news, the news is not good news rather it is bad news. Something terrible has happened causing people lots of pain and suffering.”
3. “Say the word with me: ***distressing.***”
4. “It would be distressing to have a flat tire while traveling on a road through the desert on a very, very hot day. It would also be distressing if your family forgot all about celebrating your birthday.”

5. Tell me something that would be **distressing** or upsetting to you. Try to use the word **distressing** when you tell about it. You could start by saying, 'It would be **distressing** to me if _____ happened.'
6. "What's the word we've been talking about?" '**distressing**'

Target word: **clever**

1. "The people in the village were so frightened about the dragon that they wondered if anyone in their village was brave enough and **clever** enough to face this dragon and convince it to sleep once more."
2. "If you say someone is clever, you mean this person is smart, brainy, and can come up with good ideas."
3. "Say the word with me: **clever.**"
4. "Someone who came up with a new way to build a snowman without getting your hands cold could be called a **clever** person. A **clever** person might think up some new lyrics of a song that would make us roar with laughter."
5. "Now I want you to think of a time when you were especially **clever** and thought up a bright new idea. Try to use the word **clever** when you tell about it. You could start by saying, 'I was being very **clever** when I thought of _____.'"
6. "What's the word we've been talking about?" '**clever**'

Target word: **devour**

1. "In the story, the dragon gave Mi Fei three tasks to do. If Mi Fei did not accomplish each task within the length of time given to him by the dragon, the dragon would **devour** Mi Fei."
2. "If you devour something you eat it greedily. You do not use good manners; rather, you gulp it down as fast as you can."
3. "Say the word with me: **devour.**"
4. "The big hungry bear who loves the taste of strawberries will **devour** the entire bucket of freshly picked berries left on the path by the young child. Carefully and securely wrap the worm around the hook, cast the line into the water, and hold the fishing pole quietly until the hungry fish **devours** the worm and the hook."
5. Now I want you to think of a time when you **devoured** something delicious. Turn to your partner and tell him what you **devoured**. Make sure you use the word **devour** or **devoured** when you share your idea with your partner.
6. "What's the word we've been talking about?" '**devour**'

Combine the words by having the children make a choice between two of the words:

- Discovering your dog just ripped up your homework: **devoured** or **distressing**?
- Thinking of a new idea to solve the problem: **clever** or **distressing**?
- Opening the refrigerator after returning home from camping when you forgot to pack any food: **devour** or **clever**?

Maintain all three words by asking the children to give examples or explanations:

- Has there ever been a time you have received **distressing** news?
- If you were **clever** and invented something new, what would it be?
- Could you **devour** a whole elephant in just one day? Why or why not?

Maintain by helping children add to their networks of related words:

- Describe how you would **devour** your favorite candy bar.
- If you heard some **distressing** news, how would you react? What could you do about it?
- My dad was **clever** when he invented a bucket opener for my mom. What kind of **clever** thing could you invent to help make chores around your house easier to accomplish?

Assess:

“Let’s think about all three of our new words again: **distressing, clever, devour.**”

- Which of these would you **devour** – a plateful of broccoli or a plateful of cookies?
- Which news item would be **distressing** to you – school is cancelled for one snow day or your pet dog was hit by a car?
- Which would make you **clever** – to ride your bike around the block or to outwit your friend playing a card game?

75. THE PATCHWORK QUILT

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Text Talk for The Patchwork Quilt, (Valerie Flourney, 1985)

ISBN: 0-8037-0097-0

ISBN - 0- 8037- 0098 - 9 (library binding)

Potential Tier 2 words in the text:

- restlessly
- anxious
- gazed
- *masterpiece (4x)
- arrival
- dreaded
- permitted
- realized
- *recognized
- stiffening
- absentmindedly
- miserable
- flowing
- mischievous
- *examined

Tier 2 words selected for direct vocabulary instruction:

The following words were selected because they are important to the understanding of the text and they are words that the children will encounter in other texts and in other situations in conversations and interactions.

- ***masterpiece***
- ***recognize***
- ***miserable***
- ***examine***

Step 1: Doing the read aloud of the text with a focus on comprehension

Prereading: “We are going to activate our prior knowledge about quilts. Do any of you or your family have any quilts that have been special to you?” (discuss briefly)

Read first 2 pages. Ask the children, “How did Tanya and Grandma feel about each other? How do you know?”

Read next 2 pages. Ask “What does Grandma mean by saying I’m going to make a ***masterpiece***.” Discuss briefly at this point what masterpiece means. A ***masterpiece*** is something that is done with great skill.

Read the next page. Ask, what did Grandma mean when she says, “A quilt won’t forget. It can tell you life story.”

Read the next page. Ask students how she added Tanya to the quilt?

Read next 2 pages. Ask the students how Mama and Tanya became interested in quilts.

Read next 3 pages. Ask, "Why did Tanya say, 'Your quilt misses you.'"
Read the next 2 pages. Ask what Tanya meant when she said "Someone is missing."
Why did she remove a few squares from Grandma's old quilt?

Read the next page. Ask why did Grandma say "This quilt is nothing but a joy."

Read "The Patchwork Quilt" to the end.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words:

Target word: **masterpiece**

1. "In the story, Grandma says that she wants to make the quilt a **masterpiece**."
2. A masterpiece is something that is made with great skill. If grandma made the quilt a "**masterpiece**", she would make something very special. **Masterpieces** are things that people really value.
3. Say the word '**masterpiece**'. It even sounds like something special.
4. If a famous painter paints a special picture, it would be considered a **masterpiece**. The statue of liberty is considered a **masterpiece**. A book that is really well written might be considered a **masterpiece**.
5. "Tell me something that you think might be considered a '**masterpiece**'."
6. What is the word that we have been talking about? '**masterpiece**'

Target word: **recognized/recognize**

1. In the story, Tanya '**recognized**' some of the scraps of material that Grandma used in the quilt.
2. To **recognize** means that it is something that you have seen before. When Tanya **recognized** the scraps of material, it meant that she had seen them before used as clothes, such as Papa's old work shirt.
3. "Say the word with me." **recognized**
4. "Children see me in the stores and they **recognize** me from school. Sometimes you **recognize** some place that you have been before. Many of you have **recognized** a book as one that you have read before."
5. Tell me about something or someone that you have '**recognized**'. You can start by saying "I **recognized** _____."
6. "What is the word that we have been talking about?" **recognize**

Target word: **miserable**

1. "In the story, Jim was '**miserable**' because his favorite corduroy pants had been held together with patches. Now they were beyond repair and he couldn't wear them anymore.
2. **Miserable** means that you are extremely unhappy about something.
3. "Say the word with me: **miserable**."
4. "Someone might be **miserable** for awhile if their best friend moved away. Or a person might be **miserable** if their dog got ran over. A person might be **miserable** if Mom and Dad got a divorce."
5. Tell me about a time that you were '**miserable**'. You could start by saying, 'I was **miserable** when_____.'
6. "What is the word that we have been talking about?" **miserable**.

Target Word: **examined/examine**

1. "In the story it says that Tanya and Mama **examined** the quilt."
2. To **examine** something means that you look really closely at it.
3. "Say the words with me: **examine**."
4. If you wanted to see if you want to buy something, you might **examine** it. I could also **examine** you to see if you know something, such as I do every week with your spelling words. Sometimes I **examine** your writing to see if you are doing good writing. I have examined furniture to see if I wanted to buy it.
5. "Tell me something that you might want to **examine**. You might start by saying "I would want to **examine**_____ because_____."
6. "What's the word we're talking about?" '**examine**'

Maintain all four words:

- When you think about a **masterpiece**, what do you think about?
- If you were to **recognize** something, show me what your face would look like.
- What is something that could make you **miserable**?
- What is something that you would want to **examine**?

Assess:

- Ask "Who can remember the four words we talked about?"
masterpiece, recognize, miserable, and examine
- Which would be a **masterpiece** – a wonderful book or a piece of garbage?
- Would you be more likely to **recognize** a friend or a stranger?

- Would you be ***miserable*** when you missed all the words on your spelling test or got 100%
- What would you be more likely to ***examine*** – a piece of art or a glass of milk?
- Who would like to tell us a sentence using all four words?

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Text Talk Lesson for: Pecos Bill, (Kellogg, 1986)

ISBN: 0-590-41110-1

Potential Tier 2 words in the text:

- | | | |
|-----------|---------------|-------------|
| • rugged | • ambushed | • devotion |
| • nibbled | • mild | • grumbling |
| • yanked | • respectable | • descent |
| • romp | • ornery | • careening |
| • recruit | • admiration | |

Tier 2 words selected for direct vocabulary instruction:

- **ornery**
- **devotion**
- **respectable**

Step 1: Doing the read aloud of the text with a focus on comprehension.

Introduce the book: "This is a tall tale about a character named Pecos Bill. As you listen to the story, think about the things that Pecos Bill did in the West."

Read aloud page 1. "Why did Pecos Bill's family leave New England? Where did they go?" Show the picture.

Read page 2. "What happened when Pecos Bill was fishing?"

Read page 3. "Why didn't he drown? Then what happened?" Show picture.

Read pages 4-5. "What was Bill's childhood like? What did he do for fun?" Show picture.

Read pages 6-7. "*Peppered him with questions*" means that he asked a lot of questions. How did Bill's life change when he met Chuck?" Show picture.

Read pages 8-9. Show pictures.

Read page 10. "What was Bill's problem? How did he solve it?"

Read page 11. "What was Bill's problem here? How did he solve it?" Show pictures.

Read the first half of page 12. "What happened when Bill met the Hell's Gulch Gang? Why did they make Bill their new boss?"

Continue through page 13. “How did Bill invent cattle roping?” Show pictures.

Read page 14 and show picture.

Read page 16. Discuss “rodeo” to make sure students understand what it is. Read pages 17-21 and show pictures.

Read pages 22-23. “How did Bill catch Lightning? Why did Lightning decide to stay with him? Show picture.

Read page 24. “What was Bill and the cowboys’ problem? How did Bill solve it?” Show picture.

Read pages 26-27. “What was Bill’s problem in this part? How did he solve it?” Show picture.

Read pages 28-29. Briefly explain “bustle.” “What were Slewfoot Sue’s two conditions for marriage? Do you think Bill will be able to meet her conditions? Will Lightning let Sue ride him?” Show pictures.

Read pages 30-34. “What happened when Sue tried to ride Lightning?” Show pictures.

Read pages 35-36. “Where did Sue finally land? What happened then? Show pictures.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **respectable**

1. “In the story it says that when Bill met the Hell’s Gulch Gang, he told them he would turn them into **respectable** ranch hands.”
2. “**Respectable** means proper or civilized. In the story, before the men in the gang met Pecos Bill, they were wild outlaws or criminals. When Bill made them **respectable**, they became cowboys and worked with him.
3. “Say the word with me: **respectable**.”
4. “If someone is living a wild life and they change their ways, they might say they have become **respectable**. If someone does something well, they might say they did a **respectable** job.”
5. “Tell about a time when you did something in a **respectable** way. Try to use the word **respectable** when you tell about it. You could start by saying, ‘When I did _____, I did it in a **respectable** way because _____’ or ‘I did a **respectable** job on _____ because _____.’”
6. “What is the word we have been talking about?” ‘**respectable**’

Target word: **ornery**

1. "In the story it says that the Hell's Gulch Gang, told Bill that Texas cattle were much too **ornery** to ever put up with ranching."
2. "**Ornery** means stubborn and not cooperative. In the story, the cattle were used to being free and doing whatever they wanted to do. On a ranch, they would have to do what the cowboys told them to do and they would not like that because they were **ornery**."
3. "Say the word with me: **ornery**."
4. "If someone is asked to do something and they refuse, you might say they are being **ornery**. If it is bedtime and a child stomps out of the room while talking about how he wants to stay up, that child is being **ornery**."
5. "If any of the things I say would make you feel **ornery** say 'I'm **ornery**!' If not, don't say anything.
 - Your sister breaks your favorite toy.
 - Your brother gives you a birthday present.
 - Your teacher makes you stay in from recess to do your work.
 - You read a good book.
 - You play a fun game.
 - You have to clean the house while your family goes to the park.
6. "What is the word we have been talking about?" '**ornery**'

Target word: **devotion**

1. "In the story it says that after Bill caught Lightning the Horse, he promised her a lifetime of partnership and **devotion**."
2. "**Devotion** means giving love with all your heart. In the story, Bill and Lightning felt **devotion** for each other because they loved each other forever."
3. "Say the word with me: **devotion**."
4. "If there is someone or something that you love very much, you could say you feel **devotion** for that person or thing. Your parents feel **devotion** for you because they love you very much. Someone might also feel **devotion** for an idea or a cause. Martin Luther King was **devoted** to the idea that all people should be treated equally."
5. "Tell about something for which you feel **devotion**. Try to use the word **devotion** when you tell about it. You could start by saying, 'I feel **devotion** for _____ because _____.'"
6. "What is the word we have been talking about?" '**devotion**.'

Combine the words by having the children make a choice between two of the words:

- If you get 100% on a test, are you being **respectable** or **ornery**? Why?
- If you have a pet for many years would you feel **respectable** or **devoted**? Why?
- If your little brother follows you everywhere and tries to be just like you, does he feel **devotion** or **ornery**? Why?

Maintain all three words by asking the children to give examples or explanations:

- What are some things that make you feel **ornery**?
- What are you **devoted** to?
- What are some things that are **respectable**? What are some things that are not **respectable**?

Maintain by helping children add to their networks of related words:

- How do you look and sound when you are feeling **ornery**?
- How do you feel about things or people to which you are **devoted**?
- How do you act when you are being **respectable**? What do you look like?

Assess:

“Let’s think about all three of our new words again: **ornery, devotion, respectable.**”

- Which of these children is **ornery**-- the one stomping her feet and shouting, or the one smiling and helping her dad?
- Would you feel **devotion** for a family member or a stranger?
- Which of these is **respectable**-- A bully or a police officer?

77. PRINCIPAL FROM THE BLACK LAGOON, THE

Julia Martinez
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Text Talk Lesson for: The Principal from the Black Lagoon, (Mike Thaler, 1993)
ISBN: 0-590-45782-9

Potential Tier 2 Words in the text:

- principal
- office
- poisoned
- monster
- lucky
- slowly
- careful

Tier 2 words selected for direct vocabulary instruction:

- ***monster***
- ***lucky***
- ***careful***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud page 1 & 2 and show pictures to students. Explain to students that the boy is really scared.

Read aloud pages 3 and 4 show pictures to students and ask them if they are scared of skeletons and bones.

Read aloud pages 5 and 6 and show pictures to students; ask the students why they think the boy is scared to see the principal.

Read aloud pages 7 and 8 show pictures to students and ask students what they think it may happen next.

Read aloud pages 9 and 10 and show the pictures to students. Continue to read pages 11, 12, 13, 14, 15 and 16 and ask students what they think could happen to the boy.

Read aloud pages 17, 18, 19, 20 and 21 show pictures to students. As students what they think of the principal, is she a monster?

Read aloud the rest of pages and show pictures to students. As students what they thought the ending was going to be and if they liked the ending.

Read aloud page 18 and 21. Show pictures to students. Ask students who they think is coming out the door a monster? The Principal?

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **monster**

1. In the story it says that Mr. Green the principal is a real **monster**.
2. If you say somebody is a real **monster**, you mean that person is a very ugly, mean wicked person.
3. say the word with me: **monster**
4. Could we say that our sister is a **monster**? Or could we say that our brother is a **monster**?
5. "Now think of somebody that could be a **monster**? Say....".I think.....is a monster because....."
6. That is the word that we just read? "**monster**"

Target word: **lucky**

1. In the story the boy said " If you are really **lucky** you get sent home in chains"
2. **Lucky** means having good luck.
3. Say the word with me: **lucky**
4. If you win a prize you are **lucky**. Or if you run away from a car and don't get hit, you are **lucky**.
5. Now you think of some ways you can be **lucky**. Start your sentence with: "I am lucky because....."
6. What is the word we just talked about? Yes **lucky**.

Target word: **careful**

1. In the story, the author says " And the next time, we will have to be more **careful**"
2. **Careful** means you are very cautious, you do things paying much attention.
3. Say the word with me: **careful**
4. If you say somebody is **careful** you mean that that person does things very well. You could say that a mother is very **careful** when she takes care of her baby.
5. Now you think of some ways you can be **careful**. Start your sentence with: "I am **careful** when....."
6. The word we were talking is : **careful**

Combine the words by having the children make a choice between two of the words:

- Crossing the streets looking at the cars: are you **careful** or **lucky**?
- Hitting at somebody in the face: are you **careful** or a **monster**?
- Getting a new pair of shoes: are you **careful** or **lucky**?
- Waiting for your parents to pick you up from school: **careful or monster**?

Maintain all three words by asking the children to give examples or explanations:

- Tell us about something you have done that was **careful**.
- Tell who do you think could be a **monster**.
- How can you tell when you are **lucky**?

Maintain by helping children add to their networks of related words:

- Tell me what it means to be **careful**.
- What are some of the things that will make you a **careful** student?
- Think of some ways you can be **lucky** in life or at school.
- Think of some things students can do to you that will make them **monsters**.
- What are some of the things **monsters** do?

Assess:

- Let's think about all three of our new words again: **monster, lucky, careful**
- Who do you think is **careful** the student who follows directions or a student who got sent to the office?
- When would you feel **lucky**? When you get a new set of clothes or when you lose your bike?
- Who do you think a **monster** is? A person who does nice things to others or a person who is mean to others?

78. POLAR EXPRESS, THE

Ben Moser
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Text Talk Lesson for: The Polar Express, (Chris Van Allsburg, 1985) ISBN: 0-395-38949-6

Potential Tier 2 words in the text:

- | | |
|----------------|-----------|
| • rustle | • pranced |
| • insisted | • paced |
| • wrapped | • cheered |
| • outstretched | • imagine |
| • flickered | • tossed |
| • lean | • struck |
| • roamed | • roared |
| • barren | • cracked |
| • crawl | • charged |
| • crowded | • lurch |

Tier 2 words selected for direct vocabulary instruction:

- ***insisted***
- ***crowded***
- ***charged***

Step 1: Doing the read aloud of the text with a focus on comprehension:

Read aloud page 1 and ask the students the following questions: “What time of the year does this story take place?” “How do you know?” “How do you feel on Christmas Eve?” “What do you think about?” Show the students the illustration.

Read aloud page 3. Ask the students, “If a train pulled up in front of your house and was heading to the North Pole, would you go? Why or why not? Show the students the illustration.

Read aloud page 6. “Do you think the children are having a good time?” “How can you tell?” Show the students the illustration.

Read aloud page 7 and ask, “What has happened so far in the story?” Show the students the illustration.

Read aloud page 9. Show the students the illustration.

Read aloud page 11. Ask the students these questions: “If you were in this train and saw the North Pole for the first time, how would you feel?” “Do you think these children feel the same way?” “Why or why not?” Show the students the illustration.

Read aloud page 14 and ask, "Would you want Santa to choose you?" "Why or why not?" Show the students the illustration. "Does the North Pole look like a place where you would want to live?" "Explain your answer."

Read aloud page 16. Show the students the illustration.

Read aloud page 17. "How do you think the little boy felt when Santa chose him?" "Would you have the same feelings or would you feel different?" "Explain your answer?" "If Santa were to ask you what you would like for Christmas, what would you ask for?" Show the students the illustration.

Read aloud page 19 and ask, "Why do you think Santa smiled when the boy told him what he wanted for Christmas?" "Why?" Show the students the illustration.

Read aloud page 22. "Where is Santa going?" Show the students the illustration.

Read aloud page 24. Ask the students the following questions: "Have you ever lost something you really liked?" "How did you feel?" "How do you think this boy feels?" Show the students the illustration.

Read aloud page 25. "When somebody says, 'Merry Christmas,' what do they mean?" Show the students the illustration.

Read aloud page 27 and ask, "How do you think the boy feels when the bell is found?" "How do you think the boy feels when his mother and father cannot hear the bell?" "Explain your answers." Show the students the illustration.

Read aloud page 29. Ask the students the following questions: "How does the story end?" Show the students the illustration. Also ask these questions: "Why can't Sarah hear the bell any more?" "The author writes, the bell still rings for me as it does for all those who truly believe. Believe in what?" "Why do you think you can only hear the bell if you believe?"

Step 2: Direct Vocabulary Instruction of the Tier 2 Words:

Target word: ***insisted***

1. "In the story, the author writes 'There is no Santa,' my friend had ***insisted***, but I knew he was wrong.
2. "If you ***insisted*** something, you said something firmly and with feeling."
3. "Say the word with me: ***insisted***"
4. "My parents ***insisted*** that I do my homework before I go out and play." "After getting injured, I ***insisted*** that I was fine, I could still play baseball."
5. "Now think of a time where you or your parents ***insisted*** something. Start your sentence with, 'I ***insisted*** that ...,' or 'My parents ***insisted*** that ...'"
6. "What's the word we have been talking about?" ***'insisted'***

Target word: **crowded**

1. "In the story, the author writes ...we slowed to a crawl, so **crowded** were the streets with Santa's helpers.
2. "If a place is **crowded** with people, then there are a lot of people there and it is hard to move around."
3. "Say the word with me: **crowded**"
4. "The plaza was **crowded** with spectators." "The city streets were **crowded** with cars so I had to drive slowly."
5. "Now think of a place you have been where it has been **crowded**. Start your sentence with 'The _____ was so **crowded** that ...,' or 'I couldn't even move the _____ was so **crowded**.'"
6. "What's the word we have been learning about?" '**crowded**'

Target word: **charged**

1. "In the story, the author writes his team **charged** forward and climbed into the air."
2. "If something **charged** forward, then it quickly moved forward."
3. "Say the word with me: **charged**"
4. "The two deer **charged** forward hitting their antlers together." "The army **charged** towards their enemies."
5. "Now you think of a way to use the word **charged**. Start your sentence with 'The _____ **charged** forward...,' or 'the _____ **charged** towards...'"
6. "What word have we been discussing?" '**charged**'

Combine the words by having the children make a choice between two of the words:

- My mother _____ I make my bed: **insisted** or **crowded**?
- I could hardly even move at the store because it was so: **charged** or **crowded**?
- The children _____ towards the candy: **insisted** or **charged**?

Maintain all three words by asking the children to give examples or explanations:

- Tell us when your teacher **insisted** that you did something.
- Would a store be **crowded** if I was able to move around it easily? Why or why not?
- Would a ram have **charged** another ram if it got scared and ran the other way? Why or why not?

Maintain by helping children add to their networks of related words:

- If somebody **insisted** you do drugs, what would you tell them? How would you get out of that situation?
- If you were in a **crowded** area with your family, what would you do so you didn't get lost? Have you talked with your parents and discussed a plan if you do get lost in a **crowded** area?
- Have you ever **charged** toward your parents when they got home from work? Tell us about it.

Assess:

"Let's think about all three of our new words again: **insisted, crowded, charged.**"

- Which example defines **insisted** – your mother telling you to do something or choosing what you want to eat for breakfast?
- When would a store be **crowded** – when the store is closed or on a Saturday when many people are out shopping?
- When might an animal have **charged** another – when it was defending his area or when he got scared and ran away?

79. THE RELATIVES CAME

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Ogden City Schools

Text Talk Lesson for: The Relatives Came, (Rylant, 1985)
ISBN: 0-689-71738-5

Potential Tier 2 words in the text:

- relatives
- traveled
- particular
- tend
- Virginia
- strange
- extras
- headed

Tier 2 words selected for direct vocabulary instruction:

- ***relative***
- ***Virginia***
- ***particular***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Page:

2. Read text and show pictures - Name *two things that the **relatives** are doing to get ready to go on this trip.*
4. Read text and show pictures - *What do you think happened to their mailbox? Why didn't they stop and fix it?*
6. Read text - *How do think the **relatives** feel while they are driving?*
10. Read text
11. Read text and show pictures - *Why do you think everyone is hugging so much? Do you think these people see each other very much? Why or why not?*
13. Read text and show pictures
14. Read text – *What do you think everyone could be talking quietly about?*
15. Read text and show pictures - *If the **relatives** weren't **particular** about beds, where do you think everyone slept? Do they look comfortable? Tell why you think you might be particular about wanting a bed to sleep in.*

16-17. Read text and show pictures

18. Read text

22. Read text and show pictures

23. Read text - *Why do you think the house was too big and too quiet?*

26. Read text Show pictures

27. Read text - *What do you think the **relatives** are dreaming about? Why?*

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **relatives**

1. In the story, the author talks about a bunch of people or **relatives** who came to visit and stayed a long time.
2. A **relative** is someone who is related to you like your grandma, grandpa, aunt, or cousins.
3. Let's segment the word **relative** into sounds that we can hear and count those sounds on our fingers. Now say the word **relative** slowly with me.
4. If I were your mother's sister, I would be your **relative**.
5. Name 3 people that are your cousins or **relatives**.
6. Say the word **relative**.

Target word: **Virginia**

1. In the story it says that the people that came to visit were from a place called **Virginia**.
2. **Virginia** is the name of a state in the United States of America. **Virginia** is a long ways away from our state. (Locate **Virginia** on a map of US)
3. Let's segment the word **Virginia** into sounds we can hear, and let's count those sounds on our fingers. Now say the word **Virginia** slowly with me.
4. There are cities located in the state of **Virginia** named Norfolk and Williamsburg.
5. Have students put label that says **Virginia** on a map of the US and then on a map of the world.
6. Say the word **Virginia**.

Target word: **particular**

1. In the story the author says the relatives were not **particular** about beds.
2. When you are **particular** about something you want it to be just right. Sometimes it may even mean that you are fussy or picky.
3. Let's segment the word **particular** into sounds we hear, and count those sounds on our fingers. Now say the word **particular** slowly with me.
4. Sometimes **particular** can mean certain things or ideas like a **particular** book that you have read, or a **particular** flower that you have seen.
5. What would you do if you were not **particular** about the way you make your bed? You might just pull the covers up or maybe you wouldn't make it at all. How many of you are **particular** about your bed?
6. Say the word **particular**.

Combine the words by having the children make a choice between the words:

Assign a number to each vocabulary word. 1 is for **relative**, 2 is for **Virginia**, and 3 is for **particular**. Give the following situations and have the students say the correct word while holding up fingers to show the corresponding number:

- I love to visit my _____.
- My sister is _____ about how she looks.
- Someday I want to visit _____.
- I am not _____ about the way I comb my hair.

Maintain all three words by asking the children to give examples or explanations:

- Which vocabulary word names a place we could drive to?
- Explain why you like or do not like to visit your **relatives**.
- Name three people that you think are **particular** and tell why.

Maintain by helping children add to their networks of related words:

- How is your aunt **related** to you?
- Give me a definition of **particular** that doesn't mean picky or fussy.
- Name a US president that lived or grew up in **Virginia**.

Assess:

"Let's think about all three of our new words again: **Virginia, relative, particular**."

- Put this definition on the correct vocabulary word: fussy or certain
- Put this definition on the correct vocabulary word: a state in the Eastern US.

80. THE ROYAL NAP

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Text Talk Lesson for: The Royal Nap, (Charles C. Black, 1995)
ISBN 0-670-85863-3

Pre-Reading Strategy: Story Impression.

The words from the story I chose for this impression were:

- | | |
|--------------------------------------|------------|
| • cross (His Majesty gets cross) | • startle |
| • sharp (his hearing was very sharp) | • culprit |
| • spoiled | • banish |
| • racket | • wailing |
| • immediately | • peered |
| • crept | • nonsense |
| • dank | |

This is the story we made together as a class:

The Royal Nap

The Royal King was cross because he had a sharp sense of hearing and his nap was spoiled because of all the racket in the palace.

The King said, "to stop that noise immediately!"

Someone crept through the dank castle looking for the culprit and it startled the king. The king banished the culprit from the castle.

The culprit was wailing because he was banished. He peered into the castle and said, "This is a bunch of nonsense."

Page:

1-3 Read, show illustration and point out:

1. How mean the King looks
2. Servants walking barefoot carrying their shoes
3. Women servants picking up their shirts so they don't make noise

4-5 Read. **(spoiled)**
What do we know about the King so far?
Show illustration

6-7 Read
What happened on these pages?
What would you do if you were Lord Twombly?

8-9 Read and show illustration. **(immediately)**
What are they looking for?

Where are they?

10-11 Read, ask what we know so far.

12-14 Read

What is happening to Gerald?

Where are they taking Gerald?

14-15 Read and show picture. Why is Phoebe crying?

16-18 Read and show illustrations.

Is the king sleeping better? How can you tell?

Why is Twombly running so fast?

18-20 Read.

What is Phoebe doing?

Show pictures.

What do you think is going to happen to Phoebe?

20-21 Read and show pictures at the same time.

Did the King like Phoebe's song? How can you tell?

22-23 Read and show pictures. (**nonsense**)

What is happening on these pages?

How do the King and Twombly feel?

24-25 Read and show at the same time.

How would you feel if you were Gerald?

26 Read

What is happening?

27 Read

How does the story end? Is this the way you thought it would end?

Potential Tier 2 words:

- | | |
|---------------|------------|
| • cross | • startle |
| • sharp | • culprit |
| • spoiled | • banish |
| • racket | • wailing |
| • immediately | • peered |
| • crept | • nonsense |
| • dank | |

Tier 2 words selected for direct vocabulary instruction:

These words were chosen for their relevance to the story and words they are very likely to encounter when they read.

- ***spoiled***
- ***immediately***
- ***nonsense***

Target Word: ***spoiled***

1. In the story, the author said that since the King was such a light sleeper, his nap was ***spoiled*** by the sound of a moth landing in a room two doors away.
2. DEFINITION: If you say that something is ***spoiled***, it is ruined or rotten and not good anymore.
3. STUDENTS SAY WORD
4. DISPLAY WORD
5. EXAMPLES:
 - If you leave the milk out over the weekend, when you use it on your cereal Monday morning, it will be ***spoiled***.
 - If you are having a swimming party at an outdoor pool and it starts raining and there is lightning, your party is ***spoiled***.

STUDENT EXAMPLES:

- Think of something that could ***spoil*** or be ***spoiled***. Use it in a sentence.
 - Explain what ***spoiled*** is and use an example that they know of something being ***spoiled***.
6. WHAT WAS OUR WORD?

MAINTENANCE:

- Which of these would be ***spoiled***?
 - An ice cream bar right out of the freezer or out of the garbage can?
 - A fresh glass of milk or a glass of milk left out of the refrigerator over night?

Target Word: ***immediately***

1. In the story, Lord Twombly and his men were going to search the castle and find the noise that awoke the King ***immediately***.
2. DEFINITION: ***Immediately*** means that something needs to be done or started that very second and as fast as humanly possible.
3. STUDENTS SAY THE WORD

4. DISPLAY THE WORD

5. EXAMPLES:

- If your mom asks you to take out the garbage **immediately**, you stop what you are doing and do it that second.
- If you are told to go to the principal's office **immediately**, you do it as fast as you can.

STUDENT EXAMPLES:

- If the store was going to close **immediately** and I wanted to buy a new toy, I would go...
- Have students share how they have or would do something **immediately**.

6. WHAT IS THE NEW WORD?

MAINTENANCE:

Listen to these examples and if what I say stands for something **immediately**, clap your hands.

- If your mom is mad and asks you to do something.
- If you are tired and want to sleep in.
- If your dog gets loose and is about to run away.

Target Word: **nonsense**

1. In the story, Phoebe tells the King that she won't play or sing for him until her father is returned to the castle and Lord Twombly said, "This **is nonsense**, How dare you tell the king what to do?"

2. DEFINITION: **nonsense** means that something is made up or not real and shouldn't happen.

3. HAVE STUDENTS SAY WORD

4. SHOW WORD

5. EXAMPLES:

- If the teacher leaves the room for any reason, the class gets out of their seats and starts playing catch with a football in the classroom.
- To have a beach party in the middle of winter when there is two feet of snow on the ground.

STUDENT EXAMPLES

- Give me an example of something that would be **nonsense**. If this is **nonsense**, (rest of class) raise your hands. Have a few students give examples.

6. SAY THE NEW WORD

MAINTENANCE:

Point and say the new words and say we will play a game. **Spoiled** will be number 1, **immediately** will be number 2, and **nonsense** is number 3. If the following situations is number 1 raise one hand, if it is number 2 raise both hands, and if it is number 3, clap your hands.

- Drinking milk that tastes bad.
- I have to go to the bathroom and can't wait.
- Having Mr. Heaton dress up in a tutu.
- Having a swimming party when the swimming pool is frozen over.
- Christmas morning and you want to open your presents.

ASSESS:

While the lesson is taught, there are multiple ways to assess students on what they know but in addition, I would have students respond to situations with thumbs up if they agree or thumbs down if they disagree.

1. Complete the following sentence: I knew the party was **spoiled** because_____.
2. Give an example of doing something **immediately**.
3. It would be **nonsense** if Mr. Panas wore _____ to school.

81. RUBY THE COPY CAT

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Granite School District

Text Talk Lesson for: Ruby the Copy Cat, (Peggy Rathman, 1991)
ISBN: 0-590-43747-X

Potential Tier 2 Words in the text:

- | | |
|---------------------|-------------|
| • coincidence | • sensitive |
| • loyal | • pleasant |
| • murmured (murmur) | • sprang |
| • gently | • slid |
| • recited | • modeled |

Tier 2 words selected for direct vocabulary instruction:

- ***coincidence***
- ***loyal***
- ***murmured***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Introduce the book showing the children the cover of Ruby the Copycat. Then read the title and author's name.

Read aloud page 1. Ask the children, "Which child do you think is Ruby the Copycat? Why?"

Read aloud pages 2 and 3. Ask the children, "Why did Ruby raise her hand only halfway to answer the question?"

Read aloud pages 4 and 5. Ask the children, "What is Ruby planning by wearing a red bow in her hair?"

Read aloud pages 6 and 7. Ask the children, "Why did Ruby go home to change her clothes? Look at her dress. Do you think she made the dress? Why?"

Read aloud pages 8 and 9. Ask the children, "What do you think Ruby did to her shirt? How do you know that?"

Read aloud pages 10 and 11. Ask the children, "Look at Angela's face? How is she feeling?"

Read aloud pages 12 and 13. Ask the children, "Why is the teacher, Miss Hart, pressing her hand to her bowed head?" Show the picture.

Read aloud pages 14 and 15. Ask the children, “What is happening here? How does Ruby feel?”

Read aloud pages 16, 17 and 18. Ask the children, “Was Miss Hart mean to Ruby? What is Miss Hart trying to do?”

Read aloud pages 19 and 20. Ask the children, “Why did Ruby glue pink plastic fingernails on every finger of her hands?”

Read aloud pages 21 and 22. Ask the children, “Why did the class giggle at Ruby?”

Read aloud pages 23 and 24. “What is happening here?” Show the picture.

Read aloud pages 25, 26 and 27. Ask the children, “Why do you think the children in the class are clapping their hands and cheering?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words.

Target word: **coincidence**

1. “In the story, Miss Hart called it a **coincidence** that both Ruby and Angela were flowers girls over the weekend.”
2. “A **coincidence** happens when two or more things happen at the same time without planning.”
3. “Say the word with me: **coincidence**.”
4. “It would be a **coincidence** to run into your best friend while you are away on vacation.”
5. “Let’s think about some **coincidences**. Try to use the word **coincidence** when you tell about it. Begin your sentence with, ‘It is a **coincidence** when_____.’”
6. “What is the word that we’ve been talking about? ‘**Coincidence**.’”

Target word: **loyal**

1. “In the story, Angela wrote a poem about her cat that was a **loyal** pet.”
2. “If someone is **loyal** to you, it means that he or she will always support you or be your friend.”
3. “Say the word with me: **loyal**.”
4. “If a dog waits by the door until you come home, you can call him a **loyal** dog. A friend who always tells people how great they are is a **loyal** friend.”
5. “Now you think about some examples of **loyal**. You could start by saying, ‘If a person eats at the same restaurant every week, he is_____.’ ‘My friend is _____ to me because he plays with me every recess.’”
6. “Let’s say our new word: **loyal**.”

Target word: **murmured**

1. "In the story, Miss Hart **murmured**, 'What a coincidence.'"
2. "**Murmured** means saying something in a quiet and low voice so that not many people can hear."
3. "Say the word with me: **murmured**."
4. If you **murmured** something, you said it in a low and quiet voice." Demonstrate. "You **murmured** something to your mom that you didn't want anyone else to hear."
5. "Now you describe a place that when you talked in it you **murmured**, and then tell why you **murmured**. Start your sentence with, 'When I was at _____ I **murmured** when I talked because _____.'"
6. "What is the word that we have been talking about?" **Murmured**.

Combine the words by having the children make a choice between two of the words:

- When you say something softly: **murmured** or **coincidence**.
- My friends and I always root for our soccer team: **loyal** or **murmured**.
- Telling a secret: **coincidence** or **murmured**.
- If things happen by chance at the same time: **coincidence** or **loyal**.

Maintain all three words by asking the children to give examples or explanations:

- Which would be a **coincidence**, going to your best friend's birthday party or having the same birthday as your best friend?
- Who is more **loyal**, a friend who is there when you need him or a friend who doesn't know when you need him?
- Who **murmured**, someone who told a secret or someone who sang a song?

Maintain by helping children add to their networks of related words:

- How do you feel if by **coincidence** your friend got the same hairstyle as yours? Do you feel happy or embarrassed?
- What can you do to show someone that you are **loyal**?
- If the people **murmured**, was it because they wanted everyone to know what they were saying or because they didn't want everyone to know what they were saying?

Assess:

“Let’s think about all three of our new words again: ***coincidence***, ***loyal***, ***murmured***.”

- Which of these is a ***coincidence***, a person wearing the same shirt as his friend or two friends playing at recess?
- Which one of these is a ***loyal*** friend, one who says something mean about you for no reason or one who always says something good about you?
- When your teacher asked you a question and you weren’t sure about the answer because you hadn’t done your homework, did you ***murmur*** that you hadn’t done your homework or did you shout that you hadn’t done your homework?

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Text Talk Lesson for: Rude Giants, (Audrey Wood, 1993)

ISBN: 0-15-201889-1

Potential Tier 2 words in the text:

- freshest
- selfish
- scolded
- manners
- rumbled
- divine
- rude
- pleasant
- proclaimed

Tier 2 words selected for direct vocabulary instruction:

- ***bellowed***
- ***trampled***
- ***proper*** - most suitable & socially acceptable definitions
- ***divine***

During the compare and contrast there should also be a focus on the words **rude** and **manners**. Students should know these words, but this lesson should deepen their knowledge of what behaviors would be considered rude or mannerly.

Brainstorm

Today we are going to read a story called Rude Giants by Audrey Wood. If someone is **rude**, they behave in a way that is not polite. I want you to think about what you already know and help us think of some ways these giants might behave that might be considered rude?

Text Talk & Compare and Contrast:

Fill in this chart during reading.

Rude Giants	Polite Giants
clumsy loud (bellowed) selfish trampled flowers quarreled stole wanted to eat Gerda the cow messy castle dirty giants The villagers didn't like the giants because they acted rude.	<u>clean castle</u> swept & scrubbed junked the junk put things in their proper place <u>good manners</u> speak in pleasant voices take tiny bites sip, not slurp <u>clean giants</u> bathed curled and combed their hair new, clean clothes The giants have friends because the villagers like them now that they have good manners.

Step 1: Doing the read aloud of the text with a focus on comprehension.

The compare and contrast chart will be filled in throughout the lesson.

Read the first four pages aloud. Ask the children, Why are the villages worried what the giants might do next? The villagers look angry and worried. Do you think they should be worried? Why or why not?

Read the next page. The text says "life must go on, giants or not." What does this mean? There isn't anything Greta can do about the giants, so, life must go on. She can't spend her time worrying about the giants. What things in our world could we worry about, but instead we choose to have life go on?

Read the next four pages. On the page where Beatrix scolded the giants briefly tell the students that scolded means to speak angrily to someone because they did something wrong. Example: Your mom might scold you if you came home late from school.

Read the next seven pages. (Be sure to add the items on these pages to the compare and contrast chart.) On the seventh page, Greta tells the giants that they must do one last thing to make Greta taste delicious. They must make themselves beautiful. Say to the children, Now I'm really wondering. How will a clean castle, good manners, and making themselves more beautiful make Greta taste better?

Read the next seven pages. (Keep filling in the chart.) On these pages the giants are getting more beautiful. Quickly address the words glistening and peered. They are used as follows. The giants peered (looked) into a mirror. The giant smoothed back his glistening (shiny) hair. Make sure to draw attention to how much the giants' appearances have changed since the beginning of the story.

Read the next page where Beatrix leads the villagers to the castle. How do you think Greta got the villagers to come to the giants' castle?

Read the next page. Notice how happy the villagers look at the giants' party. Why do the villagers want to be friends with the giants now? Look at the expression on the giants' faces. How have they changed?

Read the next page. Predict. What do you think the giants are going to do about their rude son?

Review and Connect-

What changes did the giants make in the story?

Can people make these same changes?

Extend the list of what behaviors would be considered rude and which would be polite.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words:

Target Word: ***bellowed***

1. Contextualize

In the story, when the giants want food, they ***bellow*** their request because they are very hungry and very rude.

Example 1 - "Yum! the giantess bellowed "Food!

Example 2 - "Cow! they ***bellowed***, reaching for Gerta. We want cow.

2. Student Friendly Meaning

If someone ***bellows***, they shout in a loud, angry voice.

3. Students say the word - ***BELLOW***

4. Examples in other contexts.

- Your mom might ***bellow*** at you when she tells you to clean your room for the fifth time.
- You might hear someone ***bellow*** if they were having an argument with someone.
- You might ***bellow*** if you saw someone steal your Game Boy Advance and run away with it.

5. Provide opportunities for students to interact with the word or to provide their own examples using the word.

- Tell me when you might bellow. Try to use the word ***bellow*** when you tell about it. You could start by saying, _____(someone) would ***bellow*** if _____ happened.

**If any of the things I say would make you want to bellow, say bellow.
If not, don't say anything.**

- Your teacher gives you extra recess.
- Your little brother broke your new remote control car.
- You get a birthday invitation to a friend's birthday party.
- You stub your toe really hard on the fireplace.
- You get all A's on your report card.
- Your little sister drew all over your homework.

6. Students say the word – **BELLOW**

Target Word: **trampled**

1. Contextualize
In the story, the giants **trampled** the flowers.
2. Student Friendly Meaning
If you **trample** on something, you tread (stomp or walk) heavily on something and damage it.
3. Students say the word - **TRAMPLE**
4. Examples in other contexts.
 - The other day when I left my charts out on the floor, someone **trampled** over them and ruined the rings.
 - The neighbor's dog **trampled** our garden.
 - My boys were running through the house and **trampled** through my piles of homework.
 - When the students ran in from recess, they nearly **trampled** over the principal.
5. Provide opportunities for students to interact with the word or to provide their own examples using the word.

Have a student stand up and show what it would look like if they **trampled** on something.

Idea Completion

I looked out the window just in time to see the neighbor dog **trampling** on my garden. My garden looked like . . .

I had to explain to my teacher why my homework looked like _____ after my sister **trampled** on it.

If my newly planted grass seed were just beginning to sprout, I wouldn't want someone to **trample** them because . . .

6. Students say the word – **TRAMPLE**

Target Word: **proper**

1. Contextualize (two contexts)
In the story, when the giants are cleaning the castle it says they “put everything back in its **proper** place.” In the beginning of the story the giants were rude. They did not act properly. Later Beatrix taught them to be polite and have manners. When the giants learned to be polite and have manners they acted **properly**.
2. Student Friendly Meaning
Proper means the right or correct way. When the giants put things in their **proper** place, they were putting things in the right place, or where they go. When the giants learned to have good manners, they acted in a way that society (the village) thought was **proper**. If you act **properly**, you act in a way that others think is appropriate.
3. Students say the word - **PROPER**
4. Examples in other contexts.
 - It is **proper** to chew with your mouth closed.
 - If Mrs. Hyder asked you to hang your coat in the **proper** place, you would hang it in the coat closet.
 - In the story we read about Amelia Bloomer, people didn’t think she was **proper** because she wore pants. Today it is **proper** for girls to wear pants to school.
 - The **proper** place to use your number five voice is outside on the playground.
5. Provide opportunities for students to interact with the word or to provide their own examples using the word.

Have students give examples of things that are **proper**, and things that aren’t **proper**.

It would be **proper** to . . .

It wouldn’t be **proper** to . . .

Each student could write a caption and illustrate it. The heading used in the compare the contrast chart could be modified rude students (it wouldn’t be **proper** to...) and polite students (it would be **proper** to...). Their work could be collected for a bulletin board or class book.

6. Students say the word – **PROPER**

Target Word: **quarreled**

1. Contextualize
In the story, the rude giants **quarreled** until the birds stopped singing.
2. Student Friendly Meaning
If you **quarrel** with someone, you have a fight, or an angry argument.
3. Students say the word - **QUARREL**
4. Examples in other contexts.
Your teenage brother or sister might **quarrel** with your mom or dad.
You might **quarrel** with your brother who won't let you have a turn jumping on the trampoline.
A customer who felt they had been treated poorly might **quarrel** with the manager.
5. Provide opportunities for students to interact with the word or to provide their own examples using the word.

Have you ever had a **quarrel** with someone?

What kinds of things might make you want to **quarrel** with someone?

6. Students say the word – **QUARREL**

MAINTAIN:

- Hang a copy of the cover of rude giants with the four vocabulary words near it for the students to reference back to. Encourage students to use the words in their own conversations and writing.
- Watch for other contexts that these words appear, and use it as an opportunity to show students the other contexts, and to review the words. Encourage students to do the same.
- Use opportunities that arise in the classroom to model the vocabulary. Example: If students are arguing, ask them why they are **quarreling**. If someone does something correctly, or has good manners, express appreciation for the **proper** way they behaved.
- When learning future vocabulary words help students connect words that may have similar meaning, or opposite meanings. Help them scaffold these words together. When students' vocabularies include a sufficient number of similar words rank them. An example would be if students also know the words screamed, hollered, whispered, said, and **bellowed**, have them rank them from quietest to loudest.

ASSESS:

- Which do you think would be louder someone yelling, or someone **bellowing**? Why?
- Which would be more likely to cause a **quarrel** someone sending you flowers, or someone sticking tacks on your chair?
- Would it be **proper** to **bellow** in the library?
- If you accidentally **trampled** on your neighbors tulips, what would be the **proper** way to handle it?
- Are people more likely to whisper or **bellow** in a **quarrel**?
- Which classroom voice would be closest to **bellowing**?
- If you dropped your Snickers bar and someone **trampled** on it, would you still eat it? Why or why not?

83. SIGNMAKER'S ASSISTANT

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Text Talk Lesson for The Signmaker's Assistant, (Tedd Arnold, 1997)

ISBN: 0-14-056097-1

Potential Tier 2 words in the text:

- ordinary
- assistant (teach in context)
- informed (inform)
- confused
- feverishly
- gathered
- mistakes
- wisdom
- sensible
- fools
- realized
- discovered
- downcast

Tier 2 words selected for direct vocabulary instruction:

- **ordinary**
- **informed**
- **feverishly**

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book: "Today we're going to read this book. (Hold up book.) The title is *The Signmaker's Assistant*. The author and illustrator is Tedd Arnold." Ask, "What does an assistant do?" (This is to clarify because understanding **assistant** is essential to "getting" the story.) "As we read this story, listen to what the assistant does and thinks. Listen for any problems the assistant might have and what he does to fix the problems."

Read the first two pages of the text. Show the pictures after reading. Ask: "Who is Norman?" "What do you think Norman did to help or assist?"

Read the next page. Show the picture of Norman standing at the window. Ask: "What was Norman's job?" "What did Norman want to have of his own?" "What did Norman notice as he watched out the window?" "When Norman painted a sign of his own, what do you think it said?"

Read the next page and show the pictures. Ask: "What happened?" "What do you think Norman will do now?"

Read the next page and show pictures. Teacher predicts to introduce possible problems. Say: "I don't have a good feeling about this, what do you think Norman is doing?"

Read the next pages and show pictures. Read the sign, continuing on as each page shows the signs Norman has painted. Allow children to discuss possible

consequences of Norman's signs. If the children don't bring it up, ask, "Why do you think people are doing what the signs say?" Continue on to next page of text. Read text and show picture. Ask: "How did Norman feel about what his signs did?" "How did the people feel about the signs?" Discuss *fools*. Ask: "Did the people know who painted the signs?" "What do you think about what Norman did?"

Read text and show pictures, continue on the next page, read and show picture. Ask: "What happened to the Signmaker because of Norman's signs?" "Why do you think the people wouldn't listen to Norman?" "What can Norman do now?"

Read next page and show picture. ASK: "How did Norman solve the problem he created?" "Do you think the town's people will believe his new sign?" "Why?"

Read next page and show picture, continue on to the last page, read and show picture. Ask: "How did things turn out for Norman the Assistant?" "Why did the Signmaker allow Norman to stay after all the trouble he caused?" "Okay, let's review. What were the problems Norman had?" "Why did he have these problems?" "How did Norman solve the problems?"

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **ordinary**

1. Use the word as it was contextualized in the story. "Under his brush **ordinary** letters became beautiful words--."
2. Explain the meaning in student-friendly terms.
3. "**Ordinary** describes things that are plain, every day, not fancy. In the story the Signmaker made **ordinary** or plain letters into beautiful or special words."
4. Create a phonological representation of the word by having the children repeat the word. "Say the word with me: **ordinary**."
5. Provide additional examples of the word in contexts other than the one used in the story.
"If someone is wearing a plain white tee-shirt, one with no words or other colors, we can say they are wearing an **ordinary** white tee-shirt. We can say it has been just an **ordinary** day in Kindergarten. Because it's an **ordinary** day, nothing different or special happened."
6. Provide opportunities for the children to interact with the word or to provide their own examples of using the word.
"Tell me about something you think is **ordinary**. Try to use the word **ordinary** when you tell about it." Help the children provided examples other than those I have used or the example from the book.
7. Finally, have the children repeat the word to reinforce its phonological representation. "What's the word we've been talking about? **ordinary**"

Target word: **informed (inform)**

1. "In the story, the sign on the school door that said there would be no school today surprised everyone. The teacher said, "No one **informed** me."
2. "If you have not been **informed** about something, you have not been told about it. Something is happening that you do not know about. It is important to **inform** people about things if you want them to do things for you, or if you need them to be somewhere.
3. "Let's say the word aloud: **informed**"
4. "You would be **informed** if you were supposed to bring a treat to school. I **informed** you that we would be having a spelling test on Friday. Your parents are **informed** about the days we do not have school."
5. "If you would need to be **informed** about any of the things I say, say **informed**. If not, don't say anything."
 - Library day is changed to Monday.
 - You need special shoes for P.E.
 - Paper
 - I ate yogurt for breakfast.
 - We will not have any more recesses.
 - You are sitting on the rainbow rug.
6. "What's the word we are learning? **informed**"

Target word: **feverishly**

1. "In the book when the Signmaker returned from his trip, he saw the light on in his shop. "Norman was painting **feverishly**."
2. "If you are doing something **feverishly**, you are doing it as fast as you possibly can. You are in a BIG hurry to get it done. Sometimes you work **feverishly** to get your seatwork finished if it is time to go to recess. Most mornings I am **feverishly** getting ready for school before the bell rings. The lunch ladies **feverishly** serve lunch to the children so everyone has time to eat."
3. "If I say something you would do **feverishly** hold up the smiley face. If it is not something you would do **feverishly** hold up the frowny face."
 - Clean your room so you can play outside.
 - Take a nap.
 - Eat Thanksgiving dinner.
 - Play with your friends.
 - Do your best coloring.
 - Get ready for bed so you can hear your favorite story.
 - Get home before you are late for dinner.
4. "Let's say our new word: **feverishly**."

Combine the words by having the children make a choice between two of the words:

- If you really, really have to go to the bathroom, would you walk **ordinary** or would you run **feverishly**? Why?
- If we were going to have a pajama day, would you need to be **informed**, or would that be **ordinary**? Why?
- If we have a fire drill at school, would you walk **feverishly**, or just need to be **informed**? Why?

Maintain all three words by asking the children to give examples or explanations:

- If we have an **ordinary** Friday at school, what will happen?
- Tell me something you think you would need to be **informed** about.
- What is something you would be **feverishly** doing?

Maintain by helping children add to their networks of related words:

- Show me what your hands would be doing if you were coloring **feverishly**.
- What would you do if no one had **informed** you that you needed to wear something red to school?
- Turn to your neighbor and show them a very excited smile. Now show them your **ordinary** smile. Tell your neighbor how the smiles were different.

We would also maintain these words by putting them in our words books to use in our writing. The children are familiar with “amazing” words, because that is how we identify the vocabulary words from our basal books. I would refer to these words as “amazing” words as well. I really like the idea of photocopying the cover of the book and attaching the words to it to refer to as we incorporate the words into our daily conversations.

Assess:

“Let’s think about all three of our new words again: **ordinary, informed, feverishly.**”

- Which of these would be **ordinary** – the school bus picking up the children on the playground or the school bus picking the children up in the loading zone?
- When would your parents need to be **informed** – when you wrote your name at the top of your paper or when you got a bloody nose?
- Would you work **feverishly** to – finish your nap or to get your chores done so you could have an ice cream cone?

84. SOMEWHERE IN THE OCEAN

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Text Talk Lesson for: Somewhere In the Ocean, (Jennifer Ward and T.J. Marsh, 2000)
0-439-22035-1

Potential Tier 2 words

- nibble
- nestle
- snug
- shore
- thrive
- raft
- prickly
- cruise
- shimmers
- drift
- tidbits

Tier 2 words selected for direct vocabulary instruction

- ***nibble***
- ***nestle***
- ***thrive***
- ***drift***

Step 1: Doing the read aloud of the text with a focus on comprehension

Say, "We're going to read a story about different animals that live in the ocean. As I read, think of the things the text tells us about each animal."

Read the text.

As I read the story we discussed the characteristics of each animal and their surroundings.

(This book lent itself more to discussion items than to comprehension questions.)
page:

1-2

What is a manatee?
Where does it live?
What does it eat?

(nibble)

3-4

What is a pod?

4-5

Is a sea anemone a plant or an animal?
What does the clown fish remind you of?

(nestle)

6-7

What is a tide pool?

What did it mean when mother hermit crab said, "Dress!"

8-9

What is a sea otter?

What is a "raft"?

What is kelp?

What is an urchin?

(*thrive*)

10-11

What does "where the seas and rivers mix. " mean?

What did it mean when the mother tiger shark said, "Cruise!"

12-13

Why did father sea horse say "Hold on!"

Why father not mother?

14-15

How does the sea turtle move through the water?

What kind of animal is a turtle?

16-17

What does "zap" mean in the story?

What does it mean to "drift"?

What are "tidbits"?

(*drift*)

18-19

What is a coral reef?

What does the octopus squirt? Why?

Conclusion: There are many kinds of animals that live in and near the ocean. They have many similarities and differences.

Step 2: Direct Vocabulary Instruction

Target Word: **nibble**

1. Story Context: In the story it says, "**Nibble!**" said the mother, 'I **nibble!**' said the one, so they **nibbled** sea lettuce where the warm waters run."
2. Definition: When you **nibble** something you take small, tiny bites of it.
3. Students repeat word
4. Display word

5. Examples:
The rabbit will **nibble** on the lettuce.
He doesn't like vegetables, so he **nibbles** at them.
The mouse **nibbles** the cheese.
She is sick, so she will only **nibble** the toast.

Student generated examples:

Tell us about something you would **nibble**. Use the word **nibble** in a sentence.

You could start by saying, "I like to **nibble** on _____."

6. Ask: "What's the new word?"

Target Word: **nestle**

1. Story Context: In the story it says, "**Nestle!**" said the mother, "We **nestle!**" said the three, so they **nestled** safe and snug in their sea anemone."
2. Definition: **Nestle** means to get comfortable, warm, safe or cozy.
3. Students repeat word
4. Display word
5. Examples:
The dog and cat **nestled** together on the rug.
I **nestled** under the blankets to get warm.
The new baby **nestled** with its mother.
I **nestled** close to the fire.

Student generated examples:

Tell us about how, who or what you would **nestle** with. Use the word **nestle** in a sentence.

You could start by saying, "I want to **nestle** with _____."

6. Ask: "What's the new word?"

Target Word: **thrive**

1. Story Context: In the story it says, "Somewhere in the ocean where the kelp forests **thrive** lived a raft of sea otters and their baby otters five."
2. Definition: The word **thrive** means to grow well, or to do well at something.
3. Students repeat word
4. Display word

5. Examples:
The plant will **thrive** when I set it in the sun.
The runt pig **thrived** when I fed it from a bottle.
I **thrive** at baseball.

Student generated examples:

Use the word **thrive** in a sentence. You could start by saying, "I **thrive** at _____."

6. Ask: "What's the new word?"

Target Word: **drift**

1. Story Context: In the story it says "...they zapped tasty tidbits as they **drifted** in a line.
2. Definition: When something **drifts**, it just kind of floats along with no place to be.
3. Students repeat word
4. Display word
5. Examples:
The kite **drifted** through the sky.
Our boat **drifted** on the lake.
The feather **drifted** to the ground.

Student generated examples:

Tell us about something you watched **drift** along. Use the word **drift** in a sentence.

You could start by saying, "I saw a _____ **drift** _____."

6. Ask: "What's the new word?"

Combine the words by having the children make a choice between two of the words:

- If a kite were floating in the sky, would it be **drifting** or **nibbling**?
- If you were taking small bites of a cookie, would you be **nestling** or **nibbling**?
- If the flower is growing really tall, is it **thriving** or **drifting**?
- If the baby cuddles with it's teddy bear, is it **thriving** or **nestling**?

Maintain all three words by asking the children to give examples or explanations:

- Which word goes with cuddle?
- Which word goes with float?
- Which word goes with tiny?
- Which word goes with grow?
- Which word goes with bite?
- Which word goes with blanket?
- Which word goes with boat?
- Which word goes with seed?

Maintain by helping children add to their networks of related words:

- We will write a Story Impression together using the targeted vocabulary words.

Assess:

"Let's think about all four of our new words again: **nibble, nestle, thrive and drift.**"

- Which of these would you **nibble** - soup or a cracker?
- When would you **nestle** - when you are reading or when you are riding your bike?
- When would a baby animal **thrive** - when it eats good food or when it sleeps in the sun?
- Which of these would **drift** in the water - a rock or a leaf?

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Text Talk Lesson for Stellaluna (Janell Cannon, 1993)
ISBN: 0-590-96797-5

Potential Tier 2 words in the text:

- sultry
- clutched
- swooped
- limp
- clumsy
- anxious
- peculiar
- grasped
- perched

Tier 2 words selected for direct vocabulary instruction:

- ***clumsy***
- ***limp***
- ***clutched***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book: “This is the story of a little bat named Stellaluna.” Allow students to tell you what they know about bats. Listen closely to what happens to her when she gets separated from her mother.” The illustrations are excellent, show them after you read.

Read aloud page one. Explain how little bats hang on to their mother as they fly. “Why do you think that she has to take Stellaluna with her?”

Read aloud page two. “Why do you think the owl attacked the mother bat?” “What happened to Stellaluna as the mother and the owl were fighting?”

Read aloud page three. “Was mother able to find her baby?”

Read aloud page four. “Where did Stellaluna land?”

Read aloud page five. “How did Stellaluna get some food to eat?”

Read aloud page six. “Why was mother bird angry with the baby birds?” “What were they trying to do?”

Read aloud page seven. “What did Stellaluna promise to do so that she could stay with the baby birds?” “Do you think that promise will be easy for her to keep?”

Read aloud pages eight, nine, ten, and eleven. Be sure the students can see the illustrations and pause so that they have time to look at them. There is not much text on these 4 pages. “Why did Stellaluna have trouble trying to fly like the baby birds?”

Read aloud page twelve. “Does anyone know why the baby birds had to go home since it was getting dark?”

Read aloud pages thirteen and fourteen. “Why did the bat ask Stellaluna about the way she was hanging from the tree branch?”

Read aloud page fifteen. “Why were the bats surprised at the things Stellaluna had been doing with the birds?”

Read aloud page sixteen. “Does anyone know what fruit bats usually eat?”

Read aloud page seventeen. “Can bats fly at night?” “Can birds fly at night?”

Read aloud page eighteen. “What do you think Stellaluna will tell her friends, Pip, Flitter and Flap?”

Read aloud pages nineteen and twenty. “Do you think it was a good idea for Stellaluna to get her bird friends to fly at night with her?” “Why?”

Read aloud page twenty-one. “How were the birds and Stellaluna alike?” “How were the birds and Stellaluna different?” “Do you think people that are different in some ways and alike in some ways can still find a way to be friends?” “What are some ways you are different than your friends?” “What are some ways that you are like your friends?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words.

Target word: **clumsy**

1. In the story, Stellaluna had trouble flying and did not want to be **clumsy**.
2. If you are **clumsy**, you have a difficult time doing something usually when you try it for the first time.
3. Say the word with me: **clumsy**.
4. If I tried to run down the basketball court and make a basket, I would look **clumsy** because it is not something that I have had much practice at. When you try something new for the first time you might feel **clumsy**. Do you remember the first time you tried to ride a bike or go roller skating? Did you feel **clumsy**?
5. Has anyone ever felt **clumsy** trying to do something for the first time? Have children give examples.
6. What is the word we have been talking about? **clumsy**

Target word: **limp**

1. In the story, the author told us that when Stellanuna fell from her mother that her little baby wings were as **limp** and useless as wet paper.
2. We can tell that her wings were not strong, they were **limp**.
3. Say the word with me: **limp**.
4. When your mom makes spaghetti, she cooks the hard noodles from the package in some hot water to make them soft, or **limp** so that we can eat them. Things that are **limp** are soft.
5. Now you tell me some things that are **limp**. You might start your sentence this way, _____are soft and **limp**.
6. What is the word we have been talking about? **limp**

Target word: **clutched**

1. In this story, the author used this word two times. The first time, Stellanuna **clutched**, or hung onto her mother as she went to hunt for food. The second time, when Stellanuna fell from her mother and landed in some twigs, she **clutched** or hung onto one of the twigs.
2. When you **clutch** something, you hang on tightly to it.
3. Say the word with me: **clutched**.
4. When someone throws you a football in a game and you are trying to keep others from taking it away from you—you have to **clutch** it or hold on very tightly.
5. Can anyone think of something else you need to **clutch**, or hold on tightly to?
6. What is the word we have been talking about? **clutched**

Combine the words by having the children make a choice between two of the words:

- Falling off your bicycle. Is it **clumsy** or **limp**?
- Grabbing onto a cup before it falls off the table. Is it an example of something you can **clutch** or is it **limp**?
- A wet noodle. Is it **clumsy** or **limp**?
- Slipping on a banana peel. Is it **clumsy** or **clutched**?

Maintain all three words by asking the children to give examples or explanations.

- Give me some examples of ways we can be **clumsy**.
- What are some things we can **clutch**?
- Explain what it means to be **limp**.

Maintain by helping children add to their networks of related words:

- Have you ever been **clumsy** at something? How did it make you feel?
- Have you ever worked hard to help out at home by carrying something heavy for a long time? How did it make your arms feel—would that be an example of **limp**? If I asked you to carry a big stack of books down to the library, do you suppose your arms might feel **limp**? What other heavy things to carry would make your arms feel **limp**?
- Have you ever held a toy that you loved very tightly? Is that an example of **clutching** something? What toys would you like to **clutch**?

Assess:

Let's think about all three of our words again: **clutched**, **clumsy**, **limp**.

- Which of these things would be **limp**? A string or a pencil?
- When would you feel **clumsy**? Learning how to ski for the first time or riding in a car?
- Would you walk down the hall and **clutch** your book or your ice cream cone?

86. THE STORY OF JUMPING MOUSE

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Ogden City School District

Text Talk Lesson for: The Story of Jumping Mouse, (John Steptoe, 1984)
ISBN: 0-688-08740-X

Potential Tier 2 words in the text:

- | | | |
|-------------|--------------|--------------|
| • gathered | • encounter | • rhythm |
| • wonderful | • hardships | • cautiously |
| • content | • despair | • courage |
| • warned | • avoided | • survive |
| • journey | • exhausted | • manage |
| • perilous | • scornfully | • unselfish |
| • dismay | • beneath | • compassion |
| • admiring | • reflection | |
| • powerful | • enormous | |

Tier 2 words selected for direct vocabulary instruction:

- journey
- exhausted
- unselfish

Step 1: Doing the read aloud of the text with a focus on comprehension.

The pages are not numbered, so consider the first page after the title page as page 1. The pages are broken into three days of reading, due to length and complexity of the story. Reading should be done with expression. Tell the students: This story is a Native American Legend, or folk tale, so it will have some magic in it, and some lessons to learn.

Day 1

Read pages 1 – 3, stopping briefly at the words content (happy) and perilous (dangerous) to define them as you read. Ask and discuss: Why do you think the young mouse was so determined to go to the far-off land? How might traveling be dangerous for a mouse?

Show pictures on pages 1 – 3.

Read page 4. Ask and discuss: Why do you think the mouse couldn't get across the river? Since the book continues, we know that he gets across. How do you predict that he is able to cross?

Show pictures on pages 4, 5.

Read pages 6, 7. Ask and discuss: What are two ways that Magic Frog helped the mouse? What happened when Magic Frog named him Jumping Mouse? Why would this be helpful for a traveling mouse? What did magic Frog say Jumping Mouse would have to do in order to reach the far-off land?

Show pictures on pages 6, 7.

Read pages 8 – 10. Ask and discuss: The old fat mouse invited Jumping Mouse to stay with him. Why you think he did this?

Do a think-aloud: The old mouse was not very friendly. In fact, he was scornful of (he put down) Jumping Mouse's dream of going to the far-off land. He even said he used to dream about the far-off land himself, but then he found everything he needed right here. If he has everything he needs, I wonder why he seems so unhappy. Perhaps he feels bad because he didn't finish his journey to find what he was looking for.

Show pictures on pages 8 – 11.

Read pages 12, 13. Ask and discuss: These pages give several reasons why Jumping mouse decided to leave and go on his way. What were they? What do you think was the most powerful reason? Why?

Show pictures on pages 12, 13.

Day 2

Have the students retell in partners yesterday's events.

Read pages 14 – 17. Ask and discuss: Do you think Jumping Mouse realized that he was giving the bison his own eyesight? Do you think he would have helped the bison had he truly realized this would happen? Why or why not? How does the bison feel? Do you think he will help Jumping Mouse in return? Why or why not?

Show pictures on pages 14 – 17.

Read pages 18, 19. Ask and discuss: Do you remember what Magic Frog told Jumping mouse he must do to reach the far-off land? What was it? Is he still doing this?

Show pictures on pages 18, 19.

Read page 20 to "...Wolf!" Ask and discuss: What do you think will happen? Why?

Finish the first and second paragraphs. Ask and discuss: Why didn't the wolf attack?

Read the third and fourth paragraphs. Ask and discuss: Will Jumping Mouse help the wolf? What will probably happen if he does?

Finish the page. Pretend you are in Jumping Mouse's place. Would you help the wolf, knowing you will no longer have the sense of smell if you do? Why would you or would you not help?

Show pictures on pages 20, 21.

Day 3

Have the students retell in partners yesterday's events.

Read pages 22, 23. Ask and discuss: The wolf, like the bison, is grateful and offers to help Jumping Mouse on his way. He protects him from the shadows of the sky. What are these shadows? Why are they a danger to Jumping Mouse?

Show pictures on pages 22, 23.

Read page 24, the first paragraph. Ask and discuss: Jumping mouse has made it to the far-off land, but how is he feeling? What will he be able to do here?

Show pictures on pages 24, 25.

Finish page 24 and read page 27. Briefly define compassion as caring for others more than one's self while reading. Ask and discuss: Magic Frog helped Jumping Mouse before. How do you think he will help this time?

Show pictures on pages 26, 27.

Read pages 28 – 32. Ask and discuss: What do you think is happening to Jumping Mouse?

Show pictures on pages 28 – 33.

Read pages 35, 36 and show pictures on pages 34 – 36 at the same time. What happened to Jumping Mouse because he achieved his goal and helped others along the way? How did he change inside?

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: ***journey***

1. Use the target word as it was contextualized in the story.
In the story, Jumping Mouse went on a long ***journey*** to the far-off land.
2. Explain the meaning of the word in student-friendly terms.
A ***journey*** is a long trip to another place.
3. Ask the children to say the word ***journey***.
4. Provide additional examples of the word in contexts other than the one used in the story.
 - Our ***journey*** from Utah to France was made mostly by airplane.
 - My family had a ***journey*** from Mexico to Utah by bus.
 - Walking to school seemed like a long ***journey*** when we went up the steep hill.

5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word. (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)

Have the students say the following sentence stem and fill in the blanks with appropriately long distances:

- It was a long **journey** when we went from _____ to _____.
- Have students share with partners, and then choose some to share with the group.

6. Have the children say the word **journey**.

Target word: **exhausted**

1. Use the target word as it was contextualized in the story.

In the story Jumping Mouse stopped to rest when he was **exhausted**.

2. Explain the meaning of the word in student-friendly terms.

The word **exhausted** means very, very tired.

3. Ask the children to say the word **exhausted**.

4. Provide additional examples of the word in contexts other than the one used in the story.

- My friend and I were **exhausted** after hiking for fourteen-miles.
- Mom asked me to watch my little sister and brother during the afternoon because she was **exhausted** and needed to rest.
- My sister went to bed early because she was **exhausted** from playing two games of soccer today.

5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word.

- Have the students say the following sentence stem and fill in the blank with an activity which would cause exhaustion.
- James was **exhausted** when he finished _____.
- Have students share with partners, and then choose some to share with the group.

6. Have the children say the word **exhausted**.

Target word: **unselfish**

1. Use the target word as it was contextualized in the story.

In the story Magic Frog praised Jumping Mouse for being **unselfish** by caring for others in spite of great problems for himself.

2. Explain the meaning of the word in student-friendly terms.

Unselfish means sharing and giving to others willingly

3. Ask the children to repeat the word **unselfish**.
4. Provide additional examples of the word in contexts other than the one used in the story.
 - My little sister was **unselfish** when she shared her toys with me.
 - I showed that I can be **unselfish** when I let another student play with my basketball.
 - Jody was **unselfish** when she shared her candy with her friend.
5. Provide opportunities for the children to interact with the word or to provide their own examples of using the word.

Have the students say the following sentence stem and fill in the blank with an unselfish act.

Luis was **unselfish** when he gave _____.

Have students share with partners, and then choose some to share with the group.

6. Have the children repeat the word **unselfish**.

Combine the words by having the children make a choice between two of the words:

- Is a long trip a **journey** or **unselfish**?
- Would giving something to others be **exhausted** or **unselfish**?
- Would someone be a **journey** or **exhausted** after running for two miles?

Maintain all three words by asking the children to give examples or explanations:

- Jose is an **unselfish** person. Why type of things might he do?
- Alexis is **exhausted**. What should she do?
- Daisy's family is getting ready for a long **journey**. What are they doing and where might they be going?

Maintain by helping children add to their networks of related words:

- If you have been on a long **journey**, please tell where you went, using the word, **journey**.
- Tell one sentence about a time you were **exhausted**. Use the word in your sentence.
- What could you share or give to show that you are **unselfish**? Use the word in your sentence.

Assess:

“Let’s think about all three of our new words again: ***exhausted, journey, unselfish.***”

- Bulleted list of questions asking students to choose between either two examples or two definitions. (*Italicize and bold target words.*)
- Does being ***exhausted*** mean being very rested or very tired?
- What is an example of a ***journey***? Going to California or going to the store?
- If someone is ***unselfish***, does she keep things for herself or share?

87. THE STRANGER

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Text Talk Lesson for: The Stranger, (Chris Van Allsburg, 1986)
ISBN: 0-395-42331-7

Potential Tier 2 words in the text:

- jammed
- figure
- comfortable
- lent (borrowed)
- confused
- fascinated
- shivered
- draft (cold breeze)
- stroked
- expected
- exactly
- tagged (followed along)
- occasionally
- hypnotized
- timid
- noticing
- peculiar
- puzzling
- drab
- trembling
- dashed
- etched

Tier 2 words selected for direct vocabulary instruction:

- ***peculiar***
- ***timid***
- ***drab***
- ***tagged***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud pages 1-4. Ask the question, "What do we know so far?" Then show the illustrations.

Read aloud pages 5-10. Ask the questions, "What are some things you noticed about the stranger?" and "what are some of the things that are happening in the story?" Then show the illustrations.

Read aloud pages 11-12. Show the illustrations. Then ask the children, "Why are the rabbits acting like they want the stranger to follow and do they know the stranger?"

Read the pages 13-14. Ask the children, "What are other things you have noticed about the stranger?" ***(tagged)***

Read aloud pages 15-18. Show the illustrations. ***(timid)***

After reading the pages, ask the children, "Do you have any questions about what is happening in the story?" and "Are you curious about anything?"

Read aloud pages 19-20. Show the illustrations as you read. Ask the children, “Why aren’t the seasons changing?” **(peculiar)**

Read pages 21-24. Show the illustrations. Ask the children these questions, “The stranger seems worried about something. What do you think he is worried about?” “Why do you think the stranger blows on the leaf?” and “What is going to happen next?” **(drab)**

Read aloud pages 25-26. Show the illustrations. Ask the children these questions, “Why are the trees still green only around the farm?” and “Who do you think the stranger really is?”

Read page 26. Show the illustrations. Ask the children these questions, “How do you think the words “see you next fall” come to be etched on the window?”

After reading, ask the children, “Do you know who the stranger is now?” and “What were the clues that told us?” You may need to reread certain parts of the book to help with the identity of the stranger.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **tagged**

1. In the story the author says “the stranger shyly **tagged along**”.
2. If someone **tagged along**, they would follow after you.
3. Everyone say the word with me: **tagged**
4. If you have a little brother that follows you all over the place, he **tags along**. The ducklings **tagged along** after their mother.
5. Can you think of a time when you **tagged along**? Start your sentence with “Once I **tagged along** with ____.”
6. What is the new word we have been talking about? **tagged**

Target word: **timid**

1. In the story the author says that “day-by-day he had become less **timid**.”
2. If someone is **timid** they are very shy and quiet and a bit scared.
3. Everyone say the word with me: “What is the new word? **Timid**”
4. If you are new to school on the first day you might be **timid**. A new baby animal is **timid** around the larger animals.

5. Can you think of a time when you were **timid**? Start your sentence with “I was **timid** when _____.
6. What’s the new word? **Timid**

Target Word: **peculiar**

1. In the story the author says “the weather was **peculiar**.”
2. If something is **peculiar** it is very strange or odd. It doesn’t always happen.
3. Everyone say the word with me: **peculiar**
4. A flower blooming through the snow is **peculiar**. If Mr. Heaton walked into our room with a dress on that would be **peculiar**.
5. Can you think of a time when you saw something **peculiar**? Start your sentence with “It would be **peculiar** to see ...or something that is **peculiar** is...
6. What’s the new word? **peculiar**

Target Word: **drab**

1. In the story the author says” the trees were shades of green. The stranger thinks they were **drab** and ugly. They should be red and orange.”
2. If something is **drab** it is very dull and boring.
3. Everyone say the word with me: **drab**
4. A room that is all one color is **drab**. Only using the word walk in a story would be **drab**.
5. Can you think of a time when you saw something that was **drab**? Start your sentence with “It would be **drab** to see... or once I saw a **drab**...”
6. What’s the new word? **Drab**

Combine the words by having the children make a choice between two or the words:

- If you saw a monkey talking on TV. **Drab** or **peculiar**.
- A small boy playing football with big boys. **Drab** or **timid**.
- The little brother following his big brother. **Timid** or **tagged along**.
- A brown wall with nothing on it at all. **Tagged along** or **drab**.

Maintain all four words by asking the children to give examples or explanations:

- The rocks on the playground are **drab**. What other things can be **drab**?
- I've seen a man wearing a skirt once. That was **peculiar**. Tell about something **peculiar** you have seen.
- Show how you would look if you were **timid**.
- If you ran after your older brother or sister to go with them to play would you be **tagging along**? Why or why not?

Maintain by helping children add to their networks of related words:

- If someone **tagged along** after you how would you feel? Explain your answer.
- What could you wear to school that would be **peculiar**?
- Tell about a time you were **timid**. How did you feel?
- If you wanted to see something **drab** would you go to an amusement park? Why or why not?

Assess:

"Let's think about all four of our new words again: **tagged, timid, peculiar, and drab.**"

- Which of these things would an example of **tagged along**--A boy catching a ball or a boy running after his friend to play ball? Students who agree with the response will raise their thumb; those who disagree will point their thumb down.
- Which of these things would an example of **drab**--A flowerbed with dead flowers or a flowerbed that has blooming flowers? Students who agree with the response will raise their thumb; those who disagree will point their thumb down.
- Which of these things would an example of **peculiar**--A baby carrying a mom around or a mom carrying a baby around? Students who agree with the response will raise their thumb; those who disagree will point their thumb down.
- Which of these things would an example of **timid**--A puppy running up and jumping on you or a puppy hiding under the chair? Students who agree with the response will raise their thumb; those who disagree will point their thumb down.

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San Juan School District

Text Talk Lesson for: The Stray Dog, (Marc Simont, 2001)
ISBN: 0-439-38591-1

Potential Tier 2 words in the text:

- scruffy
- appeared
- stray
- collar
- introduced
- neighborhood
- warden

Tier 2 words selected for direct vocabulary instruction:

- ***appeared***
- ***stray***
- ***introduced***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Show the illustrations on the cover, inside the cover, the title page, the dedication page and page 2 and read page 2. Point out the dog and the family. What do we know so far?

Read pages 3-6 and show the illustrations. What has happened now?

Read page 8. What is the problem? Show illustration.

Read pages 10-14. What is happening?

Continue to read page 15, but do not show illustration. (appeared) What has just happened with Willy? Now show the illustrations. Who is the man in the bushes? Show illustration on pages 17 and 18. Point out the children, the man and the dog.

Read pages 19 and 20, do not show illustrations. (stray) What has just happened here? Show illustrations, also show pages 21 and 22. How do the kids and the dog feel now?

Read pages 23-25 (introduced). What has happened to Willy? Show illustrations.

Read page 27. How did the story end?

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **appeared**

1. In the story, the author says, "Willy!" they all cried when he **appeared**."
2. If something or someone **appears**, they show up suddenly.
3. Say the word with me: **appeared**
4. If I were to wave a magic wand and a rabbit suddenly showed up, we could say that it **appeared**. If we were to look out the window and not see anyone, we look away and then look back and someone is standing there, we could say that they **appeared**.
5. Think of a time when something **appeared**. Tell you partner and tell them what **appeared**. Make sure you use the word **appear** or **appeared**. (Wait a few seconds, so that they all share.) Now share with the rest of us. Touch your nose if you would like to share.
6. What's the word we've been talking about? **appeared**

Target word: **stray**

1. In the story, the dog warden says that Willy has no collar or leash and "This dog is a **stray**. He doesn't belong to anybody".
2. **Stray** means that an animal, usually a dog or cat doesn't have anyone to take care of it. No one feeds it or gives it water. The animal is on its own.
3. Say the word with me: **stray**
4. A dog is **stray** if it has no owner or no home. A **stray** dog came to our house and we fed it and took it to the vet and then it became our dog and wasn't a **stray** anymore.
5. Now you tell me about a **stray** that you've seen. Your sentence might start with, "I saw a **stray**_____".
6. What's the new word? **stray**

Target word: **introduced**

1. The author says that the kids" **introduced** him (Willy) to the neighborhood, where he met some very interesting dogs".
2. If you are **introduced** to someone, you meet them for the first time.
3. Say the word with me: **introduced**.

4. When I **introduce** myself to someone, I tell them my name and ask theirs. It might sound like this, "Hi. I'm Kathy" and the other person says, "Hi. I'm _____."
5. Get with your partner and **introduce** yourself. You might start by saying: Let me **introduce** myself. My name is _____.
6. What's the word we are working with? **Introduced** or **introduce**

Combine the words by having the children make a choice between two of the words:

- You met a new friend: **stray** or **introduced**
- No one is feeding the cat or giving it a home: **stray** or **appeared**
- A rabbit comes out of the magician's hat: **appeared** or **introduced**
- Your mom has you meet a new cousin for the very first time: **introduced** or **appeared**
- The horse doesn't belong to anyone: **appeared** or **stray**
- Nothing was on your plate and when you looked again, a piece of cake was there: **introduced** or **appeared**

Maintain all three words by asking the children to give examples or explanations:

- Tell us about a **stray** animal you may have seen.
- Think about a time when you were **introduced** to someone new. What was said? How did you feel?
- Has there ever been a time when something just **appeared**? Think about that time. What happened? Did it seem strange? How did you feel when it **appeared**?

Maintain by helping children add to their networks of related words:

- When someone is **introduced**, what do they say?
- A **stray** cat lives in my shed. I don't feed it. Do you have any **stray** animals living at your house?
- What would you do if ten dollars **appeared** in your hand? Would you be scared if that really happened? What if a dinosaur **appeared** in our classroom? How would that make you feel?

Assess:

"Let's think about all three of our new words again: **appeared, stray, introduced**"

- Which of these is a **stray** – a cat that you have been taking care of for one year or one that just showed up at your house? (Children can show their choice by thumbs up or down.)
- Do you need to be **introduced** to your sister or to the new child that just came to our school for the first time?
- Has your teddy bear **appeared** if you couldn't find it for a long time and now it is on your bed or if you put it on your bed every day and it is still there?

89. SUNFLOWER HOUSE

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Text Talk Lesson for: Sunflower House, (Eve Bunting, 1996)

ISBN: 0-152-01952-9

Potential Tier 2 words in the text:

- sow (a seed)
- pesky
- guaranteed
- mammoth
- tinged
- bulge
- ringed
- pale
- frilly
- rushing
- impossible
- aware
- prepare

Tier 2 words selected for direct vocabulary instruction:

- ***guaranteed***
- ***impossible***
- ***prepare***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Show the title page and ask the children to identify the seeds in the picture. “Listen closely to this story about a boy who plants some sunflower seeds. As you listen, think about what happens to the seeds throughout the story.”

Read aloud the first page. Briefly explain that “sow” means the same as “plant” does and ask the children, “What did the boy do before he could sow or plant his sunflower seeds?” What did the Dad mean when he said, “round and round is fine?” Show the picture on page 2.

Read page 4 and ask, “What did the boy have to do for his sunflower seeds next?” Ask the children to show how to “shoo away a pesky bird” and show them only the picture on page 3. Do not show the picture of the seed sprouting on page 4.

Read page 6 and explain that “mammoth” means very, very big. Ask the children why the boy’s friend Bernice say’s “There’s no way.” What does the boy mean when he tells Bernice to “wait.” Show the pictures (on pages 4-6) of the sprouting seeds now. (guaranteed)

Tell the children to make pictures in their minds of what is happening to the sunflowers as they listen to the next few pages. Read pages 7-10 and ask them to tell what they pictured and which words helped them. Then show the pictures.

Read page 11 and ask the children to describe what kind of “house” the sunflowers made. Ask, “How is the sunflower house different from your house?” Show the picture on page 12, then say, “Listen to the text as I read the next few pages to see if you can find out how the boy uses his sunflower house.” Read pages 13-18. Ask the children why they think the author says “Moon shadows shiver” and “The sunflowers whisper” and the “stars play and wish.”

Read pages 19-24 and ask, “What is happening to the sunflower house? Why do you think that is happening? Is this a problem for the boy?” Ask the children why the boy says, “WAIT!” Show them page 24 and ask why the word is written in all capital letters with an exclamation mark. (impossible)

Read pages 25-26 and ask, “What solution did the boy come up with to save his sunflower house?” Show the picture.

Read pages 27-29 and ask, “Why does the author say that “next summer they’ll be everywhere?” Show the pictures. (prepare)

“Tell me, in the correct sequence, what happened to the sunflower seeds the boy planted at the beginning of the story.”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **guaranteed**

1. “In the story the package of sunflower seeds says they’re **guaranteed**.”
2. “If you say something is **guaranteed**, you promise that something will happen. In the story, the sunflower seed package **guaranteed** that every seed will grow into a mammoth sunflower. If the promise is not kept the company who sold the seeds will have to give the boy his money back.”
3. “Say the word with me: **guaranteed**.”
4. “When I buy a new radio at the store I make sure it comes with a one-year **guarantee**. Then, if the radio stops working after only a few months I can take it back and get my money back. Sometimes my students have **guaranteed** me that they will do their homework right away. They know that if they break their promise they will have to stay in from recess.”
5. “Tell me about something that you think should be **guaranteed**. Try to use the word **guaranteed** when you tell me about it. You could start by saying, ‘I think _____ should be **guaranteed** because _____.’ Or you could tell about a time you **guaranteed** something.”
6. “What’s the word we’ve been talking about?” **‘guaranteed’**

Target word: ***impossible***

1. "In the story the boy said they tried to tie the broken sunflower plant up with string and sticks, but it's ***impossible*** to fix."
2. "If you say something is ***impossible*** you mean that it cannot be done."
3. "Say the word with me: ***impossible***."
4. "It would be ***impossible*** for a cat to fly like a bird. If your bike got run over by a car your dad might say it was ***impossible*** to fix it. If you say that something is not possible that means that it is ***impossible*** to do."
5. "Now think of something that would be ***impossible***. Start your sentence with, 'It would be ***impossible*** _____,' and then tell me why your idea would be ***impossible***."
6. "What's the word we've been talking about?" '***impossible***'

Target word: ***prepare***

1. "In the story the author says the children should be aware, ***prepare***, and take care because next summer sunflowers will be everywhere."
2. "***Prepare*** means you will get ready for something before it happens."
3. "Say the word with me: ***prepare***."
4. If you ***prepare*** for a spelling test you will practice your words before the teacher gives you the test. Your mom will ***prepare*** dinner by cooking the food and having you set the table. When you are going to get a shot you ***prepare*** by closing your eyes or looking away."
5. "Now think of something you have had to ***prepare*** for and tell me what you had to do to be ***prepared***. You can start by saying, "Once I had to ***prepare*** for _____ so I _____."
6. "What's the word we have just learned about?" '***prepare***'

Combine the words by having the children make a choice between two of the words:

- Putting on your hat, boots, and gloves before you went out to build a snowman: ***impossible*** or ***prepare***?
- Building a snowman on a hot, sunny, summer day: ***impossible*** or ***guaranteed***?
- You return your coat because the zipper broke the first time you wore it because it was: ***guaranteed*** or ***prepare***?
- Washing your lettuce before you make a salad: ***impossible*** or ***prepare***?

- You promised to clean your room before your mom gets home from work: ***impossible*** or ***guaranteed***?
- Your toy spaceship flies you to the moon and back: ***impossible*** or ***prepare***?

Maintain all three words by asking the children to give examples or explanations:

- Tell us about a time a family member had to return a ***guaranteed*** item to the store?
- Has there ever been a time when something was ***impossible*** to do? How was that a problem for you?
- Tell about a time you had to ***prepare*** something?

Maintain by helping children add to their networks of related words:

- If you had a toy that was ***guaranteed*** and it broke, what could you do about it? What other types of things are ***guaranteed***?
- Your mom said that it was ***impossible*** for you to get a kitten because you were allergic to them? What other things are ***impossible*** to do?
- I had to ***prepare*** this lesson for you before I came to school today. What kinds of things do you have to ***prepare*** for?

Assess:

“Let’s think about all three of our new words again: ***guaranteed, impossible, and prepare.***”

- Which of these is ***guaranteed*** – a bike being put together at a bike shop or a bike that is for sale at a bike shop? Students will put up one finger for the first choice or two fingers for the second choice.
- Which of these is ***impossible*** – flying like superman or flying on an airplane? Students will put up one finger for the first choice or two fingers for the second choice.
- When would you ***prepare*** something – before you need it or after you needed it? Students will put up one finger for the first choice or two fingers for the second choice.

90. SYLVESTER AND THE MAGIC PEBBLE

Melissa Brock
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Ogden School District

Text Talk Lesson for: Sylvester and the Magic Pebble, (William Steig, 1969)
ISBN: 0-590-98066-1

Potential Tier 2 words in the text:

- | | |
|-----------------|-------------|
| • pebbles | • frantic |
| • unusual | • gratified |
| • extraordinary | • inquire |
| • flaming | • startled |
| • remarkable | • nook |
| • gradually | • panicked |
| • vanished | • gully |
| • helpless | • bounding |
| • exist | • dreadful |

Tier 2 words selected for direct vocabulary instruction:

- ***extraordinary***
- ***frantic***
- ***miserable***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud pg. 1. Simply explain (or have an example) that “pebbles are smooth, small rocks.”

Read aloud pgs. 2-3.

Read aloud pg.4. Ask the children, “What did Sylvester do to make it rain again?”

Read aloud pg. 5. “What is Sylvester planning to do? Show illustration.

Read aloud pgs 6-7. “What happened?” Show illustrations.

Read aloud pgs. 8-9. Ask the students, “What do we know so far?”

Read aloud pgs 10-11. Show illustrations.

Read aloud pgs 12-15. You do not need to show illustrations.

Read aloud pgs16-17. Ask students, “How are Sylvester’s parents feeling?”

Read aloud pgs. 18-19. Show illustrations. “How is Sylvester feeling?” “How will he solve this problem?”

Read aloud pgs. 20-21. Show illustration. Point out the wolf and the rock (Sylvester).

Read aloud pgs. 22-23. Show illustrations.

Read aloud pgs. 24-25. "What is happening?". Show illustration.

Read aloud pgs. 26-27. Show illustration. "What do you think will happen?"

Read aloud pgs. 28-29. "How did Sylvester become himself again?" Show illustrations.

Read aloud pg. 30. "How did the story end?"

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **extraordinary**

1. In the story, Sylvester was collecting pebbles and "on a rainy Saturday during vacation he found a quite **extraordinary** one."
2. **Extraordinary** means someone or something is beyond what is ordinary or usual.
3. "Say the word with me – **extraordinary**."
4. "A person might be called **extraordinary** if they accomplished something not many people have done such as playing an instrument at a very young age or being a performer that can perform magic tricks." "A jewel that looks like no other would be called **extraordinary**."
5. "Now, you describe something or someone that you consider **extraordinary** and tell why. Start your sentence with, "_____ is **extraordinary** because _____".
6. "What's the word we have been talking about?" **extraordinary**

Target word: **frantic**

1. When Sylvester did not come home for dinner, "Mr. and Mrs. Duncan paced the floor, **frantic** with worry."
2. **Frantic** means you are uncontrollably angry, frustrated, or excited about something.
3. "Say the word with me – **frantic**."
4. "Someone would be **frantic** if they could not find their bike or their car where they left it." "You might be **frantic** if you saw your favorite actor/actress in a store."
5. "Now you tell me a time that you or someone you know was **frantic**. Start the sentence with, "I/_____ was **frantic** when _____ because _____."
6. "What's the word we have been talking about?" **frantic**

Target word: **miserable**

1. In the story, Mr. and Mrs. Duncan were **miserable** at home without Sylvester.
2. **Miserable** means you are very unhappy or uncomfortable.
3. "Say the word with me: **miserable**."
4. "Someone would be **miserable** if they had to sit in a hot car all day." "If your best friend moved far away, you might be **miserable** because you can not see them or play with them."
5. "Now, you tell me a time that you were **miserable**. Start your sentence with, 'I was **miserable** when _____ because _____ >'"
6. "What's the word we have been talking about?" **miserable**

Combine the words by having the children make a choice between two of the words:

- Losing the keys to your car and you are late for work: **frantic** or **extraordinary**?
- Seeing a dog with 5 legs: **miserable** or **extraordinary**?
- Having a sore throat: **miserable** or **frantic**?
- Your sister breaks your favorite toy: **extraordinary** or **miserable**?
- It's dark and you can't remember how to get home: **extraordinary** or **miserable**?
- Finding a four leaf clover: **miserable** or **extraordinary**?

Maintain all three words by asking the children to give examples or explanations:

- Would you be **miserable** if you had to take a nap at school? Why or why not?
- Tell us about something you have at home that is **extraordinary**.
- Has there ever been a time that you were **frantic**? Why?

Maintain by helping children add to their networks of related words:

- What would you do if your friend was **frantic** because they couldn't find their homework?
- I was **miserable** when I had a snowball fight and I forgot my gloves. What else could make you **miserable** during the cold weather?

Assess:

“Let’s think about all three of our new words again: **frantic**, **extraordinary**, **miserable**.”

- Which of these would make you **miserable**? Swimming on a hot day or sledding with a bathing suit on? Thumbs up if it would make you **miserable**, thumbs down if it would not.
- Would you be **extraordinary** if you could speak one language or if you could speak three languages? If you would be **extraordinary** stand up, if not, sit down.
- Which would make you more **frantic**: being late to work or watching a movie on the television? Thumbs up if it would make you more **frantic**, thumbs down if it would not.

91. SYLVESTER AND THE MAGIC PEBBLE

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Salt Lake City School District

Text Talk Lesson for: Sylvester and the Magic Pebble, (William Steig, 1969)
ISBN: 0-440-84219-0

Potential Tier 2 Words in the text:

- pebbles
- hobbies
- extraordinary
- remarkable
- ceased
- vanished
- gratified
- perplexed
- concluded
- dreadful
- sorrow

Tier 2 words selected for direct vocabulary instruction:

- ***remarkable***
- ***vanished***
- ***perplexed***

Step 1: Doing the read aloud of the text with a focus on comprehension:

Briefly introduce the book, read the title, and talk about the word magic. Let children respond with what they think magic is. After you discuss the question, you may show the illustrations.

Read aloud page one and ask the following question. What do we know so far?

Read aloud pages two and three. "What happened when Sylvester wished that the rain would stop?" "What did Sylvester like about the pebble?"

Read aloud page four. "What did Sylvester have to do to make his wish come true?"

Read page five. "What is Sylvester going to do now?"

Read aloud pages six and seven. "What happened to scare Sylvester?" "What did he do to save himself?"

Read aloud pages eight and nine. "Is there anything Sylvester could do now?" "Why?"

Read aloud pages ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen and seventeen. (Be sure to show illustrations, there is little text on these pages). “How are Sylvester’s parents feeling?” “Why can’t they find him?”

Read aloud pages eighteen, nineteen, twenty, twenty-one, twenty-two and twenty-three. “Where is Sylvester now?” Show illustrations pointing out the pebble. “What do you think Sylvester needs to do to be able to be himself again?” “Is he able to do that?”

Read aloud pages twenty-four and twenty-five. “Do Sylvester’s parents know that he is the rock?”

Read aloud pages twenty-six and twenty-seven. “Sylvester’s dad put the pebble on the rock.” “What could that do for Sylvester?” “Does Sylvester know that it is there?”

Read aloud pages twenty-eight through thirty. “Why did Sylvester’s father put the magic pebble into the iron safe?” “Do you think that they will ever get it out?” “What did Sylvester and his parents learn from this experience?”

Step 2: Direct vocabulary instruction of the Tier 2 words:

Target word: **remarkable**

1. In the story, the author said the pebble was **remarkable**.
2. If you say something is **remarkable**, you mean it is amazing or wonderful.
3. Say the word with me: **remarkable**.
4. If you got exactly what you wanted for a birthday gift, you could say that was **remarkable**. If you got all the words right on your spelling test that would also be a **remarkable** thing.
5. Now you think of something **remarkable**. Start your sentence with, “Something that would be **remarkable** is....” or you can begin your sentence with “If _____ happened, it would be **remarkable**.” (allow students time to give examples of something that they think is **remarkable**.)
6. What is the word we have been talking about? “**remarkable**”

Target word: **vanished**.

1. In the story, the author told us that when Sylvester wished the rain to stop, the raindrops **vanished** on the way down.
2. **Vanished** means to disappear, or to not be seen any longer.
3. Say the word with me—**vanished**.
4. If you saw a magician doing a magic trick with a hat and a rabbit, and he put the rabbit in the hat and covered it and said a magic word and then showed you the empty hat, you would say that the rabbit **vanished**. Another example would be

- when your mom sets out a plate of delicious cookies and soon they are all gone, you could say they **vanished** because everyone ate them up.
5. Now you think of something that can **vanish**. Allow students time to respond.
 6. What is the word we have been talking about? **Vanished**

Target word: **perplexed**.

1. In the story, the author told us that when the lion saw Sylvester disappear or (vanish) he was **perplexed**.
2. **Perplexed** means confused, puzzled, bewildered. The lion was not sure of what he was seeing.
3. Say the word with me: **perplexed**.
4. A person would be **perplexed** if they did not understand what the words meant in a story. A student would be **perplexed** if they did not know how to do a math problem.
5. Now you describe a time when you might be **perplexed**. Think of something you might not be sure about.
6. What is the word we have been talking about? **Perplexed**.

Combine the words by having the children make a choice between two of the words:

- Finding one hundred dollars on the street. Would it be **remarkable** or would you feel **perplexed**?
- Not knowing where the lunchroom is. Would it be **remarkable** or would you feel **perplexed**?
- Getting an "A" in a big project. Would it be **remarkable** or would you feel **perplexed**?
- Getting lost in the shopping mall. Would it be **remarkable** or would you feel **perplexed**?
- If you could make something **vanish**, would it be **remarkable** or leave you **perplexed**? (Maybe both)

Maintain all three words by asking the children to give examples or explanations:

- Tell me about a time you felt **perplexed**.
- Give me an example of something **remarkable**.
- What might it be like if you were able to **vanish** any time that you wanted to?

Maintain by helping children add to their networks of related words:

- If something **remarkable** happened to you, what might you do?
- If you noticed a classmate feeling **perplexed**, how could you help?
- Can a magician really make something **vanish**?

Assess:

Let's think about our three new words again, **vanished**, **perplexed** and **remarkable**.

- Which of these would be **remarkable**? Finding the ring that you had lost or reading a book.
- When might you feel **perplexed**? The first day of school or at a birthday party.
- Which thing can really **vanish**? The birthday cake at a party or your best friend.

92. THUNDER CAKE

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Duchesne County School District

Text Talk Lesson for: Thunder Cake, (Patricia Polacco, 1990)
ISBN: 0-399-22231-6

Potential Tier 2 words in the text:

- sultry (sweltering)
- horizon (skyline)
- scurried (move quickly)
- ingredient
- jagged
- samovar(metal urn)
- glistening(sparkling)
- pane (piece of glass)
- stammered (speak with hesitation)
- croaked (hoarse sound)
- growled
- churned (stir)
- beamed
- rattled (to shake)

Tier 2 Words selected for direct vocabulary instruction:

- ***shudder***
- ***crackling***
- ***luscious***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud pages 1 & 2. Show illustration and point out the Grandmother in the farm yard and the clouds on the horizon. Grandma sees a big storm approaching with ***crackling*** lightning and thunder that will ***shudder*** the windows. (***crackling, shudder***)

Read aloud pages 3 & 4. Ask “What is a Thunder Cake?” “What is Grandma planning to do?”

Read aloud pages 5 & 6. Show illustration. Ask “Who is hiding up the bed and why?”

Read aloud pages 6 & 7. Show illustration. Ask “What is Grandma planning on doing with the girl?”

Read aloud pages 7 & 8 Show the illustration. Ask the questions: “What is happening?” Why was Grandma scurrying?

Read aloud pages 9 & 10. Show the illustration. Ask the questions, “Why did Grandma want the little girl to count?” and “Why did Grandma have the girl collect the eggs and get the milk?”

Read aloud pages 11-14. Show the illustrations. Ask “Did counting and working with Grandma help the little girl?”

Read aloud and showing the picture for pages 15 & 16. Point out that the storm is getting stronger.

Read aloud pages 17 & 18. Show the illustrations. Ask “How can you tell that the storm is getting closer?”

Read aloud pages 19 & 20. Show the illustrations. Ask “What are the secret ingredients?”

“What kinds of tomatoes are **luscious**? (**luscious**)

Read aloud pages 21 to 24 and show the illustrations. Ask “Was the girl afraid of the storm when she was working with Grandma?”

Read aloud pages 25 & 26. Show the illustrations. Ask “Was the little girl a very brave person?”

Read aloud pages 27 & 28. Show the illustrations. Ask “When did Grandma and the girl eat the Thunder Cake?”

Read aloud pages 29 & 30. Show the illustrations. Ask “Why did Grandma call it Thunder Cake?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **shudder**

1. “In the prologue of the story, the author explains how she loved to visit her Babushka (grandmother) but the fierce summer thunderstorms used to **shudder** the grandmother’s house.”
2. “If you say that something **shudders**, you mean that it **will** tremble greatly.
3. “Say the word with me: **shudder.**”
4. “If there was a very strong wind with fierce wind and rain then we would say, ‘the trees **shuddered** with the storm. (Ask the children to provide an example of something else that would shudder.)
5. “What’s the word we’ve been talking about?” ‘**shudder**’

Target word: **crackling**

1. “In the story, Grandma is looking up at the sky and watching the fierce storm and sees a sudden **crackling** noise.”
2. **Crackling** means to make a slight, sudden, sharp noise.
3. “Say the word with me: **crackling.**

4. "If you were out camping with your family and your dad made a campfire then you would hear the fire **crackling**. Ask the students to think of another time that they would hear a **crackling** sound.
5. "What's the word we've been talking about?" **crackling**

Target word: **luscious**

1. In the story the author wrote, "I reached three **luscious** tomatoes while she picked strawberries."
2. **Luscious** means highly pleasing to the taste and smell.
3. "The author used this specific word to help the readers understand how good the tomatoes were so that they could make a delicious cake. "
4. "Now can you describe something that you have tasted that might be **luscious**?"
5. "What's the word we've been talking about? **Luscious**

Assess:

"Let's think about all three of our new words again: **shudder, crackling, luscious.**"

- When would you feel a **shudder**- when the snow is falling softly down or during a windy, rainstorm? Students give their answers.
- When would you hear a **crackling** sound—when you are walking in the forest on leaves and twigs or when you are walking on the grass? Students give their answer.
- Which of these would be something **luscious** to eat—warm, chocolate chip cookies or dry uncooked beans? Students give their answer.

93. TOO MANY TAMALES

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Ogden City School District

Text Talk Lesson for: Too Many Tamales, (Gary Soto, 1993)

ISBN: 0-590-22650-9

Potential Tier 2 words in the text:

- drifted
- glittered
- tamales
- kneaded
- sparkled
- answer
- dough
- disappeared
- reappeared
- delicious
- underneath
- littered
- swallowed
- stomach
- interrupt

Tier 2 words selected for direct vocabulary instruction:

- ***sparkled***
- ***littered***
- ***interrupt***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Before reading explain what a tamale is. (corn and cornmeal dough stuffed with a meat mixture then wrapped in corn husks and steamed)

Page 1 - Do not show the picture.

Read the page. Have them visualize what the picture looks like using the key words: Snow drifted, dusk, Christmas trees glittered in the windows.

Read Pages 2 & 3 Show picture.

Why does she want to wear her mom's ring?

Read Page 4 – Show picture

Let's make a prediction about what Maria might do.

Read Pages 6 – 7 Show pictures

What might happen because Maria chose to do this?

Read Pages 8 – 9 Show Pictures

What things did Maria do to help make the tamales?
How might this effect the ring?

Read pages 10 – 13 Show pictures

What caused Maria to remember the ring?

Read page 14 – Do not show picture until after discussing the following question.

What could Maria do to solve her problem?

Read pages 15 -18 – show pictures

What do you think will happen? Do you think the ring is in the last tamale?

Read page 19 – show picture

Why does Maria need to tell her mother?

Read pages 20 – 24 show pictures

Did this end the way that we predicted?

Read pages 25 – 26

How do you think the kids feel about making another batch of tamales?

Finish the story – show the pictures

What lesson do you think Maria might have learned from this experience?

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **sparkled**

1. Story Context:

“Maria loved that ring. She loved how it **sparkled** like their Christmas tree lights”
“The ring **sparkled** on her thumb.”

2. Definition: shining, reflected flashes of light, glittered

3. Ask the children to repeat the word so they can create a phonological representation of the word.

4. Additional Examples:

- Her eyes **sparkled** in the moonlight.
- The crystal clear icicles **sparkled** in the sunshine.
- The sunshine **sparkled** on the waves.

5. Student Generated Examples:

- Now think of something that you once saw that **sparkled**. Begin your sentence with the object, followed by the word **sparkled**, and then finish with a prepositional phrase. EX: The river water **sparkled** in the sunshine.
- Think – Pair – Share

6. Have the children say the word **sparkled**.

Target word: ***littered***

1. Story Context:
“Corn husks ***littered*** the floor.”
2. Definition: carelessly thrown on the ground
3. Ask the children to repeat the word so they can create a phonological representation of the word.
4. Additional Examples:
 - John ***littered*** when he threw his candy bar wrapper on the field.
 - The lawn was ***littered*** with ripped up newspaper.
 - The locker room was ***littered*** with the football players’ bath towels.
5. Student Generated Examples:
 - Tell about a time when you or someone you know ***littered***. Begin your sentence like this. I (or the name of the other person) ***littered*** when I _____.
 - Think – Pair - Share
6. Have the children say the word ***littered***.

Target Word: ***interrupt***

1. Story Context:
“They chattered so loudly that Maria didn’t know how to ***interrupt***. Finally she tugged on her mother’s sleeve.”
2. Definition: to break into the middle of what someone is doing
3. Ask the children to say the word ***interrupt***.
4. Additional Examples:
 - Please don't ***interrupt*** me while I'm on the phone.
 - The rain ***interrupted*** our baseball game.
 - The fire alarm ***interrupted*** our reading lesson.
5. Student Generated Examples:
 - Have students think of a time when they ***interrupted*** someone. Have them begin their sentence with – “I ***interrupted*** my teacher when _____.
 - Think – Pair - Share
6. Have the children say the word ***interrupt***.

Combine the words by having the children make a choice between two of the words:

Read the statements, students must choose between two of the target vocabulary words. Ask them to explain their choice.

- If trash is all over the park, was it ***littered*** or ***sparkled***?
- If I spoke to my mom when she was on the phone, did I ***sparkle*** or ***interrupt***?
- I can see light reflecting off of the waves in the ocean. Are they ***sparkling*** or ***littering***?

Maintain all three words by asking the children to give examples or explanations:

- Who can tell me about something that would ***sparkle*** on a cold, winter's day?
- Who can tell me about something that would ***sparkle*** on a hot, summer day?
- Who can give me an example of someone ***littering***?
- Who can think of a time when it would be ok to ***interrupt*** your teacher?

Assess:

"Let's think about all three of our new words again: sparkled, littered, interrupt"

- If the ring ***sparkled***, did it shine and glitter in the sun, or did it fall in the mud?
- If the boy ***littered***, did he clean up trash, or throw it on the ground?
- If the girl tried not to ***interrupt*** her teacher, did she sit quietly, or talk out?

94. THE UGLY DUCKLING

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San Juan School District

Text Talk Lesson for: The Ugly Duckling, (Madge Tovey, 2000)
ISBN: 0-201-32225-0

Potential Tier 2 words in the text:

- beamed
- smart
- fowl
- elegant
- noble

Tier 2 words selected for direct vocabulary instruction:

- ***fowl***
- ***smart***
- ***elegant***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Today we are going to read a story about a little duck who was always teased because he didn't look the same as his friends. Before we read we need to activate our prior knowledge, I have some statements for you to listen to. If you think the statement is true put your hand on your head, if you think it is false put your hand on your nose.

1. Ugly babies stay ugly all their lives.
2. All baby birds are cute.
3. You feel sad when you are alone.
4. It is nice to have friends.

While we are reading our story today we are going to practice being good readers by listening very carefully and answering questions about the story. Good readers think about questions while they are reading because answering questions while they are reading helps them remember the story better.

1. pg. 3. Why was Mrs. Duck so happy?
2. pg. 5. What did the last duckling look like?
3. pg. 6. How did the ducks go to the pond?
4. pg. 9. Why did the other birds make fun of the last duckling?
5. pg. 11. Why did the Ugly Duckling hide his head?
6. pg. 13. What did the other babies on the farm do to the Ugly Duckling?
7. pg. 15. Why was the Ugly Duckling sad?
8. pg. 17. Where did the Ugly Duckling spend the winter?
9. pg. 19. Why didn't the swans laugh at the Ugly Duckling?
10. pg. 21. Did the other birds know who the "new swan" was?
11. pg. 23. Do you think that the swan will be nice or mean to other animals?

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Now we are going to learn some new words that were in our story. Good readers and writers understand a lot of words and can use them in different ways. The words that we are going to learn today are:

Target word: **smart**

1. The mama duck told her babies to look **smart**.
2. The word **smart** has two meanings, one meaning is if someone knows a lot of things, the other meaning, which was in our story today is to look neat and straight.
3. Let's practice saying our word, when I count to three please say the word **smart**
4. The children looked **smart** while they stood in line. OR Joshua is very **smart** he knows a lot of things.
5. Please tell me about someone who is **smart**, use the word **smart** in your sentence.
6. Let's practice saying our word, when I count to three please say the word **smart**

Target word: **fowl**

1. "Oh, dear, what an ugly duckling!" agreed all the farmyard **fowl**.
2. In our story **fowl** means birds.
3. Let's practice saying our word, when I count to three please say the word **fowl**.
4. The **fowl** flew over the lake.
5. Please tell me a type of **fowl**.
6. Let's practice saying our word, when I count to three please say the word **fowl**.

Target word: **elegant**

1. One day a flock of birds with **elegant** wings, snowy white feathers, and long necks flew over the pond.
2. **Elegant** means beautiful and graceful (can move easily), fancy
3. Let's practice saying our word, when I count to three please say the word **elegant**.
4. The dancer was very **elegant** in her new dress.

5. Tell me about a time when you looked **elegant**. Use the word in your sentence.
6. Let's practice saying our word, when I count to three please say the word **elegant**

Combine the words by having the children make a choice between two of the words:

- When I went to the party I wore a/an _____ dress.
 - elegant
 - fowl
- The class had a nice, _____ line in the hall.
 - elegant
 - smart
- I saw some _____ swimming in the pond
 - fowl
 - smart

Maintain all three words by asking the children to give examples or explanations:

- Please use the word **fowl** in a sentence describing a bird.
- Please tell me about someone who is **smart**.
- Please tell me about someone who is **elegant**

Maintain by helping children add to their networks of related words:

- How would you look if you were being **smart** in line?
- Tell me something that would make you look **elegant**.
- What is a type of **fowl**?

Assess:

“Let's think about all three of our new words again: **fowl, smart, elegant**.”

- A turkey is a type of _____
 - **fowl** a bird
 - **fowl** something bad
- My students made a nice, neat line outside, they looked _____
 - **smart** they knew a lot.
 - **smart** nice and straight
- When I want to look **elegant** I wear _____
 - tennis shoes
 - high heel shoes.

95. THE UMBRELLA

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Salt Lake District

Text Talk Lesson for: The Umbrella, (Jan Brett, 2005) ISBN: 0-439-81427-8

Potential Tier 2 words in the text:

- Cloud Forest
- Kinkajou
- Tapir
- toucan
- Jaguar
- Quetzal
- Hummingbird
- umbrella
- scramble
- screeches
- bawl
- peeps
- frisky

Tier 2 words selected for direct vocabulary instruction:

- ***blunders***
- ***squabbling***
- ***clamber***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud pages 1 & 2. Show the illustrations and point out the picture of the boy with the umbrella that he made as he walks off to the Cloud Forest. Also point out the picture on the side of page 2 of the Cloud Forest and explain what it is.

Read aloud pages 3 & 4 and ask the students “What do we know so far?” Show the illustrations.

Read pages 5 & 6. Ask the students “Who is in the umbrella?” Show the illustrations.

Read pages 7 & 8. Show the students the illustrations and ask “Someone else has come into the umbrella, who is it?”

Read pages 9 & 10. “Another animal has found the umbrella, who is it?” Show the illustrations.

Read pages 11 & 12. “The umbrella is getting full and another animal has come, what animal just came?” Show the illustrations. (*blunders*)

Read pages 13 & 14. Ask the students “What animal just landed on the handle of the umbrella?”
Show the illustrations

Read pages 15 & 16. Ask the students, “Oh no, another animal? Who wants to get into the umbrella now?” Show them the illustrations. “What do you think is going to happen to the animals and the umbrella?”

Read pages 17 & 18. Show the illustrations. (*squabbling*)

Read pages 19 & 20. Ask the students the following questions. “Have we found out if we were right about the animals and the umbrella?” “Who is the other animal that joined the group in the umbrella? How do the animals feel about the new friend that has joined them in the umbrella?” Show the illustrations.

Read pages 21 & 22. Show illustrations.

Read aloud and showing the pictures for pages 23 & 24 point out the animals and what happened.

Read aloud pages 25 & 26. Show illustrations and point out the animals and what they are doing. (*clamber*)

Read pages 27 & 28. After reading ask the students, “Who is in the tree? What is he doing?” Show the illustrations.

Read pages 29 & 30. After reading show the illustrations and ask the students, “How do you think the story is going to end?”

Read aloud page 31 while showing the illustrations and ask the students “Did the story end like you thought it was going to end?” “How did it end?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target Word: **blunder(s)**

1. “In the story the author says the baby Tapir **blunders** into the green umbrella.”
2. “If you say something or someone **blunders** into something, you mean that they moved in an awkward and clumsy way, usually because they cannot see where they are going.
3. “Say the word with me: **blunder or blunders.**”
4. “If at night your mom was clumsy in the dark. You could say that she **blunders** in the dark.” “A person with a blindfold on **blunders** into things like the wall.”
5. “Now you think of how things (people, animals, toys, etc) **blunder(s)**. Start your sentence with, ‘The _____ **blunders** into the _____.’ (if the students use the same example you do or say what the author did in the story have them try again using the word in a different way than the author did.)
6. “What’s the word we’ve been talking about?” ‘**blunder(s)**’

Target word: **squabbling**

1. "In the story the Jaguar is cleaning himself when he hears all the **squabbling**."
2. **Squabbling** means a noisy argument over something unimportant.
3. "Say the word with me: **squabbling**."
4. "If someone is **squabbling** it means they are arguing over something that is not important." "The kids on the playground were **squabbling** over who got to the slide first."
5. "Now, you think of someone **squabbling** over something or someone. Start your sentence with 'The _____ were squabbling" Ask another student why that would be **squabbling**."
6. "What's the word we've been talking about?" '**squabbling**'

Target word: **clamber**

1. "In the story the author wrote, "Jaguar, Quetzal, Baby Tapir, Kinkajou, Toucan, Monkey and Froggy all **clamber** back to shore."
2. **Clamber** means to climb quickly and awkwardly by using the hands and feet.
3. "Say the word with me: **clamber**"
4. "When a person has to climb quickly and awkwardly away from a bear using his/her hands and feet that means the person has to **clamber** away."
5. "It is your turn, please describe a time when you have had to **clamber** away from someone or something. Your sentence can begin how you would like it to, but it needs to have the word **clamber** in it."
6. "What's the word we've been talking about?" '**clamber**'

Combine the words by having the children make a choice between two of the words:

(Stand up if it is the right word or sit down if it is not)

- Awkwardly climbing out of the way of a 3 headed dog: **clamber** or **squabbling**?
- The Principal clumsily walked into the room and tripped on a toy: **blunder** or **clamber**?
- Kids on the playground yelling at each other over the ball: **blunder** or **squabbling**?
- Walking into a chair: **clamber** or **blunder**?
- You fighting with your little brother or sister over the remote: **squabbling** or **clamber**?
- A cat climbing up a fence to get away from a blue dog: **clamber** or **squabbling**?

Maintain all three words by asking the children to give examples or explanations:

- Tell of a time when you have had to **clamber** away from something or towards something to save it (like a cup falling off the table, etc).
- Has there ever been a time when you have been told by your parents or grandparents to stop **squabbling** with someone? Did you have to be told more than once to stop **squabbling**? Why or why not?
- Has there ever been a time when you have seen someone **blunder** into something? Have you ever **blundered** into something? Tell us about it.

Maintain by helping children add to their networks of related words:

- I saw a teacher **blunder** into a volleyball pole, have you ever seen someone **blunder** into a pole or tree? What happened?
- What would you do if your friends started **squabbling** over one of YOUR toys? Would you join in on the **squabbling**? Why or why not?
- When I see a spider I **clamber** out of the way so I am not near it. Do you **clamber** out of the way of things that you don't like or that scare you? Why or why not?

Assess:

"Let's think about all three of our new words again: **clamber**, **squabbling**, and **blunder**."

- When someone **blunders** they: a) a student running in a circle or b) a student running into a desk in the dark? Student will hold up one finger for the letter a, or hold up two fingers for the letter b.
- Would you be **squabbling** if you were: 1) talking about your family or 2) loudly arguing about the score of the game? Students hold up one finger for number one and two fingers for number two.
- If you **clamber** then you: a) climb slowly and awkwardly using your hands and feet or b) climb quickly and awkwardly using your hands and feet? Student will hold up one finger for the letter a, or hold up two fingers for the letter b.

96. UNCLE JED'S BARBERSHOP

Sharon Oakes
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Text Talk Lesson for: Uncle Jed's Barbershop, (Margaree King Mitchell, 1993)
ISBN: 0-590-22313-5

Possible Tier 2 words from Text:

- saving
- unconscious
- fancy
- bundled
- *dreams
- operation (discuss in context during reading)
- exchange
- *delayed
- particular
- disappointed
- *separate
- segregation

Tier 2 Words selected for instruction:

- ***dreams***
- ***separate***
- ***delayed***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Say: "As you listen to Uncle Jed's Barbershop think about what the most important idea might be in this story."

Read the first page. Ask: "What do you know about Uncle Jed so far?" Show the picture.

Read the next two pages. Ask: "What did Uncle Jed say he wanted to do someday?" "What do people usually do when they want to get something but don't have enough money?" "How did Uncle Jed plan to get his barbershop?" Show the picture.

Read the next page. Ask: "What did the author say sharecroppers were?" Show the picture. "Were these people sharecroppers?" "Were they rich or poor?" "Do they seem to be happy or sad?" "Why do you think so?"

Read the next three pages. Say: "In the story the girl had to have an operation. An operation is when a doctor has to cut on someone's body to fix something that is wrong inside so they can get well." "What do you think the girl's family was thinking when they found out the operation cost so much money?"

Read the next page. Ask: "Why do you think Daddy went the next day to find Uncle Jed?" "What important decision did Uncle Jed have to make before he gave up the money for the operation?"

Read the next two pages. Ask: "Why couldn't Uncle Jed get his barbershop this time?" Did Uncle Jed give up on getting the barbershop?" "How do you know?"

Read the next page. Ask: "What did Uncle Jed do after he lost his money?"

Read the next page. Ask: "How did Ol' Uncle Jed celebrate his 79th birthday?" "How do you think he felt to finally get his barbershop after all that time?" Show the picture.

Read the next page. Show the picture. Say, "Look at the picture. How have Uncle Jed and the girl changed since the beginning of the story?"

Read the last page. Ask: "What is the most important idea that you can learn from this story?" "What kind of a person was Uncle Jed?"

Step 2: Direct instruction of Tier 2 words.

Target word: ***dreams (dream)***

1. "In the story we hear about Uncle Jed wanting to get a barbershop. It says that nobody believed him. People didn't have ***dreams*** like that in those days.
2. ***Dreams*** are like wishes that people hope for and work for to make come true.
In the story Uncle Jed ***dreamed*** of having a barbershop of his own. He saved and worked for many years to make his ***dream*** come true.
3. Say the word with me: ***dreams***."
4. Say: "You might ***dream*** of being a dancer or a baseball player or many other things. You could work hard and make your ***dreams*** come true." Say: "Martin Luther King ***dreamed*** of a time when there would be no difference in what white people and black people would be allowed to do. They would be treated the same. Many people have tried to make his ***dream*** come true."
5. Say: "What is a ***dream*** you have? What could you do to make that ***dream*** happen?"
"Do you think all ***dreams*** can come true no matter how silly?"
6. What is the word we have been discussing? ***Dreams***

Target word: **separate**

1. Say: "In the book it said they had to go to the colored waiting room. In those days they kept blacks and whites **separate**. There were **separate** public restrooms, **separate** water fountains, and **separate** schools."
2. Say, "In the story, to keep the blacks and whites **separate** meant to keep them apart. There was a nice hospital waiting room for the whites and a not so nice waiting room for the blacks and they couldn't go in the white people's waiting room." "**Separate** can also mean different. If you and your brothers and sisters have **separate** bedrooms you don't have to share a bedroom, you have a different room."
3. "Say the word with me: **separate**"
4. Say: "If you and your friend are going home from school you might need to take **separate** streets to get to your own homes." "My kids have **separate** homes from me now that they are grown up. "
5. Say: "Turn to your neighbor and tell them about something you have that is **separate** from someone else. Use the word **separate** to tell about it."
6. "What is the word we have been learning? **Separate**

Target word: **delayed**

1. Say: "In the story, the girl said, "I know that three hundred dollars **delayed** him from opening the barbershop." "If something has been **delayed** it has been slowed down or stopped for a while. So when Uncle Jed was **delayed** in opening his barbershop he wasn't able to open it when he had planned".
2. "Say the word with me: **delayed**"
3. Say: "A student could be **delayed** in getting to school because her mom lost the car keys." "If you **delay** handing in your homework you could get a lower grade."
"An airplane might be **delayed** and not land on time."
4. Say: "Take turns telling the students at your table about a time when you or someone you know was **delayed**. Be sure to use the word **delayed** as you tell about it."
5. Ask, "What word have we been talking about?" **Delayed**

Combine words: Ask:

- If you work hard to get good grades so you can go to college when you grow up would you be working for your **dream** or your **separate**?
- If your parents get you a new bike so you don't have to share your brother's would you have a **delayed** bike or a **separate** bike?
- If you get in trouble do you think your recess will be **delayed** or **separate**?

Maintain:

- If your friend is **delayed** in getting to your house to play, what might be the reason?
- If you have a **dream** of going to the sun some day do you think it will happen? Why?
- How would you feel if your school decided to put boys and girls in **separate** classrooms?

Assess:

“Let’s think about all three of our new words again: **dream, separate, and delayed.**”

- Does having a **dream** mean getting what you want right now or getting what you want by working and planning for a long time?
- If you were on time to school would you be **delayed** in getting to school?
- Which of these would be an example of **separate**?
 - 1- Sharing a room with someone in your home.
 - 2- Having a different restroom for boys and girls.

97. WHEN JESSIE CAME ACROSS THE SEA

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Text Talk Lesson for: When Jessie Came Across the Sea, (Hest, 1997)
ISBN: 0-763-61274-X

Potential Tier 2 words in the text:

- | | | |
|--------------|------------|--------------|
| • slanting | • swapping | • flights |
| • Ginger | • parlor | • channel |
| • occupation | • lining | • splintered |
| • narrow | • paved | • patches |
| • huddling | • delicate | • pitied |
| • burst | • dock | • pitched |
| • comfort | • tattered | • frail |

Tier 2 words selected for direct vocabulary instruction:

- ***narrow***
- ***comfort***
- ***slanting***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book: Say, "Listen closely as I read this story about a young girl named Jessie who lived far away and came to America by herself. Think about the things that Jessie went through while I am reading to you."

Read aloud pages 1 and 2. Show the illustrations and have students get an idea of whom Jessica is. Ask: "What can you tell me about Jessica by looking at the pictures of her and her Grandmother?" Show the slanting roof of the house.

Read pages 3 and 4 and discuss what they think the Rabbi (explain a type of priest) will do with the ticket to America. Show the pictures. Ask if anyone knows what comfort means.

Read page 5 and ask students why they think the Rabbi gave the ticket to Jessie. Show the picture.

Read the next two pages. Show the pictures and discuss what feelings Jessie may be experiencing while getting ready for her journey. Mention how she is thinking about the slanting roof of her Grandmother's hut in her country.

Read page 8 and show the pictures. Have students talk about the things Jessica is doing for people on the ship.

Read page 9 and discuss her friendship with Lou while showing the pictures.
Read page 10 and discuss the feelings Jessie is having as she reaches America.
Show pictures.

Read page 11 and talk about why the author repeated the phrase “Wait on line” 3 times. Show the Pictures. Ask if anyone knows why she said her occupation was sewing lace.

Read page 12 and show the pictures. Point out the picture of the delicate sash.
Discuss the letter Jessie wrote to her grandmother.

Read pages 13 and 14 and show the pictures. Discuss what is happening on these pages.

Look at the pictures on the next two pages and ask students to predict who is waving at Jessie. Then read page 15 to see if students’ predictions were correct.

Read page 16 and show pictures. Ask students why she said in her letter to her Grandmother “You will like him...” Ask them how she can like him if she is so far away.

Show the pictures of Jessie smiling on both of the next pages and ask the students why they think Jessie is smiling. Then read page 17 to see if they were correct.

Show the pictures on the last pages and ask the students to discuss with a partner. Ask them what is happening. Read page 18 and ask what the students think about the ending.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: ***slanting***

1. The author described the small house that Jessie and her Grandmother lived in as having a ***slanting*** roof.
2. ***Slanting*** means something is in a sloping direction.
3. “Say the word with me: ***slanting***.”
4. When people write in cursive they usually ***slant*** their letters.
5. Can you think of something that ***slants*** or is ***slanted***? Can you draw a ***slanted*** line? Look around the room and find something that is ***slanting***.
6. What is the word we have been talking about? ***slanting***

Target word: **narrow**

1. The author says that the beds are **narrow** in Jessie's Grandmother's house.
2. If something is **narrow**, it means it is not very wide.
3. Say the word with me: **narrow**
4. When I walk between the desks the path is very **narrow**.
5. What are some things you can think of that might be **narrow**?
6. "What is the word we are learning?" '**narrow**'

Target word: **comfort**

1. The Rabbi tells Grandmother that Jessie will be able to **comfort** his brother's widow.
2. When you comfort someone, you help them to feel less worried or upset.
3. Say the word with me: **comfort**
4. When I saw a little girl that was lost, I **comforted** her until her parents came for her.
5. What are some things that **comfort** you when you are feeling sad?
6. "What is the word we are using?" '**comfort**'

Combine the words by having the children make a choice between two of the words:

- Something that is sloping is: narrow or **slanting**? Explain your answer.
- If you saw a baby crying would you **comfort** him or narrow him? Why?
- Would you say "I am walking down a **narrow** path or a comfort path." Why?

Maintain all three words by asking the children to give examples or explanations:

- If the ski slope was **slanting** how would it look?
- If a car was driving down a **narrow** street, would it have a lot of room?
- If your baby sister fell down and skinned her leg, how would you **comfort** her?

Maintain by helping children add to their networks of related words:

- Does your roof have a **slant**, or is it flat?
- When you were crying because you were sad, who **comforted** you?
- Are there any **narrow** streets in your neighborhood, or are they all wide?

Assess:

- “Let’s think about all three of our new words again: “***slanting, narrow, comfort.***”
- Which of these words would mean a house that has a sloping roof: a roof that is ***slanting***, or one that is flat?
- If the rows between the desks in our room were very ***narrow***, would you have a lot of room, or a little bit of room?
- Would you ***comfort*** someone when they are crying or when they are laughing?

98. THE WIDOW'S BROOM

Elizabeth Beebe
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Salt Lake District

Text Talk Lesson for: The Widow's Broom, (Van Allsburg, 1992)
ISBN: 0-395-64051-2

Potential Tier 2 Words in the text:

- widow
- fortunately
- instant
- cloaked
- daybreak
- brilliant
- slumbering
- convince
- gesturing (gesture)
- horrified
- distant
- innocent
- amuse
- ignore
- possessions
- guilt

Tier 2 Words selected for direct vocabulary instruction:

- **guilty**
- **amuse**
- **convince**

Step 1: Doing the read aloud of the text with a focus on comprehension.

Read aloud the first two paragraphs of text (begins with "Witches' brooms..."). Ask the children, "What do we know so far?" Read aloud the last paragraph.

Read aloud the first two paragraphs of text on the second page (begins with "Out of a moonlit sky..."). "What is happening?" and "What is the widow's problem?" Read aloud the last paragraph.

Read aloud the third page of text (begins with "She rose from the bed..."). "What's happening?" Show the picture. "Why is the witch leaving?" and "Why didn't the witch take her broom?"

Read aloud the first two paragraphs of the fourth page of text (begins with "at first Minna was frightened..."). Ask the children, "How did Minna feel when she locked the broom in the closet?" (guilty) Read aloud the last paragraph of text. Ask, "Why did Minna want to teach the broom how to do other things?" and "In what ways was the broom a 'good student'?" Show the picture.

Read aloud the fifth page of text (begins with "Not a week passed before..."). "What's happening here?" Show the picture.

Read aloud the first paragraph of the sixth page of text (begins with “Soon, more distant neighbors heard...”). Ask, “What’s happening here?” Read aloud the last paragraph of text. Ask, “What did the broom like to do down at the dirt road?” (amuse)

Read aloud the first two paragraphs of the seventh page of text (begins with “One afternoon...”). Ask, “What’s happening here?” Read aloud the last paragraph of text. Ask, “Why did the broom act the way it did?” Don’t show the picture on that page but do show the picture on the next page.

Read aloud the eighth page of text (begins with “That evening...”) and show the picture. Ask, “Why do the men want the broom?”

Read aloud the first three paragraphs of the ninth page of text (begins with “They opened the closet...”). Ask, “What’s happening here?” Read aloud the last paragraph. Ask, “What’s happening here?” Show the picture on the following page.

Read aloud the first paragraph of the tenth page of text (begins with “The next morning...”). Ask, “Why are the Spivey’s leaving their home?” and “Why did the Spivey’s want Minna to leave with them?” (convince) Read aloud the last two paragraphs of text. Ask, “How does the story end?”

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **guilty**

1. “In the story, Minna locked the broom in a closet, ‘but when it tapped on the door for more than an hour Minna felt **guilty** and let it out.’”
2. “If you say someone feels **guilty** it means that they know they have done something wrong.”
3. “Say the word with me: **guilty**”
4. “If I broke my neighbors window I would be **guilty**. If someone stole something from the store they would be **guilty**.”
5. “Now, you think of some way to be **guilty**. Begin your sentence with “You would be guilty if...” Ask another student to explain why that person would be a **guilty**.”
6. “What’s the word we’ve been talking about?” ‘**guilty**’

Target word: **amuse**

1. “In the story, the author says that ‘the broom could **amuse** itself...for hours’ on the dirt road.”
2. “**Amuse** means to do something pleasant.”
3. “Say the word with me: **amuse**.”

4. "If you have to sit in the car while your dad pumps gas you could draw a picture to **amuse** yourself. I like to **amuse** myself by listening to music."
5. "Now, you think of a way you could **amuse** yourself. Start your sentence like this 'Someone could **amuse** themselves by...' Ask another student to explain why that someone was **amused**."
6. "What's the word we've been talking about?" '**amused**'

Target word: **convince**

1. "In the story, the author says 'Mr. Spivey tried to **convince** the widow to leave with them, but she chose to stay behind.'"
2. "**Convince** means to make a person agree or believe by arguing or showing proof"
3. "Say the word with me: **convince**"
4. "If someone told that worms taste good and that you should try one they are trying to **convince** you to eat a worm. If someone tripped you at recess and they told you not to tell or they would do something mean they are trying to **convince** you not to tell the teacher."
5. "Now, you think of something you have said to try to **convince** the teacher of. Begin your sentence with 'I tried to **convince** the teacher that...by telling her...' Ask another student to explain how they tried to **convince** the teacher."
6. "What's the word we've been talking about?" **convince**

Combine by having the children make a choice between two of the words:

- Drawing a picture: **guilty** or **amuse**
- If you try to tell the teacher that sharks are nice you are trying to ____ her: **convince** or **guilty**
- Doing something wrong: **amuse** or **guilty**
- Asking someone to go down the slide: **convince** or **amuse**
- Stealing a book: **guilty** or **convince**
- Playing a game while waiting in line: **amuse** or **convince**

Maintain all three words by asking the children to give examples or explanations:

- Tell us about something someone did that made them **guilty**.
- Has there ever been a time when you need to **convince** someone of something? Tell us about it.
- How could you **amuse** yourself when you finish your work early?

Maintain by helping children add to their network of related words:

- If you were **guilty** of stealing something, how would they feel? What could you do to not feel guilty?
- A student tried to **convince** me that the movie wasn't scary. What other things could you try and **convince** a teacher of?
- If you were **amusing** yourself what might you be doing?

Assess:

"Let's think about all three of our new words again: **guilty, amuse, convince.**"

- Which of these is **guilty**- a girl with a new dog, a woman shopping, or a boy running in the hall? Students who agree with the response will raise their thumb; those who disagree will point their thumb down.
- Which person is doing something **amusing**- a boy who took a candy bar without asking or a boy playing soccer? Students who agree with the response will raise their thumb; those who disagree will point their thumb down.
- When you to **convince** someone of something you- give them proof or you laugh at them.

Students who agree with the response will raise their thumb; those who disagree will point their thumb down.

99. THE WIDOW'S BROOM

Brenda Perry
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Text Talk Lesson for: The Widow's Broom, (Chris Van Allsburg 1992)
ISBN: 0-590-47543-6

Potential Tier 2 words in the text:

- clutching
- horrified
- innocent
- occasionally
- ignore
- revealing
- convince
- guilty
- amuse

Tier 2 words selected for direct vocabulary instruction:

- ***ignore***
- ***convince***
- ***occasionally***

Step 1: Doing the read aloud of the text with a focus on comprehension.

"Listen to this story about a broom. This isn't an ordinary broom. See if you recognize the trouble this broom gets into and how it gets out of it."

Read aloud the first page. "What do you know about the broom so far?" Show the picture. Show the picture on the next page.

Read the next page. "How did the author describe the witch's broom?" "Do you think the witch's broom is like yours at home?" Show the picture.

Read the first 2 paragraphs on the next page. Ask: "Why do you think the witch dropped a strand of her hair into the flame?" Finish reading the page. Show the picture.

Read the next page, until you finish reading the sentence "She peeked in and saw something that made her heart jump." STOP Ask: "What do you think she saw?" Finish reading the page and then show the picture.

Read the next page until you finish the second paragraph. Ask: "If you were the author, what other things would you make the broom do?" Finish reading the page and show the picture.

Read the next page. Ask: "Why do you think Mr. Spivey was so upset?" "Would you be like Mr. Spivey or Minna Shaw who thought the broom was wonderful?" Show the picture.

Read the next page. “What do you think the broom will do to amuse it’s self down the dirt road?” Show the picture.

On the next page read the first two paragraphs. Ask: “Does it seem to you that the Spivey boys are being bullies? What are they doing that bullies do also? How would you feel if you were the broom?” Show the picture. Finish reading the page. Show the picture on the next page. Let the children express themselves, they enjoy this picture.

Read the next page until paragraph three, ending with “For a moment she stood silently, then answered.” Ask: “What would you do?” What do you think Minna Shaw did? Finish reading the page, then show the picture.

Read the next page, stop after the second paragraph and show the picture. Stop after the third paragraph to allow the children to chuckle and cheer. Finish reading the page and show the picture on the next page.

Read the next page. In the discussion afterwards guide the children to understand the ghost broom was really the real broom painted white. Minna Shaw had switched brooms in the closet. They had actually burned a different broom. Show the picture. Comment on how peaceful Minna Shaw looks. Ask them why they think she looks so peaceful. Your children will probably ask to hear this story again. After they get it figured out they want to hear it again to pick up o the clues.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **ignore (ignored)**

1. “In the story when the broom continued to **ignore** the Spivey boys, they picked up a couple of sticks and started tapping the broom’s handle.”
2. “If you don’t pay attention or don’t listen to someone, you **ignore** them. If you go on with what you are doing and don’t acknowledge someone they will feel **ignored**.”
3. “Say the word with me: **ignore**.”
4. “If you **ignore** your mother when she tells you to do something you will get in trouble. It would be good to **ignore** someone who is bothering you.”
5. “Tell about a time when you could **ignore** someone or something. Use the word **ignore** when you tell about it.”
6. “What’s the word we’ve been talking about?” **‘ignore’**

Target word: **convince**

1. “In the story Mr. Spivey tried to **convince** the widow to leave with them, but she chose to stay behind in her little farmhouse.”
2. “If I **convince** you to go shopping with me, I talk you into going with me, even if you don’t really want to go.”

3. "Say the word aloud: **convince**"
4. "I would like to **convince** you to do your homework every night. I hope you don't let anyone **convince** you to do drugs."
5. "Turn to a partner and try to **convince** them to come to your house to play."
6. "What's the word we are learning? **Convince**"

Target word: **occasionally**

1. "In the story it says: **Occasionally**, when there was nothing left to do around the widow's house, the broom would hop down the road that separated Minna Shaw's and the Spiveys' farms."
2. "**Occasionally** means, once in a while, not often or sometimes."
3. "Say the word with me: **occasionally**."
4. "If you have ice cream for dessert sometimes, you could say you have it **occasionally**. If a babysitter only **occasionally** changed my baby's diaper I would not get that babysitter again."
5. "What is something that you do **occasionally**? Would you like to do it more often? Tell your partner what you would do **occasionally**."
6. "What's the word we are learning? **Occasionally**"

Combine the words by having the children make a choice between two of the words:

- "If you like to eat at McDonalds, but you don't get to very often, would you say you eat their **occasionally** or **ignore**?"
- "If you were to give your mother many reasons why you would like to play before you take your bath, would you **convince** your mother or **occasionally** your mother?"
- "If you didn't pay any attention to the cat walking down the hall you would **convince** the cat or **ignore** the cat?"

Maintain all three words by asking the children to give examples or explanations:

- "Tell us about something you do **occasionally**."
- "Try to **convince** your teacher to let you go out to recess early."
- "Tell us about a time when you felt **ignored**."

Maintain by helping children add to their networks of related words:

- "My mom **occasionally** wears lipstick. What else might my mom wear **occasionally**?"
- "If someone **ignored** you, how would that make you feel?"
- "What would you say to **convince** your mother to let you go to a sleep-over at your friend's house?"

Assess:

“Let’s think about all three of our new words again: **convince**, **ignore**, **occasionally**”

- “Which of these would you be most likely to do **occasionally**? Go to bed at night. Drive a car. Help your mother carry in the groceries.”
- “When would you feel **ignored**? When your mom and dad are getting ready to go somewhere? When your Grandma comes to visit. When your mother tucks you in at night.”
- “Which of these might **convince** you to eat your vegetables? Your mom says you can have some more vegetables if you finish your vegetables. Your dad says you can have some desert after you finish your vegetables.

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Text Talk Lesson for Wolf! (Bloom, 1999)
ISBN: 0-531-30155-9

Potential Tier 2 words in the text:

- wandered
- peered (teach in context w/picture)
- complained
- concentrate
- emergency(ies)
- ignore, ignored
- impressed (2x)
- splendid
- admire
- confidence
- serious
- satisfied
- improved
- educated (4x) (Teach in context of discussion of why Wolf goes to school)

Tier 2 words selected for direct vocabulary instruction:

- ***concentrate***
- ***emergency***
- ***ignore***
- ***impressed***

Step 1: Doing the read aloud of the text with a focus on comprehension.

Briefly introduce the book: "Listen closely to this story about Wolf. As you listen, think about the problem that Wolf has in the story and how he solves this problem."

Read aloud page one. Ask the children, "What do we know about the Wolf so far?" Show the picture.

Read the next page. After reading the page, show the picture and talk about "peered" through the context of the text and the picture. Continue reading the next page. Ask: "What did the cow, pig, and duck do when Wolf leapt at them?" "Why did they react this way?"

Read the next page and show the picture of the pig pushing the wolf away. "Why did the pig want wolf to leave?" "Why isn't pig afraid of wolf in this story?" Discuss the word "educated" as it appears 3 more times in the text and is an important concept in the book.

Read the next page and show the picture of Wolf attending school. "What does Wolf do so he can go back to the farm with the pig, duck, and cow?" "Why does Wolf want to be *educated*?" "What is something people can do if they are *educated*?"

Read the next page. Model Wolf's slow, choppy, non-fluent reading. "Do the other animals let Wolf join them now?" "Why not?" "What is the problem with Wolf's reading?"

Read the next page and show the picture of Wolf at the library. Continue reading the next page. Model the way Wolf reads too fast and slurs all of the words in the text together. "Did Wolf get to join the other animals this time?" "What is the problem with Wolf's reading now?"

Read the next two pages and show the pictures. "What is different about Wolf's reading now?" "Why did the other animals want him to keep reading to them?"

Read the last two pages of the story. "How does Wolf feel now?" "What does the author tell us that makes you think that?" "How do the pig, duck, and cow feel about Wolf now?" "How do you know?"

"Let's review: What was Wolf's problem in this story? How did Wolf solve his problem?"

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **emergency (emergencies)**

1. "In the story it says that Wolf was tired and hungry, his feet ached, and he had only a little money that he kept for **emergencies**."
2. "**Emergencies** describe things that happen very quickly when we aren't expecting them to happen. In the story, Wolf kept a little bit of money with him just in case he had an **emergency** and needed some money for food or he needed to use a pay phone to call someone to help him quickly. Sometimes **emergencies** are very serious things like accidents."
3. "Say the word with me: **emergency**."
4. "If someone suddenly gets very, very sick, they may have to go to the **emergency** room at the hospital. Or, if there is a building that catches on fire that would be called an **emergency**. If there was a really serious **emergency** like an accident or a fire someone might need to call 911 to get a policeman or fireman to come and help them."
5. "Tell about something you think would be an **emergency**. Try to use the word **emergency** when you tell about it. You could start by saying, 'If _____ happened that would be an **emergency**.'"
6. "What's the word we've been talking about?" '**emergency**'

Target word: **concentrate**

1. "In the story, the cow complained about the awful noise that Wolf made. She said, 'I can't **concentrate** on my book.'"
2. "If you **concentrate** on something, you give it all your attention so you can really think carefully about what you are doing. When someone is at work, it's important to **concentrate** on getting their job done."
3. "Let's say the word aloud: **concentrate**."
4. "Your mother might **concentrate** when she is trying to figure out how to make a new recipe for dinner. Someone might **concentrate** if they are trying to put something together and they have to figure out exactly how the parts go together. I have to **concentrate** really hard when I am studying to take a test in my college class so I can remember the things I am learning."
5. "If any of the things I say would make someone **concentrate**, say 'concentrate.' If not, don't say anything."
 - Eating a cookie
 - Listening to a book on tape
 - Playing a game of checkers with your brother
 - Washing your hands
 - Looking for your lost dog
 - Taking a nap
6. "What's the word we are learning? **concentrate**."

Target word: **ignore (ignored)**

1. "In the story when the cow complained that she couldn't concentrate on her book because Wolf was making noise, the duck said, 'Just **ignore** it.' The book says that the wolf did not like to be **ignored**."
2. "If you **ignore** someone or something it means you pay absolutely no attention to them. You act as if they are not even there. The other day I went to a meeting and the people there tried to get me to eat a big piece of cake, but I just **ignored** the cake because I am trying not to eat too many sweet things."
3. "Let's all say our word together: **ignore**."
4. "Now I want you to think of time when you **ignored** someone or something. Turn to your partner and tell them who or what you **ignored**. Make sure you use the word **ignore** or **ignored** when you share your idea with your partner."
5. "What is our new word? **ignore**."

Target word: **impressed**

1. “In the book when Wolf read really slow and choppy the pig, the duck, and the cow were not very **impressed** with the way Wolf read. After Wolf went to the library and read lots and lots of books, he said, ‘They’ll be **impressed** with my reading now.’”
2. “If you are **impressed** with someone or something it means you feel really great about them or about something they did. When I went to New York City I was very **impressed** with all the big, tall buildings. I had never seen buildings that tall before. When you came in the classroom so quietly this morning and got right to work, I was **impressed** by your excellent behavior. The first time I tried to park a car, my driving teacher was not very **impressed**.”
3. “If any of the things I say would make you feel **impressed**, say ‘I’m **impressed!**’ If not, don’t say anything.”
 - You see a messy room.
 - Your best friend wins a million dollars.
 - You get 100% on your spelling test.
 - Your cat is asleep.
 - When you get home from school, your house has turned into a giant cupcake.
 - Your class reads every single book in the school library in one day.
4. “Let’s say our new word: **impressed**.”

Combine the words by having the children make a choice between two of the words:

- If your brother fell down and broke his arm, would that be an **emergency** or would you just **ignore** it? Why?
- If the principal won the American Idol contest on TV, would you be **impressed** or would you need to **concentrate**? Why or why not?
- If you found an amazingly beautiful butterfly on the playground, would that be an **emergency** or would you be **impressed**?
- If you had to learn something new that is hard to do, would you **ignore** it or would you try and **concentrate** on it? Why?

Maintain all four words by asking the children to give examples or explanations:

- If there was an **emergency** at the gas station, what might have happened?
- If your friend kept teasing you at recess, what could you do to **ignore** him?
- Explain a time when you had to **concentrate** on something.
- Describe something or someone that has **impressed** you.

Maintain by helping children add to their networks of related words:

- When you are **concentrating** on something, what do you do?
- If you were really **impressed** with something or someone, how could you show it?
- How would you act if you were trying to **ignore** someone or something?
- When I was in a car accident, it was an **emergency**. Besides an accident, what else could be an **emergency**?

Assess:

“Let’s think about all four of our new words again: **emergency, concentrate, ignore, impressed.**”

- Which of these would be an **emergency** – a house that is being built or a house that is on fire?
- When would you need to **concentrate** the most- when you are reading a book or when you are eating lunch?
- When would you **ignore** something-when you didn’t care about it or when you really wanted to know about it?
- Which of these might **impress** you-your favorite football team wins the championship or your favorite football team loses every game?

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Text Talk Lesson for: Zen Shorts, (Jon J. Muth, 2005)
ISBN: 0-439-33911-1

Potential Tier 2 words in the text:

- unannounced
- arriving
- retrieve
- nuisance
- discovered
- rummaging (rummage)
- tattered (2x)
- lamented
- sympathy (sympathetically)
- impatient
- scolding
- departed
- sedan (teach in context)
- transported
- brooding

Tier 2 words selected for direct vocabulary instruction:

- ***nuisance***
- ***rummaging***
- ***tattered***
- ***sympathy***

Step 1: Doing the read aloud of the text with a focus on comprehension.

As we read this story today you are going to think of the most important word through the section that I read. When I stop reading you are going to tell your group the word you choose and why you choose it. There is no right or wrong answer.

Read page 1-5. Ask students, "What kind of story is this so far?" "Who are the characters?"

Read 6-13. "What was Stillwater's story Uncle Ry trying to tell Addy?" "Why would he want to tell Addy that?"

Read 13-21. "What does Stillwater mean in this story?" "What kind of lesson do you think that Michael learned?" "What have we learned so far about Stillwater?"

Read 21-30. "What do you think a sedan chair is?" Talk about the meaning. Show students the picture. Where else have you seen sedan chairs?" What kind of friend is Stillwater?"

Read until the end of the book. What did Karl learn? Review the story. Each child learned something different.

Step 2: Direct Vocabulary Instruction of the Tier 2 Words

Target word: **nuisance**

1. "In the story it says Stillwater says "I thought I would retrieve it before it became a **nuisance**." It being the umbrella.
2. "**Nuisance** describes a person or a thing that is causing trouble. Something or someone bothering you. In the story Stillwater retrieved that umbrella before it became a **nuisance** or bother some to the children.
3. "Say the word with me: **nuisance**."
4. "If my brother continually asked me questions while I was trying to study I might say to him that he is being a **nuisance**. Or if a mosquito kept buzzing in my ear or biting me I might say that the mosquito is a **nuisance**."
5. "Tell about something you think would be a **nuisance**. Try to use the word nuisance when you tell about it. You could start by saying, _____ was a **nuisance** when _____. (If children provide an example of the very same way the word was used in the book, ask them again to use the word in a different way than the author did.)
6. "What's the word we've been talking about?" **nuisance**

Target word: **rummaging**

1. In the story the robber had broken into the house and was **rummaging** through my uncle's few belongings.
2. If you are **rummaging** through something you are searching for something in a crazy way. Someone might **rummage** through something if they can't find something that they have lost. I was **rummaging** through my belongings when I couldn't find something that I needed right away.
3. Let's say the word: **rummaging**
4. Someone might **rummage** through things at a yard sale to find the perfect item. Your friend might **rummage** through her desk to find last week's homework
5. How would you **rummage** for something if you were in a hurry? How would you **rummage** for something if you were looking for something but did not need it right away?
6. What's the word we are learning? *Rummage/rummaging*

Target word: **tattered**

1. In the story when Uncle Ry was looking for something to give the robber “He took off his only robe, which was old and **tattered**.”
2. If something is **tattered** it might be well worn with many holes and patches in it. If you had a blanket that you used since you were born it might be **tattered** because of how much you used it. If you had a teddy bear that you took everywhere even outside it might be **tattered**. Dad looked **tattered** after working in the yard all day.
3. Let’s say the word: **tattered**
4. If you had a blanket that you used since you were born it might be **tattered** because of how much you used it. If you had a teddy bear that you took everywhere even outside it might be **tattered**. Dad looked **tattered** after working in the yard all day.
5. If any of the things that I say could be **tattered** I would like you to say the word **tattered**. If not don’t say anything.
 - a. Jeans, shirt, shoes, blanket, person after a hard day’s work.
6. What is our special word? “**tattered**”

Target word: **sympathy/sympathetically**

1. In the book when Stillwater told the story The Farmer’s Luck the neighbors came to the farmer and said “Such bad luck,” they said **sympathetically**. And after the farmer’s son broke his leg they came back. Again, the neighbors came to offer their **sympathy** on his misfortune.
2. If you have **sympathy** for someone or something you feel bad or sorry for that person.
3. Let’s say the word: **sympathy**
4. I had **sympathy** for the horse after the owner whipped it four times. I had **sympathy** for my self because I could not go the water park with my friends.
5. Now I want you to think of a time when you felt **sympathy** for something or someone. Turn to your partner and tell them who or what you have **sympathy** for or how you would say something **sympathetically**. When you do it please try to say the word. You could say, “I felt sympathy for the dog as he wobbled home.”
6. What are our special words? **Sympathy/sympathetically**

Combine the words by having the children make a choice between two of the words:

- Whenever the wind blows, your neighbor's clothes end up in your yard. Would you feel like it was **sympathy** or a **nuisance**? Why?
- Things thrown all over the floor. Would this be **tattered** or **rummaging**? Why?
- If you saw your friend crying at recess. Would you have **sympathy** or would it be a **nuisance**? Why?
- You saw your friend wearing a torn shirt. Would you have **sympathy** or think it was **tattered**?

Maintain all four words by asking the children to give examples or explanations:

- Throughout the week I would try to use all four words in a speaking and maybe as I use those students would be more likely to use them.
- I would ask students to use a special word in a sentence and have another students told me why they used it that way.

Maintain by helping children add to their networks of related words:

- During a journal time to get students to transfer the words from oral to written we will brainstorm ideas of things that might bother us or what it might be like to go through your great grandma's belongings? This way students can see how to use the words in their writing.

Assess:

"Let's think about all four of our new words again: **nuisance, rummage, tattered, sympathy.**"

- Show students Frayer Model. You are going to pick one of the special words to put in the middle of this and follow the directions. Give the definition, two examples used in a sentence, and some non-examples of the word you chose. When you are doing your sentences you cannot have it be the same sentence by just changing one thing of it. For example: While reading a book my brother's music was a nuisance because I could not focus. While watching TV my brother was a nuisance because I could not focus.

TRADE BOOK INFORMATION

- 1 **A Bad Case of Stripes** (David Shannon, 1998)
ISBN: 0-439-07955-1
- 2 **A Bad Case of Stripes** (David Shannon, 1998)
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