

**TAKE AIM!**  
*at Vocabulary™*



Teacher's Manual

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# Introduction

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Read Naturally® strives to provide high-quality programs that assist students in developing the skills necessary to become successful readers. The Take Aim at Vocabulary™ program specifically develops vocabulary knowledge as a critical component of overall reading success.

## Vocabulary Development Supports Success in Reading

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Words are elemental to the texts and lessons that comprise the learning experiences of our students. As you know, a student's ability to understand words and their meanings is essential in all content areas. As curriculum increases in difficulty, so too do the words that make up that curriculum. At a very basic level, vocabulary underlies a student's ability to understand what is being taught.

Well-developed vocabulary is an essential component for success in reading. As teachers, we recognize that reading becomes a great challenge for students who lack adequate word knowledge. Indeed, research identifies that, "for adequate reading comprehension from grade three on, children require both fluent word recognition skills and an average or above-average vocabulary" (Biemiller, 2005, p. 41). Explicit instruction of vocabulary has been shown to improve reading comprehension for both English speakers and English language learners (Carlo et al., 2004; Beck, Perfetti, & McKeown, 1982). Furthermore, vocabulary instruction can develop the in-depth knowledge of specific words that promotes an increased appreciation of words and their power (Scott & Nagy, 2004). This interest in words is referred to as "word consciousness" and is likely to benefit students as they develop as readers (Graves, 2006).

## Research Supporting Take Aim at Vocabulary

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Research findings in the area of vocabulary development provide the foundation for Take Aim at Vocabulary. The Take Aim program was developed in alignment with research on word selection, teaching methods, learning strategies, learning principles, and intermediate grade-level achievement.

## Word Selection

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It is important for students to have a thorough knowledge of the sophisticated words they are likely to encounter in a wide assortment of texts (Beck, McKeown, & Kucan, 2002). Beck and McKeown (2007) refer to these words as "high-utility" because they are of high use to mature language users. Take Aim teaches many high-utility words, which were carefully selected using *The Educator's Word Frequency Guide* (Zeno, Ivins, Millard, & Duvvuri, 1995), *The Living Word Vocabulary* (Dale & O'Rourke, 1981), and *The Academic Word List* (Coxhead, 2000). Because the stories in Take Aim adhere to readability standards, students are also exposed to many easier and more common words from the Fry, Spache, Harris-Jacobson, and Dale Chall word lists.

Each level of Take Aim explicitly teaches 288 target vocabulary words. Read Naturally carefully selected these words to ensure that students are learning high-quality vocabulary. We define high-quality vocabulary as sophisticated, useful, and appropriate words that students in the intermediate grades are unlikely to know but likely to encounter often as texts increase in difficulty. Additionally, some words in Take Aim contain affixes which, once understood, can help students figure out unknown words with the same or similar word parts.

## Teaching Methods

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The high-quality words taught in Take Aim will benefit students only if students are able to learn them effectively. According to the National Reading Panel, "dependence on a single vocabulary instruction method will not result in optimal learning" (NRP 2000, p. 4-4). Take Aim uses the following research-supported methods to teach vocabulary words:

- Explicit instruction of target words
- Instruction of target words in context
- Student-friendly definitions
- Multiple exposures to target words
- Multiple contexts for target words
- Semantic mapping

### Explicit Instruction of Target Words

Explicit instruction helps students increase their vocabularies (Baumann, Kame'enui, & Ash, 2003; Beck et al., 1982). Take Aim explicitly teaches each target word in a variety of formats, including a definition embedded in text, a definition with a part of speech and clarifying sentence, and questions and activities that deepen understanding.

### Instruction of Target Words in Context

From the intermediate grades on, reading becomes the principal language experience for enlarging children's vocabulary (Cunningham & Stanovich, 1998). Incorporating vocabulary instruction into reading is thus an ideal way to teach new words. The National Reading Panel asserts that vocabulary instruction should be incorporated into reading instruction and that lessons should include direct instruction of vocabulary items required for the specific text (NRP 2000, p. 4-24). Research identifies that when words and easy-to-understand explanations are introduced in context, knowledge of those words increases (Biemiller & Boote, 2006) and word meanings are better learned (Stahl & Fairbanks, 1986). In Take Aim, students read high-interest, nonfiction stories along with a narrator. Students read each story three times; during the second and third readings, they learn the target words in the context of the story. These target words are defined using student-friendly terminology. Students also complete exercises that give additional contextual support, such as reading each definition along with a clarifying sentence and answering questions that use target words in new contexts.

### Student-Friendly Definitions

For students to fully understand the meanings of words, they must understand the terms used to define the words. "Student-friendly" definitions are definitions that characterize the word and how it is used and explain the meaning of the word in everyday language (Graves, 2009). Research shows that such carefully worded definitions enhance word understanding (McKeown, 1993). All target words in Take Aim include student-friendly definitions and clarifying sentences.

## Multiple Exposures to Target Words

A student's likelihood of learning a word increases each time s/he encounters and experiences the word. Word meanings are acquired incrementally over time, and children require multiple exposures to learn a word's meaning (Fukkink & de Glopper, 1999; Stahl, 2003). In Take Aim, students encounter each target word in several instances. They encounter the word each time they read the story, the definition, and the clarifying sentence. They also answer several questions that use the target words and complete activities related to each word.

## Multiple Contexts for Target Words

Vocabulary instruction should aim to engage students in actively thinking about word meanings, the relationships among words, and how we can use words in different situations. This type of rich, deep instruction is most likely to influence comprehension (Graves, 2006; McKeown & Beck, 2004). In Take Aim, students experience each target word several times in multiple contexts. In each unit, students read a clarifying sentence about each target word, sketch each word, apply target words to a specific situation through enrichment activities, and answer questions about each word. In addition, Read Naturally wrote the Take Aim stories in sets of four, around a theme, to increase the likelihood that students experience the words and their meanings in several contexts. Furthermore, over half of the target words in Take Aim appear in stories besides the ones in which they are explicitly taught. These multiple contexts support the rich instruction likely to boost comprehension.

## Semantic Mapping

The use of semantic mapping is another method for providing rich instruction of vocabulary. Semantic maps help students develop connections among words and increase learning of vocabulary words (Baumann, Kame'enui, & Ash, 2003; Heimlich & Pittleman, 1986). 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

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Research provides evidence that teaching specific strategies can help students develop vocabulary independently. These strategies will not only help students figure out the meanings of target words, but students can transfer these strategies to unknown words they encounter in the future. These strategies are as follows:

- Using context clues
- Analyzing word parts
- Using a dictionary or glossary

## Using Context Clues

When students learn how to use context clues to their advantage, they are better equipped to deduce the meanings of unknown words. According to researchers, the ability to use contextual information can produce substantial, long-term growth in vocabulary (Nagy & Anderson, 1985), and even a small improvement in the ability to use context has the potential to produce this growth (Baumann, Edwards, Boland, Olejnik, & Kame'enui, 2003). Because context clues play such a crucial role in word learning, each story in Take Aim includes an audio-supported mini-lesson that teaches students to use context clues to arrive at a target word's meaning.



## Analyzing Word Parts

The ability to analyze word parts is another strategy that helps students when faced with unknown vocabulary. If students know the meanings of root words and affixes, they are more likely to understand a word containing these word parts. Explicit instruction in word parts includes teaching meanings of word parts and disassembling and reassembling words to derive meaning (Baumann, Edwards, Font, Tereshinski, Kame'enui, & Olejnik, 2002; Baumann, Edwards, Boland, Olejnik, & Kame'enui, 2003; Graves, 2004). Take Aim teaches roots or affixes through activities and audio-supported lessons that guide students through the process of using word parts to figure out the meanings of new words.

## Using a Dictionary or Glossary

Students commonly come across unfamiliar words in texts. Using a dictionary or glossary is another way to confirm and further develop word knowledge (Graves, 2006). However, research demonstrates that correctly interpreting dictionary definitions is challenging for many students (Miller & Gildea, 1987). Each Take Aim unit includes an illustrated, audio-supported glossary of all of the target words plus additional challenging words in the unit. Definitions are student-friendly, and most terms include clarifying sentences. Students are taught to reference this glossary each time they encounter an unknown word.

## Learning Principles

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The use of recognized learning principles increases all types of learning, including vocabulary. These principles include the following:

- Active engagement
- Deep processing

## Active Engagement

For maximum results, a program should utilize a variety of methods that incorporate active engagement with the material (NRP 2000, p. 4-27). To keep students actively engaged, Take Aim incorporates many motivating activities. Examples include high-interest stories, graphs for monitoring progress, hink pinks and crossword puzzles, and sketching and mapping activities.

## Deep Processing

Students learn best when instruction allows them to deeply process the information ( Craik & Lockhart, 1972). To encourage thorough word learning, the activities in Take Aim provide multiple opportunities for deep processing of the words. The audio-supported lessons engage both auditory and visual senses. Students approach each target word using several senses as well—not only do they answer questions about each target word, but they also listen to the words, say them, sketch them, and map them.

## **Intermediate Grade-Level Achievement**

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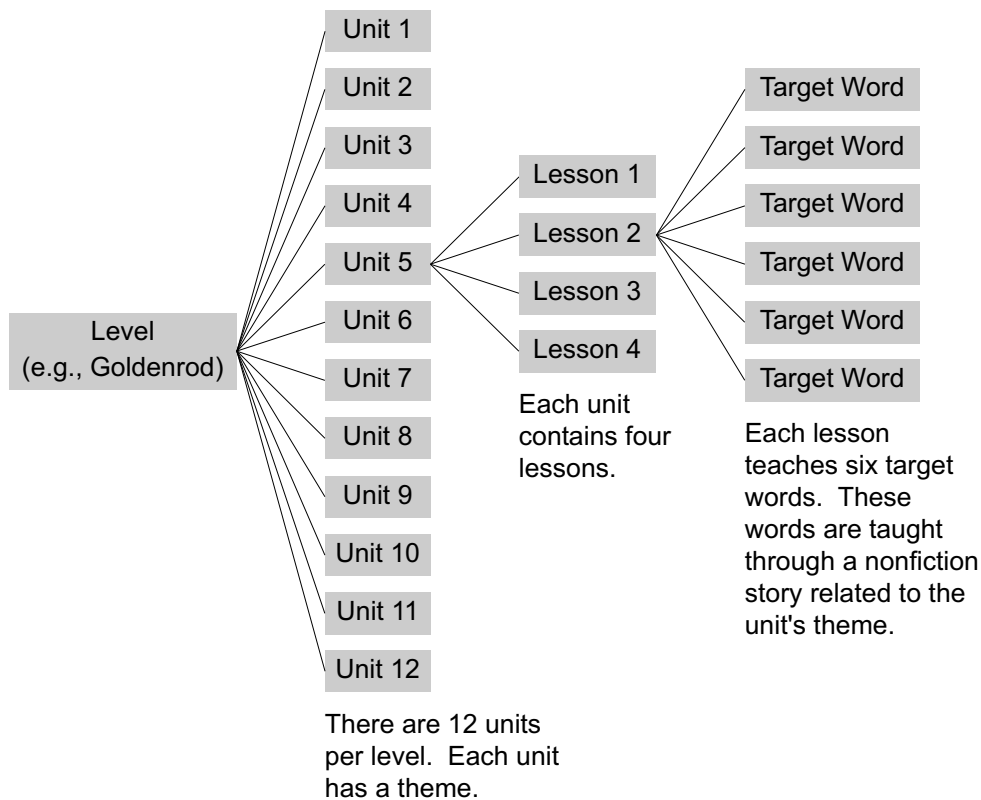
Vocabulary instruction is likely to benefit students of any age, but research suggests that instruction is particularly important in the intermediate grades. Children with smaller vocabularies tend to fall significantly behind in grade four, and that decline accelerates in grades five and six as curriculum starts to include more abstract, academic, literary, and less-common words (Chall, Jacobs, & Baldwin, 1990). Take Aim supports intermediate grade students in developing the vocabulary skills necessary to read grade-level materials. The materials in Take Aim were developed for students who can read at a fourth-grade level and above.

# Overview of the Take Aim Program

Take Aim at Vocabulary™ teaches high-quality words within the context of related, high-interest, nonfiction stories and then deepens understanding of these words through repeated exposure and supporting activities. It was designed for small-group instruction and also works well as a station activity.

Each Take Aim level includes 12 themed units. Each of these units includes four lessons related to the unit's theme. Each lesson teaches six target vocabulary words. Lessons include stories and corresponding vocabulary activities. Students who work through all 12 units in a Take Aim level will learn 288 high-quality vocabulary words through 48 stories and numerous activities.

The following diagram illustrates the components of a Take Aim level.



## Procedure Overview

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The following is an overview of how students use the Take Aim program to develop vocabulary. The Implementing the Steps section of this manual provides more details on this procedure.

First, the student selects one of the 12 Take Aim units at his/her level and takes a unit pretest. The pretest identifies how many of the unit's target words the student already knows and how many s/he will need to learn. The student then graphs his/her pretest score to establish a baseline for progress monitoring.

Then the student works through each of the four lessons in the unit. Each lesson teaches six target words. For each lesson:

- The student reads the target words with an audio recording. Then s/he reads the story three times with an audio recording. During two of the story read-alongs, the target words are defined in context.
- The student completes activities related to the story and target words. These activities promote comprehension of the story and deepen the student's understanding of the target words.
- The student completes a word puzzle to self-correct his/her comprehension questions and vocabulary activities. When s/he completes all components correctly, s/he moves on to the next lesson.

At the end of the four lessons, the student completes additional vocabulary activities that pertain to all words in the unit. S/he then studies the target words to solidify understanding. Then the student takes a unit posttest to see how many words s/he gained. The student graphs the posttest score on the same graph as his/her pretest score, which shows proof of progress.

Students requiring extra work to master the target words may complete additional exercises before moving on to the next unit. When the student's understanding of all 24 target words is solidified, s/he may retake the posttest. After passing the posttest, the student moves on to another unit in the level.

## Overview of Teacher Responsibilities

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Take Aim is designed so that students can work through each lesson independently. However, you will need to monitor students' performance and determine when they are ready to move from one lesson to the next. Preparation is necessary to make sure students are trained properly and the program runs smoothly. Major teacher responsibilities include the following:

- Planning and setting up
- Determining who can benefit from Take Aim
- Implementing the Take Aim steps
- Monitoring student performance
- Adapting the Take Aim program
- Communicating with parents/guardians
- Extending the vocabulary learning

# Planning and Setting Up

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Effective implementation of the Take Aim at Vocabulary™ program requires proper planning and setup, which involves preparing a schedule, choosing a setting, and gathering materials.

## Preparing a Schedule

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Each lesson in a unit normally takes a student about 45 minutes to complete. However, students who do not complete a lesson within a single class period should have no trouble stopping mid-lesson and resuming the lesson later. There are four lessons and various additional activities per unit, so each unit will take several days to complete. Read Naturally recommends using Take Aim five days a week in periods of 30–45 minutes each day.

## Choosing a Setting

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Take Aim works well in a variety of settings, including reading labs, resource rooms, classrooms, or as part of extended day programs.

### Reading Lab / Resource Room

Students come to a reading lab or resource room to work with a teacher on reading. Part of the instruction includes vocabulary development.

### Classroom

The classroom teacher sets up a Take Aim station in the classroom. While most of the students in the room read quietly or work on projects independently, some students improve their vocabulary by working at the Take Aim station.

### Extended Day

Teachers, parents, community education staff, or other volunteers can offer a Take Aim class before or after school. The instructor(s) can set up the station prior to class and take it down afterwards.

## Gathering Materials

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Before implementing the Take Aim program, you need to make sure you have the necessary materials. Use the lists below to help gather the materials you will need.

Program Materials	Additional Materials	Optional Materials
Teacher's Manual	Audio CD players	Red and green pouches
Unit textbooks	Earphones	Reading guides
Audio CDs	Student folders	File folders
Blackline Master Books One and Two	Crayons/colored pencils	
Storage box	Timers	
Divider tabs		

**Note:** The program materials are required to use Take Aim and are included in the program. The additional materials are also required and are available through Read Naturally. The optional materials are recommended but not required. These are also available through Read Naturally. For more information on any of these items, visit the Read Naturally website ([www.readnaturally.com](http://www.readnaturally.com)).

The pages that follow give a detailed explanation of each of the materials listed. The Determining Who Can Benefit, Implementing the Steps, and Lesson Plan sections of this manual describe how to use these materials with students.

### Program Materials

Take Aim includes the following materials:

#### Teacher's Manual

This manual includes information necessary to ensure proper use of the Take Aim program and lesson plans for teaching students how to use Take Aim. It also includes blackline masters of additional materials needed to train students in using the program. These training materials include the following:

##### **Amazing Ants Training Unit: Textbook, Student Packet, and Answer Key**

The training unit is a shortened version of a normal Take Aim unit. It teaches fewer target words and includes one lesson instead of four. To train students, you will photocopy blackline masters of the Amazing Ants textbook, student packet, and answer key. These materials are located in the appendix of this teacher's manual. The Lesson Plan section of this teacher's manual provides a script for how to use these materials.

##### **Optional Training Blackline Masters**

These optional blackline masters provide activities to do while training students in certain steps of the program. You can make these blackline masters into transparencies or worksheets, or you can recreate the content on a whiteboard or chalkboard.

## Unit Textbooks

The 12 unit textbooks in each Take Aim level are meant to be reused, so students should not write in them. Unit textbooks are organized as follows:

### Title Page

The title page of the unit textbook lists all 24 target words taught in the unit. This page also includes a picture from each lesson in the unit and a table of contents.

### Lessons 1–4

Each of the four lessons in a unit textbook teaches six target words. These six target words are listed at the beginning of the lesson.

Each lesson features a high-interest, nonfiction story that appears in the lesson three times. The first time the story appears, all of the target words, plus an additional vocabulary word taught in the lesson, are bolded. All target words and several other challenging words in the lesson are labeled with superscript track numbers, which indicate that the glossary defines these words.

The second time the story appears, three of the target words are defined in context. The third time the story appears, the remaining target words are defined in context.

Each lesson includes comprehension questions about the story, a mini-glossary of the target words from the lesson, vocabulary questions to deepen the students' knowledge of the target words, and open-ended enrichment questions that invite students to apply the target words to their own experiences. Each lesson also includes either audio-supported instruction and applicable questions about word parts (prefixes, suffixes, or roots), or questions that review words taught in previous lessons.

**Note:** Due to the nature of the Take Aim program, students must complete the four lessons in order.

### Glossary

An illustrated, audio-supported glossary at the back of each unit textbook defines challenging words in the unit. The glossary states definitions in complete sentences, which are easier for students to process. To further illustrate each word's meaning, a clarifying sample sentence follows most definitions.

### Audio CDs

Each unit textbook has a corresponding audio CD. The CD features three recordings of each story in the unit, which correspond to the three appearances of the story in each lesson. The CD also includes all target words and their definitions, all glossary words and their definitions, additional vocabulary lessons, and instructions. Superscript track numbers throughout the unit textbook indicate which sections or words have audio support.

## **Blackline Master Books One and Two**

Each Take Aim level comes with two blackline master books that contain all reproducible items necessary for students to work in the program. The sections below describe these reproducible items.

**Note:** The appendix of this teacher's manual contains the blackline masters necessary for training. These training materials are not included in the blackline master books.

**Blackline Master Book One** includes blacklines for the following:

- Level Assessment
- End-of-Level Assessment
- Assessment Answer Key
- Unit Pretest Answer Key
- Target Graphs Sheet
- Unit Steps List
- Parent Letter
- Scores Summary
- Level Word Lists
- Laudable Lexicologist Bookmarks
- Laudable Lexicologist Award
- Student Packets for Units 1–5
- Answer Keys for Units 1–5

**Blackline Master Book Two** includes blacklines for the following:

- Student Packets for Units 6–12
- Answer Keys for Units 6–12

Each item in the blackline masters books is described below.

### **Level Assessment**

The level assessment tests students on a random selection of words from all 12 units in a level. This assessment can help you determine which students may benefit from working in a specific level of Take Aim. Please refer to the Determining Who Can Benefit section of this manual for more information on how to use this test.

### **End-of-Level Assessment**

The end-of-level assessment is the same as the level assessment, but the test items appear in a different order. You may administer the end-of-level assessment after the student completes an entire level (all 12 units) of Take Aim. Then you can compare the student's score on the level assessment with his/her score on the end-of-level assessment to measure gains.

### **Assessment Answer Key**

You will use this answer key to correct the level assessment and end-of-level assessment.



## **Unit Pretest Answer Key**

This two-page answer key contains the answers to the unit pretests only. Students will use this answer key to correct their pretests. You may want to copy the unit pretest answer key pages back-to-back and laminate copies that you keep in a central location.

## **Target Graphs Sheet**

A target graphs sheet includes a separate graph for each unit in the level. Students use these graphs to record pretest and posttest scores for each unit and to measure progress.

## **Unit Steps List**

This page lists all the steps a student follows as s/he works through a unit of Take Aim. Students can refer to this list as they are learning the steps.

## **Parent Letter**

A parent letter explains the Take Aim program and keeps parents/guardians involved in the learning process. You may photocopy this letter to send home when students begin working in Take Aim.

## **Scores Summary**

The scores summary is a worksheet you can use to track students' scores on pretests, posttests, and activities. You can keep a copy of the scores summary in each student's folder and mark the student's scores as you check him/her out of each lesson and unit. This summary keeps information that is valuable as you monitor students' progress and prepare for conferences. For more information on how to use the scores summary, see the Monitoring Student Performance section of this manual.

## **Level Word Lists**

The level word lists are lists of all target words taught in the level, organized by unit. Give students additional exposure to the target words by hanging the lists in your classroom and using the target words in classroom conversation as frequently as possible. You can also use these lists, along with the Laudable Lexicologist bookmark sheets, to create bookmark awards for students each time they complete a unit.

## **Laudable Lexicologist Bookmarks**

You may photocopy the Laudable Lexicologist bookmark sheets to the backs of the level word list sheets to create bookmark awards for students. Each time a student completes a unit, you may reward him/her with a bookmark that lists all the words s/he learned in the unit. You may also send his/her student packet home with a bookmark attached to the cover. After the student completes four units, you may send home the Laudable Lexicologist award along with the packets and bookmark.

## **Laudable Lexicologist Award**

This award helps keep parents involved in the learning process. After a student completes four units in a level, you can send a Laudable Lexicologist award home with his/her student packets. The student can discuss the vocabulary words s/he learned with his/her parents and return the tear-off portion of the award signed by the parent.

## Student Packets

Each unit textbook has a corresponding student packet in one of the blackline master books. Teachers use these blackline masters to create packets in which students record their answers to the unit activities. Each student packet is organized as follows:

- *Unit Pretest (page 1)*

The first page of the student packet is a unit pretest. The pretest is a matching test consisting of the 24 target words taught in the unit.

- *Lesson Worksheets (pages 2–5)*

The next four pages of the student packet are the lesson worksheets. On these pages, the student records practice reads, writes answers to the questions, and completes activities pertaining to each lesson.

- *Unit Activities (page 6)*

After the student completes the four lessons, s/he works on word mapping activities that reinforce understanding of the target words.

- *Unit Posttest (page 7)*

The last required page of each student packet is the unit posttest. The posttest is a matching test consisting of the 24 target words taught in the unit. Test items are the same as in the pretest, but they appear in a different order.

- *Additional Unit Activities (pages 9–12)*

The end of each student packet has additional activities for the unit. These optional activities include a crossword, an activity that offers students the opportunity to compare information from the four stories in the unit, questions that extend the meanings of the target words, and flashcards. Please note that page 8 of the student packet is left blank so that students have additional space to write their answers to the enrichment questions found in the student textbook.

## Answer Keys

The last pages of Blackline Master Books One and Two contain two-page answer keys for each of the units. These answer keys list answers for all activities the student may complete while working in the unit, including pretests, posttests, multiple-choice and written-response questions, hink pinks, and the crossword.

**Note:** Teachers will use these answer keys to check students out of each lesson and unit. Students may correct their own pretests using the unit pretest answer key.

## Storage Box

The Take Aim storage box is a convenient place to store unit textbooks, photocopies of student packets, and additional blackline masters (target graph sheets, unit steps lists, etc.). The lid of the box becomes a second storage container.

## Divider Tabs

Divider tabs will help you organize the photocopies of student packets. You can run off several student packets for each unit. When you store these packets in the storage box, you can use the divider tabs to separate them according to unit.

## Additional Materials

The following additional materials are required for Take Aim.

### Audio CD players

Each student needs access to an audio CD player and must be able to work on this equipment alone. Ideally, each student would have a CD player at his or her workstation. You will need a power source for each audio CD player, such as regular or rechargeable batteries, or an AC adaptor.

### Earphones

Earphones are very important for ensuring that students hear the audio recordings clearly. Earphones also reduce the sounds of the other students reading along with the audio.

### Student Folders

Each student will need a folder for storing his/her target graph sheet, unit steps list, scores summary, and the student packet in which s/he is working.

### Crayons/Colored Pencils

Students use crayons or colored pencils to mark pretest and posttest scores on their target graphs. Using one color for the pretest and another color for the posttest helps students and teachers to quickly identify the amount of progress being made. Although students can use any colors, blue for the pretest and red for the posttest works well. Read Naturally offers pencils that are blue on one end and red on the other.

### Timers

All pretests and posttests are timed. Read Naturally recommends having enough timers available so that each student can time him/herself on the unit pretests and posttests. In most situations, six students can share two timers.

Choose digital timers that do not count down the seconds. Having a countdown tempts students to take their eyes off the page to check the time. The timers must have an audio signal to indicate when the time is up. Read Naturally offers timers that meet these requirements, as described below.

Timer	Description
<b>The Standard Electronic Timer</b>	Can be set for any number of minutes and beeps after the set number of minutes has elapsed
<b>The Words-Per-Minute Timer</b>	Can be set for any number of minutes and beeps softly after each minute Calculates students' words per minute whether they are reading for a specific length of time or an entire story

**Note:** For motivational purposes, you may also want some students to time themselves for fluency scores on the Read to Master step (Section F) of each lesson. The Adapting the Program section of this manual gives more details about this option.

## Optional Materials

### Red and Green Pouches

Red and green pouches are pouches that are red on one side and green on the other. Students turn the green side up when they are working and do not need assistance (i.e., the teacher can "go"). They turn the red side up to signal that they need assistance (i.e., the teacher should "stop"). Students can also keep their pencils/crayons and reading guides in the pouches.

### Reading Guides

Reading guides are transparent pieces of plastic with a straight edge that students can use to help their eyes track words across a line of text. Read Naturally offers reading guides made of sturdy, blue-tinted plastic to reduce glare.

## Tips for Caring for Materials

### Care of Audio CDs

If you notice problems with the sound of your audio CDs or if some of the tracks skip, they are most likely dirty or scratched. Cleaning your CDs will usually improve the sound and help prevent skipping. Cleaning your CD players will help prevent CDs from becoming dirty or scratched. Computer or electronics stores sell CD and CD player cleaning kits.

The following tips will help you care for your CDs:

- Store CDs in their albums, face (label side) up.
- Teach students to handle CDs by their edges to avoid getting fingerprints or dirt on them.
- Teach students to keep CDs in the albums or in the CD players. Students should not set CDs down on top of the players or anywhere they may become dirty or scratched.
- If a CD skips or the sound drops out, you may purchase CD repair kits that let you buff out minor scratches. You can find these kits at office supply stores.

### Care of CD Players

To ensure that your CD players keep working properly, you may need to clean the laser lens occasionally. Follow the steps below to clean the laser lens of your CD player:

1. Make sure the CD player is unplugged or turned off, and open the top.
2. Saturate a cotton swab with isopropyl alcohol.
3. Locate the laser lens. It looks like a small glass bubble about  $\frac{1}{4}$  inch in diameter.
4. Use the cotton swab to gently brush the lens in a circular motion for about ten seconds.
5. Allow at least ten minutes for the lens to dry before you close the top of the CD player.

# Determining Who Can Benefit

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Students who need explicit instruction to enrich their reading vocabulary can benefit from the Take Aim at Vocabulary™ program. However, you will need to make sure the level of material is appropriate.

When determining which students will use a specific Take Aim level, consider the following:

- Can the student read the level of material?
- Does the student lack an understanding of most target words taught in the level?

## **Requirement One: Student Can Read the Level of Material**

To work in Take Aim, a student must be able to read the stories in the level. For example, the Goldenrod level was written for students who can read at a fourth grade level or higher, so students working in Goldenrod must be able to read at this level. If you are unsure whether or not a student meets this requirement, have the student try reading a story from the level. Use your judgment of the student's performance to determine if the Take Aim materials are appropriate. You may also use other information to guide you in your decision, such as the student's performance in the classroom, scores on informal assessments, and standardized test data. Another option is to give the student a Take Aim unit to work through and see how s/he does.

## **Requirement Two: Student Lacks an Understanding of Most Target Words**

If a student meets the first requirement, you also need to make sure the student will benefit from studying the words taught in the level. If the student lacks understanding of many of the target words in a level, s/he will benefit from working in that level.

To test the student's prior knowledge of the target words taught in a Take Aim level, read through a sampling of the words in the level with the student, and get a general sense of his/her knowledge. You may also administer the level assessment test that is included in Blackline Master Book One. For this test, students match 24 target words with their definitions. These 24 target words were drawn randomly from all the units in the level. If the student's score indicates that s/he lacks a solid understanding of many of these words, the level is likely appropriate.

## **Administering the Level Assessment**

---

Follow these steps to administer the level assessment:

1. Place a copy of the level assessment in front of the student.
2. Explain the assessment to the student. Remind him/her not to guess if s/he does not know an answer. S/he should fill in the blank with a question mark if s/he is unsure.
3. Set the timer for six minutes, and start it when the student begins working.
4. When the timer sounds, instruct the student to stop.
5. Correct the test using the assessment answer key.

## **Administering the End-of-Level Assessment**

---

You can administer the end-of-level assessment after the student finishes all 12 units of the Take Aim level. You will administer this assessment using the steps listed above. The test items on the end-of-level assessment are identical to those on the level assessment, but questions appear in a different order. You can compare the student's score on the level assessment to his/her score on the end-of-level assessment to measure the progress s/he made by working through the level.

# Implementing the Steps

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This section provides information about each step of the Take Aim at Vocabulary™ program and includes helpful ideas and tips for implementing them.

When working in a Take Aim unit, students will perform the following steps:

1. Take unit pretest, and mark target graph
2. Complete lessons 1–4
3. Complete unit activities
4. Study target words
5. Take unit posttest, and mark target graph

For additional vocabulary support, students may complete the following optional steps:

Optional: Complete additional unit activities

Optional: Retake unit posttest, and re-mark target graph

## Step 1. Take Unit Pretest, and Mark Target Graph

---

The student begins each unit by taking a timed pretest in which s/he matches the unit's target words with their definitions. The unit pretest provides a baseline for progress monitoring, showing the number of words the student already knows and the number s/he needs to learn.

For this step, the student will complete the following procedure:

1. Set the timer for six minutes.
2. Take the pretest. The target words in the pretest are grouped into three sections. The student should attempt each section. S/he will stop when six minutes is up.

**Important!** For the pretest to be an accurate measure of how many words the student truly understands, s/he should only answer the questions s/he knows. The student should write a question mark in the blank for any test item about which s/he is unsure.

3. Get the unit pretest answer key, and correct the pretest.
4. Record the number correct on the line marked "Pretest number correct."
5. On the target graph sheet, write the name of the unit. Fill in one box for each correct answer. At the end of the unit, the student will mark his/her posttest score on the same graph, using a different color, which will show evidence of progress.

**Important!** If a student does extremely well on a unit pretest, answering most or all of the questions correctly without guessing, have the student alert you. You may consider allowing the student to skip that unit.

## Step 2. Lessons 1–4

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After the pretest step, the student works through the four lessons in the unit. Each lesson contains 11 sections, labeled A through K. The student will complete sections A–J using the unit textbook, audio CD, and student packet; section K requires only the student packet.

The sections in each lesson are as follows:

### A. Read the Target Words

This pre-reading activity introduces the student to the six target words taught in the lesson. The student reads each target word along with the CD as the narrator models correct pronunciation. After completing this section, the student makes a checkmark next to Section A on his/her student packet.

### B. Read the Story

The student reads the story along with an audio recording. This step introduces the student to the story while helping the student learn to read unknown words and encouraging proper pronunciation, expression, and phrasing. The student should quietly subvocalize while reading.

### C. Read to Understand Target Words

The student reads the story again along with the CD. During this read-along, three of the lesson's six target words are defined immediately after they appear in the story. To help students differentiate between the story and the definitions, a different voice reads the definitions. Having a word defined immediately after it is encountered in text helps the student gain an understanding of the word in context.

### D. Use Context Clues

The audio leads the student through the process of figuring out the meaning of a target word using context clues. This mini-lesson points out the context clues around a target word and helps the student use these clues to decipher the target word's meaning. This step teaches students to use the information they do know to figure out the meanings of words they don't know—a strategy that will help them when they encounter unknown words in the future.

### E. Read to Understand More Target Words

The student reads the story along with the audio for a third time. During this read-along, the remaining three target words are defined in context. The student notes the meaning of the target word that s/he figured out using context clues in the previous step.

### F. Read to Master

The student practices reading the story orally, without audio support, until s/he can read it well. Reading the story several times helps the student deepen his/her understanding of the target words while building fluency and confidence. The student checks off each practice read in Section F of his/her student packet. Most students will practice three times, but some may require more or less practice.

**Note:** For details on using this step to support fluency development, see the Adapting the Program section of this manual.



## **G. Answer the Comprehension Questions**

The student answers four multiple-choice comprehension questions about the story and records his/her answers in the student packet. Whenever possible, target words appear in the questions and answer choices to provide additional exposure to these words in context. The questions follow a specific format:

- The first question asks for the main idea of the story. The main idea question requires the student to determine what the story is mostly about.
- The second question asks about a detail in the story. The detail question requires the student to read text carefully.
- The third question asks the student to define a word from the story. The word is a difficult vocabulary word that is not a target word. This question requires the student to use context clues surrounding the word to figure out the definition.
- The fourth question asks the student to make an inference. This question requires the student to look for clues in the story and draw inferences about facts or ideas not explicitly stated.

## **H. Sketch Target Words**

For each target word in the lesson, the student reads the definition along with the CD. Then, in the student packet, the student sketches a quick picture or writes a phrase that shows what the word means to him/her. This activity helps tie the student's understanding of the word to his/her personal experience and helps the student remember what the word means.

## **I. Clarify Target Words**

The student answers multiple-choice vocabulary questions about each of the lesson's six target words. Whenever possible, these questions go beyond the direct definitions of the target words and require students to use their knowledge of each word's meaning to determine the correct answer. Also, the questions often provide additional insight into the meanings of the words and expose students to another rich context. The student records his/her answers in the student packet.

## **J. Study Word Parts / Review Target Words**

In the first lesson in each unit, Section J teaches a word part (prefix, suffix, or root). The student listens and responds to the audio to learn the root or affix. Then the student answers four multiple-choice questions based on that root or affix and records his/her answers in the student packet. This step teaches the student about word parts and how they provide clues about a word's meaning. This skill will help the student surmise the meanings of unknown words that s/he encounters in the future.

In the second, third, and fourth lessons, Section J reviews target words taught in the previous lessons. These multiple-choice review questions are similar to the questions that appear in Section I (Clarify Target Words). This step provides additional exposure to the target words in new contexts and provides a review of the words learned in previous lessons. Additionally, one question in Section J (usually in the third lesson) tests the affix/root that the student learned in the unit's first lesson.

## K. Check the Hink Pink

A hink pink is a rhyming word puzzle. Words in the first part of the sentence are synonyms for words in the second part, and the words in the second part rhyme (e.g., "A humorous rabbit is a funny bunny"). A hink pink has one-syllable words that rhyme; a hinky pinky has two-syllable words that rhyme; and a hinkity pinkity has three-syllable words that rhyme.

The student completes a hink pink puzzle in the student packet to confirm that s/he has answered the questions correctly. Students use their answers from Sections G, I, and J to fill in the blanks for the hink pink. If their choices are correct, the hink pink will make sense (i.e., the words in the first part of the sentence will be synonyms for the words in the second part of the sentence, and the words in the second part of the sentence will rhyme). If the hink pink does not make sense, the student needs to go back and re-do some of the questions. The hink pink is a fun, motivating way for students to answer and score their questions, and it also teaches them synonyms and additional vocabulary words.

The hink pink is intended to enable students to self-correct their work. However, some students may require teacher assistance for this step. Train your students to alert you if they need help on the hink pink. Then you can use the unit answer key to circle the student's incorrect answers and instruct the student to answer those questions again. The student should work independently on correcting his/her mistakes.

### Enrichment: Apply the Target Words

This optional enrichment activity invites students to use the target words to describe examples or events from their own experience. Students can write their answers to these questions on the blank page in their student packets (page 8). Students may work on these questions as they wait for you to do the lesson checkout.

### Lesson Checkout

During the lesson checkout, you determine if a student is ready to move on to the next lesson in the unit. To move on to the next lesson, the student must be able to read the target words aloud, read the story fluently, and define the target words. S/he must also have answered the questions correctly. A correct hink pink usually indicates correct answers.

Use the bull's-eye checklist in the upper-right corner of the student's lesson worksheet page to mark each item that the student completed correctly. You should use the unit answer key to correct the activities. When the student defines the words for you, s/he may discuss his/her pictures of the target words or orally define each word without referring to the textbook.

When the student gets all four checkmarks, s/he gets a bull's-eye for that lesson. Then s/he is ready to move on to the next lesson in the unit.

**Note:** When you correct students' work, use the scores summary sheet to track the student's question responses and determine if s/he is struggling with a specific type of question. Then you can work with the student on this type of question. You can also track the student's performance on the four items required for the student to check out of the lesson (read target words, read story fluently, defined target words, completed activities). The Monitoring Student Performance section of this manual provides more details on using this form, and the Adapting the Program section provides tips for working with students who struggle with questions.

## Step 3. Complete Unit Activities

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### Analyze Target Words

After completing all four lessons in a unit, the student works on semantic mapping activities that use target words. This section is called Analyze Target Words. The semantic mapping activities in this section teach students to associate new words with familiar words and also develop knowledge of synonyms, antonyms, and parts of speech. The activities in this section vary slightly from one unit to the next.

The types of semantic mapping activities in Take Aim units are as follows:

#### Group by Meaning

This activity includes three boxes, each of which has a target word as its heading. The student must choose from a list of words related to these three target words and place each word from the list in the appropriate box.

#### Group by Part of Speech

This activity includes two boxes, each of which has a part of speech as its heading. The student must choose from a list of target words and use knowledge of the target words' parts of speech to place each word in the appropriate box.

#### Map Target Words

This activity includes a diagram with a target word in the center. In four spaces around the center, the student must write a synonym for the target word, an antonym for the target word, one thing that is an example of the target word, and one thing that is not an example of the target word.

#### Associate Target Words

This activity includes a diagram with a word or phrase in the center oval. In ovals attached to the center, the student is given one or two examples of words that are associated with the center word or phrase. In the empty ovals, the student must write three or four other words that can be associated with the center word or phrase.

**Note:** You may correct the student's answers to the Analyze Target Words while you correct the student's posttest. You can check off that the student completed each activity on the lines at the top of the Analyze Target Words page.

### Optional Unit Activities

After completing the Analyze Target Words section, the student should study for the posttest or work on optional unit activities, which include a crossword, open-ended questions, and flashcards. These activities are described in more detail in the Optional Step: Complete Additional Unit Activities section of this manual.

## Step 4. Study Target Words

---

Next, the student should go back and study all the target words taught in the unit. It is important for the student to study the words carefully. Studying will increase the likelihood that the student will learn the target words and succeed on the posttest. Success on the posttest will motivate the student to continue to the next unit with enthusiasm.

To study, students may do some or all of the following:

- Go back to Section H for each lesson, study the sketches, and carefully read through each word and definition. (You may determine whether or not the student should use the audio support.)
- Use the flashcards provided in the student packet.
- Complete the crossword.
- Complete the Compare the Lessons and Extend Target Words activities in the student packet.
- Complete the Enrichment: Apply the Target Words questions in the unit textbook. (Students may write responses on the blank page (page 8) in the student packet.)
- Use the glossary to review the target words.

Students should not take the posttest until they feel that they have put in sufficient study time and have a good understanding of each target word.

## Step 5. Take Unit Posttest, and Mark Target Graph

---

After studying the target words, the student is ready to take the unit posttest. The unit posttest is the same as the unit pretest, but the test items are arranged in a different order. The posttest shows evidence of progress by measuring the number of words the student gained by working through the unit.

As in the pretest, the student has six minutes to complete the posttest. Unlike the pretest, the student will not correct his/her own posttest. You will correct the unit posttest using the unit answer key and then record the posttest score on the line at the bottom of the posttest page.

**Note:** You may also correct the student's answers to the Analyze Target Words questions, or any additional questions, at this time.

After you correct the unit posttest, the student graphs the score on the same graph s/he used to mark the unit pretest score. This time, the student uses a different color. Then the student compares the posttest score with the pretest score to see progress made by working through the unit. Over time, the student can also compare target graphs from unit to unit.

If a student scores well on the posttest, s/he can move on to a new unit. If a student does not score well on the unit posttest, s/he should complete one or more of the additional activities described in the next section and then retake the test.

## **Optional Step: Complete Additional Unit Activities**

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The student packet includes a variety of additional unit activities. These activities are not required for all students. However, you may want to include one or two in the student's packet. Students who score poorly on the posttest should be required to complete one or more of these activities.

These activities are also helpful for reviewing words the student learned in Take Aim units s/he previously completed. In the student's current student packet, you may include one or two additional unit activities from previous Take Aim units. For example, if the student is currently working in unit 6 and has completed unit 5, include some unit 5 activities in the student's unit 6 packet.

Ways to use these activities include the following:

- Assign one or more of the activities (either from the student's current unit or from previous units) for the student to complete as homework.
- Have the student work on these activities while waiting for teacher assistance at the lesson checkout step.
- Have the student work on one or more of these activities while studying for the posttest.

The optional unit activities include the following:

### **Crossword**

The crossword uses all of the target words from the unit, plus a word containing the affix or root taught in the first lesson.

### **Compare Lessons**

These four comprehension questions encourage students to pull together ideas from two or more lessons in the unit. Though these questions don't explicitly test target words in most cases, students must have a good grasp of the target words to answer them.

### **Extend the Target Words**

This activity shows students four examples of a relationship between a target word and another word that uses the same root (e.g., respond and response). The student must transfer knowledge of the target words in order to answer these questions.

### **Flashcards**

Students may use these flashcards to study all the target words taught in the unit. Flashcards may be especially helpful when preparing for the unit posttest.

## **Optional Step: Retake Unit Posttest, and Re-mark Target Graph**

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If the student does not score well on the posttest the first time, s/he may retake it when ready. To prepare, the student should complete the additional unit activities and continue to study the target words. Then the student can retake the posttest and mark the new score on his/her target graph in a new color.

# Key Features of a Take Aim Lesson

The following pages highlight some of the key features of the materials in the Take Aim at Vocabulary™ program. You may find it helpful to review this section before introducing the program to students.

## Unit Textbook: Cover and Title Page

The number of arrows on the spine of each cover indicates the unit number.

The cover of each unit textbook includes the level, the unit number, the title of the unit, and a picture from one of the stories.

The title page of the unit textbook includes the level, the unit number, the title of the unit, a picture from each lesson, an alphabetical list of all 24 target words taught in the unit, and a table of contents.

**Goldenrod Level, Unit 3**  
**Ancient Egyptians**  
 Textbook

archeologists • arduous • culture • deteriorated • enabled • coded  
 exposure • exquisite • fascinated • hypotheses • illustrations • inductes

insights • looted • motive • obvious • preserved • prior  
 promoted • proximity • representation • symbol • triumphing • unearthed

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 Take Aim! at Vocabulary – Goldenrod Level

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Ancient Egyptians – Unit 3

**Tut's Treasures**

**A. Read the Target Words<sup>1</sup>**

archeologists    exquisite    fascinated    illustrations    insights    looted

**B. Read the Story<sup>2</sup>**

**Tut's Treasures**

By the 1920s, **archeologists<sup>7</sup>** had found many tombs<sup>71</sup> in Egypt. They had even found the treasures<sup>73</sup> in the tombs. Yet archeologists thought finding more was unlikely. Thieves had looted most of the treasures long before archeologists had found the tombs. An archeologist unearthed<sup>25</sup> a set of golden masks. Archeologists unsealed<sup>74</sup> the door. What they found **fascinated<sup>9</sup>** them. It was a treasure of **exquisite<sup>8</sup>** treasures. They found beautiful **illustrations<sup>10</sup>** that showed ancient<sup>81</sup> Egypt. They found gold, silver, and even a mummy<sup>81</sup>.

The mummy was the body of King Tut. He was one of the youngest pharaohs<sup>84</sup> ever to rule Egypt. He became the pharaoh when he was only nine years old. But King Tut didn't rule for long. He died when he was just 18. One hypothesis<sup>46</sup> is that he died from an infection<sup>83</sup> after breaking his leg. Another<sup>82</sup> says that someone killed him so a new pharaoh could rule.

Archeologists still have many questions about King Tut, but finding his tomb did give them new **insights<sup>11</sup>** into the culture<sup>20</sup> of ancient Egypt.

(183 words)



lesson title

Superscript numbers indicate which sections have audio support; the numbers correspond to the tracks the student should listen to on the CD.

section title

In Section A, the student reads the target words taught in the lesson along with the CD.

In Section B, the student reads the story along with the CD. All words taught in the lesson (six target words as well as a vocabulary word tested in the third comprehension question) are bolded. Words defined in the glossary have superscript track numbers next to them. The student also uses this page to complete Section F (Read to Master).

# Unit Textbook: Sections C, D, E, & F

In Section C, half of the target words are defined in context. As the student reads the story along with the CD, a different voice reads these definitions.

## C. Read to Understand Target Words<sup>3</sup>

### Tut's Treasures

By the 1920s, **archeologists** had found many tombs in Egypt.

**Archeologists** are scientists who study ancient people and things.

They had even found some treasures in the tombs. Yet many archeologists thought finding more treasures was unlikely.

Thieves had looted most of the treasures long before the archeologists had found the tombs. Then, an archeologist unearthed a set of steps leading to a sealed door.

Archeologists unsealed the door. What they found **fascinated** them.

**Fascinated** means caused someone to be very interested or amazed.

It was a tomb full of exquisite treasures.

They found beautiful **illustrations** that showed life in ancient Egypt.

**Illustrations** are pictures or drawings that show how things look.

They found gold, jewelry, and even a mummy.

The mummy was the body of King Tut.

He was one of the youngest pharaohs ever to rule Egypt. He became the pharaoh

when he was only nine years old.

But King Tut didn't rule for long. He died when he

was just 18. One hypothesis is that he died

from an infection after breaking his leg.

Another says that someone killed him so a

new pharaoh could rule.

Archeologists still have many questions

about King Tut, but finding his tomb did

give them new **insights** into the culture of

ancient Egypt.

In Section D, a mini-lesson on the CD teaches the student how to use context clues to figure out the meaning of one of the target words s/he has not yet learned.

## D. Use Context Clues<sup>4</sup>

It was a tomb full of **exquisite** treasures. They found beautiful illustrations that showed life in ancient Egypt. They found gold, jewelry, and even a mummy.

In Section E, the remaining target words are defined in context. The student notes the context clues and definition for the word s/he learned in Section D.

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

### Tut's Treasures

By the 1920s, archeologists had found many tombs in Egypt. They had even found some treasures in the tombs. Yet many archeologists thought finding more treasures was unlikely. Thieves had **looted** most of the treasures long before the archeologists had found the tombs.

**Looted** means stole, robbed, or carried away something that didn't belong to you.

Then, an archeologist unearthed a set of steps leading to a sealed door.

Archeologists unsealed the door. What they found fascinated them. It was a tomb full of **exquisite** treasures.

**Exquisite** means very beautiful or rare.

They found beautiful illustrations that showed life in ancient Egypt. They found gold, jewelry, and even a mummy.

The mummy was the body of King Tut.

He was one of the youngest pharaohs ever to rule Egypt. He became the pharaoh

when he was only nine years old. But King Tut didn't rule for long. He died when he

was just 18. One hypothesis is that he died from an infection after breaking his leg.

Another says that someone killed him so a new pharaoh could rule.

Archeologists still have many questions about King Tut, but finding his tomb did

give them new **insights** into the culture of ancient Egypt.

**Insights** are new ways of understanding things.

## F. Read to Master<sup>6</sup>

Turn to page 3.

In Section F, the student turns back to the first instance of the story (Section B) and practices reading it several times without audio support.





**G. Answer the Comprehension Questions**

1. What is the main idea of this story?
  - a. King Tut was one of the youngest pharaohs ever to rule Egypt.
  - b. Thieves had looted many treasures from tombs in Egypt.
  - c. The treasures in King Tut's tomb fascinated archeologists.
2. When did King Tut become a pharaoh?
  - a. when he was nine years old
  - b. when he was 18 years old
  - c. in the 1920s
3. What does **ancient** mean in this story?
  - c. very large
  - d. very old
  - e. very loud
4. Why did archeologists think that finding more treasures was unlikely?
  - e. because thieves had already looted many treasures from tombs
  - f. because most Egyptians didn't put treasure in their tombs
  - g. because they didn't know how King Tut had died

In Section G, the student answers comprehension questions that draw on knowledge of the story and the ability to use context clues to figure out vocabulary from the story.

**H. Sketch Target Words<sup>7-12</sup>**

5. **archeologist**<sup>1</sup> (noun)  
An archeologist is a scientist who studies ancient people and things. *The archeologist was excited when he dug up tools people used thousands of years ago.*
6. **exquisite**<sup>8</sup> (adjective)  
Exquisite means very beautiful. *The exquisite earrings were made of bright gold that sparkled.*
7. **fascinate**<sup>9</sup> (verb)  
Fascinate means to cause someone to be very interested or amazed. *The ancient Egyptian tombs fascinated John, so he spent hours there.*
8. **illustration**<sup>10</sup> (noun)  
An illustration is a picture or drawing that shows how something looks. *The illustration of the park showed what it looked like at sunset.*
9. **insight**<sup>11</sup> (noun)  
An insight is a new way of thinking about something.

In Section H, the student reads definitions of the target words along with clarifying sentences and parts of speech. These definitions have corresponding audio tracks. The student reads the definitions along with the CD and then makes a sketch of each target word in his/her student packet.

**I. Clarify Target Words**

11. I wanted to buy the **exquisite** painting because it was \_\_\_\_\_.
  - a. very pretty and unusual
  - b. similar to many other paintings
  - c. cheap and simple
12. Trains **fascinated** Tim. Tim thought trains were \_\_\_\_\_.
  - u. very interesting
  - v. very boring
  - w. hard to understand
13. I had \_\_\_\_\_ jellybeans after my sister **looted** some of them.
  - n. more
  - o. fewer
  - p. better
14. Which would you use to make an **illustration**?
  - o. a camera
  - p. a pencil
  - q. clay
15. Which is an **archeologist** most likely to know about?
  - g. gold and jewelry
  - h. people who lived long ago
  - i. how people get infections
16. Which would give you the best **insights** into life in another country?
  - l. talking to someone from another country
  - m. wearing glasses made in another country
  - n. visiting many places in your own country

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In Section I, the student answers questions that promote knowledge of the target words.



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# Unit Textbook: Section J & Enrichment

For the first lesson in each unit, Section J teaches an affix or root with an audio-supported lesson. The student answers questions applying the meaning of the affix.

**J. Study Word Parts**<sup>13</sup>

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
un-	not; the reverse of something	un + seal	unseal	to take away a seal; to open
		un + finished	unfinished	not finished; not done
		un + broken	unbroken	not broken; in one piece
		un + pack	unpack	to take things out of a suitcase

17. Which of the following might you use to **unseal** a box?  
 o. a knife  
 p. glue  
 q. screws

18. When would you **untie** your shoe?  
 q. when it isn't tied  
 r. when you wish it wasn't tied  
 s. when you wish it was tied

19. We left the project **unfinished** because \_\_\_\_\_.  
 k. it didn't need any more work  
 l. we had to go to dinner  
 m. we had completed all of it

20. If something is **unused**, it might be \_\_\_\_\_.  
 r. new  
 s. broken

For the remaining three lessons in the unit, Section J requires the student to answer questions that review target words taught in the previous lesson.

**J. Review Target Words**

37. The men who **looted** the store \_\_\_\_\_ three computers.  
 a. stole  
 b. bought  
 c. returned

38. Which is most likely to have **illustrations**?  
 u. a book for adults  
 v. a book for children  
 w. a person's diary

39. The book was **fascinating**; I \_\_\_\_\_.  
 g. didn't like it at all  
 h. couldn't find it anywhere  
 i. learned many amazing things

40. Going to the festival gave me many **insights** into Mia's culture. Now I \_\_\_\_\_.  
 a. understand it better  
 b. am part of her culture  
 c. don't understand it at all

In all lessons, the Enrichment: Apply the Target Words section following Section J is an optional activity in which students apply the target words to their own experiences and knowledge.

**Enrichment:**  
**Apply the Target Words**

a. How would you feel after **triumphing** in a soccer match?  
 b. What are some ways you could **promote** your favorite book?  
 c. Describe the **culture** that you belong to.  
 d. How do you tell if something has **eroded**?

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The glossary contains definitions for all the target words plus additional challenging words from the stories. All definitions provide easy-to-understand explanations of the words and use complete sentences.

## Glossary

**afterlife**<sup>50</sup> (noun)

An afterlife is life that happens after death. *Some people believe that when they die, they will keep living in an afterlife.*

**ancient**<sup>51</sup> (adjective)

Ancient means very old. *My grandpa owns an ancient clay pot that was made in Africa thousands of years ago.*

**another**<sup>52</sup> (pronoun)

Another means a different one. *Ben didn't like the game they were playing, so he asked if they could play another.*

Parts of speech are included for all terms.

**archeologist**<sup>7</sup> (noun)

An archeologist is a scientist who studies ancient people and things. *The archeologist was excited when he dug up tools people used thousands of years ago.*

**arduous**<sup>32</sup> (adjective)

Arduous means difficult or requiring a lot of effort. *Filling hundreds of sandbags and stacking them along the riverbank to stop the river from flooding was an arduous task.*

**carve**<sup>53</sup> (verb)

Carve means to carefully cut shapes or designs into something like stone or wood. *Tom will carve his name into the bench.*

**chariot**<sup>54</sup> (noun)

A chariot is a two-wheeled cart usually pulled by horses and driven by a standing person.

**compare**<sup>55</sup> (verb)

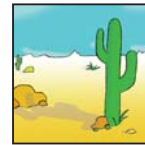
Compare means to see how two or more things are the same or different. *Jenny will compare her mom's cookies and her aunt's cookies and decide whose cookies taste better.*

**culture**<sup>20</sup> (noun)

A culture is the beliefs, skills, arts, tools, traditions, and ways of life of a group of people. *In American culture, the freedom to say and write what you think is very important.*

**desert**<sup>56</sup> (noun)

A desert is a place that is dry and often hot. *A cactus can survive in the desert because it does not need much water.*



**deteriorate**<sup>44</sup> (verb)

Deteriorate means to become worse, to wear away, or to lose quality or value. *The old house was beginning to deteriorate, so they fixed the roof and made the walls sturdier.*

Most definitions have a clarifying sentence that further illustrates the meaning of the word. Some also include a picture.

**enable**<sup>33</sup> (verb)

Enable means to make it possible to do something. *The new bridge enabled us to cross to the other side of the river.*

**erode**<sup>21</sup> (verb)

Erode means to wear away or wash away over time. *After years of being outside in the rain and wind, the stone statue in our garden began to erode and lose its shape.*

# Student Packet: Pretest and Posttest



**Goldenrod Level, Unit 3**

## Ancient Egyptians

**Unit Pretest**

Name \_\_\_\_\_

The student takes a timed pretest before working in a unit. This test shows how many of the target words s/he already knows.


**Exercise A**

1. Something that is very beautiful or rare is \_\_\_\_.
2. A scientist who studies ancient people and things is a(n) \_\_\_\_.
3. When you win a victory over someone or something, you \_\_\_\_.
4. A picture that shows how things look is a(n) \_\_\_\_.
5. To help or encourage something to happen, they \_\_\_\_ it.
6. To discover or dig something up, you \_\_\_\_ it.
7. To steal or rob something, you \_\_\_\_ it.
8. Things that wear away or wash away over time, they \_\_\_\_.

- a. loot
- b. exquisite
- c. erode
- d. archeologist
- e. illustration
- f. triumph
- g. unearth
- h. promote

## Show What You've Learned

**Unit Posttest**



**Exercise A**

1. If you steal or rob something, you \_\_\_\_ it.
2. If people help or encourage something to happen, they \_\_\_\_ it.
3. When things wear away or wash away over time, they \_\_\_\_.
4. A picture that shows how things look is a(n) \_\_\_\_.
5. A scientist who studies ancient people and things is a(n) \_\_\_\_.
6. To discover or dig something up, you \_\_\_\_ it.
7. Something that is very beautiful or rare is \_\_\_\_.
8. When you win a victory over someone or something, you \_\_\_\_.

- a. exquisite
- b. unearth
- c. loot
- d. erode
- e. triumph
- f. illustration
- g. archeologist
- h. promote

After completing a unit, the student takes a timed posttest to find out how well s/he learned the target words. The pretest and the posttest contain identical definitions, but words appear in a different order.

9. Something that is difficult or requires a lot of effort, it is \_\_\_\_.
10. A conclusion made after careful thought is a(n) \_\_\_\_.
11. A group of people's beliefs and ways of life is their \_\_\_\_.
12. A drawing or figure made to look like something is a(n) \_\_\_\_.
13. A clear way of understanding something is a(n) \_\_\_\_.
14. To cause people to be very interested, you \_\_\_\_ them.
15. A word or thing that stands for another thing is a(n) \_\_\_\_.
16. To state, show, or make something known, you \_\_\_\_ it.

- i. insight
- j. fascinate
- k. symbol
- l. arduous
- m. indicate
- n. hypothesis
- o. representation
- p. culture

- i. representation
- j. indicate
- k. insight
- l. symbol
- m. culture
- n. fascinate
- o. hypothesis
- p. arduous

The student records the pretest score here.

Pretest number correct: \_\_\_\_\_

Ancient Egyptians – Unit 3  
Student Packet

**Exercise C**

17. If something happened before another thing, it happened \_\_\_\_.
18. When things become worse, wear away, or lose value, they \_\_\_\_.
19. If you keep something in good condition, you \_\_\_\_ it.
20. If you make it possible for someone to do something, you \_\_\_\_ it.
21. A reason for doing something is a(n) \_\_\_\_.
22. Closeness or nearness is \_\_\_\_.
23. Being uncovered, left open to danger, or unprotected is \_\_\_\_.
24. If something is easy to see, recognize, or understand, it is \_\_\_\_.

- q. obvious
- r. motivate
- s. expose
- t. deteriorate
- u. proximity
- v. prior
- w. preserve
- x. enable

The teacher records the posttest score here.

Posttest number correct: \_\_\_\_\_

# Student Packet: Lesson Worksheet Pages

Each lesson in the unit textbook has a corresponding page in the student packet where the student records answers to questions.

The student makes a checkmark after completing each of these sections.

The student checks off each practice reading for Section F here.

The student writes and sketches the target words here.

The student writes answers to the questions on these lines.

For each item completed correctly, the teacher makes one checkmark. When the student gets a bull's-eye (all four checkmarks), s/he can move on to the next lesson.

## Tut's Treasures

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

A. \_\_\_\_ B. \_\_\_\_ C. \_\_\_\_ D. \_\_\_\_ E. \_\_\_\_

**F. Read to Master**

1<sup>st</sup> read    2<sup>nd</sup> read    3<sup>rd</sup> 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. \_\_\_\_

Read Target Words: \_\_\_\_\_  
 Read Story Fluently: \_\_\_\_\_  
 Defined Target Words: \_\_\_\_\_  
 Completed Activities: \_\_\_\_\_

**K. Check the Hinky Pinky**

A

1	13	19	3	4	18	
14	15	2	18	11	17	15
is a						
1	13	17	19	4	9	
20	12	16				

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 Take Aim! at Vocabulary – Goldenrod Level


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To complete the hink pink, the student transfers his/her answers from sections G, I, and J onto these lines.

# Student Packet: Required Additional Unit Activities

When the student finishes all four lessons in a unit, s/he completes the semantic mapping activities on the Analyze Target Words page of the student packet.

## Analyze Target Words

Completed #1: \_\_\_\_\_  
Completed #2: \_\_\_\_\_ 

1. Write an example of something that is arduous.

Write a synonym. **arduous** Write an antonym.

Write an example of something that is not arduous.

2. Read the target words in the boxes. Then, read the words listed above the boxes. Write each of the words from the list in the appropriate box.

cracked ☉ simple ☉ plain ☉ fancy ☉ pretty ☉ lovely  
beautiful ☉ crumbled ☉ clear ☉ broken ☉ understood ☉ old

<b>deteriorated</b> _____ _____ _____ _____	<b>obvious</b> _____ _____ _____ _____	<b>exquisite</b> _____ _____ _____ _____
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Take Aim! at Vocabulary – Goldenrod Level

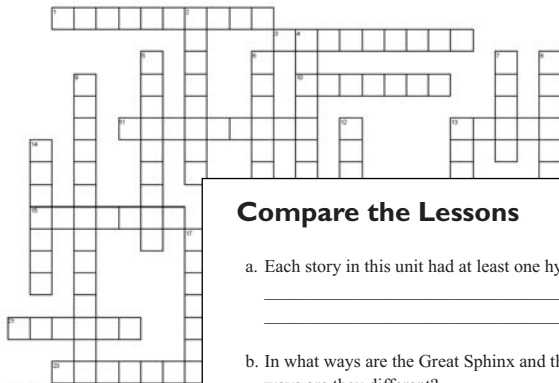
6

Ancient Egyptians – Unit 3  
Student Packet

You may correct these activities at the same time as you correct the unit posttest. (Make checkmarks on these lines.)

# Student Packet: Optional Additional Unit Activities

## Ancient Egyptians – Crossword



### Word Bank

archeologist  
 ar  
 C  
 deter  
 c  
 exi

The student may work on optional activities including a crossword, open-ended questions about the lessons and target words, and flashcards. The teacher may require the student to do these activities while waiting for teacher assistance, to study for the posttest, as homework, or to review target words from previous units.

### Across

- 1 a guess
- 3 cause someone to be a
- 10 the beliefs and ways o of a group of people
- 11 very beautiful
- 13 wear away
- 15 find or dig up
- 16 something that stands something else
- 19 keep well
- 20 steal or rob

### Compare the Lessons

- a. Each story in this unit had at least one hypothesis. Write a hypothesis about the Great Sphinx and the sculpture of Amenhotep III.
  - \_\_\_\_\_
  - \_\_\_\_\_
- b. In what ways are the Great Sphinx and the sculpture of Amenhotep III different?
  - \_\_\_\_\_
  - \_\_\_\_\_
- c. What did the stories in this unit teach you about the word "hypothesis"?
  - \_\_\_\_\_
  - \_\_\_\_\_
- d. What did the stories in this unit teach you about ancient Egyptian culture?
  - \_\_\_\_\_
  - \_\_\_\_\_

### Extend the Target Words

archeologist <small>Ancient Egyptians – Unit 3</small>	arduous <small>Ancient Egyptians – Unit 3</small>	culture <small>Ghost Towns – Unit 2</small>	e to <b>illustrate</b> . When people <b>illustrate</b> , they _____ _____
deteriorate <small>Ancient Egyptians – Unit 3</small>	the beliefs, skills, arts, tools, traditions, and ways of life of a group of people	difficult or requiring a lot of effort	a scientist who studies ancient people and things _____ _____
exposure <small>Ancient Egyptians – Unit 3</small>	to wear away or to wash away over time	to make it possible for someone to do something	to become worse, wear away, or lose quality or value _____ _____
hypothesis <small>Ancient Egyptians – Unit 3</small>	to cause someone to become very interested or amazed	very beautiful or rare	being uncovered, being left open to danger, or being unprotected against the effects of something _____ _____
Words side of flashcard page.	to state, show, or make known	a picture or drawing that shows how things look	a guess someone makes after thinking about _____ _____
You can cut along the dotted lines on the words side of the flashcard page for flashcards with a target word on one side and the definition on the other. You may also use these cards when creating games for students to play.	obvious <small>Ancient Egyptians</small>	steal, rob, or carry away something that isn't belong to you	a new way of understanding something _____ _____
promote <small>Ancient Egyptians</small>	keep something in good condition	easy to see, recognize, or understand	to help or encourage something to happen _____ _____
symbol <small>Ancient Egyptians</small>	closeness or nearness	to win a victory over someone or something	something that stands for or represents another thing _____ _____
to discover or dig up	to win a victory over someone or something	something that stands for or represents another thing	_____ _____

# Folder Items: Target Graph, Unit Steps List, & Scores Summary

Name \_\_\_\_\_

## Target Graphs Sheet

\_\_\_\_\_ Amazing Ants \_\_\_\_\_

Date \_\_\_\_\_ Unit \_\_\_\_\_

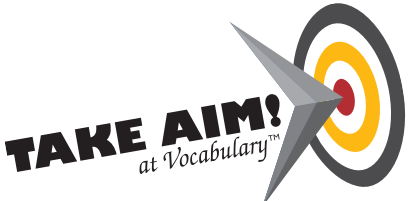
0 1 2 3 4 5 6 7 8 9 10 11 12

\_\_\_\_\_

Date \_\_\_\_\_ Unit \_\_\_\_\_

0 1 2 3 4 5 6 7 8 9 10 11 12

The student keeps a target graph sheet in his/her folder. For each unit, s/he fills in one box for each correct answer on the pretest. Then, using a different color, s/he fills in one box for each correct answer on the posttest. The new color shows proof of progress.



## Unit Steps List

- Unit Pretest**
  - Take the unit pretest.
  - Correct your answers using the unit pretest answer key.
  - Mark the number of correct answers in **blue** on your target graph.
- Lessons 1–4**  
For each lesson...
  - Complete sections A–K.
  - Check out with your teacher.
- Unit Activities**
  - Complete the Analyze Target Words activity.
- Study Target Words**
  - Study the target words.
- Unit Checkout**
  - Read the target words.
  - Read the sentences.
  - Define the target words.
  - Complete the activities.

The unit steps list guides the student through the steps. The student can keep this list in his/her folder as a reference.

## Scores Summary

Name \_\_\_\_\_ Level \_\_\_\_\_ Class \_\_\_\_\_

Unit \_\_\_\_\_

Pretest Scores pre \_\_\_\_\_/24 post \_\_\_\_\_/24

Posttest Dates pre \_\_\_\_\_ post \_\_\_\_\_

Use these boxes to record point totals at the lesson checkout step. The student receives one point for each question or activity s/he completes correctly.

The scores summary is a sheet you use to keep track of a student's scores on questions and activities. You can use this information for reporting purposes and also to look for patterns such as which types of questions the student tends to miss, etc.

Question Type	1	2	3	4
Main Idea Question	#1	#21	#41	#61
Detail Question	#2	#22	#42	#62
Context Question	#3	#23	#43	#63
Inferential Question	#4	#24	#44	#64
Target Words	#5	#25	#45	#65

Use these boxes to track which comprehension questions the student completed correctly or incorrectly.

Use these boxes to track which components of the lesson checkout the student completed correctly or incorrectly.

Record the student's point total for the unit here.

**J. Study Word Parts (columns 1) OR Review Target Words (columns 2–4)**

**K. Hink Pink**

Component	1	2	3	4
Read Target Words				
Read Sentences				
Defined Target Words				
Completed Activities				
<b>Lesson Totals</b>	/25	/25	/25	/25

**Analyze Target Words**

**Unit Total** \_\_\_\_\_

**Optional Activities**

Bonus Points				
Apply the Target Words				
Crossword				
Compare the Lessons				
Extend the Target Words				
Flashcards				



# Extras: Level Word Lists, Bookmarks, & Laudable Lexicologist Awards

## Goldenrod Level Word Lists

### From Satellites to Space Stations

accumulated  
achieve  
adapt  
artificial  
atmosphere  
challenges  
complex  
data  
deposits  
encountered  
extended  
intervals  
key  
minimize  
natural  
objective

### The World of Butterflies

analyze  
anatomy  
commences  
comprised  
contrast  
declines  
determined  
distinguish  
diverse  
emerge  
environment  
maintain  
mature  
migrate  
modify  
released  
routes

### Ancient Egyptians

archeologists  
arduous  
culture  
deteriorated  
enabled  
eroded  
exposure  
exquisite  
fascinated  
hypotheses  
illustrations  
indicates  
insights  
looted  
motive  
obvious  
preserved

### Barrier Breakers

accomplish  
agenda  
career  
compete  
confident  
contributions  
demonstrated  
devoted  
discrimination  
dominated  
excelled  
inspired  
major  
mocked  
obstacles  
overcome  
passion

Level word lists are lists of target words, organized by unit. You can hang these sheets in the classroom to remind yourself and students to use the target words as frequently as possible. You can also use these lists to create bookmarks for students after they complete a unit.

perplexed  
persisted  
pessimistic  
precise  
informed  
inquired  
legislation  
organize

## Laudable Lexicologist Bookmarks

Laudable Lexicologist

Congratulations!  
You have completed  
.....

**Courageous**

Laudable Lexicologist

Congratulations!  
You have completed  
.....

**Mysteries**

Laudable Lexicologist

Congratulations!  
You have completed  
.....

**Barrier**

Laudable Lexicologist

Congratulations!  
You have completed  
.....

**Ancient Egyptians**

Laudable Lexicologist

Congratulations!  
You have completed  
.....

**The World of Butterflies**

Laudable Lexicologist

Congratulations!  
You have completed  
.....

**From Satellites to Space Stations**

# Laudable Lexicologist



\_\_\_\_\_ has completed four units of Take Aim at Vocabulary! This Laudable Lexicologist has worked through 16 challenging lessons and learned 96 high-quality vocabulary words. Your child has successfully completed numerous activities that promote vocabulary development, including using context clues, analyzing word parts, hink pink word puzzles, and more! Please share your Laudable Lexicologist's accomplishment by discussing the vocabulary words, pretest and posttest scores, and activities. Then, return the bottom of this sheet to school with your comments.

Unit Title \_\_\_\_\_ Pretest Score \_\_\_\_\_ Posttest Score \_\_\_\_\_

Unit Title \_\_\_\_\_ Pretest Score \_\_\_\_\_ Posttest Score \_\_\_\_\_

Unit Title \_\_\_\_\_ Pretest Score \_\_\_\_\_ Posttest Score \_\_\_\_\_

Unit Title \_\_\_\_\_ Pretest Score \_\_\_\_\_ Posttest Score \_\_\_\_\_

Teacher Comments \_\_\_\_\_

Parent/Guardian Comments \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Photocopy a Laudable Lexicologist bookmark page on the back of a level word list page to create bookmarks. You can give bookmarks to students each time they complete a unit.



# Monitoring Student Performance

---

Once students begin working in the Take Aim at Vocabulary™ program, it is important to monitor their performance and adjust the program to maximize their success. Use all of the information available to you to determine how your students are progressing, including classroom observation, scores on activities and posttests, and target graphs.

It is especially important to ensure that students are spending their time appropriately. If a student is spending time inappropriately, modify the steps for him/her. For example, if a student spends a lot of time sketching detailed pictures for the Sketch Target Words section, you may require the student to write a word or phrase instead of sketching a picture or have the student use a timer to allow one minute per sketch.

If a student isn't making the progress you expect while working in Take Aim, ask yourself the following questions:

- How does the student spend time? Too much time waiting? Too much time sketching the pictures? Too much time on additional activities?
- Is the level of material appropriate?
- How is the student's attendance and health?

Then choose an appropriate intervention.

## Using the Scores Summary

---

Using the scores summary to record a student's point totals will help you monitor whether s/he is improving from unit to unit. You may also use this form to look for patterns in the student's work.

This form allows you to record data for four units at a time. At lesson checkout, note whether the student completed the activities correctly, and check the student's responses to the questions against the unit answer key. Each correctly completed question or activity is worth one point. Note that the student gets one point for each word s/he sketches correctly, one point for each question s/he answers correctly, and so on. When you check the student out of a unit, you can add the total number of points the student received for the unit. If a student completes a unit perfectly, s/he will score 102 points. If you use the optional activities, you may score these how you see fit and add points to the total. You will also record the student's pre and posttest scores and dates on the scores summary, but these scores do not count toward the student's point total.

The Answer Comprehension Questions section of the scores summary provides spaces for you to record how the student did on each type of question (main idea, detail, vocabulary in context, and inferential). This information will help you look for patterns and know which area(s) of comprehension to work on with certain students. For example, you may notice that a student consistently has trouble answering the main idea comprehension question. In this case, you could work on that skill. Similarly, the Lesson Checkout section of the form provides spaces for you to record whether or not the student passed on each item (read target words, read story fluently, defined target words, and completed activities) in his/her first checkout attempt. If you add a fluency component to your Take Aim program, you may record students' words correct per minute scores in this section. See the Key Features section of this manual for a picture and description of this form.

# Adapting the Program

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You may need to adapt the Take Aim at Vocabulary™ program for some students in order to maximize success. The following sections describe adaptations that may work well for certain students.

## Adapting Take Aim for Independent Work

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Some students working in Take Aim may require less teacher assistance than others. If students are capable of making progress while working independently for the entire period (e.g., during station work), you may adapt Take Aim to accommodate these students.

To increase independence, you may allow students to mark the checklist in the upper-right corner of the student packet worksheet page themselves. When students complete all four requirements, they move on to the next lesson. Then, at the end of the period, you will collect the student packets and correct the students' activities, circling incorrect answers. The next day, students make the necessary corrections.

This adaptation eliminates the need for teachers to advance students from lesson to lesson. However, teachers still must be involved to check students out of each unit. Your involvement at unit checkout ensures that a student does not begin working in a new unit until s/he scores well on the posttest and has a solid understanding of the target words.

## Adapting Take Aim for High-Performing Students

---

In addition to increasing independence, you may consider making further adaptations for high-performing students. Use your discretion to determine which activities are most beneficial for high-performing students, and adjust the program so that they spend more time on these activities and less time on activities that are too easy for them.

Consider the following adaptations for high-performing students:

- Allow students to read the story and definitions without audio support.  
**Note:** Students should still use the audio support for the context clues and word parts lessons.
- Allow students to skip the Read to Master activity. They should spend their time studying the vocabulary instead.
- Assign the optional activities (e.g., enrichment questions, crosswords, and open-ended questions) as homework.

## **Adapting Take Aim for Low-Performing Students**

---

Some students may find certain activities challenging. Others may struggle with reading the stories. The following sections provide ideas for helping these students have increased success. If a student continues to struggle in all areas and becomes frustrated, you may consider reassessing the student to determine if the level of material is appropriate.

### **Student Has Difficulty With Activities**

If a student has trouble with the Answer the Comprehension Questions activity, check the scores summary to see which type of questions the student tends to miss. Then teach the student how to answer these types of questions. Remind the student to look back in the text for clues. The detail, vocabulary, and inferential questions typically refer to a specific section of the story. Encourage the student to re-read these sections to figure out the answers to the questions. The main idea question asks the student to determine what the story is mostly about. The student may re-read the story as many times as is needed to figure out the answer.

If the student has trouble with the Clarify Target Words activity, the student should go back and carefully re-read the target words and their definitions, both in context and by themselves. Remind the student to use the audio support to read along with the definitions. Also remind the student to use the clues around the target words to help the student understand the words' meanings. You may also require the student to study the target words using the flashcards in the student packet. If students fully understand the target words, they should be able to answer these questions.

If a student has trouble with the Analyze Target Words activities, you may want to work through each type of activity in this section with the student to be sure the student understands what to do. You may also need to provide additional instruction on parts of speech, synonyms, and antonyms.

### **Student Has Difficulty Reading the Story**

If a student finds the story too challenging, it is important to make sure the student actually reads along and subvocalizes with the narration. The student can also do additional read-alongs with the story audio, using the first version of the story in the lesson.

In addition, while the student practices the story, remind him/her to look up challenging words in the glossary and read the definitions along with the CD. Understanding all of the vocabulary in the story will help the student understand the story and read it more fluently.

### **Student Has Difficulty With Unit Posttests**

If a student has difficulty with the unit posttest, ensure that the student is putting in sufficient, meaningful study time. You may consider requiring the student to complete the enrichment questions and some or all optional unit activities in the student packet. The crossword and flashcards require the student to refresh his/her knowledge of each definition.

If a student scores poorly on the posttests and you suspect that the time limit creates too much stress, you may consider letting that student try the posttests un-timed. If you give a student an un-timed posttest, indicate this on the student's target graph.

## **Adapting Take Aim to Include a Fluency Component**

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To boost motivation or build fluency, you may want to adapt Take Aim to include a fluency component. For this option, students do timed readings of the story. When the student reaches Section F (Read to Master), the student times him/herself reading the story out loud. S/he does this several times until s/he can read the story well. You may also consider setting a fluency goal for the student. In this case, the student times him/herself reading the story until s/he reaches the goal. The student marks words correct per minute (wcpm) scores in the student packet.

At the lesson checkout step, you determine whether the student is able to read the story fluently. S/he must read the story with minimal errors and good expression. If you set a wcpm goal, the student must be able to read at the goal rate. If the student reads the story fluently, s/he gets a checkmark toward the bull's-eye.

# Communicating With Parents/Guardians

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Communicating with students and parents/guardians will help you ensure that students have a positive experience with Take Aim at Vocabulary™ and that they continue, both in school and at home, to deepen their vocabulary.

When a student begins working in Take Aim, it is helpful to send home a letter explaining the program so that parents/guardians are involved from the beginning. A blackline master of such a letter is included in Blackline Master Book One.

You can keep parents/guardians involved in the process by sending home student packets each time a student completes a unit. You can use the level word lists and the Laudable Lexicologist bookmarks (found in Blackline Master Book One) to create bookmarks that feature the list of vocabulary words that the student studied in a unit. Attach a bookmark to the unit when you send it home.

When a student completes four units, you can send his/her most recent student packet home with a Laudable Lexicologist award (found in Blackline Master Book One) as a cover letter. On this award, you can include comments about the student's progress and record the student's pretest and posttest data. You can also send home a copy of the student's target graph sheet to provide parents/guardians with a visual depiction of the student's vocabulary gains.

When a student is making gains, it is important to celebrate this success with both the student and his/her parent(s)/guardian(s). Recognizing the student's success can be very motivating.

If the student is not making the gains you expect while working in Take Aim, try the following:

- Make suggestions to parent(s)/guardian(s) about how they can work on vocabulary with their child at home. Encourage them to review the target words with the student at home and, if possible, to incorporate them into conversations with the student. You may also encourage parent(s)/guardian(s) to do the optional additional unit activities (crossword, etc.) with the student at home.
- Discuss the lack of progress with the student's parent(s)/guardian(s). They may have information to help you better understand the student.

# Extending the Vocabulary Learning

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As your students learn new words, it is important to help them understand the importance of vocabulary. There are a variety of ways you can extend your students' vocabulary learning both in and out of the classroom.

## At School

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To make vocabulary an integral part of your classroom and also help your students understand the new words they are learning in Take Aim at Vocabulary™, consider the following ideas:

- Use Take Aim target words and other high-quality vocabulary words as frequently as you can when communicating with your students. For example, instead of saying, "class will *start* at 9," say, "class will *commence* at 9." Instead of telling students to "work *hard*," tell them to "work *diligently*."
- Reward students for using Take Aim target words and other vocabulary words correctly in classroom conversation, homework, etc.
- Encourage students to look up new words as they encounter them, and make dictionaries readily available.
- Create spelling tests using Take Aim target words. Instead of saying the word and having students write it, say the definition and have students write the word. Be sure to use words from units all students have completed.
- Make the word lists for a Take Aim level into a large poster, and hang it in a central location.
- Give students story-writing assignments, and encourage them to use as many Take Aim words as possible in their stories.
- To review words the student has already learned, assign optional activities from Take Aim units the student has already completed.
- Play Take Aim games with your students (some ideas are described in the Take Aim Game Ideas section).

Incorporating these and other vocabulary-centered ideas into your Take Aim program is likely to increase your students' motivation and success. The sooner students learn to pay attention to words and their meanings, the better!

## At Home

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To extend students' vocabulary learning beyond the classroom, consider the following ideas:

- Assign optional Take Aim activities (enrichment activities, crosswords, compare the lessons, and extend the target words activities) as homework.

**Note:** You may assign optional activities for the unit that the student has just finished or, for review, you may assign optional activities from packets the student has previously completed.

- Send a Laudable Lexicologist bookmark home with the student each time s/he completes a unit. Laminate these bookmarks and/or print them on colored cardstock so that they last longer.
- Encourage parents/guardians to work with their children on vocabulary. Send home word and definitions cards so that students can play Take Aim games at home.
- Encourage students and parents/guardians to use Take Aim words at home as frequently as possible.

## Take Aim Game Ideas

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The following game ideas are fun ways for students to refresh and deepen their knowledge of the target words.

All games require photocopies of the flashcard pages from student packets. Use flashcard pages from units that all of the students have completed. Make single-sided photocopies of these pages so that you have pages with just the words and pages with just the definitions.

### Bingo

You can play Take Aim Bingo as a class. Give each student a different Bingo card containing 12 Take Aim words. Each student's Bingo card must be unique. Then cut up the definition cards that correspond to the words you used for the students' Bingo cards, and mix them up in a box.

To play, select a definition from the box and read it aloud. If the student has the matching word on his/her Bingo card, s/he will mark it off. The first student to mark all 12 words is the winner.

**Note:** You could also give students Bingo cards of the definitions, and put the words in the box.

### Jeopardy

You can play Take Aim Jeopardy as a class.

To play, read from the definitions cards and state each definition in the form of an answer (e.g., "This word means completely grown or fully developed"). The first student to raise his/her hand gets to respond first. S/he should state the correct word in the form of a question (e.g., "What is mature?"). S/he gets a point if s/he answers correctly. Play until you've gone through each of the definitions. The student with the most points at the end is the winner.



## **Concentration**

Two or more students can play Take Aim Concentration together. For Concentration, you should photocopy word and definition cards on cardstock so that students can't see through them.

To play, students will mix the word and definition cards together and lay them face down on the floor or a table. They will take turns turning over a card. They must read the word or definition on the card they turned over. Then they will turn over another card, attempting to find the card that goes with the word or definition (i.e., if they turn over a word, they will try to find the matching definition). They must read this card as well. The student with the most pairs at the end of the game wins.

# Lesson Plan I: Amazing Ants Training Unit

Before working in the Take Aim at Vocabulary™ program, students must learn how to use the materials. The Amazing Ants training unit (found in the appendix of this manual) is a shortened version of a regular Take Aim unit. Use Amazing Ants to introduce the Take Aim program to your students.

This lesson is intended for a small group (six or fewer students). The lesson will require about five 30-minute periods, or about three 45-minute periods.

You will need the following materials:

- All 12 of the Take Aim textbooks for a level
- Level word lists (hang in the classroom)
- Photocopies of the Amazing Ants student packet (one for each student, plus one for you)
- A timer (for you)
- Regular pencils (one for each student, plus one for you)
- Amazing Ants answer key (for you)
- Target graph sheets (one for each student, plus one for you)
- Folders (one for each student, plus one for you)
- Red/blue pencils (one for each student, plus one for you)
- Photocopies of the Amazing Ants textbook (one for each student, plus one for you)
- Amazing Ants audio CD (for you)
- CD player with speakers (so that all students can hear)
- Overhead projector or chalkboard (optional)
- Context Clues, Sketch Target Words, and Hink Pink activities on transparencies or chalkboard/whiteboard (optional)
- Red/green pouches (optional)

The following script shows one way that you can introduce the training unit to your students. You may want to follow this script word for word, or you may choose to read through it as preparation and then introduce the training unit in your own words.

When using this script, you will say everything that appears in plain text. Sentences in italics are directions or student responses.

## Identify the Goal

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*Before class begins, hang the level word lists in a spot that the students can easily see.*

Today we'll be starting a new program called Take Aim at Vocabulary. The goal of Take Aim is to learn new vocabulary words. What is vocabulary, and why is it important?

*Possible student responses:*

- *Vocabulary is about words and their meanings.*
- *Understanding the meanings of words helps us communicate clearly.*
- *Reading and writing are two ways we communicate every day.*
- *Improving our vocabulary helps us become better readers and writers.*

There are 12 units in each level of the Take Aim program. Each unit has its own textbook. *Show students the textbooks.*

*Direct students' attention to the level word lists.* These lists show you all of the vocabulary words that you'll learn in this level of Take Aim. If you finish all 12 units, you'll learn 288 words!

Before you start working in these units, it's important to learn how the Take Aim program works. We are all going to work together to learn the steps. We will be working in what's called a training unit. This unit is shorter than the regular units I just showed you. The training unit is called "Amazing Ants."

## Introduce the Student Packet

---

*Give each student an Amazing Ants student packet and a pencil.*

This is a student packet. Please write your name at the top of the page.

Every time you start a new unit, you'll get a packet for that unit. This is the packet for Amazing Ants. This packet is where you'll write all of your answers. You won't write in the textbooks. The textbooks are nonconsumable, which means they are meant to be reused.

## Explain the Unit Pretest

---

Remember, the goal of Take Aim is to learn new vocabulary words. In the Take Aim program, we call them "target words." Each textbook teaches a different set of target words. But before you even open the textbook, you'll take a short unit pretest. The pretest will show how many of the target words you already know. That way, when you finish the unit, you'll be able to see how many words you learned.

Look at the first page of your student packet. This is the unit pretest. There are sentences on the left side of the page and target words on the right. These are the words you have to know in order to pass this unit.

When you take the pretest, the first thing you should do is read all of the target words on the right-hand side of the page. Let's read them together. Ready? "*Danger. Crop. Suit. Advanced. Scientist. Elaborate. Manage. Immense.*"

Now, let's read the first definition on the left-hand side of the page. Ready? "*A person who carefully studies the world, often using tests and experiments, is a(n) \_\_\_\_.*" If necessary,

*explain why the "n" is in parentheses.*

Which target word completes this sentence? *Give students a few seconds to answer.*

The correct answer is scientist, which is letter E. So, write the letter E in the blank space. *Write the letter E in the blank space.*

You'll do the rest of the pretest by yourself. If you don't know an answer, put a question mark instead of a letter in the blank space, and then move on to the next definition. Please don't guess. The purpose of this pretest is to figure out how many of the target words you understand before starting the unit. Guessing on the pretest may give you an inaccurate score, so it is important to only answer the questions you know. As you work in the unit, you will learn the words you don't know.

You'll have two minutes to finish this pretest. Remember, read the definition sentence first, and then find the word that completes the sentence. Ready? *Time the students for two minutes as they work on the pretest.*

## **Correct the Unit Pretest**

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Now we're going to correct the pretest. Today we will correct our answers together. But when you start working independently, you'll correct your pretest by yourself using this answer key. *Show students the unit pretest answer key.*

For each target word that you defined correctly, write the letter C (for "correct") in front of the number. Ready?

1-e. 2-d. 3-h. 4-a. 5-g. 6-c. 7-f. 8-b.

Now count the number of correct answers. Write that number at the bottom of the page, where it says "Pretest number correct." *Give students a moment to record their scores.*

When you start working independently, I won't be timing you on the unit pretests. You'll be timing yourself! Instead of just one section, the pretest will have three sections. And instead of having two minutes to complete it, you will have six minutes.

## **Introduce the Target Graphs**

---

*Give each student a target graph, and keep one for yourself.*

This is the target graph. Write your name at the top of this sheet. Each time you take a unit pretest, you'll write down the date and the name of the unit. Today's date is \_\_\_\_\_, so you'll write that on the first line. *Write the date.* Normally, you would also write the name of the unit. This is the training unit, so the name is already written for you: "Amazing Ants."

Now, using blue, you'll fill in the number of target words that you answered correctly on the pretest. For example, if my score was 2, I would fill in the first two squares on the target graph. *On the Amazing Ants graph, fill in the first two squares in blue.*

After you're done working on this unit, you'll take a posttest. The posttest is just like the pretest. It will have all the same words. Your goal for the posttest is to get a bull's-eye. As you can see, you'll have to answer all 8 questions correctly to get a bull's-eye in the Amazing Ants unit. *Give each student a red/blue pencil or a blue colored pencil/crayon, and instruct them to fill in their target graphs.*

## Introduce the Folder

---

*Give each student a folder.*

Everyone will have his or her own folder. This is where you'll keep your target graphs, student packets, pencils, and anything else you need while working in a Take Aim unit.

At the end of class, you'll put your folder here. *Show students where you will keep the folders.*

## Introduce the Textbook

---

*Give each student an Amazing Ants textbook.*

This is the Amazing Ants textbook. Because it is just a training unit, we'll be using photocopies. When you start working independently, you'll use the textbooks I showed you earlier.

It's very important that you don't write in the textbooks. All of your answers go in your student packet. *Hold up the student packet to remind students where they write their answers.*

## Explain the Title Page and Glossary

---

Now, look at page 1 of your Amazing Ants textbook. This is the title page.

Below the title, you can see the target words that you defined in the pretest. Let's read these target words together. Ready? *"Advanced. Crop. Danger. Elaborate. Immense. Manage. Scientist. Suit."*

The table of contents shows which lessons are in the textbook. Let's read the name of the lesson together. Ready? *"How Advanced Are Ants?"*

Amazing Ants is the training unit, so there's only one lesson. But when you start working independently, each book will have four lessons.

Each textbook also has a glossary. The glossary defines all of the target words, plus some other words in the story that may be new. Let's look at the glossary and read one of the definitions. Turn to page 9, and look at the definition for the word advanced.

Let's read this definition together. Ready? *"Advanced. Adjective. Advanced means having more skills or being more developed than others. Ali has very advanced math skills, so he understands math problems that most people don't understand."*

## Introduce the CD

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You may have noticed the small number 7 next to the word advanced. You'll see lots of small numbers like this when you're reading the textbooks. That's because each unit has its own CD.

The CD has recordings of the stories, glossary words, instructions, and some mini-lessons. The small numbers in the textbook match up with the track numbers on the CD. *Show students the Amazing Ants audio CD.*

The word advanced has a 7 next to it, so let's listen to track 7. As you listen to the audio, read along quietly with the narrator. *Play track 7.*

When you're working independently, you'll use your own CD and CD player. So, when you need to hear the definition of a glossary word, just look at the number next to the word, and play that track.

## Section A. Read the Target Words

---

Turn to page 3 in your textbook. Let's read the title of this lesson together. Ready? "*How Advanced Are Ants?*"

After the title, we see Section A: Read the Target Words. The target words are the vocabulary words you will learn in this lesson. You must be able to pronounce the target words accurately and fluently in order to pass.

Notice the small number 1 after the name of the section. Remember, when you see a small number like this, it means you should listen to that track on the CD. For this training unit, we'll do this activity together. But when you're working independently, you will do this step by yourself, using headphones and your own CD player.

Let's listen to track 1. When the narrator read the target words, read along quietly. *Play track 1.*

Now that we have completed Section A, take out your student packet and turn to page 2. Notice that the story's title is at the top of the page: "How Advanced Are Ants?" Before you write in your student packet, you should always check the title and make sure it matches the story you're working on in the textbook. Look at Section A in your student packet. Make a checkmark on the blank line next to Section A to show that you have finished this section.

## Section B. Read the Story

---

Now, look at Section B: Read the Story. In this section, you'll quietly read the story along with the narrator. You'll need to read the story accurately and fluently by the time you're done with this unit, so it's important that you read along with the narrator. Remember, you'll normally be wearing headphones and working by yourself.

As you read the story, notice the bolded target words. Also notice that one additional word, which is not a target word, is bolded. In this story, it is the word "master." Pay close attention to this word—and to the target words—as you read. You will have to answer questions about them later.

Also notice the track numbers next to the target words and some additional words in the story. These track numbers indicate which words are defined in the glossary. If you don't know what a word means, you can look it up in the glossary later. *Play track 2.*

Now, go back to your student packet. Make a checkmark on the blank line next to Section B to show that you have finished this section.

## Section C. Read to Understand Target Words

---

In Section A, you heard the target words. In Section B, you read a story that used those words. Now, turn to page 4 in your textbook. In Section C, you'll read the story again. But this time, you'll learn the definitions of some of the target words. Knowing these definitions will help you understand the story. *Play track 3.*

Now, go back to your student packet. Make a checkmark on the blank line next to Section C to show that you have finished this section.

## Section D. Use Context Clues

---

Context clues are words and sentences around a difficult word. Context clues are important because they can help you figure out the meaning of a difficult word even if you don't have a dictionary. So, Section D is a mini-lesson in how to use context clues to figure out the meaning of one of the target words you haven't learned yet. Context clues are very helpful when you are trying to figure out the meaning of an unknown word.

*Optional: Set up the Context Clues transparency, located in the appendix of this manual, or duplicate the content on a chalkboard or whiteboard. Guide students through the examples.*

Let's listen to track 4. *Play track 4.*

Now, go back to your student packet. Make a checkmark on the blank line next to Section D to show that you have finished this section.

## Section E. Read to Understand More Target Words

---

Now look at page 5. Section E is called Read to Understand More Target Words. It's the same as Section C, except you'll hear definitions for the other target words. Remember, you need to know the meanings of these words in order to pass. Immense, the target word we learned in Section D, will be defined. As you read along, notice the context clues surrounding this word.

*Play track 5.*

Now, go back to your student packet. Make a checkmark on the blank line next to Section E to show that you have finished this section.

## Section F. Read to Master

---

Section F is called Read to Master. Let's listen to track 6. *Play track 6.*

Turn back to page 3, as the narrator said. On page 3, you'll read the story at least three more times by yourself. As you know, the best way to improve at something is through practice. Practicing at least three times will help you master the target words, read the story fluently, and understand it better. You will need to be able to do these things in order to check out of a lesson. As you practice, you should read quietly, but out loud.

Before you begin, look at Section F in your student packet. Notice that there are three lines, labeled "first read, second read, and third read." After you read the story the first time, make a checkmark on the first line to show that you're done with the first read. Then, do the same thing when you finish your second and third readings.

When you're reading the story, you'll notice that some words have a track number next to them. A track number means the word is in the glossary. So, whenever you need to know a definition, you can play that track on your CD.

Now look at page 3 in your textbook. Read the story's first sentence with me. Ready? *"Which animals do you regard as advanced?"*

What should you do if you don't know the word regard? *Give students a moment to answer.*

Regard has the number 32 next to it, which means this word is defined in the glossary and on the CD. Let's find the word regard in the glossary. *Regard is on page 10.*

Read along quietly with the narrator as I play track 32. *Play track 32.*

Remember, you have to be able to read the story fluently and master the target words. When you're unsure about a glossary word, look it up and listen to the CD.

Now, I'll give you ten minutes to read the story three times. If you finish all three readings, read the story a fourth time—or even a fifth time! The more times you read the story, the better you'll understand the target words and the story. Remember to mark your student packet for each practice. If you practice more than three times, you can draw extra lines next to the three that are already there.

*Give the students about ten minutes to complete Section F.*

## **Section G. Answer the Comprehension Questions**

---

Now turn to page 6 in your textbook, and look at Section G. In order to pass this lesson, you have to answer four comprehension questions. The questions will help you understand the story better.

The first question will always ask about the main idea of the story. This question is asking what the story is mostly about. You may need to go back and read through the story to figure out the answer to this question.

Let's read the first question together. Ready?

*What is the main idea of this story?*

- e. A colony of ants can do many advanced things.*
- f. Ants live in almost every part of the world.*
- g. An ant colony manages its own food supply.*

*Give students a moment to answer.*

The correct answer is E: A colony of ants can do many advanced things. F and G are both true statements, but they don't tell the main idea of the story.

Remember, you'll never write in your textbook. So, open your student packet to page 2. Notice that Section G has four blank spaces for questions 1 through 4. This is where you'll write your answers. In the blank space next to number 1, write the letter E.

You may be wondering why the question uses the letters E, F, and G for the answers instead of A, B, and C. These questions use different letters because the correct answers will fit into a word puzzle. You will learn about that word puzzle, which is called a hink pink, a little later.

Now, we'll move on to the second question. The second question will always ask about a detail from the story. You may need to go back to a certain section of the story and read carefully in order to figure out the answer to this question. *Answer the second question with the students. If necessary, show students how to go back to the story and re-read the section that contains the answer.*

The third question will always ask about the definition of a word. Remember on page 3, when we noticed that the word master was bold even though it isn't a target word? That's because the third question is about this word. You will use context clues to figure out the word's meaning. To answer this question, find the bolded word in the story. Read the context clues around the word, and try to figure out what the word means. Then choose the answer you think is correct. *Answer the third question with the students. If necessary, show students how to use the context clues surrounding this word to figure out its meaning.*



The fourth question will always ask you to make an inference. An inference is when you use facts from the story to figure out something that the author didn't actually say. You may need to go back and re-read certain sections of the story in order to figure out the answer to this question. *Answer the fourth question with the students. If necessary, show them how to use the story text to answer the inferential question.*

## **Section H. Sketch Target Words**

---

Now that we've finished answering the comprehension questions, we will look at Section H: Sketch Target Words on page 6 of the textbook. This section gives a definition for each target word in the lesson. In order to check out of this lesson, you must be able to define each of the target words. In Section H, you'll sketch these words in order to learn them better.

Look at page 2 of your student packet. Notice Section H. There's a box for each of the target words. The numbers in these boxes match the numbers next to the target words in your textbook. In your textbook, notice that the word advanced is number 5. So, in your student packet, write the word advanced on the blank line next to number 5.

*Optional: Set up the Sketch Target Words transparency, located in the appendix of this manual. Or, on the chalkboard or whiteboard, draw a box that looks like the one on the transparency. Write the word advanced in box 5.*

It will be easier for you to remember a word's meaning if you make a quick sketch of it or write a few words describing what the word means to you. So, I'm going to play the audio for the word advanced. After listening to the audio, you will have one minute to make a sketch of the word. *Play track 7. Then, if you are doing this activity along with the students, make a sketch in the box. Be sure the sketch takes less than one minute.*

The purpose of this exercise isn't to spend a lot of time making a great drawing. The purpose is to make a quick sketch that will help you remember what the word means. It does not matter what you draw, as long as your sketch makes sense to you and helps you understand the word.

In your student packet, make a quick sketch that shows what the word advanced means to you. You'll have one minute. Ready? *Give the students one minute to make their sketches.*

*Repeat this procedure for the three remaining target words (elaborate, immense, and suit). Have students write the target word in the box, then play the audio track, and give students one minute to make a sketch.*

## **Section I. Clarify Target Words**

---

On page 7 of your textbook, look at Section I: Clarify Target Words. In order to check out of this lesson, you must be able to define each of the target words. In Section I, you'll get a better understanding of these words by answering questions about the words' meanings.

If you don't know the answer to one of these questions, the best strategy is to look at the definition of the word the question is asking about. These definitions are in Section H of your textbook. Understanding the meaning of the word will allow you to answer the question correctly.

We'll take five minutes to complete the questions in Section I. Remember to write your answers in your student packet. *If necessary, show students where to write answers for Section I.*

If you finish this section early, turn to page 6 in your textbook and study the target words. To study, read the target word and try to think of its definition. Then, read the definition to see if you were right.

*Give students about five minutes to complete Section I.*

## **Section J. Study Word Parts**

---

Turn to page 8 in your textbook, and look at Section J: Study Word Parts. Complex words are often easier to understand if you know the meanings of certain word parts, such as prefixes, suffixes, or roots. *If necessary, take a moment to explain what prefixes, suffixes, and roots are.*

In the first lesson of each unit, you'll do an activity that helps you learn a word part.

Let's listen to track 11. *Play track 11.*

Now, whenever you see this word part added to another word or word part, you will have more information about what the word means. Like context clues, word parts can be important tools in helping you figure out the meanings of words you don't know.

Use what you learned in Section J to answer the questions. *Give students about two minutes to complete this activity.*

## **Enrichment: Apply the Target Words**

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*This activity is optional.*

On page 8 of your textbook, look at the Enrichment: Apply the Target Words questions. For this section, you'll answer four questions. Each question uses a target word. You will need to know the meaning of the target word in order to answer the question. Remember that if you don't know the target word's meaning, you can go back to Section H to review it.

When you are working in a regular unit, your student packet will have a full page that is blank. You will write the answers to these questions on this page. Because this is the training unit, your student packet does not have a blank page in it. So, you can write your answers to these questions in the blank space on page 6. *Show students where to write their answers—below the Extend the Target Words questions on page 6.*

Please use complete sentences when you answer these questions. *Give students a few minutes to complete this activity.*

## Section K. Check the Hink Pink

---

Set up the Hink Pink transparency, located in the appendix of this manual, or write the following on the board:

*A large hog  
is a  
big pig.*

Read this sentence with me. Ready? "*A large hog is a big pig.*"

This sentence is an example of a hink pink. A hink pink is a word puzzle. The words in the first line are synonyms for the words in the last line. And the words in the last line rhyme!

For example, large is a synonym for—or means the same as—big. Hog is a synonym for pig. And in the last line, big rhymes with pig.

Sometimes, the words in a hink pink will have two syllables. When this happens, it's called a hinky pinky. And if there are three syllables, it's a hinkity pinkity!

Let's do some more hink pinks together. Use the Hink Pink transparency, or write the following on the board:

*A chubby kitty  
is a*

— — — — —

*A humorous rabbit  
is a*

— — — — —

Work with the students to solve these hink pinks. The answer to the first one is "fat cat," and the answer to the second one is "funny bunny."

You've answered all of the multiple-choice questions in the lesson, but you still don't know if your answers are correct. On page 2 of your student packet, look at Section K: Check the Hink Pink. In this section, you'll use a hink pink to find out if you've answered the questions correctly.

Notice the numbers below each of the blank spaces: 4, 3, 11, 1, and so on. Each of these numbers matches up with a question you answered. If you answered all of the questions correctly, the letters will spell out a hink pink. If you answered some questions incorrectly, your hink pink will not make sense. The words won't rhyme, or the words in the first part won't be synonyms for the words in the second part.

Let's fill in part of the hink pink together. For question number 1, the answer is E. So, in the hink pink, find the blank space with the number 1 beneath it, and write the letter E. Now, take a moment to fill in the rest of your letters.

Give students a couple minutes to complete their hink pinks.

## Lesson Checkout

---

Now that you've finished every section in the lesson and completed the hink pink, it's time to check out. This is when you'll show me that you've mastered the lesson.

Turn to page 2 in your student packet. Look at the picture of a bull's-eye on the right-hand side, and notice the four blank spaces next to it. This is a checklist of things you need to do in order to check out of a unit. You have to show me that you did all four of these things: read target words, read story fluently, defined target words, and completed activities.

When you finish the hink pink, you'll let me know that you're ready to check out. *Tell students how they should alert you.*

*Optional: If you are using red/green pouches, introduce them now. Tell students the red/green pouch is like a traffic light. When they work with the green side facing up, it means the student doesn't need any help and the teacher can go. When they work with the red side facing up, it means the teacher should stop and help.*

I'll come to your seat, and I'll ask you to read the target words, read the story fluently, and define each target word. Then, I'll check your answers to the questions using my answer key. If any of your answers are wrong, I'll circle them—and it will be your job to go back and correct them.

Normally, when you check out, it will be just you and me, and I will make the checkmarks on the checklist. But today, everyone will check out as a group, and you will make the checkmarks, so that you can see how it works.

The first thing on the checklist is "Read Target Words." So, turn to page 3 in your textbook, and as a group, read the target words in Section A. Ready? *Let the students read the words.*

Good. Now, in your student packet, put a checkmark on the first line, where it says "Read Target Words."

The second thing on the checklist is "Read Story Fluently." Go back to page 3 in your textbook, and read the story out loud, as a group. Ready? *Let the students read the story.*

Good. Now, in your student packet, put a checkmark on the second line, where it says "Read Story Fluently."

The third thing on the checklist is "Defined Target Words." We can't do this as a group, so would someone please volunteer to define advanced in his/her own words? *Repeat this step for the words elaborate, immense, and suit.*

Now that all of the target words have been defined, put a checkmark on the third line, where it says "Defined Target Words."

The last thing on the checklist is "Completed Activities." You can't finish the lesson until you've answered all of the questions correctly. So, let's correct the hink pink to see how you did. I'll read the letters one at a time. Please circle any letters that you got wrong. Ready?

S-A-F-E A-N-T S-N-U-G B-U-G

What does your hink pink say? *"A safe ant is a snug bug."* Does your answer make sense? Are the words in the first line synonyms for the words in the last line? Does the last line rhyme? If you made a few mistakes, that's okay. Remember, when I come to you for checkout, I will tell you which of your answers are incorrect. Then it will be your job to go back and

correct your answers.

*Optional: As a group, you may want to go through a question that several students got wrong, and explain the correct answer.*

We'll take a few minutes so that everyone has a chance to correct their answers. If you finish early, or if you answered all the questions correctly the first time, turn to page 6 in your textbook and study the target words. Read each word, and say the definition to yourself.

## Complete Unit Activities

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Because this is the training unit, there's just one lesson in this unit. But when you start working independently, each unit will have four lessons. You will do a hink pink and lesson checkout for each of these lessons.

After you check out of all four lessons, you'll complete activities that use target words from all four of the lessons. Turn to page 3 in your student packet. This section is called Analyze Target Words. In this section, you'll learn more about the target words by using them in new ways.

Let's read the directions for part one. Ready? *"Read the target word in the center of the diagram. Think about words or phrases you know that are related to this target word. Write these words in the empty ovals."*

Why do you think the word suit is bolded? *Give students a moment to answer.*

The word is bolded because you have to know the meaning of this target word in order to fill in the rest of the ovals. What does suit mean? *Give students a moment to answer.*

What should you do if you're not sure what suit means? *You should use the glossary or look at Section H in your unit textbook.* If you know what suit means, you should be able to complete this activity.

*Give students a few minutes to complete this activity.*

Now, let's read the directions for part two. Ready? *"Read the target words in the boxes. Then, read the words listed above the boxes. Write each of the words from the list in the appropriate box."*

Look at the three boxes. Read these three words with me. Ready? *"Elaborate. Advanced. Immense."*

Now, let's look at the list of words above the boxes. The word huge is the first one in the list. Which box does huge belong in? Is the word elaborate related to the word huge? *No.* Is the word advanced? *No.* Is the word immense related to the word huge? *Yes.*

So, write the word huge in the box that says immense.

*Give students a few minutes to complete this activity, and have them share their answers.*

Sometimes, the activities will be the same as the ones you see on this page. Other times, the activities will be different. It's your responsibility to read the directions and complete the activities. If you don't know how to do a certain activity, alert me and I will come help you. You will keep working on other activities while you wait for me to come help you.

*Optional: If you plan to have students complete additional unit activities, such as the crossword, explain that they will have more activities to do after finishing the Analyze Target Words activity. Tell them you will explain these activities later.*

## Study the Target Words

---

After you complete the additional unit activities, you will study for the posttest. The posttest is a test just like the pretest. You will take the posttest at the end of your work in a unit.

Studying for the posttest is extremely important. You should not take the posttest until you know the definition for each and every target word. You need to do well on the posttest in order to complete this unit and begin working in a new one. Success on the posttest will also give you proof of how well you learned the target words. And, if you get all the answers on the posttest correct, you'll get a bull's-eye on your target graph! So, make sure you study carefully.

Close your student packet, and turn back to page 6 in your textbook. We'll take a few minutes to study the target words. *Model the correct way to study.*

## Introduce the Crossword and Additional Activities

---

*This section is optional. If you want students to work on these activities as part of posttest preparation, or if students need more practice before moving on to another unit, you can incorporate them into your Take Aim program. You may also assign them as homework or assign them later on as review.*

Remember, the goal of Take Aim is to learn more words. There are extra activities in your student packet that will help you learn the target words better. These extra activities will help you get a good understanding of all the target words in the unit. One of these activities is the crossword puzzle. Please turn to page 5 in your student packet. *Explain how to do a crossword puzzle, and give the students a few minutes to work on it.*

Another activity is called Extend the Target Words. This activity helps you learn words that are very similar to the target words because they have the same word parts. *Explain the first question to the students. Give them a few minutes to work on the rest.*

There are also flashcards at the end of each student packet. These can be very helpful when you are studying for the posttest. *Explain that either you or the students will create the flashcards by cutting along the dotted lines.* You will have small cards with a word on one side and its definition on the other. You can quiz yourself on how well you know the target words by looking at the word and trying to remember or say its definition. You can turn the card over to see if you were right.

Regular units also have a Compare the Lessons activity. For this activity, you will answer questions that compare one lesson in the unit to another. The training unit does not have this activity, because there is only one lesson.

## Take the Posttest

---

Now, turn to page 4 of your student packet. This is the posttest. As the title says, you will show what you've learned. The posttest is just like the pretest. At the end of every unit, you'll take the posttest to see how many of the target words you learned. In order to complete the unit and move on to the next one, you need to do well on the posttest.

Close your textbook, and open your student packet to page 4. Remember, when you're taking this test, the first thing you should do is read the target words on the right-hand side of the page. Next, read the first definition on the left-hand side of the page, and find the target word that completes the sentence. We only studied four of the target words, but eight are in the test. When you take a real posttest, you will have studied all of the words before you take it.

Like the pretest, the posttest is timed. When you work independently, you will time yourself and have six minutes to complete the posttest. Today I will time everyone together, and you'll have two minutes. Ready? *Time the students for two minutes as they work on the posttest.*

## Correct the Posttest

---

To make things faster, you'll correct your own posttest today. But normally, I'll be the one who corrects your posttest. When you finish the test, you will alert me. *Remind students how you would like them to alert you.*

For each item you get correct, write the letter C (for "correct") in front of the number. Ready?

1-c. 2-a. 3-g. 4-e. 5-d. 6-h. 7-b. 8-f.

Now count the number of correct answers. Write that number at the bottom of the page, where it says "Posttest number correct." When I correct your posttest, I will write this number.

## Fill in the Target Graph

---

*Show the students your sample target graph.* Remember, my pretest score was 2, so the first two boxes are already filled in with blue. The filled-in blue boxes show how many target words I knew before I started the unit. Now, using red, I'm going to fill in the number of words I knew after I finished the unit.

For example, if my posttest score was 7, I would start with the third box, and fill in the graph up to 7. *Using the red side of the pencil, fill in the graph up to 7.*

Now I can see how much progress I made during this unit. The filled-in red boxes show how many target words I learned.

Open your folder, and take out your target graph. Fill in the number of target words that you answered correctly on the posttest. If you know all of the target words in the unit, you get a bull's-eye! The goal is to get as many bull's-eyes as you can. The more bull's-eyes you get, the more your vocabulary will grow—and having a big vocabulary will make you a better reader!

# Lesson Plan 2: Walk Through Regular Unit

After your students have completed the Amazing Ants training unit, they are ready to begin working in the regular Take Aim at Vocabulary™ textbooks. Before students begin working independently, you may want to walk students through the first lesson of their first unit.

This lesson will require two to three 30-minute periods, or one to two 45-minute periods.

You will need the following materials for this lesson:

- Level word lists (hang in the classroom)
- Folders (one for each student)
- Target graphs (put one copy in each folder)
- Unit steps list (put one copy in each folder)
- Scores summary (put one copy in each folder)
- Regular pencils (put one in each folder)
- Red/blue pencils (put one in each folder)
- Red/green pouches (put one in each folder) (optional)
- CD players (one for each student)
- All 12 of the Take Aim textbooks
- Photocopies of student packets (at least one student packet per textbook), organized in the Take Aim storage box with divider tabs.
- All 12 Take Aim Unit CDs
- Unit answer keys (one of each, for the teacher)
- Unit pretest answer keys (one for each student; keep in central location)
- Timers (at least one per three students; keep in a central location)

**Note:** As you photocopy student packets for this lesson, you may want to run off several copies of each packet and store them behind the appropriate tabs in the Take Aim box so that they're ready when students need them.

You may follow this script word for word, or you may choose to read through it as preparation and then instruct students in your own words. When using this script, say everything that appears in plain type. Sentences in italics are directions or student responses.



## Introduce the Lesson

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*Before you begin the lesson, pass out students' folders and CD players. Each folder should include the student's target graph, a unit steps list, a scores summary, and a red/blue pencil (or red and blue colored pencils/crayons).*

Now that you've finished the Amazing Ants training unit, you're ready to begin using the regular unit textbooks. Today we'll go through the Take Aim steps one more time as a group. But this time you'll each have a different unit. *Show students the textbooks and review the titles.*

## Gather Materials

---

Remember, to work in Take Aim, you need a unit textbook, a student packet, and a CD. We will store the textbooks, packets, and CDs in these boxes. *Explain how textbooks and student packets are organized in the box, separated by the divider tabs and/or stored in file folders. Explain where you will keep the case of audio CDs.*

In a minute, everyone will choose a unit to work in. Don't worry if someone takes the unit you wanted. Each book only takes a few days to finish, so you'll get to choose another one soon. Eventually, each person will have a chance to work in each unit.

I'll demonstrate how to start a unit. First, I'll choose a textbook. *Take the textbook for unit 1.* Notice the markings on the spine of each textbook. These show you the unit number of the textbook. They will help you select your new unit quickly. For example, if you know you have already worked in unit 1, you will not choose this textbook. *Show students the single marking on the spine of the textbook for unit 1.* The numbers and titles are also listed here on the side of the box.

Next, I'll take a student packet. *Show students how to use the divider tabs to find the student packet that corresponds to the unit 1 textbook.* I have to make sure I take the correct packet, so I'll read the title and look at the picture on the front of the packet and make sure it matches my textbook.

Next, I'll take the CD. I have to make sure I take the correct CD, so I'll read the label and make sure it matches my textbook. *Take the CD. If necessary, teach students the proper way to handle CDs.*

*Instruct students to gather their materials as you have demonstrated. To avoid conflicts, you may want to send one student at a time, in alphabetical order.*

## Introduce the Unit Steps List

---

Now, open your folder. Take out the unit steps list. This is a list of the steps you will complete for each unit of Take Aim. If you are unsure of what to do next, look at this list.

Notice that the first step on the list says "Unit Pretest." This is the first thing you will do each time you begin a new unit. After you finish taking the pretest and marking your graph, you will look at this list as a reminder of what to do next.

## Take the Unit Pretest

---

Look at the front page of your student packet. Remember, the first thing you'll do when you're starting a new unit is take the pretest.

When you took the pretest for the training unit, there was only one section. But in the regular units, the pretest has three sections. You will have six minutes to complete the whole test.

Normally, you'll time yourself. *Show students how to use timers.* The timers are kept here. *Remind students where the timers are kept.*

Today we're doing the first lesson together, so I'll time everyone as a group. The first thing you should do for the pretest is read the target words on the right-hand side of the page. Next, read a definition on the left-hand side of the page, and find the target word that completes the definition.

If you don't know an answer, put a question mark instead of a letter, and then move on to the next one. Please don't guess. The purpose of this pretest is to figure out how many words you know before starting the unit. Guessing could give you an inaccurate score.

*Tell students when to begin and when to stop.*

Today, because I timed you and we all took the pretest together, you used the full six minutes for the pretest. When you take pretests in the future and time yourself, you can stop whenever you're finished taking the test—even if the six minutes is not up yet.

## Correct the Unit Pretest

---

When you finish the pretest, you'll correct it using the unit pretest answer key.

The pretest answer keys will be kept here. *Tell students where the pretest answer keys are kept.* Normally, you will come up and get an answer key to correct your pretest. You will return it when you are done using it.

Today, I'll hand them out so that we can correct our answers more quickly. *Hand out the pretest answer keys, and give students a moment to correct their answers.*

Now, write the number of correct answers on the line at the bottom of the page. *Give students a moment to record their scores.*

When you're done, return your answer key.

## Graph Pretest Score

---

Next, take your target graph out of your folder. On the graph below "Amazing Ants," write today's date and the name of the unit you're working on. Today's date is \_\_\_\_\_.

Then, using blue, mark the number of correct answers you got on the pretest. *Give students a moment to mark their graphs.*

## Sections A–E

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*If necessary, teach students how to use the CD players.*

In Take Aim, it's important to complete the four lessons in order. So, open your textbook to the first lesson, which is on page 3. Now follow along as I review the sections.

Section A: Read the Target Words. In this section, you'll read the target words along with the CD. Notice that there are six target words.

Section B: Read the Story. In this section, you'll read the story along with the CD.

Page 4, Section C: Read to Understand Target Words. In this section, you'll read the story again along with the CD. As you're reading, you'll learn the definitions of three target words.

Section D: Use Context Clues. In this section, you'll use context clues to figure out the meaning of one of the target words.

Page 5, Section E: Read to Understand More Target Words. This section is just like Section C, except you'll learn the other three target words. You will also notice the context clues surrounding the word you learned in Section D.

When you get to Section F, you'll turn back to page 3 and practice reading the story.

Now, please open your student packets to page 2. Remember to make a checkmark after you finish each section.

*Instruct students to begin working, starting with Section A. Tell them to alert you when they reach Section F. If you are using red/green pouches, remind students how to use them.*

## Section F

---

*When the first student reaches Section F, tell students to stop working.*

Some of you have started Section F: Read to Master. Remember, when you're working on Section F, you'll read the story three times. Each time you read the story, you'll make a checkmark in your student packet. *Show students where to make the checkmark.*

If you don't know what a word means, look for the track number next to it. The track number means you can look up the word in the glossary and listen to the definition.

Now, please continue working. *Tell students to alert you when they finish Section F.*

## Sections G–I

---

*When the first student finishes Section F, tell students to stop working.*

Some of you have finished Section F. Now, turn to page 6 in your textbook. When you're done with Section F, you'll go to Section G: Answer the Comprehension Questions. Remember, these questions will be about the story. You'll use the context clues around one of the bold words in the story to figure out the answer to the third question. You'll write your answers in your student packet.

When you finish the comprehension questions, you'll go on to Section H: Sketch Target Words. In this section, you'll listen to the first word, using the track number next to the word. Then, you'll stop the CD and take one minute to make a quick sketch in your student packet. The sketch should show what the word means to you. It will help you remember the word. *If necessary, point out the appropriate sections in the student packet for students to record answers and make sketches.*

After you listen to all six words and make a sketch for each one, you'll move on to Section I: Clarify Target Words. These questions will help you understand the meaning of each target word better. You'll write your answers in your student packet. If you get stuck on one of the questions, use the definitions of the target words in Section H to help you.

## Section J

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When you finish the questions, you'll turn to page 8 in your textbook and work on Section J: Study Word Parts. This section has a track number next to it, so you'll listen to track 13 and then answer the questions.

For the second, third, and fourth lessons in a unit, Section J is different. Turn to page 14 in your textbook. Notice that Section J for this lesson is called Review Target Words and does not have a track number. For the second, third, and fourth lessons in each unit, Section J will have questions about the words taught in the previous lesson. For example, Section J for lesson two will ask questions about some target words from lesson one. Section J for lessons two, three, and four might also include a question that uses the word part you learned in the Study Word Parts table.

The questions in Review Target Words will be just like the questions you answered in Section I: Clarify Target Words. If you don't know the answers, you can look in the glossary for the definition of the bolded word.

## Enrichment: Apply the Target Words

---

*This activity is optional.*

The Enrichment: Apply the Target Words questions will help you learn the words better because you will apply them to your own experience. You will write your answers to the Enrichment questions on the blank sheet of paper in your student packet. The blank sheet is on the back of the posttest—page 8. You may need to look up the definitions of the target words in order to answer these questions. Remember to use complete sentences.

## Section K

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When you've answered all the questions, you'll do Section K: Check the Hink Pink. Look at Section K in your student packet. You will write each answer on the blank above the number that matches the question. Remember, if the hink pink is correct, the first two words will be synonyms for the last two words, and the last two words will rhyme.

Now, please begin working on Section G: Answer the Comprehension Questions. Continue working until you are finished with Section K. *Tell students to alert you when they finish Section K.*

## Lesson Checkout

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*When the first student finishes Section K, tell students to stop working.*

Some of you have finished the hink pink. When you're done with the hink pink, it's time to check out. *Tell students how you would prefer them to alert you (raise hand or turn up red card) when they are ready to check out.*

Please look at your student packet. Remember, the checklist on the right-hand side tells you the four things you have to do in order to check out: read target words, read story fluently, defined target words, completed activities.

When I see that you're ready to check out, I'll come to your seat and make sure you can do these four things. If you got any of the questions wrong, I'll circle them, and then it will be your job to go back and correct your answers.

Notice in your folder that you have a scores summary sheet. This sheet allows me to keep track of how you do on the activities. When I come to your seat to do the lesson checkout, I will mark the scores summary.

If you are ready for checkout and I am working with another student, you should continue working until I am able to come to you. You can study the target words, practice reading the story, or re-check your answers to the questions to make sure you have answered them correctly. I will come to your seat as soon as I can.

After you check out of this lesson, you are ready to go on to the second lesson in the unit. I will continue this training after the first student completes all four lessons, which may take a few days. Remember to try to get as many bull's-eyes as you can!

*When you meet with students for lesson checkout, use the unit answer key to correct the students' responses. Record the students' correct and incorrect responses on the scores summary.*

## Remaining Steps

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*When the first student finishes all four lessons, tell students to stop working.*

In a few minutes, you can get back to work on lessons 1 through 4. But right now, I want to remind you about the things you'll do after you finish all four lessons.

After you check out on the fourth lesson, you'll do the Analyze Target Words activities. Notice that your unit steps list reminds you to do these activities. The Analyze Target Words activities are in your student packet, after lesson 4. *Show students the correct page in the student packet, and remind them what to do.*

*Optional: If you are requiring students to complete additional activities, remind them how to complete the crossword, Compare the Lessons, and Extend the Target Words activities.*

When you finish these activities, you will study for the posttest. Study until you feel confident that you know the meanings of all the target words without looking at the definitions.

*If necessary, remind students how to study. If you want students to study using the flashcards, explain this now. If you plan to have students complete the optional activities, explain that they could work on these as well.*

After you've completed your studying, you'll take the posttest. You'll time yourself for six minutes using one of the timers. *If necessary, remind students how to use the timers.*

When you're done with the posttest, you'll signal me to check your answers. I will correct your posttest as well as your answers to Analyze Target Words (*and any additional activities I have asked you to complete*). I will record your scores on the scores summary in your folder. Then you'll take out your target graph and mark your posttest score in red.

If you had trouble with the posttest, I might ask you to do some additional activities, study some more, and retake it. It is important that you learn the definitions of all the target words before you move on to a new unit.

Now, please continue working. Remember, if I am working with another student and you need me, you should continue working until I am able to come to you. Study the target words, practice reading the story, or re-check your answers to the questions (*or additional activities*) to make sure you have answered them correctly. I will come to your seat as soon as I can.

# Appendix

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This appendix includes blackline masters needed for training. You will find all other blackline masters needed for the Take Aim at Vocabulary™ program in Blackline Master Book One and Blackline Master Book Two. The blackline masters in this appendix include the following:

- Context Clues training activity (optional)
- Sketch Target Words training activity (optional)
- Hink Pink training activity (optional)
- Amazing Ants training unit textbook
- Amazing Ants training unit student packet
- Amazing Ants training unit answer key

## Context Clues Training Activity (Optional)

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You can make this page into a transparency to use while training students to complete the context clues activity, or recreate the content on a chalkboard or whiteboard. You may also use this blackline master to create Context Clues worksheets for students.

Read each example on this page with your students, and discuss how the context clues (underlined words) suggest the meaning of the bolded word. Explain how the context clues show that accolades means praise, foliage means leaves on trees, and livid means very mad.

## Sketch Target Words Training Activity (Optional)

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You can make this page into a transparency to use while training students to complete the Sketch Target Words activity, or recreate the content on a chalkboard or whiteboard. Use the examples below to demonstrate how to do the Sketch Target Words activity.

**Advanced.** Write a simple math problem and a complicated math problem. Circle the complicated one to show that it is more advanced.

**Elaborate.** Draw a wedding cake that is elaborate.

**Immense.** Draw a mountain and a hill; a castle and a hut; an elephant and a mouse. Circle the one that is immense.

**Suit.** Draw a big dog house for a big dog and a little dog house for a little dog. Explain that the big house suits the big dog, and the little house suits the little dog.

## Hink Pink Training Activity (Optional)

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You can make this page into a transparency to use while training students to complete the Hink Pink activity, or recreate the content on a chalkboard or whiteboard. You may also use this blackline master to create Hink Pink worksheets for students.

The answer to Hink Pink #1 is, "A chubby kitty is a fat cat." The answer to Hink Pink #2 is, "A humorous rabbit is a funny bunny."

## **Amazing Ants Training Unit Textbook**

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Photocopy an Amazing Ants training unit textbook for each student you place in the Take Aim program. You will use the training unit in conjunction with the lesson plan in this manual to teach students to use Take Aim and work independently through most of the steps.

Even though training unit textbooks are photocopies, discourage students from writing in them. Students will not write in regular Take Aim materials, and you may also want to re-use the photocopies with other classes.

## **Amazing Ants Training Unit Student Packet**

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Photocopy a training unit student packet for each student you place in the Take Aim program. Students will write answers to the questions, pretests, posttests, and other activities in these packets as they work through the training unit.

## **Amazing Ants Training Unit Answer Key**

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Photocopy the Amazing Ants answer key to correct students' pretests, posttests, and other activities as they work through the training unit.



# Context Clues Activity

---

1. **accolades**

She got many **accolades** for her performance in the play. Many people in the audience complimented her, and several newspapers praised her in their reviews.

2. **foliage**

Maple trees have pretty **foliage** in Autumn. Their leaves turn beautiful shades of red, orange, and yellow.

3. **livid**

She was **livid** when she heard the news. She started yelling and throwing a fit.

# Sketch Target Words Activity

---

5. <u>Advanced</u>	6. <u>Elaborate</u>
7. <u>Immense</u>	8. <u>Suit</u>

# Hink Pink Activity

---

A hink pink is a word game. Use the underlined clue to come up with two rhyming words that mean the same thing as the clue.

*Example:*

A large hog

is a

big pig.

1. A chubby kitty

is a

\_\_\_\_\_ .

2. A humorous rabbit

is a

\_\_\_\_\_ .

Training Unit  
**Amazing Ants**  
Textbook

advanced Ⓞ crop Ⓞ danger Ⓞ elaborate  
immense Ⓞ manage Ⓞ scientist Ⓞ suit



**Table of Contents**

Lesson 1      How Advanced Are Ants? .....3  
Glossary .....9



# How Advanced Are Ants?

## A. Read the Target Words <sup>1</sup>

advanced

elaborate

immense

suit

## B. Read the Story <sup>2</sup>

### How Advanced Are Ants?

Which animals do you regard<sup>32</sup> as **advanced**<sup>7</sup>? Do you think of ants as advanced? Many scientists<sup>33</sup> do. These insects<sup>24</sup> can do amazing<sup>13</sup> things. They can even match many human<sup>23</sup> achievements<sup>12</sup>.

Like people, ants manage<sup>26</sup> their own food supply<sup>36</sup>. Many ant colonies<sup>16</sup> grow crops<sup>19</sup> of tiny<sup>38</sup> mushrooms<sup>30</sup>. Many colonies keep aphids<sup>14</sup> as livestock<sup>25</sup>.

Like people, ants communicate<sup>17</sup> to let each other know what is happening. They communicate in a quick and clear way. For example<sup>22</sup>, a colony is sometimes suddenly<sup>35</sup> in danger<sup>20</sup>. Right away, many ants know about the danger. They also know how to react<sup>31</sup>.

Like people, ants change their surroundings<sup>37</sup> to **suit**<sup>10</sup> their needs. They are **master**<sup>27</sup> builders. They dig **elaborate**<sup>8</sup>, underground<sup>40</sup> nests. They build flood traps<sup>21</sup> to keep out rain. Their colonies can be **immense**<sup>9</sup>. In 2002, people found one with billions<sup>15</sup> of ants. It covered<sup>18</sup> almost 4,000 miles<sup>28</sup>!

Like people, ants live in almost every part of the world. There are over a million<sup>29</sup> trillion<sup>39</sup> ants! In many ways, ants are Earth's most successful<sup>34</sup> animals. Scientists think ants have lived on Earth for 100 million years!

(179 words)



### C. Read to Understand Target Words<sup>3</sup>

#### How Advanced Are Ants?

Which animals do you regard as **advanced**?

**Advanced** means having more skills or being more developed than others.

Do you think of ants as advanced? Many scientists do. These insects can do amazing things. They can even match many human achievements.

Like people, ants manage their own food supply. Many ant colonies grow crops of tiny mushrooms. Many colonies keep aphids as livestock.

Like people, ants communicate to let each other know what is happening. They communicate in a quick and clear way. For example, a colony is sometimes suddenly in danger. Right away, many ants know about the danger. They also know how to react.

Like people, ants change their surroundings to suit their needs. They are master builders. They dig **elaborate**, underground nests.

**Elaborate** means very detailed, fancy, or complex.

They build flood traps to keep out rain. Their colonies can be immense. In 2002, people found one with billions of ants. It covered almost 4,000 miles!

Like people, ants live in almost every part of the world. There are over a million trillion ants! In many ways, ants are Earth's most successful animals. Scientists think ants have lived on Earth for 100 million years!

### D. Use Context Clues<sup>4</sup>

Their colonies can be **immense**. In 2002, people found one with billions of ants. It covered almost 4,000 miles!

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

### How Advanced Are Ants?

Which animals do you regard as advanced? Do you think of ants as advanced? Many scientists do. These insects can do amazing things. They can even match many human achievements.

Like people, ants manage their own food supply. Many ant colonies grow crops of tiny mushrooms. Many colonies keep aphids as livestock.

Like people, ants communicate to let each other know what is happening. They communicate in a quick and clear way. For example, a colony is sometimes suddenly in danger. Right away, many ants know about the danger. They also know how to react.

Like people, ants change their surroundings to **suit** their needs.

**Suit** means to fit or be right for something.

They are master builders. They dig elaborate, underground nests. They build flood traps to keep out rain. Their colonies can be **immense**.

**Immense** means very big.

In 2002, people found one with billions of ants. It covered almost 4,000 miles!

Like people, ants live in almost every part of the world. There are over a million trillion ants! In many ways, ants are Earth's most successful animals. Scientists think ants have lived on Earth for 100 million years!

## F. Read to Master<sup>6</sup>

Turn to page 3.





## G. Answer the Comprehension Questions

1. What is the main idea of this story?
  - e. A colony of ants can do many advanced things.
  - f. Ants live in almost every part of the world.
  - g. An ant colony manages its own food supply.
2. How long do scientists think ants have lived on Earth?
  - t. 4,000 years
  - u. 100 million years
  - v. billions of years
3. What does **master** mean in this story?
  - a. able to do something very well
  - b. the boss of others
  - c. the owner of slaves
4. Why does each ant know how to react when the colony is in danger?
  - r. because ants have elaborate, underground nests
  - s. because ants communicate with each other in a quick and clear way
  - t. because ant colonies are immense

## H. Sketch Target Words <sup>7-10</sup>

### 5. **advanced**<sup>7</sup> (adjective)

Advanced means having more skills or being more developed than others. *Ali has very advanced math skills, so he understands math problems that most people don't understand.*

### 6. **elaborate**<sup>8</sup> (adjective)

Elaborate means very detailed, fancy, or complex. *The elaborate cake was covered with roses and fancy frosting designs.*

### 7. **immense**<sup>9</sup> (adjective)

Immense means very big. *The immense hotel had 40 levels and hundreds of rooms.*

### 8. **suit**<sup>10</sup> (verb)

Suit means to fit or be right for something. *She wanted an outfit that would suit the formal concert, so she bought a fancy black dress.*

## I. Clarify Target Words

9. Which of the following is the most **immense**?
- r. a pond
  - s. a lake
  - t. an ocean
10. An **elaborate** house would have \_\_\_\_\_ .
- e. one simple room and old furniture
  - f. empty rooms and no furniture
  - g. fancy rooms and nice furniture
11. This part of the garden should **suit** this plant. It has \_\_\_\_\_ sun.
- e. too little
  - f. the right amount of
  - g. too much
12. Who probably has the most **advanced** Spanish-speaking skills?
- l. a student studying Spanish
  - m. someone who just learned Spanish
  - n. someone who has spoken Spanish his whole life



## J. Study Word Parts <sup>11</sup>

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
under-	below	under + ground	underground	below the ground
		under + foot	underfoot	below the foot or feet

13. The subway is **underground**, so we are \_\_\_\_\_ when we walk on the street.
- g. above the subway
  - h. below the subway
  - i. at the subway's level
14. Jack wanted to see the **underside** of the turtle, so he \_\_\_\_\_ .
- a. watched as it walked by
  - b. picked it up and turned it over
  - c. moved so he would be in front of it

### Enrichment: Apply the Target Words

- a. What is an area in which you have **advanced** skills?
- b. If you built an **elaborate** fort, what might it look like?
- c. Many mountains are **immense**. What other things can be immense?
- d. A new knife is a gift that would **suit** a chef. What gifts would suit a teacher?

# Glossary

**achievement**<sup>12</sup> (noun)

An achievement is something someone completed, won, or made real. *Won Ho's greatest achievement this year was passing the big math test.*

**advanced**<sup>7</sup> (adjective)

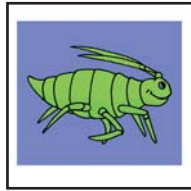
Advanced means having more skills or being more developed than others. *Ali has very advanced math skills, so he understands math problems that most people don't understand.*

**amazing**<sup>13</sup> (adjective)

Amazing means very impressive, special, or great. *The amazing little dog swam all the way across the lake.*

**aphid**<sup>14</sup> (noun)

An aphid is a small bug that drinks the juice from plants.



**billion**<sup>15</sup> (noun)

A billion is a very large number equal to a thousand millions.

**colony**<sup>16</sup> (noun)

A colony is a group that lives together.

**communicate**<sup>17</sup> (verb)

Communicate means to tell or share information and ideas. *My friend and I communicate by sending each other an email every week.*

**cover**<sup>18</sup> (verb)

When things cover something else, they go all the way over it or spread out over it. *Two blankets cover the bed.*

**crop**<sup>19</sup> (noun)

A crop is a grain, vegetable, or other plant that farmers grow.



**danger**<sup>20</sup> (noun)

If something is in danger, it is in an unsafe spot or situation. *We knew the garden was in danger when the bad storm hit, so we covered the garden with plastic sheets.*

**elaborate**<sup>8</sup> (adjective)

Elaborate means very detailed, fancy, or complex. *The elaborate cake was covered with roses and fancy frosting designs.*

**flood trap**<sup>21</sup> (noun)

A flood trap is a wall or barrier that forces flood water into one area in order to protect another area from becoming flooded.

**for example**<sup>22</sup> (adverb)

For example are words a person sometimes says just before showing or telling you what something is like. *People sometimes get sick when they eat too much sweet food; for example, too much cake and ice cream can cause a stomachache.*

**human**<sup>23</sup> (adjective)

Human describes a person or people.

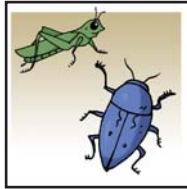


**immense**<sup>9</sup> (adjective)

Immense means very big. *The immense hotel had 40 levels and hundreds of rooms.*

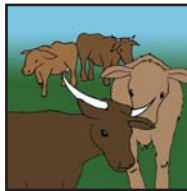
**insect**<sup>24</sup> (noun)

An insect is a small animal that has six legs and often has wings. *A fly is an insect; so is a beetle.*



**livestock**<sup>25</sup> (noun)

Livestock are animals, such as horses or cattle, that are raised on a farm.



**manage**<sup>26</sup> (verb)

Manage means to handle or take care of something. *I manage the cleaning at our house—I make sure the dishes are washed, the floors are mopped, and the tables are dusted.*

**master**<sup>27</sup> (adjective)

Master describes someone who is able to do something very well. *The master chef made excellent food.*

**mile**<sup>28</sup> (noun)

A mile is a way to measure distances or how far it is from one place to another. One mile is the same as 5,280 feet. *Most people can walk one mile in about 20 minutes.*

**million**<sup>29</sup> (noun)

A million is a very large number equal to a thousand thousands.

**mushroom**<sup>30</sup> (noun)

A mushroom is a soft, umbrella-shaped fungus. Some kinds of mushrooms can be eaten. Mushrooms are often white, brown, or tan.



**react**<sup>31</sup> (verb)

React means to respond to something or to do something because another thing has happened. *If you touch a hot stove, you will react quickly by moving your hand.*

**regard**<sup>32</sup> (verb)

Regard means to think about or see something a certain way. *I speak to my grandpa politely because I regard him with respect.*

**scientist**<sup>33</sup> (noun)

A scientist is a person who carefully studies the world, often using tests and experiments. *One scientist may watch and study animals, while another scientist might study the weather.*



**successful**<sup>34</sup> (adjective)

To be successful is to do well at something. *A good teacher is successful in helping her students learn.*

**suddenly**<sup>35</sup> (adverb)

Suddenly means quickly and without warning. *While we were driving, a deer suddenly ran out from the trees and in front of our car.*

**suit**<sup>10</sup> (verb)

Suit means to fit or be right for something. *She wanted an outfit that would suit the formal concert, so she bought a fancy black dress.*

**supply**<sup>36</sup> (noun)

A supply is a group of things that are stored and then used when needed. *Our apple trees grew lots of apples this year, so we had a large supply of apples to make jams and pies.*

**surroundings**<sup>37</sup> (noun)

Surroundings are all the things around a person, place, or thing. *The trees around the school are part of the school's surroundings.*

**tiny**<sup>38</sup> (adjective)

If something is tiny, it is very small. *An ant is tiny, and a house is big.*

**trillion**<sup>39</sup> (noun)

A trillion is a very large number equal to a thousand billions.

**underground**<sup>40</sup> (adjective)

Underground means below the ground. *The rabbit went down the hole to its underground home.*





Training Unit  
**Amazing Ants**  
Unit Pretest

Name \_\_\_\_\_

**Exercise A**

- |  |              |
|--|--------------|
| 1. A person who carefully studies the world, often using tests or experiments, is a(n) _____ . | a. danger    |
| 2. A person with many skills or a thing that is very developed is _____ .                      | b. crop      |
| 3. If something is very big, it is _____ .   | c. suit      |
| 4. If something is in an unsafe spot or situation, it is in _____ .                            | d. advanced  |
| 5. If you handle or take care of something, you _____ it.                                      | e. scientist |
| 6. If something will fit you or be right for you, it will _____ you.                           | f. elaborate |
| 7. If something is very detailed, fancy, or complex, it is _____ .                             | g. manage    |
| 8. A plant that a farmer grows is a(n) _____ .   | h. immense   |

Pretest number correct: \_\_\_\_\_



# How Advanced Are Ants?



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

A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_ D. \_\_\_\_\_ E. \_\_\_\_\_

## F. Read to Master

1<sup>st</sup> read    2<sup>nd</sup> read    3<sup>rd</sup> read

## G. Answer the Comprehension Questions

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Read Target Words: \_\_\_\_\_  
 Read Story Fluently: \_\_\_\_\_  
 Defined Target Words: \_\_\_\_\_  
 Completed Activities: \_\_\_\_\_



## H. Sketch Target Words

5. _____          	6. _____          
7. _____          	8. _____          

## I. Clarify Target Words

9. \_\_\_\_\_ 11. \_\_\_\_\_  
 10. \_\_\_\_\_ 12. \_\_\_\_\_

## K. Check the Hink Pink

A \_\_\_\_\_  
 4            3            11            1            3            12            9  
 is a

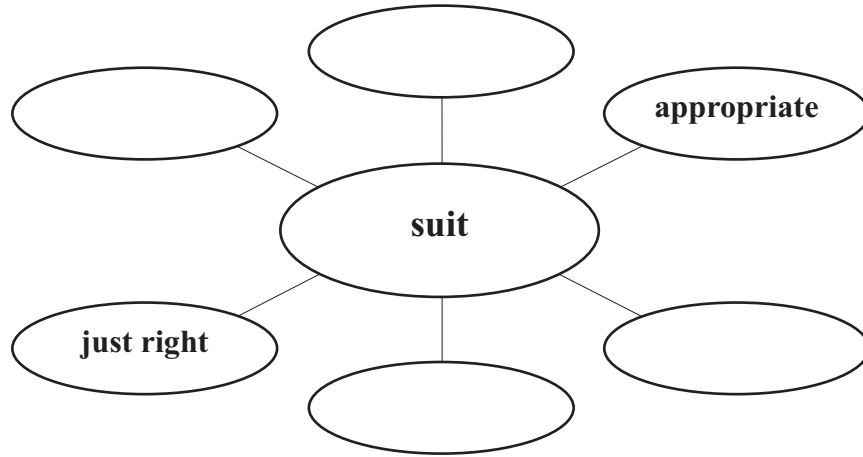
## J. Study Word Parts

13. \_\_\_\_\_ 14. \_\_\_\_\_

\_\_\_\_\_  
 4            12            2            10            14            2            13

# Analyze Target Words

1. Read the target word in the center of the diagram. Think about words or phrases you know that are related to this target word. Write these words in the empty ovals.



2. Read the target words in the boxes. Then, read the words listed above the boxes. Write each of the words from the list in the appropriate box.

huge ☉ skilled ☉ detailed ☉ smart ☉ giant ☉ intelligent  
beautiful ☉ size ☉ wide ☉ developed ☉ fancy ☉ complex

<p><b>elaborate</b></p> <hr/> <hr/> <hr/> <hr/>
---

<p><b>advanced</b></p> <hr/> <hr/> <hr/> <hr/>
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<p><b>immense</b></p> <hr/> <hr/> <hr/> <hr/>
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# Show What You've Learned

## Unit Posttest

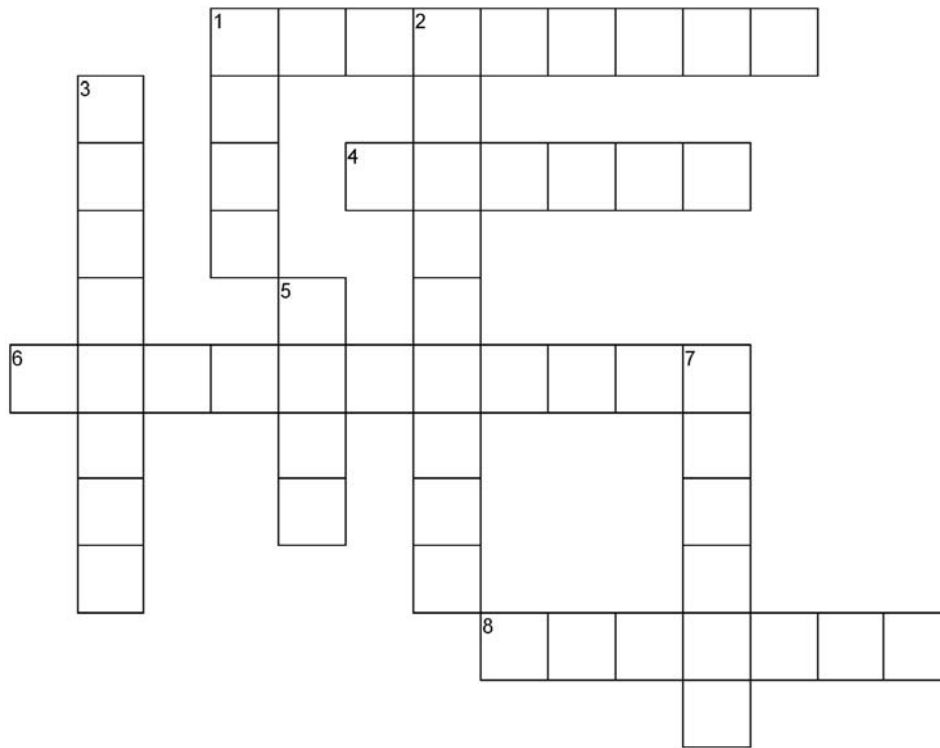


### Exercise A

1. If something is in an unsafe spot or situation, it is in \_\_\_\_ .
  2. If something is very detailed, fancy, or complex, it is \_\_\_\_ .
  3. A person who carefully studies the world, often using tests or experiments, is a(n) \_\_\_\_ .
  4. If something will fit you or be right for you, it will \_\_\_\_ you.
  5. A person with many skills or a thing that is very developed is \_\_\_\_ .
  6. A plant that a farmer grows is a(n) \_\_\_\_ .
  7. If you handle or take care of something, you \_\_\_\_ it.
  8. If something is very big, it is \_\_\_\_ .
- a. elaborate
  - b. manage
  - c. danger
  - d. advanced
  - e. suit
  - f. immense
  - g. scientist
  - h. crop

Posttest number correct: \_\_\_\_\_

# Crossword



## Word Bank

advanced  
crop  
danger  
elaborate  
immense  
manage  
scientist  
suit  
underground

Amazing Ants  
Student Packet

### Across

- 1 a person who carefully studies the world, often using tests and experiments
- 4 to handle or take care of something
- 6 below the ground
- 8 very big

### Down

- 1 to fit or be right for something
- 2 very detailed, fancy, or complex
- 3 having more skills or being more developed than others
- 5 a grain, vegetable, or other plant that farmers grow
- 7 when something is in an unsafe spot or situation

## Extend the Target Words

- a. Information that has to do with **science** is **scientific** information. If you needed to collect scientific information, you could \_\_\_\_\_  
\_\_\_\_\_
- b. The pyramids in Egypt are **immense**, so the pyramids have **immensity**. Another example of something that has immensity is \_\_\_\_\_  
\_\_\_\_\_
- c. If the weather **suits** the farmer's crops, the weather is **suitable**. What kinds of clothes are suitable for cold weather? \_\_\_\_\_  
\_\_\_\_\_

**advanced**

Amazing Ants – Training Unit

**crop**

Amazing Ants – Training Unit

**danger**

Amazing Ants – Training Unit

**elaborate**

Amazing Ants – Training Unit

**immense**

Amazing Ants – Training Unit

**manage**

Amazing Ants – Training Unit

**scientist**

Amazing Ants – Training Unit

**suit**

Amazing Ants – Training Unit

an unsafe  
spot or situation

a grain, vegetable, or other  
plant that farmers grow

having more skills or being  
more developed than others

to handle or take  
care of something

very big

very detailed, fancy, or  
complex

to fit or be right  
for something

a person who carefully studies  
the world, often using tests  
and experiments

# Training Unit

# Amazing Ants

## Answer Key



### Lesson 1: How Advanced Are Ants?

#### G. Answer the Comprehension Questions

1. e
2. u
3. a
4. s

#### I. Clarify Target Words

9. t
10. g
11. f
12. n

#### J. Study Word Parts

13. g
14. b

#### K. Hink Pink

A safe ant is a snug bug.

#### Pretest

1. e
2. d
3. h
4. a
5. g
6. c
7. f
8. b

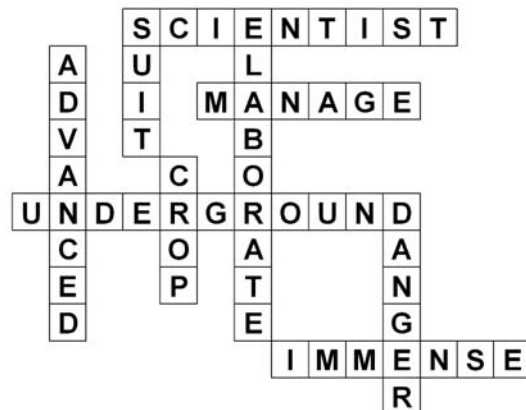
#### Posttest

1. c
2. a
3. g
4. e
5. d
6. h
7. b
8. f

#### Analyze Target Words

1. Answers will vary.
2. **elaborate**: detailed, beautiful, fancy, complex  
**advanced**: developed, skilled, smart, intelligent  
**immense**: huge, giant, size, wide

#### Crossword



#### Extend the Target Words

Answers will vary.



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