Story Title: *My Diary from Here to There*  
Unit: 2  Pages: 182 – 199

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

(Pg 184) **hard** - difficult or awkward to do  
(Pg 186) **opportunities** - chances to do things  
(Pg 190) **enormous** - very great in size or number

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

*For hard:*
- **grueling** - requiring extreme effort  
- **demanding** - requiring a lot of time, attention, energy, or resources

*For opportunities:*
- **chances** - things that happen unpredictably without any known cause; luck  
- **occasions** - points at which an event occurs

*For enormous:*
- **colossal** - unusually or impressively large  
- **massive** - large or heavy

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

*For hard:*
- **challenging** - stirring up competitive actions or thoughts  
- **difficult** - hard to do, make, or manage

*For opportunities:*
- **openings** - favorable circumstances or opportunities; chances for greater success  
- **shots** - favorable or advantageous combinations of circumstances

*For enormous:*
- **vast** - very great in extent or size  
- **immense** - very great in size or amount

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**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 184) **Sentence with Key Word:**
We know moving will be **hard** but we want the best for all of you.

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

**Definition for Questions 1 - 2:**
**hard** - difficult or awkward to do
(Pg 186) **SENTENCE with Key Word:**
Mama and Papa keep talking about all the **opportunities** we'll have in California.

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

**Definition for Questions 1 - 2:**
*opportunities* - chances to do things

(Pg 190) **SENTENCE with Key Word:**
Mexico and the U.S. are two different countries, but they look exactly the same on both sides of the border, with giant sagueros pointing up at the pink-orange sky and **enormous** clouds.

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

**Definition for Questions 1 - 2:**
*enormous* - very great in size or number

**STEP 2 - Questions (Students are directed to three-sentence block containing each Key Word. Students then read the three-sentence block and substitute Target Words.)**

(Pg 184) **THREE-SENTENCE BLOCK With Key Word: hard:** (For reference- NOT to be re-read)

*There's no work here, no jobs at all. We know moving will be **hard** but we want the best for all of you. Try to understand."

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

There's no work here, no jobs at all.
We know moving will be **grueling** but we want the best for all of you.
Try to understand."

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

**Definitions for Questions 1 - 2 - 3:**
*hard* - difficult or awkward to do
*grueling* - requiring extreme effort

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

There's no work here, no jobs at all.
We know moving will be **demanding** but we want the best for all of you.
Try to understand."

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

**Definitions for Questions 1 - 2 - 3:**
*demanding* - requiring a lot of time, attention, energy, or resources
Meanwhile, the boys build cardboard box cities and act like nothing bothers them. Mama and Papa keep talking about all the opportunities we'll have in California. But, what if we're not allowed to speak Spanish?

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

Meanwhile, the boys build cardboard box cities and act like nothing bothers them. Mama and Papa keep talking about all the chances we'll have in California. But, what if we're not allowed to speak Spanish?

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

Definitions for Questions 1 - 2 - 3:
opportunities - chances to do things
chances - things that happen unpredictably without any known cause; luck

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

Meanwhile, the boys build cardboard box cities and act like nothing bothers them. Mama and Papa keep talking about all the occasions we'll have in California. But, what if we're not allowed to speak Spanish?

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

Definitions for Questions 1 - 2 - 3:
chances - things that happen unpredictably without any known cause; luck
occasions - points at which an event occurs

We drove right along the border, across from New Mexico and Arizona. Mexico and the U.S. are two different countries, but they look exactly the same on both sides of the border, with giant saguaros pointing up at the pink-orange sky and enormous clouds.

I made a wish on the first star I saw.

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

We drove right along the border, across from New Mexico and Arizona. Mexico and the U.S. are two different countries, but they look exactly the same on both sides of the border, with giant saguaros pointing up at the pink-orange sky and colossal clouds.

I made a wish on the first star I saw.

Questions:
1. What does the word colossal mean in this sentence?
2. If the author had chosen colossal, how would the word colossal contribute toward the overall meaning of this story?
3. Explain whether using the word colossal instead of enormous changes the meaning of the sentence or story.
Definitions for Questions 1 - 2 - 3:
enormous - very great in size or number
colossal - unusually or impressively large

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

We drove right along the border, across from New Mexico and Arizona. Mexico and the U.S. are two different countries, but they look exactly the same on both sides of the border, with giant saguaros pointing up at the pink-orange sky and massive clouds. I made a wish on the first star I saw.

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

Definitions for Questions 1 - 2 - 3:
colossal - unusually or impressively large
massive - large or heavy

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 184) THREE-SENTENCE BLOCK With Key Word: hard (For reference - NOT to be re-read)
There's no work here, no jobs at all.
We know moving will be hard but we want the best for all of you.
Try to understand."

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

There's no work here, no jobs at all.
We know moving will be demanding but we want the best for all of you.
Try to understand."

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

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
demanding - requiring a lot of time, attention, energy, or resources
challenging - stirring up competitive actions or thoughts

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

There's no work here, no jobs at all.
We know moving will be difficult but we want the best for all of you.
Try to understand."

Questions:
1. What does the word difficult mean in this sentence?
2. If the author had chosen difficult, how would the word difficult contribute toward the overall meaning of this story?
3. Explain whether using the word difficult instead of challenging changes the meaning of the sentence or story.
Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- **challenging** - stirring up competitive actions or thoughts
- **difficult** - hard to do, make, or manage

(Pg 186) **THREE-SENTENCE BLOCK With Key Word: common-sense**  (For reference- NOT to be re-read)
Meanwhile, the boys build cardboard box cities and act like nothing bothers them.
Mama and Papa keep talking about all the **opportunities** we'll have in California.
But, what if we're not allowed to speak Spanish?

**FIRST TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)
Meanwhile, the boys build cardboard box cities and act like nothing bothers them.
Mama and Papa keep talking about all the **openings** we'll have in California.
But, what if we're not allowed to speak Spanish?

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

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- **occasions** - points at which an event occurs
- **openings** - favorable circumstances or opportunities; chances for greater success

(Pg 190) **SECOND TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)
We drove right along the border, across from New Mexico and Arizona.
Mexico and the U.S. are two different countries, but they look exactly the same on both sides of the border, with giant saguaros pointing up at the pink-orange sky and **enormous** clouds.
I made a wish on the first star I saw.

**Questions:**
1. What does the word **vast** mean in this sentence?

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- **openings** - favorable circumstances or opportunities; chances for greater success
- **shots** - favorable or advantageous combinations of circumstances

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2. If the author had chosen **vast**, how would the word **vast** contribute toward the overall meaning of this story?

3. Explain whether using the word **vast** instead of **massive** changes the meaning of the sentence or story.

   **Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
   
   - **massive**: large or heavy
   - **vast**: very great in extent or size

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

   We drove right along the border, across from New Mexico and Arizona. Mexico and the U.S. are two different countries, but they look exactly the same on both sides of the border, with giant saguaros pointing up at the pink-orange sky and **immense** clouds.

   I made a wish on the first star I saw.

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

   **Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
   
   - **vast**: very great in extent or size
   - **immense**: very great in size or amount

**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.)

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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.

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Teacher Notes

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