**Story Title: Pipiolo and the Roof Dogs**

**Unit: 1  Pages: 116 – 131**

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**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.)

- **anxious**
  - excited; wanting to do something very much

- **flaunting**
  - showing off

- **sauntered**
  - walked in a relaxed way

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

- **For anxious:**
  - **zealous**
    - enthusiastic; eager; devoted
  - **enthusiastic**
    - showing passionate interest in something or eagerness about something

- **For flaunting:**
  - **parading**
    - showing or presenting something proudly or in a way that attracts attention
  - **touting**
    - describing or advertising boastfully; publicizing or promoting; praising extravagantly

- **For sauntered:**
  - **meandered**
    - followed an indirect route or course, especially one with a series of twists and turns
  - **rambled**
    - walked for pleasure, usually in the countryside and sometimes without a fixed route in mind

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

- **For anxious:**
  - **eager**
    - enthusiastic and excited about something and impatiently waiting to do or get it
  - **impatient**
    - not wanting to wait

- **For flaunting:**
  - **boasting**
    - speaking about something with excessive pride or vanity; bragging
  - **advertising**
    - making something known publicly, usually for the purpose of selling

- **For sauntered:**
  - **strolled**
    - walked for enjoyment and without hurrying
  - **wandered**
    - moved from place to place, either without a purpose or without a known destination

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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 118)** SENTENCE with Key Word:
  - So **anxious** to start the day that he would wake me even before the rooster crowed.

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

  **Definition for Questions 1 - 2:**
  - **anxious** - excited; wanting to do something very much

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SENTENCE with Key Word:
Pipiolo would race around barking, flaunting his own freedom.

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

Definition for Questions 1 - 2:
flaunting - showing off

SENTENCE with Key Word:
I crouched down so he wouldn’t see me and followed him on all fours as he sauntered down the mountainside.

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

Definition for Questions 1 - 2:
sauntered - walked in a relaxed way

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: anxious: (For reference- NOT to be re-read)
Pipiolo was such a perky puppy! So anxious to start the day that he would wake me even before the rooster crowed. We would spend our days sniffing in the mountains, exploring all the wonderful aromas the world had to offer.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
Pipiolo was such a perky puppy! So zealous to start the day that he would wake me even before the rooster crowed. We would spend our days sniffing in the mountains, exploring all the wonderful aromas the world had to offer.

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

Definitions for Questions 1 - 2 - 3:
anxious - excited; wanting to do something very much
zealous - enthusiastic; eager; devoted

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
Pipiolo was such a perky puppy! So enthusiastic to start the day that he would wake me even before the rooster crowed. We would spend our days sniffing in the mountains, exploring all the wonderful aromas the world had to offer.

Questions:
1. What does the word enthusiastic mean in this sentence?
2. If the author had chosen enthusiastic, how would the word enthusiastic contribute toward the overall meaning of this story?
3. Explain whether using the word enthusiastic instead of zealous changes the meaning of the sentence or story.
Definitions for Questions 1 - 2 - 3:
zealous - enthusiastic; eager; devoted
enthusiastic - showing passionate interest in something or eagerness about something

(Pg 120) THREE-SENTENCE BLOCK With Key Word: flaunting (For reference- NOT to be re-read)
They never scared me much, because I knew they were the ones who were frightened.
Pipiolo would race around barking, flaunting his own freedom.
Much too proud, I thought.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
They never scared me much, because I knew they were the ones who were frightened.
Pipiolo would race around barking, parading his own freedom.
Much too proud, I thought.

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

Definitions for Questions 1 - 2 - 3:
flaunting - showing off
parading - showing or presenting something proudly or in a way that attracts attention

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
They never scared me much, because I knew they were the ones who were frightened.
Pipiolo would race around barking, touting his own freedom.
Much too proud, I thought.

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

Definitions for Questions 1 - 2 - 3:
parading - showing or presenting something proudly or in a way that attracts attention
touting - describing or advertising boastfully; publicizing or promoting; praising extravagantly

(Pg 122) THREE-SENTENCE BLOCK With Key Word: sauntered (For reference- NOT to be re-read)
One night, as I stepped out into our yard to smell the evening air, I saw Pipiolo's shadow slip into the cornfield.
I crouched down so he wouldn't see me and followed him on all fours as he sauntered down the mountainside.
Wherever he sniffed, I sniffed.
FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

One night, as I stepped out into our yard to smell the evening air, I saw Pipiolo's shadow slip into the cornfield.
I crouched down so he wouldn't see me and followed him on all fours as he meandered down the mountainside.
Wherever he sniffed, I sniffed.

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

Definitions for Questions 1 - 2 - 3:
- sauntered - walked in a relaxed way
- meandered - followed an indirect route or course, especially one with a series of twists and turns

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

One night, as I stepped out into our yard to smell the evening air, I saw Pipiolo's shadow slip into the cornfield.
I crouched down so he wouldn't see me and followed him on all fours as he rambled down the mountainside.
Wherever he sniffed, I sniffed.

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

Definitions for Questions 1 - 2 - 3:
- meandered - followed an indirect route or course, especially one with a series of twists and turns
- rambled - walked for pleasure, usually in the countryside and sometimes without a fixed route in mind

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 118) THREE-SENTENCE BLOCK With Key Word: anxious (For reference - NOT to be re-read)
Pipiolo was such a perky puppy!
So anxious to start the day that he would wake me even before the rooster crowed.
We would spend our days sniffing in the mountains, exploring all the wonderful aromas the world had to offer.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
Pipiolo was such a perky puppy!
So eager to start the day that he would wake me even before the rooster crowed.
We would spend our days sniffing in the mountains, exploring all the wonderful aromas the world had to offer.

Questions:
1. What does the word eager mean in this sentence?
2. If the author had chosen **eager**, how would the word **eager** contribute toward the overall meaning of this story?

3. Explain whether using the word **eager** instead of **enthusiastic** changes the meaning of the sentence or story.

   **Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
   - **enthusiastic** - showing passionate interest in something or eagerness about something
   - **eager** - enthusiastic and excited about something and impatiently waiting to do or get it

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

Pipiolo was such a perky puppy!
So **impatient** to start the day that he would wake me even before the rooster crowed.
We would spend our days sniffing in the mountains, exploring all the wonderful aromas the world had to offer.

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

   **Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
   - **eager** - enthusiastic and excited about something and impatiently waiting to do or get it
   - **impatient** - not wanting to wait

(Pg 120) **THREE-SENTENCE BLOCK With Key Word: common-sense** (For reference- NOT to be re-read)

They never scared me much, because I knew they were the ones who were frightened.
Pipiolo would race around barking, **flaunting** his own freedom.
Much too proud, I thought.

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

They never scared me much, because I knew they were the ones who were frightened.
Pipiolo would race around barking, **boasting** his own freedom.
Much too proud, I thought.

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

   **Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
   - **boasting** - speaking about something with excessive pride or vanity; bragging
   - **touting** - describing or advertising boastfully; publicizing or promoting; praising extravagantly

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

They never scared me much, because I knew they were the ones who were frightened.
Pipiolo would race around barking, **advertising** his own freedom.
Much too proud, I thought.

Questions:
1. What does the word **advertising** mean in this sentence?
2. If the author had chosen **advertising**, how would the word **advertising** contribute toward the overall meaning of this story?

3. Explain whether using the word **advertising** instead of **boasting** changes the meaning of the sentence or story.

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

- **boasting**: speaking about something with excessive pride or vanity; bragging
- **advertising**: making something known publicly, usually for the purpose of selling

(Pg 122) **THREE-SENTENCE BLOCK With Key Word: sauntered** (For reference - NOT to be re-read)

One night, as I stepped out into our yard to smell the evening air, I saw Pipiolo's shadow slip into the cornfield.

I crouched down so he wouldn't see me and followed him on all fours as he **sauntered** down the mountainside.

Wherever he sniffed, I sniffed.

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

One night, as I stepped out into our yard to smell the evening air, I saw Pipiolo's shadow slip into the cornfield.

I crouched down so he wouldn't see me and followed him on all fours as he **strolled** down the mountainside.

Wherever he sniffed, I sniffed.

**Questions:**

1. What does the word **strolled** mean in this sentence?

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

3. Explain whether using the word **strolled** instead of **rambled** changes the meaning of the sentence or story.

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

- **rambled**: walked for pleasure, usually in the countryside and sometimes without a fixed route in mind
- **strolled**: walked for enjoyment and without hurrying

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

One night, as I stepped out into our yard to smell the evening air, I saw Pipiolo's shadow slip into the cornfield.

I crouched down so he wouldn't see me and followed him on all fours as he **wandered** down the mountainside.

Wherever he sniffed, I sniffed.

**Questions:**

1. What does the word **wandered** mean in this sentence?

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

3. Explain whether using the word **wandered** instead of **strolled** changes the meaning of the sentence or story.

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

- **strolled**: walked for enjoyment and without hurrying
- **wandered**: moved from place to place, either without a purpose or without a known destination

**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**

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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