



RULE of 3™

INVENT

**KINDER
LEVEL**



**Teacher's
Manual**

**ACADEMIC VOCABULARY
DEVELOPMENT**

Common Core State Standards-Based

L.D. Ventriglia, Ph.D.



The Younglight EDUCATE logo — a bright sun — represents lighting up the mind through learning. Younglight EDUCATE is committed to accelerating the achievement of English learners and all students through Best Practices for teaching and learning.

8th edition
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PRACTICE

Paired/Collaborative Activity

3. **ANALYZE** each word. Use the **ANALYZE Chart**.

Identify the **syllables** in each word.

Dot the vowels.

ANALYZE the **short a** in **track**, **ai** in **train**,
long a in **paste**, **shape**, **make**, **sh** in **shapes**.

4. Review the shapes of circles and squares.
Use concrete items.

APPLY

5. Have students tell a partner all the circles and squares that are in the classroom.

Lesson 6.4

INVENT CD Animated Story 6.4 **Circle, Square, Circle**

1. Introduce the INVENT CD Animated Story 6.4, *Circle, Square, Circle*, with the screen shot photo of Miguel and Jacob putting squares and circles on the track.

Label Miguel, Jacob, the circles, squares and the train track.

2. Teach students to ask and answer questions.

Ask: What is Miguel making with the circles and squares?

What is Jacob holding?

How many circles do you see?

How many squares do you see?

What color are the circles?

What color are the squares?

Thumbs up if you think Miguel is putting the train on the track.

Thumbs up if you can tell me the shape of the wheels on the train.

Thumbs up if you can tell me the shapes of the cars on the train.

3. Play the Animated Story 6.4 the first time.
Have students listen.

Circle, Square, Circle

Circle, square, circle.

Circle, square, circle on the track, says Miguel.

What shape is this? asks Jacob.

That is a circle, says Miguel.

Circle, square, circle.

Circle, square, circle on the track, says Miguel.

Circle, square, circle.

Circle, square, circle on the track, says Miguel.

What is this? asks Jacob.

It is a train on the track, says Miguel.

It is a train with shapes on the track.

It is a train with red circles for wheels.

It is a train with blue squares for cars.

It is a train with circles and squares on the track, says Miguel.



4. Play the story the second time. Have students chorally ask and answer the questions with Jacob and Miguel.

What shape is this?

It is a _____.

5. Play the story the third time. Say, *Echo and mirror*. Have students put their hands together like a mirror and echo the lines of the poem.

6. Ask the following leveled questions.



Beginning

*Is Jacob holding a circle or a square?
Is the square red or blue?*

Early Intermediate

*What is Miguel doing?
How many circles and squares does
Miguel have on the track?*

Intermediate

*Tell me a story about Miguel's train.
How many circles and squares are on the
track?*

Advanced or English Speakers

*Tell me why Miguel is putting the shapes
on the track.
Tell me another way you can make a train
on the track.*

PRACTICE

Paired/Collaborative Activity

7. Have a conversation with students about why Miguel chose the circles for the wheels and the squares for the cars of the train.
8. Give students circles and squares. Have students ask and answer the questions with a partner.

*Ask: What shape is this?
It is a square/circle.*

APPLY

9. Teach students the poem on INVENT Student Book, Page 64.
Have students circle the rhyming words at the end of each sentence.
10. Create a chain of rhyming words on the whiteboard.
me, three, see, _____, _____
11. Give students cut circles, squares and triangles. Have students INVENT a plane, car, truck or other form of transportation with the shapes.

12. INVENT Writing: Descriptive Sentence.

Have students dictate or write a sentence about their creation with shapes.

Lesson 6.5

INVENT Student Book, Page 65

POWER WORDS

***chain, *connect, *blue, *color, *string**

High-Frequency Words

what, is, this, the, red

TEACH

1. Follow the Steps for the RAP using the Power Point slides.
2. **RAP** with the five Power Words from INVENT Student Book, Page 65.
3. **ANALYZE** each word. Use the **ANALYZE Chart**.
Identify the **syllables** in each word.
Dot the vowels.
ANALYZE the **ch** in **chain**, or in **color**,
ing in **string**.
4. Point to and label the shapes and the chain of shapes on page 65.
5. Teach the word, *connect*. Discuss how the chain is connecting the circles and squares. Use real objects to show how you can connect things.

Thumbs up if you have ever seen how a train car connects to the train.

Thumbs up if you can tell us how the train car is connected to the train.

PRACTICE

Paired/Collaborative Activity

6. Teach students to ask and answer the question: *What shape is this?*
7. Have students with their partners color the circles red and the squares blue on page 65.