

RULE of 3™

Level 4

THINK ABOUT



**Teacher's
Manual**

**Interdisciplinary
Vocabulary Development**

Common Core State Standards-Based

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RULE of 3

RAP Steps

Grade 4

Day 1 Power Point

1. Show the first slide with the word/term
"The word/term is _____. What's the word/term?"
"The word/term is _____. What's the word/term?"
"Thumbs up if you've heard the word/term _____."
"Thumbs up if you can explain the word/term _____."
2. Call on 2-3 students. Ask for and discuss synonyms and antonyms. Use "Mirrors and Echoes" for less familiar words or to establish correct definition with nuances.
3. Show pictures on the next slide and discuss. If time, ask students how the pictures show the word/term.
4. Show the discussion prompt slide. Read the prompt and tell students which partner goes first. Say "Teach." Students respond with "Full turn." After about 30 seconds, say "Switch." Alternate which partner is first for the next word/term. Choose 1-2 students to share their partners' answers.
5. Repeat for all the words/terms.

Day 2 Power Word Book and Grade Level Book

1. **REHEARSE** Write each word/term in the Power Words book. For each word, spell creatively (snap, clap, one-foot stomp, spell down your arm, etc.)
2. **ANALYZE** for affixes, parts of speech, etc.
Use **ANALYZE 1** and **ANALYZE 2** for sound spelling patterns.
3. Repeat for all words/terms.
4. **PRODUCE** Set timer for 2 minutes and have students draw pictures for each word/term. When the timer goes off, have students share their pictures with their partners. Choose 1-2 students to share their pictures and explain them to the class.
5. Instruct students to stow Power Words books and have students open their Grade level books titled: WONDER, DISCOVER, THINK ABOUT, IMAGINE or EXPLORE. Students will scan and highlight the vocabulary words/terms.
6. Cloze read the passage, leaving out the words/terms.
7. Students read the passage with their partners and answer questions.
8. Go over answers, calling on students to read the questions and answer choices and provide evidence from the passage for their answer choice.
9. Teach the standard on the bottom of the page.
10. Complete the informative, opinion or narrative writing prompt.

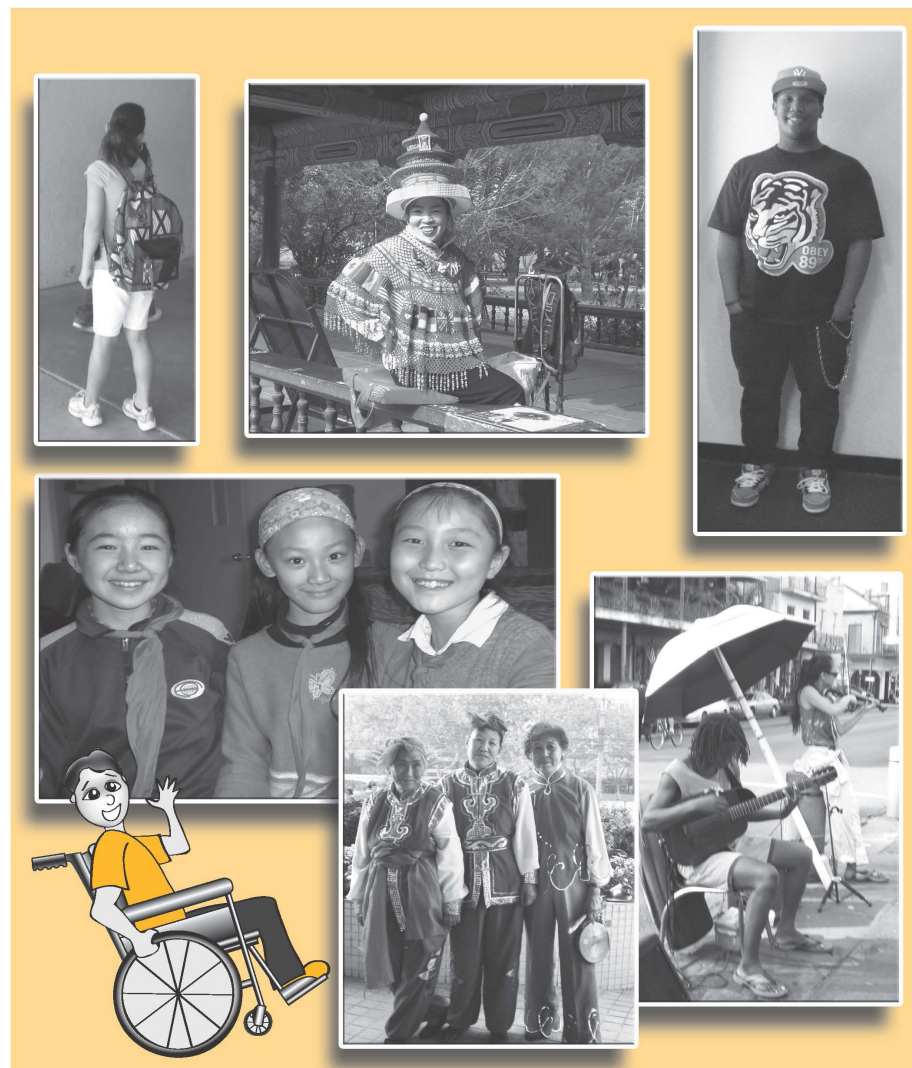
THINK ABOUT

Unit Overviews

CCSS Reading and Writing Benchmarks

UNIT 1

THINK ABOUT Me, Myself and I
THINK ABOUT My Clothing





Overview for THINK ABOUT Level 4

Unit 1: THINK ABOUT Me, Myself and I

Vocabulary

At the top of each THINK ABOUT Student Book Page is a list of Power Words to use with the **RULE of 3 or RAP** (REHEARSE, ANALYZE, PRODUCE).

Power Words:

- Show visuals for the Power Words.
- Multiple-meaning words are starred *.

Topic

Myself and My Clothing

Communicative Goals

- Ask and answer questions using academic and domain-specific words.
- Use various parts of speech.
- Explain how to use sentence context to find the meaning of unknown words.
- Use informative writing to communicate ideas.
- Describe how to use text features to locate information.
- Describe ideas and text elements.

Expressive/Functional Language

- Ask and answer critical and creative thinking questions.
- Understand and explain shades of meaning of words.
- Support opinions by giving textual evidence.
- Recognize spelling patterns.
- Explain how different words with similar meanings produce different effects on the audience.

Affective/Social Language Skills

- Describe actions and clothing.

Common Core State Standards-Based Listening, Reading and Writing Skills

- Acquire and use grade-appropriate academic and domain-specific words.
- Use context as a clue to the meaning of a word or phrase.
- Consult reference materials (e.g., dictionaries, glossaries and thesauruses).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Write informative/explanatory texts to convey ideas and information clearly.
- Use precise language and domain-specific vocabulary to explain a topic.
- Determine the meaning of domain-specific words.
- Read and comprehend poetry.
- Determine the meaning of words and phrases.

Materials

THINK ABOUT Student Book
Power Words Book
PowerPoint visuals

UNIT 1

THINK ABOUT Me, Myself and I

THINK ABOUT UNIT Introduction

THINK ABOUT Student Book, Page 1

1. Introduce page 1. Point to the words and read the title.
2. Discuss each picture and how the people are different.
3. Compare and contrast clothing of people in the pictures.

4. Have students ask the questions with a partner:

How would you combine what the people are wearing in these pictures to create a new type of outfit?

What if everyone in the world wore only tennis shoes?

5. Introduce the poem.

Say: This is a poem about clothing.

Listen to the poem.

Clothing

There was a time when men and women dressed in a formal way.

The men wore suits and ties and women wore dresses to work every day.

Today, both men and women walking down the street are interesting to behold.

The outfits you see are both bright and bold.

There is no more formal attire, someone broke the mold.

To be a fashion plate, many do aspire.

That's why as you walk down the street you'll see interesting and innovative attire.

Ask students: *How has clothing changed over time?*

Define formal vs. informal attire.

What would you do to create a new style of clothing?

How would you break the mold?

Have students describe innovative attire they see in the photos.





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.

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ISBN 1-931277-90-7



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