

Vocabulary

ROUTINE

6

- ◆ Follow Routine 6, the selection vocabulary routine, as you write the vocabulary words on the board or on chart paper. Say each word as you write it. Then point to the word, say it again, and explain its meaning.
- ◆ Explain when something is *delicious*, it tastes really good. Use the following sentence to illustrate: *The sweet peach is delicious to eat.* Ask students what foods they think are delicious.
- ◆ Tell students when you use the word *especially*, you are helping to show that something is special. Use the following sentence to illustrate: *I like fruit, especially peaches.*
- ◆ Explain the word *leaping* means “jumping.” Use the following sentence to illustrate: *The frog went leaping across the pond.*
- ◆ Tell students a *naughty* puppy is one that is doing something bad. Use the following sentence to illustrate: *The puppy was naughty because she chewed on the rug.*

Read the Selection

ROUTINE

7

- ◆ Read the Focus Question at the top of the first page. Tell students to keep this question in mind as they listen to the story.
- ◆ Then follow Routine 7, the reading the selection routine, and read the entire selection. As you read, run your hand under each word in each line from left to right. Stop occasionally to model the comprehension strategies in the left-hand column to introduce students to the thinking readers use to get meaning from what they read.
- ◆ Before, during, and after this reading, invite students to ask questions and to think aloud about anything in the selection. After the first reading, review the story with students. Use the suggestions in the right-hand column to reinforce print and book awareness.

Comprehension Strategies

- ◆ During the reading of “Ginger,” you will model the following comprehension strategies:
 - Clarifying
 - Predicting
- ◆ Use the Clarifying strategy to help students recognize when to pause in a story to determine what is really happening. Use the Predicting strategy to help students activate prior knowledge so they will recognize when to pause during reading to think about what might happen next.



Vocabulary

delicious

leaping

especially

naughty

Concept/Question Board

Tell students readers keep thinking about any questions that are generated as they are reading. As they read, tell them to keep in mind the questions on the **Concept/Question Board**. Tell them readers are always thinking about what is important in selections and they try to remember this important information.

Technology

To promote independent reading, encourage students to use Workshop to listen to the recording of the selection on the **Listening Library CD**. Invite them to follow along and to say the words whenever they can.

Audio CD