

Vocabulary Review

Review with students the selection vocabulary words and definitions they wrote in the vocabulary section of their Writer's Notebooks. For additional practice, have students use **Skills Practice 1** pages 41–42. Also review the concept word *consider*. Have students add to the personal dictionary section of their Writer's Notebooks any other interesting words that they clarified while reading.

UNIT 1 Lesson 4

Name _____ Date _____

Selection Vocabulary

Focus

tensely (ten'ts' - lē) adv. (feeling emotional strain (page 91))	decent (dē' - sant) adj. good enough to make someone comfortable (page 96)
pleading (plē' - ding) v. begging (page 93)	stable (stā' - bal) adj. steady, dependable (page 98)
paces (pās' - saz) v. walks back and forth (page 93)	concerned (kən' - surn'd*) v. showing worry (page 98)
opportunities (o' - pūr' - tūn' - nē - tēz) n. chances to succeed in life (page 93)	strive (striv) v. work to get something (page 100)

Practice Write the vocabulary word that best matches the underlined word or phrase in the sentences below.

- Kate and her brother argued feeling emotional strain.
tensely
- Will your pay at the store be good enough to make you comfortable?
decent
- Your dad was showing worry when you did not come home on time.
concerned
- My horse walks back and forth just like I do when I am nervous.
paces
- I look forward to many great chances to succeed in life.
opportunities
- You should always work to do your best. strive

Skills Practice 1 • Vocabulary UNIT 1 • Lesson 4 41

Skills Practice 1, p. 41

Fluency

- ◆ Turn to page 97. Model fluency and expression by reading the page aloud. Demonstrate how your tone of voice changes when you are reading the speaker's name and stage directions, compared to when you are reading the dialogue. The dialogue should have the feeling and emotion that is appropriate for what the characters are saying.
- ◆ Tell students that as they reread "Langston Hughes: Poet of the People," they should practice reading the character dialogue with emotion and then changing to a less expressive tone when they are reading other text.



Small Group

Have students read "Langston Hughes: Poet of the People" with a partner.



Teacher Tip

WORD BANK To review vocabulary, students should look at all the words related to the theme Risks and Consequences that they added to the Word Bank.

Monitor Progress

to Differentiate Instruction Formal Assessment

Vocabulary Note how well students understand the vocabulary words and their definitions.

APPROACHING LEVEL

IF ... students are having difficulty with vocabulary,

THEN ... have them complete **Reteach** page 18.

IF ... students are having further difficulty with vocabulary,

THEN ... during Workshop, have them complete **Intervention Guide**, Unit 1, Lesson 4.

ON LEVEL

IF ... students need practice with vocabulary,

THEN ... have them write an original definition for each vocabulary word.

ABOVE LEVEL

IF ... students would like a challenge with vocabulary,

THEN ... have them complete **Challenge Activities** page 16.