



Read the article to find the meanings of these words, which are also in "Homes":

- ◆ packed
- ◆ clay
- ◆ roof
- ◆ sturdy

### Vocabulary Strategy

Word Structure can help you find the meaning of *packed*.

## Vocabulary Warm-Up

Steve **packed** his suitcase. He placed the **clay** dog he had made at school in the middle. "I hope it will be safe with all these clothes around it," he said.

"I think it will," said his mother. "It is a simple way to keep it safe."

The woven napkins you made are at hand too," she said. "I will pack them in the last box."



Steve was happy his family was moving. His house was old and needed a lot of repairs. Steve's new house had a new **roof**. It was made of bricks.

"Our new house will be as **sturdy** as a rock!" Steve joked.

"It will be the best house we have ever had!" said his father.

### GAME

**Memory Game** Write each vocabulary word on an index card. Then write each word's meaning on its own card. Turn over, and spread out the cards. Take turns with a partner, matching each word and its meaning.

### Concept Vocabulary

The concept word for this lesson is **material**. Material is what things are made from. Wood is a material for building houses. Houses are made of different materials. What other materials are used for building houses?

*Student Reader*, Book 2, pp. 12–13

### GAME

**MEMORY GAME** Have students follow the instructions on *Student Reader*, Book 2, page 13: Write each vocabulary word on an index card. Then write each word's meaning on its own card. Turn over and spread out the cards. Take turns with a partner, matching each word and its meaning.



### Teacher Tip

**SEMANTIC MAP** Create a semantic map with the unit theme Home, Sweet Home in the center. As students read the selections in this unit, have them add words to the map that relate to the unit theme.

- ◆ Display **Transparency** 122. 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:

- For our trip, we \_\_\_\_\_ a lot of clothes in the suitcase. *packed*
- The \_\_\_\_\_ on the ground stuck to our shoes. *clay*
- We used a cardboard \_\_\_\_\_ to cover our fort. *roof*
- I think the swing set is broken because it is not \_\_\_\_\_. *sturdy*

- ◆ Students will explore one concept word per lesson. The word for this lesson is *material*. Write the word on the board. Work with students to develop a definition that clearly links the word to the unit theme. As the unit progresses, add each new word and definition to the concept vocabulary list. Have students look for examples of material as they read the selection.