Story Title: *Me and Uncle Romie*

**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 613) **stretching** - reaching far and wide

(Pg 614) **silvery** - having a soft, clear musical tone; resonant

(Pg 620) **glorious** - having or deserving praise or honor; magnificent

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

*For stretching:*
- **extending** - stretching out in distance
- **ranging** - from here to there

*For silvery:*
- **musical** - a pleasant sound; having the pleasing harmonious qualities of music
- **cordial** - friendly sounding

*For glorious:*
- **splendid** - possessing or displaying splendor or excellence
- **impressive** - having the power to excite attention, awe, or admiration

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

*For stretching:*
- **reaching** - stretching up to something
- **unfolding** - spread open to view

*For silvery:*
- **harmonious** - having a pleasant sound
- **peaceful** - untroubled by conflict; calm

*For glorious:*
- **beautiful** - delightful to the senses
- **magnificent** - having grandeur and beauty

**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 613) **SENTENCE with Key Word:**
Buildings **stretching** up to the sky.

**Questions:**
1. What does the word **stretching** mean in this sentence?
2. How does the word **stretching** contribute toward the overall meaning of this story so far? **Definition for Questions 1 - 2:**
   - **stretching** - reaching far and wide
SENTENCE with Key Word:
Soon I heard a silvery voice call my name.

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

Definition for Questions 1 - 2:
silvery - having a soft, clear musical tone; resonant

SENTENCE with Key Word:
What a glorious mess!

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

Definition for Questions 1 - 2:
glorious - having or deserving praise or honor; magnificent

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.)

THREE-SENTENCE BLOCK With Key Word: stretching: (For reference- NOT to be re-read)
Then I saw it... New York City.
Buildings stretching up to the sky.
So close together.

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

Then I saw it... New York City.
Buildings extending up to the sky.
So close together.

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

Definitions for Questions 1 - 2 - 3:
stretching - reaching far and wide
extending - stretching out in distance

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

Then I saw it... New York City.
Buildings ranging up to the sky.
So close together.

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

Definitions for Questions 1 - 2 - 3:
extending - stretching out in distance
ranging - stretching out from here to there
THREE-SENTENCE BLOCK With Key Word: silvery (For reference- NOT to be re-read)
Swarms of people rushed by.
Soon I heard a **silvery** voice call my name.
This had to be Aunt Nanette.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
Swarms of people rushed by.
Soon I heard a **musical** voice call my name.
This had to be Aunt Nanette.

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

Definitions for Questions 1 - 2 - 3:
- **silvery**: having a soft, clear musical tone; resonant
- **musical**: a pleasant sound; having the pleasing harmonious qualities of music

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
Swarms of people rushed by.
Soon I heard a **cordial** voice call my name.
This had to be Aunt Nanette.

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

Definitions for Questions 1 - 2 - 3:
- **musical**: a pleasant sound; having the pleasing harmonious qualities of music
- **cordial**: friendly sounding

THREE-SENTENCE BLOCK With Key Word: glorious (For reference- NOT to be re-read)
Romie's studio stood wide open.
What a **glorious** mess!
There were paints and scraps all over the floor, and around the edges were huge paintings with all sorts of pieces pasted together.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
Romie's studio stood wide open.
What a **splendid** mess!
There were paints and scraps all over the floor, and around the edges were huge paintings with all sorts of pieces pasted together.

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

Definitions for Questions 1 - 2 - 3:
- **glorious**: having or deserving praise or honor; magnificent
- **splendid**: possessing or displaying splendid or excellence
SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

Romi's studio stood wide open.
What a impressive mess!
There were paints and scraps all over the floor, and around the edges were huge paintings with all sorts of pieces pasted together.

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

Definitions for Questions 1 - 2 - 3:
splendid - possessing or displaying splendor or excellence
impressive - having the power to excite attention, awe, or admiration

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 613) THREE-SENTENCE BLOCK With Key Word: stretching (For reference - NOT to be re-read)
Then I saw it... New York City.
Buildings stretching up to the sky.
So close together.

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

Then I saw it... New York City.
Buildings reaching up to the sky.
So close together.

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

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
ranging - from here to there
reaching - stretching up to something

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

Then I saw it... New York City.
Buildings unfolding up to the sky.
So close together.

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

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
reaching - stretching up to something
unfolding - spread open to view
THREE-SENTENCE BLOCK With Key Word: common-sense (For reference- NOT to be re-read)

Swarms of people rushed by.
Soon I heard a silvery voice call my name.
This had to be Aunt Nanette.

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

Swarms of people rushed by.
Soon I heard a harmonious voice call my name.
This had to be Aunt Nanette.

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

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
cordial - friendly sounding
harmonious - having a pleasant sound

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

Swarms of people rushed by.
Soon I heard a peaceful voice call my name.
This had to be Aunt Nanette.

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

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
harmonious - having a pleasant sound
peaceful - untroubled by conflict; calm

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

Romie's studio stood wide open.
What a glorious mess!
There were paints and scraps all over the floor, and around the edges were huge paintings with all sorts of pieces pasted together.

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

Romie's studio stood wide open.
What a beautiful mess!
There were paints and scraps all over the floor, and around the edges were huge paintings with all sorts of pieces pasted together.

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

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
impressive - having the power to excite attention, awe, or admiration
beautiful - delightful to the senses

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

Romie's studio stood wide open.
What a magnificent mess!
There were paints and scraps all over the floor, and around the edges were huge paintings with all sorts of pieces pasted together.

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

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
beautiful - delightful to the senses
magnificent - having grandeur and beauty

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.

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General Implementation Notes
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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.

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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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