

**RULE of 3™**

Level 3

# DISCOVER

**Teacher's  
Manual**



**Interdisciplinary  
Vocabulary Development**

**Common Core State Standards-Based**

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## UNIT 1 Sample Lesson: This is to be followed with all lessons.

### Lesson 1.1

#### DISCOVER Student Book, Page 2

##### POWER WORDS

(Multiple meaning words are starred.)

\*first, \*name, city, \*sport, \*age, hair, \*eyes, height, friend, favorite

##### TEACH

##### Follow the Steps for the RAP

1. Show the first Power Word on the Power Point. Build background information on the meaning/meanings of the word.
2. Everyone asks: *Do you know this word?*
3. *Thumbs up if you have heard the word.*  
*Keep your thumb up if you can tell us what the word means.*  
Show the pictures on the Power Point. Discuss the words' meanings. Use complete sentences to describe each picture.

##### PRACTICE

*Paired/Collaborative Activity*

4. Ask the question on the Power Point.  
Have students repeat the question.

##### **Model:**

*Who is the first African American President of the United States?*  
*The first African American President of the United States is \_\_\_\_.*

5. Arrange students in partners.  
(Be sure that partners are a higher level student with a lower level student-at least one level up.) Partners ask and answer the question. Then switch.

##### RAP with the Power Word Book

6. **REHEARSE** Spell and Say the word. Ask: *What's the word?*  
Have students write the word in their Power Word Books.
7. **ANALYZE** the word. Identify the part of speech for each word.  
Write the part of speech in the Power Word Book.
  - **Note that the ANALYZE for each page is at the end of each PowerPoint slide. Look at this before starting the page.**
8. **PRODUCE** the word. Students draw a picture in their Power Word books. Students share their pictures with a partner.

**9. Continue with the other Power Point questions.**

*Name ten states in the United States.*

*Ten states in the United States are \_\_\_\_\_.*

*Describe these two cities to a partner.*

*How are they alike or the same?*

*What is a good sport?*

*A good sport is \_\_\_\_\_.*

*Explain what cavemen did in the Stone Age using the details from this picture.*

*In your opinion, which is the better haircut?*

*Give facts to support your opinion.*

*What are two meanings of the word, eyes?*

*Which is a noun?*

*Which is a verb?*

*Tell a partner a story about what the workers are doing at this height.*

*Why is he an imaginary friend?*

*Use evidence from the picture to prove he is an imaginary friend.*

*What is your favorite way to write a story?*

*My favorite way to write a story is \_\_\_\_\_.*

*Encourage students to answer in complete sentences.*

*Partners ask and answer the question. Then switch.*

**APPLY the Common Core State Standard and ELD Standards**

**10. Complete **DISCOVER** Student Book, page 2.**

*Review the Power Words at the top of the page.*

*Have students ask and answer the questions with a partner.*

*Have students write their answers in complete sentences.*





# RULE of 3™

## Academic Vocabulary Development

### Common Core State Standards-Based

The **RULE of 3** Academic Vocabulary Development series for kindergarten through sixth grade is designed to develop grade-level interdisciplinary vocabulary words. The carefully selected list of grade-level Power Words targets the most frequently used words in textbooks, trade books, and subject content reading. The grade-level Power Words are embedded in informational reading passages. Each passage targets a Common Core State Standard (CCSS) and an English Language Development Standard (ELD).

The **RULE of 3** Academic Vocabulary Development activities facilitate English learners' (ELs) mastery of the English Language Development Standards and the Common Core State Standards.

The consistent implementation of the **RULE of 3** for Academic Vocabulary Development accelerates all students' achievement across subject areas and on high-stakes testing.

*aboard*

*government*

*mammal*

*disappoint*

*surface*

*increase*



*ocean*

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