Story Title: My Brothers' Flying Machine

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.)

- **unstable** - not settled or steady
- **assured** - made certain or sure
- **hoisting** - lifting or pulling up

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

- For **unstable**: shaky - likely to give way or break down, unsteady - not fixed in position
- For **assured**: secured - strong enough to ensure safety, guaranteed - promised that something will work
- For **hoisting**: lifting - raising from a lower to a higher position, raising - lifting up

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

- For **unstable**: wobbly - to move in a shaky manner, tottering - swaying or rocking as if to fall
- For **assured**: ensured - made sure, certain, or safe, promised - to have given reason to expect
- For **hoisting**: elevating - raising to a higher position, heaving - raising with effort

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 742) **SENTENCE with Key Word:** They knew that a bicycle is **unstable** by itself, yet it can be controlled by a rider.

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

*Definition for Questions 1 - 2:*

**unstable** - not settled or steady
(Pg 748) **SENTENCE with Key Word:**

Success **assured**.

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

**Definition for Questions 1 - 2:**

*assured* - made certain or sure

(Pg 750) **SENTENCE with Key Word:**

Hoisting a red flag to the top of a pole, they signaled the lifesaving station for witnesses.

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

**Definition for Questions 1 - 2:**

*hoisting* - lifting or pulling up

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

The first question they asked was: How can we control the flight? They knew that a bicycle is **unstable** by itself, yet it can be controlled by a rider. How much more control would an aeroplane need?

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

The first question they asked was: How can we control the flight? They knew that a bicycle is **shaky** by itself, yet it can be controlled by a rider. How much more control would an aeroplane need?

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

**Definitions for Questions 1 - 2 - 3:**

*unstable* - not settled or steady
*shaky* - likely to give way or break down

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

The first question they asked was: How can we control the flight? They knew that a bicycle is **unsteady** by itself, yet it can be controlled by a rider. How much more control would an aeroplane need?

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

**Definitions for Questions 1 - 2 - 3:**

*unsteady* - not fixed in position
*shaky* - likely to give way or break down
The telegram they sent to Papa and me read: Rudder only injured. Success assured. Keep quiet.

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

Definitions for Questions 1 - 2 - 3:
- assured - made certain or sure
- secured - strong enough to ensure safety

The telegram they sent to Papa and me read: Rudder only injured. Success secured. Keep quiet.

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

Definitions for Questions 1 - 2 - 3:
- secured - strong enough to ensure safety
- guaranteed - promised that something will work

On December 17, a cold and windy day, the Flyer repaired and ready, they decided to try again. Lifting a red flag to the top of a pole, they signaled the lifesaving station for witnesses. Four men and a teenage boy appeared.

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

Definitions for Questions 1 - 2 - 3:
- hoisting - lifting or pulling up
- lifting - raising from a lower to a higher position
SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

On December 17, a cold and windy day, the Flyer repaired and ready, they decided to try again. raising a red flag to the top of a pole, they signaled the lifesaving station for witnesses.
Four men and a teenage boy appeared.

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

Definitions for Questions 1 - 2 - 3:
lifting - raising from a lower to a higher position
raising - lifting up

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 742) THREE-SENTENCE BLOCK With Key Word: unstable (For reference - NOT to be re-read)
The first question they asked was: How can we control the flight?
They knew that a bicycle is unstable by itself, yet it can be controlled by a rider.
How much more control would an aeroplane need?

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
The first question they asked was: How can we control the flight?
They knew that a bicycle is wobbly by itself, yet it can be controlled by a rider.
How much more control would an aeroplane need?

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

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
unsteady - not fixed in position
wobbly - to move in a shaky manner

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
The first question they asked was: How can we control the flight?
They knew that a bicycle is tottering by itself, yet it can be controlled by a rider.
How much more control would an aeroplane need?

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

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
wobbly - to move in a shaky manner
tottering - swaying or rocking as if to fall
THREE-SENTENCE BLOCK With Key Word: common-sense (For reference- NOT to be re-read)

The telegram they sent to Papa and me read: Rudder only injured.
Success assured.
Keep quiet.

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

The telegram they sent to Papa and me read: Rudder only injured.
Success ensured.
Keep quiet.

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

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

guaranteed - promised that something will work
ensured - made sure, certain, or safe

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

The telegram they sent to Papa and me read: Rudder only injured.
Success promised.
Keep quiet.

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

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

ensured - made sure, certain, or safe
promised - to have given reason to expect

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

On December 17, a cold and windy day, the Flyer repaired and ready, they decided to try again. hoisting a red flag to the top of a pole, they signaled the lifesaving station for witnesses.
Four men and a teenage boy appeared.

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

On December 17, a cold and windy day, the Flyer repaired and ready, they decided to try again. elevating a red flag to the top of a pole, they signaled the lifesaving station for witnesses.
Four men and a teenage boy appeared.

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

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

raising - lifting up
elevating - raising to a higher position
SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

On December 17, a cold and windy day, the Flyer repaired and ready, they decided to try again. heaving a red flag to the top of a pole, they signaled the lifesaving station for witnesses. Four men and a teenage boy appeared.

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

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
elevating - raising to a higher position
heaving - raising with effort

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.

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**Teacher Notes**

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