Story Title: *The Night of San Juan*  
Unit: 2  
Pages: 208 – 219

**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 209) *peered* - looked very carefully or hard, often with narrowed eyes  
(Pg 214) *puzzled* - feeling at a complete loss by something that is difficult to understand or unexpected  
(Pg 218) *permission* - agreement to allow something to happen or be done

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

*For peered*:  
*watched* - looked at and kept attention on something or somebody over a period of time  
*gazed* - watched for a long time with unwavering attention

*For puzzled*:  
*baffled* - to prove too difficult or complicated for somebody to understand, solve, or deal with, causing a feeling of confusion or helplessness  
*perplexed* - to confuse somebody, especially causing doubt

*For permission*:  
*sanction* - official permission or approval for a course of action  
*authorization* - an official permission

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

*For peered*:  
*stared* - looked directly at somebody or something for a long time without moving the eyes away, usually as a result of curiosity or surprise, or to express rudeness or defiance  
*looked* - used one's eyes to examine, watch, or find somebody or something

*For puzzled*:  
*confounded* - to cause someone to become confused or perplexed  
*clueless* - incompetent; unknowing or ignorant

*For permission*:  
*approval* - accepting something as good enough  
*consent* - to give formal permission for something to happen

**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 209) **SENTENCE with Key Word:**  
He *peered* sadly down at us though the wrought iron railing, while his grandma's soap opera blared from the radio inside.

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

*Definition for Questions 1 - 2:*  
*peered* - looked very carefully or hard, often with narrowed eyes

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(Pg 214) **SENTENCE with Key Word:**
When he opened the note, he looked **puzzled**.

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

*Definition for Questions 1 - 2:*

**puzzled** - feeling at a complete loss by something that is difficult to understand or unexpected

(Pg 218) **SENTENCE with Key Word:**
Not only were we late for supper, but in our excitement we had forgotten to ask for **permission** before inviting Jose Manuel to the beach.

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

*Definition for Questions 1 - 2:*

**permission** - agreement to allow something to happen or be done

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

*There he was, sitting on his balcony floor.*

He **peered** sadly down at us though the wrought iron railing, while his grandma's soap opera blared from the radio inside.

No matter how hard Jose Manuel tried, he could not convince his grandma to let him play out on the street.

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

There he was, sitting on his balcony floor.

He **watched** sadly down at us though the wrought iron railing, while his grandma's soap opera blared from the radio inside.

No matter how hard Jose Manuel tried, he could not convince his grandma to let him play out on the street.

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

*Definitions for Questions 1 - 2 - 3:*

**peered** - looked very carefully or hard, often with narrowed eyes

**watched** - looked at and kept attention on something or somebody over a period of time

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

There he was, sitting on his balcony floor.

He **gazed** sadly down at us though the wrought iron railing, while his grandma's soap opera blared from the radio inside.

No matter how hard Jose Manuel tried, he could not convince his grandma to let him play out on the street.
Questions:
1. What does the word *gazed* mean in this sentence?
2. If the author had chosen *gazed*, how would the word *gazed* contribute toward the overall meaning of this story?
3. Explain whether using the word *gazed* instead of *watched* changes the meaning of the sentence or story.

*Definitions for Questions 1 - 2 - 3:*

- *watched* - looked at and kept attention on something or somebody over a period of time
- *gazed* - watched for a long time with unwavering attention

(Pg 214) **THREE-SENTENCE BLOCK With Key Word: puzzled** (For reference- NOT to be re-read)

We impatiently waited on the corner as we watched.
When he opened the note, he looked *puzzled*.
He took the tomatoes he had purchased in to his grandmother.

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

We impatiently waited on the corner as we watched.
When he opened the note, he looked *baffled*.
He took the tomatoes he had purchased in to his grandmother.

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

*Definitions for Questions 1 - 2 - 3:*

- *puzzled* - feeling at a complete loss by something that is difficult to understand or unexpected
- *baffled* - to prove too difficult or complicated for somebody to understand, solve, or deal with, causing a feeling of confusion or helplessness

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

We impatiently waited on the corner as we watched.
When he opened the note, he looked *perplexed*.
He took the tomatoes he had purchased in to his grandmother.

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

*Definitions for Questions 1 - 2 - 3:*

- *baffled* - to prove too difficult or complicated for somebody to understand, solve, or deal with, causing a feeling of confusion or helplessness
- *perplexed* - to confuse somebody, especially causing doubt

(Pg 218) **THREE-SENTENCE BLOCK With Key Word: permission** (For reference- NOT to be re-read)

She had reason to be upset.
Not only were we late for supper, but in our excitement we had forgotten to ask for *permission* before inviting Jose Manuel to the beach.
We all looked down, not knowing what to do or say.

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

She had reason to be upset. Not only were we late for supper, but in our excitement we had forgotten to ask for sanction before inviting Jose Manuel to the beach.
We all looked down, not knowing what to do or say.

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

Definitions for Questions 1 - 2 - 3:
permission - agreement to allow something to happen or be done
sanction - official permission or approval for a course of action

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

She had reason to be upset. Not only were we late for supper, but in our excitement we had forgotten to ask for authorization before inviting Jose Manuel to the beach.
We all looked down, not knowing what to do or say.

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

Definitions for Questions 1 - 2 - 3:
sanction - official permission or approval for a course of action
authorization - an official permission

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 209) THREE-SENTENCE BLOCK With Key Word: peered (For reference - NOT to be re-read)
There he was, sitting on his balcony floor.
He peered sadly down at us though the wrought iron railing, while his grandma’s soap opera blared from the radio inside.
No matter how hard Jose Manuel tried, he could not convince his grandma to let him play out on the street.

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

There he was, sitting on his balcony floor.
He stared sadly down at us though the wrought iron railing, while his grandma’s soap opera blared from the radio inside.
No matter how hard Jose Manuel tried, he could not convince his grandma to let him play out on the street.

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

   **Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
   - **gazed** - watched for a long time with unwavering attention
   - **stared** - looked directly at somebody or something for a long time without moving the eyes away, usually as a result of curiosity or surprise, or to express rudeness or defiance

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

   There he was, sitting on his balcony floor. He **looked** sadly down at us though the wrought iron railing, while his grandma’s soap opera blared from the radio inside.

   No matter how hard Jose Manuel tried, he could not convince his grandma to let him play out on the street.

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

   **Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
   - **stared** - looked directly at somebody or something for a long time without moving the eyes away, usually as a result of curiosity or surprise, or to express rudeness or defiance
   - **looked** - used one’s eyes to examine, watch, or find somebody or something

   **(Pg 214)** **THREE-SENTENCE BLOCK With Key Word: common-sense** (For reference - NOT to be re-read)

   We impatiently waited on the corner as we watched.
   When he opened the note, he looked **confounded**.
   He took the tomatoes he had purchased in to his grandmother.

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

   We impatiently waited on the corner as we watched.
   When he opened the note, he looked **puzzled**.
   He took the tomatoes he had purchased in to his grandmother.

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

   **Definitions for Questions 1 - 2 - 3: (For teacher reference only)**
   - **perplexed** - to confuse somebody, especially causing doubt
   - **confounded** - to cause someone to become confused or perplexed

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

   We impatiently waited on the corner as we watched.
   When he opened the note, he looked **clueless**.
   He took the tomatoes he had purchased in to his grandmother.

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

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- confounded - to cause someone to become confused or perplexed
- clueless - incompetent; unknowing or ignorant

(Pg 218) THREE-SENTENCE BLOCK With Key Word: permission (For reference - NOT to be re-read)

She had reason to be upset.
Not only were we late for supper, but in our excitement we had forgotten to ask for permission before inviting Jose Manuel to the beach.
We all looked down, not knowing what to do or say.

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

She had reason to be upset.
Not only were we late for supper, but in our excitement we had forgotten to ask for approval before inviting Jose Manuel to the beach.
We all looked down, not knowing what to do or say.

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

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- authorization - an official permission
- approval - accepting something as good enough

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

She had reason to be upset.
Not only were we late for supper, but in our excitement we had forgotten to ask for consent before inviting Jose Manuel to the beach.
We all looked down, not knowing what to do or say.

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

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- approval - accepting something as good enough
- consent - to give formal permission for something to happen

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.

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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