



## Selection Vocabulary

**meadow** (med' • ō) *n.* a grassy field (page 16)

**kite** (kīt) *n.* a toy that flies in the sky on a long string (page 16)

## Building Vocabulary

ROUTINE  
13

- ◆ Review the vocabulary strategies students have learned. Tell students that using context clues means they will determine the meanings of words using clues in the text such as other words and subject matter.
- ◆ Follow Routine 13, selection vocabulary, to preview the vocabulary words.
- ◆ Review the words in context by having students orally read the Vocabulary Warm-Up on **Student Reader**, Book 1, pages 12–13. As students read, make sure they stop to blend any difficult or unfamiliar words. Model how to decode multisyllable words by breaking the words into syllables and blending the syllables together. If necessary, refer students to the **Sound/Spelling Cards**.
- ◆ Have students look for these words as they read “The Kite.” If necessary, draw students’ attention to the words in the selection. Students can refer to the Vocabulary Warm-Up to review the words’ meanings.

## Guided Vocabulary Practice

- ◆ After reading the Vocabulary Warm-Up, have students explain any highlighted vocabulary words they know or can determine using context clues, word structure, or apposition. Have students explain how they determined the meanings of the words.
- ◆ Display **Transparency 59**. Review the vocabulary with students by having them read the words and definitions. Then give students sentences and have them fill in the appropriate vocabulary word from the list. You may want to use the following sentence frames:
  - We played in the \_\_\_\_\_ all day long.
  - My sister and I flew our \_\_\_\_\_ in the backyard.

Imagine

Transparency 59

### Selection Vocabulary: “The Kite”

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Unit 7, Lesson 2 Level 1

Transparency 59

Differentiating  
Instruction

### English Learners

**IF . . .** students need extra help with selection vocabulary, **THEN . . .** see **English Learner Support Guide** Unit 7 Lesson 2, or use pictures, objects, drawings, or pantomime to help them visualize the words.