

RULE of 3™

Level 1

CREATE



**Teacher's
Manual**

**Interdisciplinary
Vocabulary Development**

Common Core State Standards-Based

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UNIT 2

CREATE and Enjoy Family Activities Inside and Outside the Home



Enjoy shopping with
your family.



Enjoy a healthy dinner
with your family.



Ride the merry-go-round.



Enjoy a family vacation and
a visit with Grandpa.



Create family fun using the computer.



Take a train ride with
your family.



Lesson 2.4

CREATE CD Animated Story *Pronto Does Tricks*

1. Introduce the CREATE CD Animated Story 2.4, *Pronto Does Tricks*. Introduce Miguel's dog, Pronto, with the screen-shot that precedes the CREATE CD Animated Story 2.4.

Say: *We are going to see a story about Miguel's pet dog, Pronto. Miguel is telling his dog what to do. Pronto does the tricks.*

Ask: *Can your dog do tricks?
Can it sit up?*

*Can your dog stand up?
Look and listen.*

Pronto Does Tricks

Look at Pronto! says Miguel.
Pronto can do tricks.

Bow Wow Zow!
Do it now!

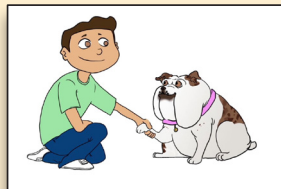
Stand up!
Sit down!

Jump up!
Shake hands!

Turn around!
Run to the door!
Get the paper!

Bow Wow Zow!
Do it now!

(Repeat the verses.)



2. Play the Animated Story 2.4 the first time. Have students listen.
3. Play the story again. This time have the students give the commands with Miguel. Use choral response.

TEACH

4. Play the story the third time and have students repeat.

*Bow! Wow! Zow!
Do it now!*

Have students say the commands with Miguel.

PRACTICE

5. Partner Conversations: Have students give two commands to their partners.
Stand up. Turn around.

APPLY

6. Have a conversation about story 2.4. Use the screen-shot photo that precedes the CREATE CD Animated Story 2.4.
7. Ask the following leveled questions as you review the animated story with the screen-shot photo.

Beginning

*Point to Miguel.
Is his pet a dog or a cat?*

Early Intermediate

*What are two tricks the dog can do?
What can the dog jump over?*

Intermediate

*Describe the dog.
Tell me the tricks Pronto can do.
What tricks can your dog do?*

Advanced or English Speakers

*Can a dog or a cat do more tricks?
How can you teach a dog to do tricks?
What are some other tricks Miguel can teach his dog, Pronto?*



Lesson 2.5

CREATE Student Book, Page 16

POWER WORDS

superstore, *basket, cereal, *bread, *shampoo

High-Frequency Words

what, where, do, they, go

Follow the Steps for the RAP

1. Build background information on the words using the PowerPoint.
2. Everyone asks together using the hand motion for asking questions:
What is this word?
3. *Thumbs up if you have seen the word. Keep your thumb up if you can tell us what the word means.*
4. Show the pictures on the PowerPoint. Discuss the words' meanings.

PRACTICE

Paired/Collaborative Activity

5. Arrange students in partners.
6. Ask the question on the PowerPoint. Point to each word. Have students repeat the question with the question hand motion. Partners ask and answer the question. Then switch.

Model:

What is a superstore?
A superstore is _____.

RAP with the Power Word Book

7. **REHEARSE** the word. Spell and say the word. Ask: *What's the word?* Have students write the word in their Power Word Books.

8. **ANALYZE** the word. Use the **ANALYZE Chart**. Identify the **er** and **or** in **superstore**, **sh** in **shampoo**. Divide the words in **syllables**.

9. **PRODUCE** the word. Students draw a picture in their Power Word Books.

10. **Continue with the other PowerPoint questions.**

What would you pack in a picnic basket?

I would pack _____, _____ and _____.

What is your favorite cereal?

My favorite cereal is _____.

Tell a story about the bread bowl.

How can you shampoo a dog?

I can shampoo a dog by _____.

Encourage students to answer in complete sentences.

Partners ask and answer the question. Then switch.

11. Have students read the Common Core High-Frequency Words.

12. Read the sentences with the Common Core High-Frequency words.

APPLY the CCSS and ELD Standards

13. Complete **CREATE** page 16. Review the Power Words at the top of the page. Have students describe each picture to a partner.
14. Have students write a sentence using two Power Words.
I like meat to eat; etc.