

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.





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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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