Story Title: *Washington Weed Whackers*  

Word Families and Definitions for Steps 1 - 2 - 3

STEP 1- Key Words  
(These definitions are written on the board or chart paper and pre-taught at the start of Step 1.)

(Pg 83) **habitat** - the place where a plant or animal grows or lives in nature  
(Pg 84) **raise** - to look after the growth and development of something  
(Pg 85) **teach** - to help in learning how to do something

STEP 2- Target Words  
(These definitions are written on the board or chart paper and pre-taught at the start of Step 2.)

*For habitat:*  
- **territory** - an area of land  
- **ecosystem** - a collection of living things and the environment in which they live  

*For raise:*  
- **rear** - to bring up and care for young animals or children until they are fully grown  
- **cultivate** - to raise or assist the growth of crops by tilling or by labor and care

*For teach:*  
- **inform** - to let a person know something  
- **notify** - to give notice or inform

STEP 3- Target Words  
(These words are written on the board, but their definitions are NOT TAUGHT in Step 3.)

*For habitat:*  
- **environment** - all the external factors influencing the life and activities of people, plants, and animals  
- **terrain** - the features of the surface of a piece of land

*For raise:*  
- **breed** - to mate and give birth to offspring  
- **farm** - to use land for growing crops and rearing animals for sale

*For teach:*  
- **tutor** - to teach, usually individually or a small group  
- **alert** - to make aware of a need to get ready, or take action; warn

Teacher Questions for Steps 1 - 2 - 3

STEP 1 - Questions  
(When the sentence in story with the key word is reached, stop and ask the following questions.)

(Pg 83) **SENtENCE with Key Word:**  
Besides providing a wetland **habitat** spartina’s roots stop soil from being washed away.

**Questions:**  
1. What does the word **habitat** mean in this sentence?  
2. How does the word **habitat** contribute toward the overall meaning of this story so far?

**Definition for Questions 1 - 2:**  
**habitat** - the place where a plant or animal grows or lives in nature
SETTLEMENT with Key Word:
Settlers wanted to raise oysters in the West.

Questions:
1. What does the word raise mean in this sentence?
2. How does the word raise contribute toward the overall meaning of this story so far?

Definition for Questions 1 - 2:
raise - to look after the growth and development of something

THREE-SENTENCE BLOCK with Key Word: habitat:
There, native plants and animals keep it from growing out of control.
Besides providing a wetland habitat, spartina’s roots stop soil from being washed away.
In Washington, however, spartina is a different kind of plant.

FIRST TARGET WORD SUBSTITUTED and Questions:
There, native plants and animals keep it from growing out of control.
Besides providing a wetland territory, spartina’s roots stop soil from being washed away.
In Washington, however, spartina is a different kind of plant.

Questions:
1. What does the word territory mean in this sentence?
2. If the author had chosen territory, how would the word territory contribute toward the overall meaning of this story?
3. Explain whether using the word territory instead of habitat changes the meaning of the sentence or story.

Definition for Questions 1 - 2 - 3:
habitat - the place where a plant or animal grows or lives in nature
territory - an area of land

SECOND TARGET WORD SUBSTITUTED and Questions:
There, native plants and animals keep it from growing out of control.
Besides providing a wetland ecosystem, spartina’s roots stop soil from being washed away.
In Washington, however, spartina is a different kind of plant.

Questions:
1. What does the word ecosystem mean in this sentence?
2. If the author had chosen ecosystem, how would the word ecosystem contribute toward the overall meaning of this story?
3. Explain whether using the word ecosystem instead of territory changes the meaning of the sentence or story.

Definition for Questions 1 - 2 - 3:
territory - an area of land
ecosystem - a collection of living things and the environment in which they live
THREE-SENTENCE BLOCK With Key Word: raise

"Spartina goes back to the late 1800s, when it came here from the East Coast," Seth explains. Settlers wanted to raise oysters in the West. They packed them in wet spartina to keep them fresh.

FIRST TARGET WORD SUBSTITUTED and Questions:

"Spartina goes back to the late 1800s, when it came here from the East Coast," Seth explains. Settlers wanted to rear oysters in the West. They packed them in wet spartina to keep them fresh.

Questions:
1. What does the word rear mean in this sentence?
2. If the author had chosen rear, how would the word rear contribute toward the overall meaning of this story?
3. Explain whether using the word rear instead of raise changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
raise - to look after the growth and development of something
rear - to bring up and care for young animals or children until they are fully grown

SECOND TARGET WORD SUBSTITUTED and Questions:

"Spartina goes back to the late 1800s, when it came here from the East Coast," Seth explains. Settlers wanted to cultivate oysters in the West. They packed them in wet spartina to keep them fresh.

Questions:
1. What does the word cultivate mean in this sentence?
2. If the author had chosen cultivate, how would the word cultivate contribute toward the overall meaning of this story?
3. Explain whether using the word cultivate instead of rear changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
rear - to bring up and care for young animals or children until they are fully grown
cultivate - to raise or assist the growth of crops by tilling or by labor and care

THREE-SENTENCE BLOCK With Key Word: teach

Getting rid of spartina takes lots of hard work and money. That's why the students wanted to teach the community about the weed. First, they held town meetings to discuss spartina's impact on the environment.

FIRST TARGET WORD SUBSTITUTED and Questions:

Getting rid of spartina takes lots of hard work and money. That's why the students wanted to inform the community about the weed. First, they held town meetings to discuss spartina's impact on the environment.

Questions:
1. What does the word inform mean in this sentence?
2. If the author had chosen inform, how would the word inform contribute toward the overall meaning of this story?
3. Explain whether using the word inform instead of teach changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
teach - to help in learning how to do something
inform - to let a person know something
SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

Getting rid of spartina takes lots of hard work and money. That's why the students wanted to notify the community about the weed. First, they held town meetings to discuss spartina's impact on the environment.

Questions:
1. What does the word notify mean in this sentence?
2. If the author had chosen notify, how does the word notify contribute toward the overall meaning of this story?
3. Explain whether using the word notify instead of inform changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
- inform - to let a person know something
- notify - to give notice or inform

STEP 3 - Questions (Students are directed to the three-sentence block containing each Key Word. Students then read the three-sentence block and substitute Target Words. REMINDER- DEFINITIONS FOR THESE WORDS ARE NOT TAUGHT.)

(Pg 83) THREE-SENTENCE BLOCK With Key Word: habitat (For reference - NOT to be re-read)
There, native plants and animals keep it from growing out of control. Besides providing a wetland habitat spartina's roots stop soil from being washed away. In Washington, however, spartina is a different kind of plant.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

There, native plants and animals keep it from growing out of control. Besides providing a wetland environment spartina's roots stop soil from being washed away. In Washington, however, spartina is a different kind of plant.

Questions:
1. What does the word environment mean in this sentence?
2. If the author had chosen environment, how would the word environment contribute toward the overall meaning of this story?
3. Explain whether using the word environment instead of ecosystem changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- ecosystem - a collection of living things and the environment in which they live
- environment - all the external factors influencing the life and activities of people, plants, and animals

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

There, native plants and animals keep it from growing out of control. Besides providing a wetland terrain spartina's roots stop soil from being washed away. In Washington, however, spartina is a different kind of plant.

Questions:
1. What does the word terrain mean in this sentence?
2. If the author had chosen terrain, how would the word terrain contribute toward the overall meaning of this story?
3. Explain whether using the word terrain instead of environment changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- environment - all the external factors influencing the life and activities of people, plants, and animals
- terrain - the features of the surface of a piece of land
THREE-SENTENCE BLOCK With Key Word: common-sense (For reference NOT to be re-read)

"Spartina goes back to the late 1800s, when it came here from the East Coast," Seth explains. Settlers wanted to raise oysters in the West. They packed them in wet spartina to keep them fresh.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

"Spartina goes back to the late 1800s, when it came here from the East Coast," Seth explains. Settlers wanted to breed oysters in the West. They packed them in wet spartina to keep them fresh.

Questions:
1. What does the word breed mean in this sentence?
2. If the author had chosen breed, how would the word breed contribute toward the overall meaning of this story?
3. Explain whether using the word breed instead of cultivate changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)

cultivate - to raise or assist the growth of crops by tilling or by labor and care
breed - to mate and give birth to offspring

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

"Spartina goes back to the late 1800s, when it came here from the East Coast," Seth explains. Settlers wanted to farm oysters in the West. They packed them in wet spartina to keep them fresh.

Questions:
1. What does the word farm mean in this sentence?
2. If the author had chosen farm, how would the word farm contribute toward the overall meaning of this story?
3. Explain whether using the word farm instead of breed changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
breed - to mate and give birth to offspring
farm - to use land for growing crops and rearing animals for sale

THREE-SENTENCE BLOCK With Key Word: teach (For reference NOT to be re-read)

Getting rid of spartina takes lots of hard work and money. That's why the students wanted to teach the community about the weed. First, they held town meetings to discuss spartina's impact on the environment.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

Getting rid of spartina takes lots of hard work and money. That's why the students wanted to tutor the community about the weed. First, they held town meetings to discuss spartina's impact on the environment.

Questions:
1. What does the word tutor mean in this sentence?
2. If the author had chosen tutor, how would the word tutor contribute toward the overall meaning of this story?
3. Explain whether using the word tutor instead of notify changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)

notify - to give notice or inform
tutor - to teach, usually individually or a small group
SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

Getting rid of spartina takes lots of hard work and money. That's why the students wanted to alert the community about the weed. First, they held town meetings to discuss spartina's impact on the environment.

Questions:
1. What does the word alert mean in this sentence?
2. If the author had chosen alert, how would the word alert contribute toward the overall meaning of this story?
3. Explain whether using the word alert instead of tutor changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
tutor - to teach, usually individually or a small group
alert - to make aware of a need to get ready, or take action; warn

Step 4- Expansion Task Using Key and Target Words (All Key and Target Words are written on board, but in a “random” arrangement (i.e., words are NOT grouped by meaning)

Variation 1: Students are asked to select a word on the board and then use the word in a sentence that involves something they have either done or experienced. Students present their sentence orally to the class.

Variation 2: The teacher points to different words on the board and has one or more students use the word in a sentence that involves something they have done or experienced. Students present their sentence orally to the class.

General Implementation Notes

1. Before starting a lesson, mark the key words (and three-sentence blocks) in the teacher edition using Post-It™ notes. (Optional: Have students use Post-It™ notes to mark these pages in their text books as well.)

2. To help focus your instruction and pacing, feel free to mark or highlight any portions of this teacher guide as needed before starting the lesson.

3. Write the three key words and definitions on the board or chart paper before starting the lesson.

4. Step 1 should occur the first time the story is read aloud by students. Write the key words and definitions on the board or chart paper before starting Step 1. Suggestion: Have different students read the story on a paragraph-by-paragraph basis. Interrupt the reading process when the sentence with the key word is read. Then ask the two questions for each key word before continuing. Continue reading until the entire story has been read. (Other approaches to Shared Reading may be employed to accomplish this same purpose.)

5. For Step 2, after the entire story has been read, add the target words and definitions on the chart paper or board next to the key words previously taught. After students read a three-sentence block and substitute a target word, ask the three scripted questions. Note: For the third question in Step 2, the substituted word is always compared to the preceding target word that was used.

6. For Step 3, erase all the words on the board--or cover the chart paper--and write each pair of new target words on the board or chart paper; however…

DO NOT WRITE OR TEACH DEFINITIONS IN STEP 3. Follow the script for Step 3.
7. Correcting student errors: In Steps 1 and 2 refer students to the definitions and re-ask the question(s). For Step 3, refer students only to the sentence or story context. Do NOT provide students with definitions.

8. For cumulative review: Place sample words from the semantic family on the board, and have students use the words in a sentence, following either Variation 1 or 2.

Teacher Notes