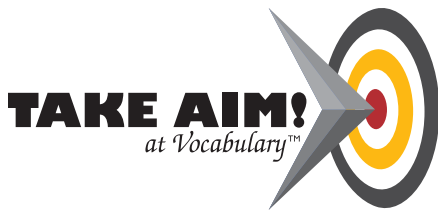# Take Aim! at Vocabulary — Semi-Independent Format

Goldenrod Level Sample

Thank you for taking the time to learn about Take Aim! at Vocabulary. This sample includes an overview of the teaching methods, learning strategies, a unit steps list, and materials needed to walk through one lesson.

Table of Contents

Take Aim Semi-Independent Format Goldenrod Level Sample

The lesson included in this sample is "Bloop," from the Mysteries Unit in the Goldenrod level. Each Take Aim level teaches 288 carefully chosen target words. A Take Aim level includes 12 units, and each unit has four lessons. The Goldenrod level is designed for students who read at a fourth grade level or higher. For more information about Take Aim, visit the Read Naturally website at www.readnaturally.com.

Teaching Methods

Take Aim promotes vocabulary development through activities that are grounded in research-based principles. Students gain familiarity and confidence with the target words through a combination of the following teaching methods:

Explicit instruction of target words. Take Aim explicitly teaches each target word in a variety of formats, including a definition embedded in text, a definition that includes the word's part of speech and a clarifying sentence, and questions and activities that deepen understanding.

Instruction of the target words in context. In Take Aim, students read high-interest, nonfiction stories multiple times along with a narrator, who provides proper pronunciations. As students read, they encounter their definitions in the context of the story.

Student-friendly definitions. All target words in Take Aim include definitions and sample sentences written in clear, simple language that is easy for students to understand.

Multiple exposures to target words. In Take Aim, students encounter each target word several times. They encounter the word when they read the story, the definition, and the clarifying sentence. They answer questions that use the target words and complete activities related to each word. Also, at least half of the target words are reused in two or more stories in each unit.

Multiple contexts for target words. Through the stories and activities in Take Aim, students see instances of each target word in multiple contexts. These multiple contexts support the rich instruction that builds familiarity and confidence and benefits comprehension.

Semantic mapping. Each unit in Take Aim includes word mapping activities that require students to connect the target words to other words, parts of speech, synonyms, antonyms, or personal experience.

Learning Strategies

To help students develop skills in independently determining word meanings, Take Aim also incorporates these three research-based learning strategies:

Using context clues. Audio-supported mini-lessons teach students how to use context clues to figure out the meaning of a word.

Analyzing word parts. Audio-supported lessons and activities guide students through using word parts to infer the meanings of new words.

Using a dictionary or glossary. An illustrated, audio-supported glossary written in student-friendly language includes the target words plus additional challenging words that appear in the unit's stories. Students learn to reference this glossary each time they encounter an unknown word.

Unit Steps List

Students follow the steps listed below to work through each Take Aim unit. Use the step descriptions below to walk through the lesson included, "Bloop," or simply review the curriculum materials.

1. **Unit Pretest**

   Take the unit pretest. This pretest provides a baseline for students to measure their progress.

2. **Lessons 1–4**

   A. **Read the target words**. Students are introduced to the six target words in the lesson. Students complete sections A–F, H, and J with audio support; audio is not included in this sample.

   B. **Read the story**. Students read along with the audio to learn the story and unfamiliar words.

   C. **Read to understand target words**. During the second read-along, three of the lesson's six target words are defined immediately after they appear in the story.

   D. **Use context clues**. This mini-lesson points out the context clues around a target word and helps students use these clues to infer the word's meaning.

   E. **Read to understand more target words**. The remaining target words are defined in context.

   F. **Read to master**. Students practice without audio support until they can read the story well.

   G. **Answer the comprehension questions**. Students write answers for sections G–K on the Student Activities Page; see a completed version of the page in the Additional Materials section.

   H. **Sketch target words**. Students sketch a picture that shows what the word means to them.

   I. **Clarify target words**. Students answer vocabulary questions about the words.

   J. **Study word parts**. Students answer questions about word parts. Students can also complete an optional Enrichment activity to help connect the words and definitions to their own experience.

   K. **Check the Hink Pink**. Students write their answers from the multiple-choice questions in the appropriate spaces to reveal a rhyming word puzzle on the Student Activities Page.

3. **Unit Activities**

   Complete the Analyze Target Words activities. The semantic mapping activities in this section teach students to associate new words with familiar words and develop knowledge of parts of speech.

4. **Study Target Words**

   Study all the target words using the glossary, section H for each lesson, or any other activities the teacher assigns. See a sample glossary page in the Additional Materials section of this sample.

5. **Unit Posttest**

   Take the unit posttest. This posttest lets students confirm their progress from the unit pretest.

Mysteries

Unit Pretest

Exercise A

1.	When you help someone, you _____ him.	a. architect
2.	Information that helps you believe something is _____ .	b. consider
3.	Something that is mysterious or not easy to understand is _____ .	c. precise
4.	If you're not expecting good things to happen, you're being _____ .	d. assist
5.	If you think carefully about something, you _____ it.	e. site
6.	Someone who designs, makes, or creates something is a(n) _____ .	f. evidence
7.	The place or location of something is its _____ .	g. pessimistic
8.	Something that is exact or carefully done is _____ .	h. cryptic

Exercise B

9.	When you watch or follow something, you _____ it.	i. hoax
10.	A long and careful search to find or get something is a(n) _____ .	j. confirm
11.	Something that is interesting or causes curiosity is _____ .	k. simultaneously
12.	If you say for sure that something is true or factual, you _____ it.	l. quest
13.	Something that is untrue and meant to fool people is a(n) _____ .	m. track
14.	When things hold other things inside, they _____ those things.	n. dismiss
15.	If you act like something is not important or real, you _____ it.	o. contain
16.	Things that happen at the same time happen _____ .	p. intriguing

Exercise C

17.	If two things come together or unite, they _____ .	q. suggest
18.	Something that is formed, built, or constructed is a _____ .	r. merge
19.	When things give or result in other things, they _____ those things.	s. perplex
20.	If you hint at something or bring it to mind, you _____ it.	t. structure
21.	A trait, part, or special feature of a thing is a _____ .	u. characteristic
22.	When a group is organized with skills and culture, it is a _____ .	v. persist
23.	If things confuse you, they _____ you.	w. yield
24.	If people keep on doing something, they _____ .	x. civilization

Pretest number correct: _____

Sample

Bloop

A. Read the Target Words [1]

considered   **intriguing**   **merge**   **quest**   **simultaneously**   **tracking**

B. Read the Story [2]

Bloop

In the 1960s, the U.S. Navy[74] placed microphones deep in the ocean. The microphones were for **tracking**[12] enemy submarines[82]. But by the 1990s, the enemy had become a friend. The Navy didn't need the microphones anymore, so scientists[80] started using them.

In 1997, the microphones picked up an **intriguing**[8] noise. It had some characteristics[45] of a whale **call**[54]. However, microphones 3,000 miles apart tracked it **simultaneously**[11]. The noise was huge! Even calls of the largest known whales don't travel that far. Soon, the noise disappeared.

Scientists named the noise Bloop. They wondered where it came from. Was Bloop made by a machine or volcano? No, the sound suggested[24] it was made by an animal. Was the animal a giant squid[81]? No, squid can't make such big, low noises. Did many animals **merge**[9] to make one sound? If so, how and why did they come together? Stories tell of huge monsters beneath the sea. Could these stories have a grain[66] of truth?

Scientists **considered**[7] many ideas. Yet their **quest**[10] to find the answer yielded[25] only more questions.

(176 words)

C. Read to Understand Target Words [3]

Bloop

In the 1960s, the U.S. Navy placed microphones deep in the ocean. The microphones were for **tracking** enemy submarines.

> **Tracking** means watching, listening to, or following something to know where it is.

But by the 1990s, the enemy had become a friend. The Navy didn't need the microphones anymore, so scientists started using them.

In 1997, the microphones picked up an intriguing noise. It had some characteristics of a whale call. However, microphones 3,000 miles apart tracked it **simultaneously**.

> **Simultaneously** means at the same time.

The noise was huge! Even calls of the largest known whales don't travel that far. Soon, the noise disappeared.

Scientists named the noise Bloop. They wondered where it came from. Was Bloop made by a machine or volcano? No, the sound suggested it was made by an animal. Was the animal a giant squid? No, squid can't make such big, low noises. Did many animals merge to make one sound? If so, how and why did they come together? Stories tell of huge monsters beneath the sea. Could these stories have a grain of truth?

Scientists **considered** many ideas.

> **Considered** means thought carefully about something.

Yet their quest to find the answer yielded only more questions.

D. Use Context Clues [4]

Did many animals **merge** to make one sound? If so, how and why did they <u>come together</u>?

E. Read to Understand More Target Words<superscript>5</superscript>

Bloop

In the 1960s, the U.S. Navy placed microphones deep in the ocean. The microphones were for tracking enemy submarines. But by the 1990s, the enemy had become a friend. The Navy didn't need the microphones anymore, so scientists started using them.

In 1997, the microphones picked up an **intriguing** noise.

> **Intriguing** means interesting or causing curiosity.

It had some characteristics of a whale call. However, microphones 3,000 miles apart tracked it simultaneously. The noise was huge! Even calls of the largest known whales don't travel that far. Soon, the noise disappeared.

Scientists named the noise Bloop. They wondered where it came from. Was Bloop made by a machine or volcano? No, the sound suggested it was made by an animal. Was the animal a giant squid? No, squid can't make such big, low noises. Did many animals **merge** to make one sound?

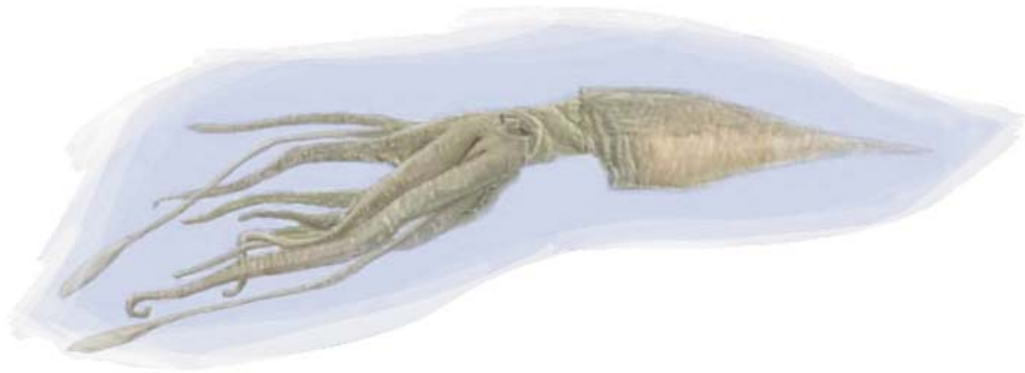> **Merge** means to come together or unite.

If so, how and why did they come together? Stories tell of huge monsters beneath the sea. Could these stories have a grain of truth?

Scientists considered many ideas. Yet their **quest** to find the answer yielded only more questions.

> A **quest** is a long and careful search to find or get something.

F. Read to Master<superscript>6</superscript>

Turn to Section B.

G. Answer the Comprehension Questions

1. What is the main idea of this story?
   c. Microphones from the U.S. Navy were useful in tracking Bloop.
   d. Bloop was a huge noise, and scientists tried to learn what made it.
   e. Scientists thought many animals may have merged to make Bloop.

2. How far apart were the microphones that tracked Bloop simultaneously?
   c. 1,960 miles
   d. 1,997 miles
   e. 3,000 miles

3. What does **call** mean in this story?
   o. the sound an animal makes
   p. to dial numbers on a phone
   q. to name or describe something

4. Why didn't scientists think a machine or volcano made Bloop?
   u. Bloop had characteristics of an animal noise.
   v. No machines or volcanoes were near that part of the ocean.
   w. Bloop was too low to be a machine or volcano.

H. Sketch Target Words [7–12]

5. **consider** [7] (verb)
   Consider means to think carefully about something. *My parents said they would consider getting a dog, but they weren't sure yet.*

6. **intriguing** [8] (adjective)
   Intriguing means interesting or causing curiosity. *The girl saw some intriguing footprints in the mud—she wondered what kind of creature had made them.*

7. **merge** [9] (verb)
   Merge means to come together or unite. *Two small companies planned to merge into one big company.*

8. **quest** [10] (noun)
   A quest is a long and careful search to find or get something. *Maria had lost her ring, so she and her friends went on a quest to find it.*

9. **simultaneously** [11] (adverb)
   Simultaneously means at the same time. *Mike was simultaneously eating and walking; he licked his ice cream cone while walking down the street.*

10. **track** [12] (verb)
    Track means to watch, listen to, or follow something to know where it is. *Some computers can track where planes are in the sky.*

I. Clarify Target Words

11. If you thought something was **intriguing**, you would _____ .
    g. not care about it
    h. think it was boring
    i. want to know more about it

12. Brian **considered** his problem. He _____ .
    s. thought about it a lot
    t. solved it right away
    u. decided to ignore it

13. Because there were so many cars on the highway, it was hard to **merge** my car. It took a couple minutes to _____ .
    n. move my car onto the highway with the other cars
    o. move my car off the highway, away from traffic
    p. stop my car on the side of the road

14. The police were **tracking** the suspect by _____ .
    d. capturing her
    e. letting her go
    f. following her

15. Which two things can a person do **simultaneously**?
    b. sit and stand
    c. see and hear
    d. sleep and wake up

16. Which of the following describes a **quest**?
    u. He found his keys under one of the sofa cushions.
    v. He spent years looking for information about his family's history.
    w. After class, he had a number of questions for the teacher.
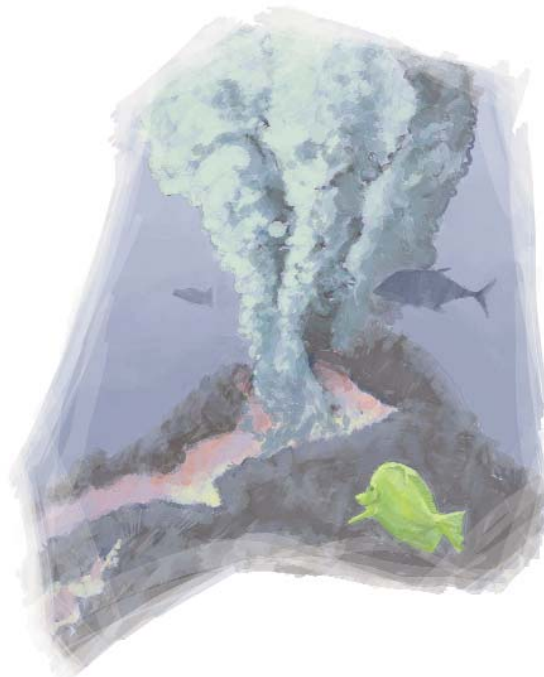
J. Study Word Parts [13]

A prefix is a letter or group of letters that is added to the beginning of a word to make a new word. A prefix has its own meaning, and it changes the meaning of the word.

Prefix	Meaning of Prefix	Prefix + Word	New Word	Meaning of New Word
sub-	under; below; less than; lower than	sub + marine	submarine	below marine; below the sea
		sub + way	subway	under the way; under the path of travel
		sub + standard	substandard	lower than the standard; lower than average
		sub + arctic	subarctic	south of, or under, the Arctic Circle

17. If a book had a **subtitle**, where would it be?
    p. before the actual title
    q. beside the actual title
    r. underneath the actual title

18. Water freezes when the temperature is 32 degrees Fahrenheit. If the temperature is **subzero**, water is _____ .
    l. warm
    m. cool
    n. frozen

19. A **submarine** is a boat. Where do you think it travels?
    n. over the sea
    o. under the sea
    p. away from the sea

20. The standard score on the test was 70 correct. Which of the following is a **substandard** score?
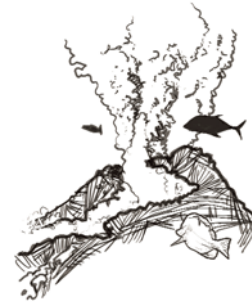   d. 60 correct
    e. 80 correct
    f. 100 correct

Enrichment:
Apply the Target Words

a. Name something you find **intriguing**.
b. Describe a time when you had to **consider** two choices.
c. Can a person **simultaneously** play tennis and eat dinner? Why or why not?
d. If you were to go on a **quest**, where would you go? Why?

Student Activities Page: Bloop

A.–E. Read With the CD (pages 3–5 in the textbook)

F. Read to Master

_____ _____ _____
1st read   2nd read   3rd read

G. Answer the Comprehension Questions

1. _____   2. _____   3. _____   4. _____

H. Sketch Target Words

5. _____	6. _____	7. _____
8. _____	9. _____	10. _____

I. Clarify Target Words

11. _____   14. _____
12. _____   15. _____
13. _____   16. _____

J. Study Word Parts

17. _____   19. _____
18. _____   20. _____

K. Check the Hink Pink

A

____ ____ ____ ____ ____ ____ ____ ____ ____ ____
 1   11   12   15   3   16   2   17   2   20

____ ____ ____ ____ ____
 18   3   11   12   2

is a

____ ____ ____ ____ ____
 14   19   4   18   1

____ ____ ____ ____ ____ .
 12   3   4   13   20

Sample

Analyze Target Words

1.

Write an example of when something persists.

Write a synonym.

Write an antonym.

persist

Write an example of when something does
the opposite of persist.
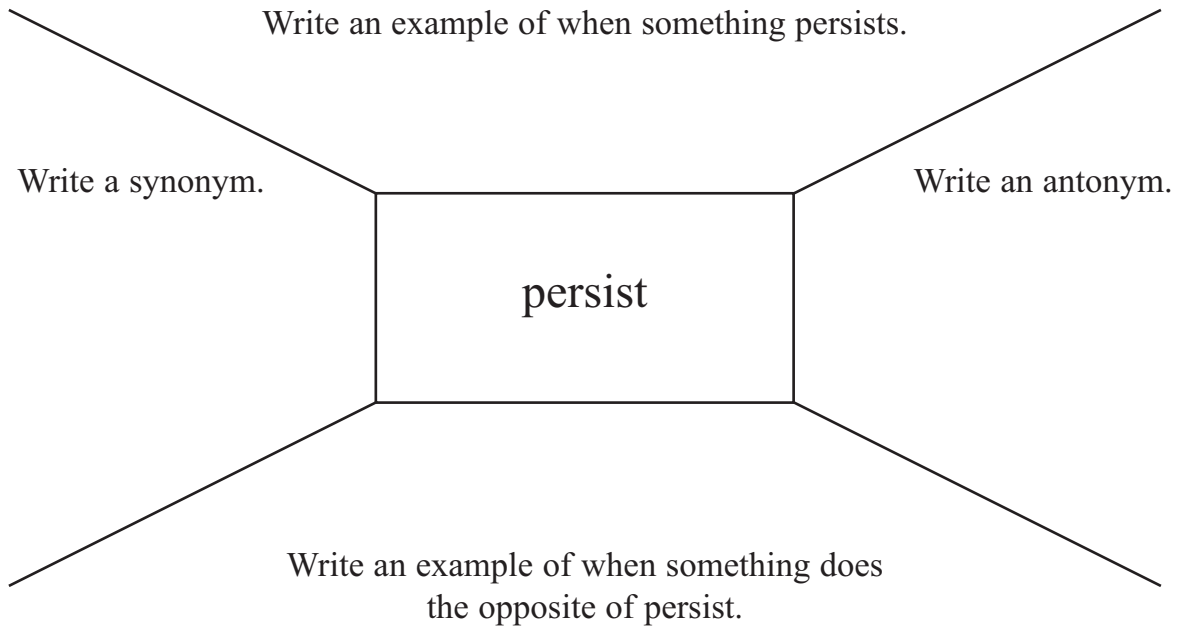
2. Nouns are words that name people, places, or things. Verbs are action words that show
what a person or thing is doing. Read the words below. Write the nouns in the Nouns
box and the verbs in the Verbs box.

tracking ◎ considered ◎ structures ◎ assist
hoax ◎ architect ◎ yielded ◎ site

Nouns	**Verbs**
_____	_____
_____	_____
_____	_____
_____	_____

Show What You've Learned

Unit Posttest

Exercise A

1. Something that is exact or carefully done is ____ .
2. Something that is mysterious or not easy to understand is ____ .
3. When you help someone, you ____ him.
4. The place or location of something is its ____ .
5. If you're not expecting good things to happen, you're being ____ .
6. Information that helps you believe something is ____ .
7. Someone who designs, makes, or creates something is a(n) ____ .
8. If you think carefully about something, you ____ it.

a. cryptic
b. pessimistic
c. site
d. consider
e. assist
f. precise
g. evidence
h. architect

Exercise B

9. A long and careful search to find or get something is a(n) ____ .
10. Things that happen at the same time happen ____ .
11. When you watch or follow something, you ____ it.
12. Something that is untrue and meant to fool people is a(n) ____ .
13. If you act like something is not important or real, you ____ it.
14. If you say for sure that something is true or factual, you ____ it.
15. Something that is interesting or causes curiosity is ____ .
16. When things hold other things inside, they ____ those things.

i. intriguing
j. contain
k. confirm
l. track
m. hoax
n. simultaneously
o. dismiss
p. quest

Exercise C

17. If people keep on doing something, they ____ .
18. When a group is organized with skills and culture, it is a ____ .
19. When things give or result in other things, they ____ those things.
20. If things confuse you, they ____ you.
21. A trait, part, or special feature of a thing is a ____ .
22. Something that is formed, built, or constructed is a ____ .
23. If you hint at something or bring it to mind, you ____ it.
24. If two things come together or unite, they ____ .

q. structure
r. yield
s. suggest
t. characteristic
u. persist
v. civilization
w. merge
x. perplex

Posttest number correct: _____

Additional Materials

To gain a better understanding of how students use Take Aim's glossary and complete the Student Activities Page, review the following materials.

Glossary Page. Included is a sample page from Take Aim's glossary. Notice that each term includes a student-friendly definition, and most glossary terms also include a clarifying sentence. Illustrations are also provided for many of the words. The glossary has audio support, which helps students build confidence with pronunciation and proper use of the words.

Completed Student Activities Page. When a student completes the Student Activities Page, the result will look similar to this page. Notice that all of the answers and sketches are completed. Also, the Hink Pink reveals a rhyming word puzzle, which students use to confirm that they have correctly answered the multiple-choice questions.

Glossary Page

ancient [50]   (adjective)

Ancient means very old. *Egypt's pyramids are ancient tombs; they were built thousands of years ago.*

appear [51]   (verb)

Appear means to seem or look like. *The smile on her face makes her appear happy.*

archeologist [52]   (noun)

An archeologist is a scientist who studies ancient people and things. *The archeologist discovered a statue that was 3,000 years old.*

architect [44]   (noun)

An architect is the one who designs, makes, or creates something. *She was the architect of the plan—she made all the arrangements and told us what to do.*

assist [20]   (verb)

Assist means to help. *I didn't want to do the work all by myself, so I asked my brother to assist me.*

booby trap [53]   (noun)

A booby trap is a hidden way to stop someone from moving further. *Just when I thought I had made it through the obstacle course, I fell into a booby trap of quicksand.*

call [54]   (noun)

A call is a special cry or sound an animal makes.

camp [55]   (noun)

A camp is a place where a group of people stays or takes shelter for a time. *The soldiers set up tents at their camp.*

characteristic [45]   (noun)

A characteristic is a trait, part, or special feature that makes up what a person or thing is like. *Julie's sense of humor is a characteristic that makes her a fun person to be around.*

civilization [46]   (noun)

Civilization is when a group of people becomes organized, has skills and tools, follows a set of rules, and shares a culture or way of doing things. *Archeologists study the art and tools the Aztecs left behind to learn more about this group's civilization.*

clear [56]   (adjective)

Clear means easy to see or understand. *Sometimes my handwriting is hard to read; I decided to type the letter so it would be clear.*
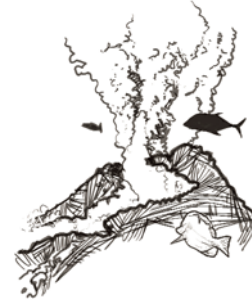
coal [57]   (noun)

Coal is a hard, black rock that people dig out of the ground and burn to give heat. *We used coal to heat the cabin.*

Sample

Completed Student Activities Page: Bloop

A.–E. Read With the CD (pages 3–5 in the textbook)

F. Read to Master

✓   ✓   ✓

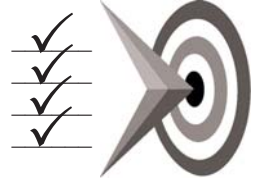1st read   2nd read   3rd read

G. Answer the Comprehension Questions

1. __d__   2. __e__   3. __o__   4. __u__

Read Target Words: ✓
Read Story Fluently: ✓
Defined Target Words: ✓
Completed Activities: ✓

H. Sketch Target Words

5. consider	6. intriguing	7. merge
8. quest	9. simultaneously	10. track

I. Clarify Target Words

11. __i__   14. __f__
12. __s__   15. __c__
13. __n__   16. __v__

J. Study Word Parts

17. __r__   19. __o__
18. __n__   20. __d__

K. Check the Hink Pink

A

d i s c o v e r e d
1 11 12 15 3 16 2 17 2 20

n o i s e
18 3 11 12 2

is a

f o u n d
14 19 4 18 1

s o u n d .
12 3 4 13 20