

Week 15



Preparation: You will need *Leo the Late Bloomer* for each day's lesson.

Number the pages of the story to assist you in asking questions at appropriate points.

Post a copy of the Vocabulary Tally Sheet with this week's Picture Vocabulary Cards attached.

Each child will need the Homework Sheet, BLM 15a.

DAY 1

Introduce Book



Today's book is called *Leo the Late Bloomer*. What's the title of this week's book? *Leo the Late Bloomer*.

This book was written by Robert Kraus [Krouse as in house]. Who's the author of *Leo the Late Bloomer*? *Robert Kraus*.

Jose Aruego [Ar-oo-ay-go] made the pictures for this book. Who is the illustrator of *Leo the Late Bloomer*? *Jose Aruego*. Who made the illustrations for this book? *Jose Aruego*.

The cover of a book usually gives us some hints of what the book is about. Let's look at the front cover of *Leo the Late Bloomer*. What do you see in the illustration? (Ideas: *A little tiger; some flowers; some butterflies; the tiger looks like he's smelling one of the flowers.*)

(Assign each child a partner.) Get ready to make some predictions to your partner about this book. Use the information from the cover to help you.

(Ask the following questions, allowing sufficient time for children to share their predictions with their partners.)

- Who is the character in this story? (Whom do you think this story is about?)
- What do you think the tiger will do?
- Where do you think the story happens?
- When do you think the story happens?
- Why do you think the tiger is smelling the flower?

Leo the Late Bloomer

author: Robert Kraus • illustrator: Jose Aruego

Target Vocabulary

Tier II	Tier III
sloppy	setting
patience	
bloom	
sentence	
*content	
*anxious	

*Expanded Target Vocabulary Word

- How many butterflies do you see?
- Do you think this story is about a real or an imaginary tiger? Tell why or why not.

(Call on several children to share their predictions with the class.)

Take a Picture Walk

We are going to take a picture walk through this book. Remember, when we take a picture walk, we look at the pictures and tell what we think will happen in the story.

(Show the illustrations on the following pages, and ask the specified questions.)

Page 1. Whom do you see in this first illustration? *The tiger*. What is happening to the tiger? (Idea: *He's all tangled up in a vine.*) How do you think the tiger is feeling? (Ideas: *Worried; unhappy.*) What makes you think so? (**Note:** If children don't use the word *worried*, prompt them by saying:) You learned a word last week that tells how the little tiger is feeling. That word is **worried**. When you are worried, you feel unhappy because you can't stop thinking about all the bad things that could happen. Say the word **worried**. *Worried*.

Pages 2–3. What is the owl doing? (Idea: *Looking at a book.*) What is the snake doing? (Idea: *Looking at a book.*) What is the elephant doing? (Idea: *Looking at a book.*) What is the bird doing? (Idea: *Looking at a book.*) What is the crocodile doing? (Idea: *Looking at a book.*) What is the tiger doing? (Idea: *Looking at a*

book.) Everyone looks happy except the tiger. How is he feeling? (Idea: *Unhappy*.) What do you think is wrong?

Page 4. What is the owl doing? (Idea: *Writing its name*.) What is the elephant doing? (Idea: *Writing its name*.) What is the snake doing? (Idea: *Writing its name*.) What is the bird doing? (Idea: *Writing its name*.) What is the crocodile doing? (Idea: *Writing its name*.) What is the tiger doing? (Idea: *Making a wiggly line*.) Everyone looks happy except the tiger. How is he feeling? (Idea: *Unhappy*.) What do you think is wrong?

(Repeat this procedure for the pictures on pages 5, 6, and 7.)

Pages 8–9. How do you think the father tiger is feeling? (Ideas: *Worried; sad; unhappy*.) What makes you think so? How do you think the little tiger is feeling? (Ideas: *Worried; sad; unhappy; frustrated*.) (Prompt children if they do not use *frustrated*.) What makes you think so? How do you think the mother tiger is feeling? (Idea: *Happy; satisfied*.) (Prompt children if they do not use *satisfied*.) What makes you think so?

Pages 10–11. What do you think is happening here? (Ideas: *The tigers are lying on a branch; the big tiger is hiding in the leaves*.)

Pages 12–13. What do you think is happening here? (Ideas: *The little tiger is smelling the flowers; the big tiger is watching the little tiger*.)

Page 14. How do you think the father tiger is feeling? (Ideas: *Worried; sad; unhappy*.) What makes you think so? How do you think the little tiger is feeling? (Ideas: *Happy; sleepy*.) What makes you think so? How do you think the mother tiger is feeling? (Ideas: *Happy; satisfied*.) What makes you think so?

Page 15. What is the father tiger doing? (Idea: *Watching television*.) What is the little tiger doing? (Idea: *Playing ball*.)

Pages 16–17. What is the tiger doing? (Idea: *Chasing the rabbit*.) What is the snake doing? (Idea: *Building a snow snake*.) What is the owl doing? (Idea: *Building a snow owl*.) What is the bird doing? (Idea: *Building a snow bird*.) What is the elephant doing? (Idea: *Building a snow elephant*.) What is the crocodile doing? (Idea: *Building a snow crocodile*.) Everyone looks

happy except the tiger. How is he feeling? (Idea: *Unhappy*.) What do you think is wrong?

Pages 18–19. (Repeat the procedure from pages 16 and 17.)

Pages 20–21. What do you think is happening here? What makes you think so?

Page 22. What is the tiger doing? *Reading*. How many books is he reading? *Five*. How is he feeling? (Ideas: *Proud; happy*.)

Page 23. What is the tiger doing? *Writing his name*. How many times does he write his name all at once? *Three*. How is he feeling? (Ideas: *Proud; happy*.)

(Repeat this procedure for pages 24 and 25.)

Pages 26–27. What do you think is happening here? (Ideas: *The father and mother tiger are looking at the little tiger; the little tiger is riding on the elephant; he is with the elephant, owl, bird, crocodile, and snake*.)

Page 28. How do you think the father tiger is feeling? (Ideas: *Happy; surprised; amazed*.) (Prompt children if they do not use *amazed*.) What makes you think so? How do you think the mother tiger is feeling? (Ideas: *Happy; satisfied*.) What makes you think so?

How do you think the little tiger is feeling? (Idea: *Happy*.) What makes you think so? The little tiger has his mouth open. What might he be saying?

Now that we've finished our picture walk, it's your turn to ask me some questions. What would you like to know about the story? (Accept questions. If children tell about the pictures or the story instead of asking questions, prompt them to ask a question.) Ask me a *why* question. Ask me a *where* question.

Read Story Aloud



(Read story aloud to children with minimal interruptions.)

In the next lesson, we will read the story again, and I will ask you some questions.

(If children have difficulty attending for an extended period of time, present the next part of this day's lesson at another time.)

Present Target Vocabulary Sloppy.

In the story, Leo is a sloppy eater. That means he eats in a careless way. He is messy and untidy when he eats. **Sloppy.** Say the word. *Sloppy.*

Sloppy is a describing word. It tells more about how someone does something. What kind of word is **sloppy**? *A describing word.*

If you are sloppy, you are careless about how you do things. You are messy and untidy. Say the word that means “careless about what you do; messy and untidy.” *Sloppy.*

(Correct any incorrect responses, and repeat the item at the end of the sequence.)

Let’s think about some things that could be done in a sloppy way. I’ll tell about some things. If these things were done in a sloppy way, say, “Sloppy.” If not, don’t say anything.

- The girl scribbled her answers on her paper. *Sloppy.*
- The twins put on their clothes in a careless and untidy way. *Sloppy.*
- Shirley spilled the juice when she poured it. *Sloppy.*
- He wasn’t careless at all when he made breakfast.
- There was popcorn everywhere after he’d finished his snack. *Sloppy.*
- I didn’t even know he’d made cookies—that’s how clean the kitchen was.

What describing word means “careless about what you do; messy and untidy”? *Sloppy.*

Patience.

In the story, Leo’s mother tells Leo’s father to have patience. That means she tells him to wait without feeling worried or upset. **Patience.** Say the word. *Patience.*

Patience is a naming word. It names an emotion. What kind of word is **patience**? *A naming word.*

If you have patience, you can wait without getting worried or upset. Say the word that means “you can wait without getting worried or upset.” *Patience.*

(Correct any incorrect responses, and repeat the item at the end of the sequence.)

Let’s think about some times when someone might have patience. I’ll tell about a time. If someone had patience, say, “Patience.” If not, don’t say anything.

- The teacher waited quietly while the children found their crayons. *Patience.*
- Everyone waited while Colleen finished her drink. *Patience.*
- I couldn’t wait to get my new bike, so I ran around in circles and yelled.
- Josea waited to have her turn to fly the kite. *Patience.*
- I sure wish Saturday would come faster!
- The cat waited for hours until the mouse came out of its hole. *Patience.*

What naming word means “you can wait without getting worried or upset”? *Patience.*

Bloom.

In the story, Leo’s father watches for signs that Leo is starting to bloom. That means Leo’s father watches Leo to see if he is getting good at doing things. **Bloom.** Say the word. *Bloom.*

Bloom is an action word. It tells what someone does. What kind of word is **bloom**? *An action word.*

If you bloom, you get good at doing things. Say the word that means to “get good at doing things.” *Bloom.*

(Correct any incorrect responses, and repeat the item at the end of the sequence.)

Let’s think about some times when someone might bloom. I’ll tell about a time. If someone blooms, say, “Bloom.” If not, don’t say anything.

- I practiced and practiced, and I got good at painting pictures. *Bloom.*
- Billy Joe practiced until he became a very good reader. *Bloom.*
- Elijah couldn’t ride his bike for weeks, but he kept trying. Then, all of a sudden, he could do it. *Bloom.*
- I try to play the piano, but I never get any better.
- Quentin was always good at math.

- After she tried hard for a while, Caitlyn got to be good at counting to twenty. *Bloom.*

What action word means to “get good at doing things”? *Bloom.*

Sentence.

In the story, when Leo first speaks, he doesn't say just a word; he says a sentence. That means he says a group of words that tells who or what and what's happening. **Sentence.** Say the word. *Sentence.*

Sentence is a naming word. **It names a group of words that tells who or what and what's happening.** What kind of word is **sentence**? A *naming word.*

Say the word that means “a group of words that tells who or what and what's happening.” *Sentence.*

My turn. I'll say a sentence. Adam plays baseball. Whom or what is that sentence about? *Adam.* What's happening? *He's playing baseball.*

My turn. I'll say some words that are not a sentence. The girls. Whom or what is that sentence about? The girls. What's happening? It doesn't say. So these words are not a sentence.

Your turn. Tell me a sentence. (Call on several children. For each child, repeat the sentence to ensure everyone heard it. If the child's sentence is not a complete sentence, add words to the answer to get a complete sentence.) *Whom or what is this sentence about? What's happening?* (Correct any incorrect responses, and repeat the item at the end of the sequence.)

Let's think about some words that might be a sentence. I'll say some words. If you think these words are a sentence, say, “Sentence.” If not, don't say anything.

- The teacher played games with the children. *Sentence.*
- The teacher.
- Played games with the children.
- Henry and his friend.
- We all had fun singing. *Sentence.*
- The barn door closed with a crash. *Sentence.*

What naming word means “a group of words that tells who or what and what's happening”? *Sentence.*

Present Vocabulary Tally Sheet

(See Week 1, page 3, for instructions.)

Assign Homework

(Homework Sheet, BLM 15a: See the Introduction for homework instructions.)

DAY 2

Preparation: Picture Vocabulary Cards for *sloppy*, *patience*, *bloom*, and *sentence*.

Read and Discuss Story



(Read story aloud to children. Ask the following questions at the specified points.)

Now I'm going to read *Leo the Late Bloomer*. When I finish each part, I'll ask you some questions.

Page 1. Leo has a problem. A problem is something that makes you feel sad or worried. What's Leo's problem? *He can't do anything right.*

Page 2. What does Leo have a problem doing? (Idea: *Reading.*) How do you think Leo feels when he can't read like the other animals? (Ideas: *Unhappy; sad; frustrated.*)

(**Note:** If children don't use the word *frustrated*, prompt them by saying:) We learned a word in Week 6 that tells how Leo feels. That word is **frustrated**. When you are frustrated, you feel upset and angry because no matter how hard you try, you can't do something. Say the word **frustrated**. *Frustrated.*

Page 4. What does Leo have a problem doing? (Idea: *Writing.*) How do you think Leo feels when he can't write like the other animals? (Ideas: *Unhappy; sad; frustrated.*)

Page 5. What does Leo have a problem doing? (Idea: *Drawing.*) How do you think Leo feels when he can't draw like the other animals? (Ideas: *Unhappy; sad; frustrated.*)

Page 6. What does Leo have a problem doing? (Idea: *Eating without being messy.*) How do you think Leo feels when he can't eat without being

messy like the other animals? (Ideas: *Unhappy; sad; frustrated.*)

Page 7. What does Leo have a problem doing? (Idea: *Talking.*) How do you think Leo feels when he can't talk like the other animals? (Ideas: *Unhappy; sad; frustrated.*)

Listen while I make the sound each animal makes. The owl says **Hoot!** What does the owl say? *Hoot!*

(Repeat this procedure for each animal.)

What do you think Leo would say if he could talk? (Idea: *Grrr.*)

Page 9. Is Leo's father worried? Yes. Why is Leo's father worried? (Idea: *He thinks something is wrong with Leo.*) Is Leo's mother worried? No. What does Leo's mother say Leo is? *A late bloomer.* A late bloomer is a person who takes a bit more time to learn new things. What do we call a person who takes a bit more time to learn new things? *A late bloomer.*

Page 14. Why does Leo's father keep worrying about Leo? (Idea: *Leo's still not blooming.*) Leo's mother tells Leo's father to have patience. What is she telling him to do? (Idea: *Wait without getting worried or upset.*)

Page 16. Does Leo bloom in the winter? *No.*

Page 18. Does Leo bloom in the spring? *No.*

Page 20. What finally happens to Leo? *He blooms in his own good time.* That's right. Leo blooms when he is ready. How do you think Leo's father feels? (Ideas: *Happy; satisfied; excited; amazed.*) (**Note:** If children don't use *satisfied, excited, and amazed*, prompt them to use these words.)

Page 22. What can Leo do now? *Read.*

Page 23. What can Leo do now? *Write.*

Page 24. What can Leo do now? *Draw.*

Page 25. What can Leo do now? *Eat neatly.*

Page 27. What can Leo do now? *Talk.* That's right; he can talk, and when he talks he says whole sentences. What sentence does Leo say? *I made it.* What do you think he means when he says that? (Ideas: *I bloomed; I learned to do things; I've grown up; I'm a boy tiger now, not a baby tiger.*) How do you think Leo's family feels about him now? (Ideas: *Proud; happy; excited.*)

Review Vocabulary

(Display the Picture Vocabulary Cards. Point to each card as you say the word. Ask children to repeat each word after you.) These pictures show **sloppy, patience, bloom, and sentence.**

- What word means to "get good at doing things"? *Bloom.*
- What word means "you can wait without feeling worried or upset"? *Patience.*
- What word means "careless about what you do; messy and untidy"? *Sloppy.*
- What word means "a group of words that tells who or what and what's happening"? *Sentence.*

Extend Vocabulary

Bloom.

In the story *Leo the Late Bloomer* we learned that bloom means to "get good at doing things." Say the word that means to "get good at doing things." *Bloom.*

Here's a new way to use the word **bloom.**

- **The apple trees bloom in April.** Say the sentence.
- **Daffodils bloom in the spring.** Say the sentence.
- **The flowers in her garden bloomed all summer long.** Say the sentence.

In these sentences, **bloom** is an action word that means the plants grow flowers on them. Tell about some plants that you have seen bloom. (Call on several children. Encourage children to use this frame for their answers: "I have seen _____ bloom.")

Present Expanded Target Vocabulary

Content.

In the story, Leo's mother is satisfied with Leo just the way he is. Leo's mother is content.

Content. Say the word. *Content.*

Content is a describing word. It tells about an emotion Leo's mother is feeling. What kind of word is **content**? *A describing word.*

Content means you are satisfied with things just the way they are. Say the word that means "satisfied with things just the way they are." *Content.*

I'll tell about some people. If those people are content, say, "Content." If not, don't say anything.

- Grandma Alma likes her house just the way it is. *Content*.
- Grandpa Jim wished he had a bigger car.
- Nina wanted to have two more fish and an octopus in her aquarium.
- I had a baked potato, a steak, and some salad. It was just enough. *Content*.
- Gracie said she had everything that she needed. *Content*.
- I really want to get a new skateboard that goes faster than my old one.

What describing word means "satisfied with things just the way they are"? *Content*.

Anxious.

In the middle of the story Leo's father really, really wants Leo to do the things the other animals do. Leo's father is feeling anxious.

Anxious. Say the word. *Anxious*.

Anxious is a describing word. It tells how someone is feeling. What kind of word is **anxious**? A *describing word*. That's right; **anxious** is a describing word that tells about a feeling or an emotion.

When you are anxious, you really, really want to do something or want something to happen. Say the word that means "really, really want to do something or want something to happen." *Anxious*.

I'll tell about some times. If someone would feel anxious, say, "Anxious." If not, don't say anything.

- Leo's father really, really wanted him to be able to read like the other animals. *Anxious*.
- Toby really, really wanted to be brave enough to go down the waterslide. *Anxious*.
- Luke didn't care if he got to ride the horse or not.
- Skylar really, really wanted to be able to read chapter books on her own. *Anxious*.
- Ryan really, really wanted his new teacher to like him. *Anxious*.
- Julie was happy with things the way they were.

What describing word means "really, really want to do something or want something to happen"? *Anxious*.

DAY 3

Preparation: Activity Sheet, BLM 15b.
Children will need crayons.

Retell Story

(Show the pictures on the following pages from the story, and call on a child to tell what's happening. Call on a different child for each section.)

Today I'll show you the pictures Jose Aruego made for the story *Leo the Late Bloomer*. As I show you the pictures, I'll call on one of you to tell the class that part of the story.

Pages 1–7. Tell me what happens at the **beginning** of the story.

Pages 8–21. Tell me what happens in the **middle** of the story. (Encourage use of target words when appropriate. Model use as necessary.)


Pages 22–28. Tell me what happens at the **end** of the story.

How do you think Leo feels at the end of the story? (Idea: *Proud*.)

How do you think Leo's father feels at the end of the story? (Ideas: *Proud*; *content*.)

How do you think Leo's mother feels at the end of the story? (Ideas: *Proud*; *content*.)

Review Opposites Game

 Today you'll play the Opposites Game. I'll use a vocabulary word in a sentence. If you can tell me the opposite of that word, you win one point. If you can't tell me, I get the point.

Let's practice: Brianne did a **sloppy** job on her scrapbook. Tell me the opposite of sloppy. (Idea: *Neat*.) Neat could be the opposite of sloppy.

Let's try another one. Michael showed **patience** when he waited for his grandma. Tell me the opposite of "showed patience." (Idea: *Did not show patience*; *impatience*.) "Did not show

patience” could be the opposite of “showed patience.”

Now you’re ready to play the game.

(Draw a T-chart on the board for keeping score. Children earn one point for each correct answer. If they make an error, suggest an appropriate choice and tell them. Record one point for yourself, and repeat missed words at the end of the game.)

- After weeks of practice, Joseph’s printing **bloomed**. Tell me the opposite of bloomed. (Idea: *Did not bloom*.) “Did not bloom” could be the opposite of bloomed.
- Words that tell who and what happened **are a sentence**. Tell me the opposite of “are a sentence.” (Idea: *Are not a sentence*.) “Are not a sentence” could be the opposite of “are a sentence.”
- The flower **had a bloom**. Tell me the opposite of “had a bloom.” (Idea: *Did not have a bloom*.) “Did not have a bloom” could be the opposite of “had a bloom.”
- Marvin **was content** to read *The Lord of the Rings* over and over again. Tell me the opposite of “was content.” (Idea: *Was not content*.) “Was not content” could be the opposite of “was content.”
- Sal **was anxious** about jumping into the swimming pool. Tell me the opposite of “was anxious.” (Idea: *Was not anxious*.) “Was not anxious” could be the opposite of “was anxious.”
- Hayden **was sloppy** about doing his work. Tell me the opposite of “was sloppy.” (Ideas: *Was not sloppy; was neat*.) “Was not sloppy” could be the opposite of “was sloppy.”

(Count the points, and declare a winner.)
You did a great job of playing the Opposites Game!

Sentence Frames (Activity Sheet)

(Review with children the things Leo can do once he blooms. If children have difficulty remembering the items, reread pages 22 through 28.) What other things might Leo be able to do once he blooms? (Record responses on a sheet of chart paper. Draw a quick sketch of each item as it is suggested. (Ideas: *He could count to*

ten; he could write numbers; he could cut with scissors; he could catch a rabbit.)

In the story from Week 13 we learned the days of the week. Say the days of the week, starting with Sunday. (Repeat until firm.)

(Give each child a copy of the Activity Sheet, BLM 15b.) My turn. I’ll read the first item on the sheet. On Sunday Leo could “blank.”

(Chime-read with children the first item on the sheet. Say “blank” when you get to the line. Have children decide which item they think Leo could do. Have them draw a picture of that item on the line. Children who are able to may copy each word beside the picture.)

(Repeat this process for the remaining items. Ask children to color the pictures.)

DAY 4

Preparation: Prepare a sheet of chart paper, landscape direction, with the title *Leo the Late Bloomer*. Underneath the title, draw nine boxes, connected by arrows. Underneath the nine boxes, draw six boxes, connected by arrows. See the Introduction for an example.

Develop Setting (Literary Analysis)

Let’s think about what we already know about how books are made.

- What do we call the name of the book? *The title*.
- What do we call the person who writes the story? *The author*.
- What do we call the person who draws the pictures? *The illustrator*.
- What do we call the people or animals a story is about? *The characters*.
- What do we call the pictures the illustrator makes? *Illustrations*.
- What is one thing the setting of a story tells? *Where a story happens*.
- What is the second thing the setting of a story tells? *When a story happens*.

Let’s sing the first (number) verses of “The Story Song” to help us remember these

important things about books. (At this point it is unnecessary to sing the whole song. Choose which verses you would like children to sing. Include setting as it is a relatively new concept.) Today we will learn more about the setting of a story.

The setting of a story tells two things. One thing the setting tells is where the story happens. What is one thing the setting tells? *Where the story happens.* The second thing the setting tells is when the story happens. What is the second thing the setting tells? *When the story happens.*

Let's look at the pictures and talk about the story to figure out where the story *Leo the Late Bloomer* happens.

(Follow the procedure established in Lessons 9, 10, and 11 to identify where the story happens. Record responses in the first row of boxes.)

(Ideas: *In the jungle* (pages 2 and 3); *near a stump* (page 6); *on a branch* (pages 10 and 11); *in the flower garden* (pages 12 and 13); *in Leo's house* (page 15); *in the snow* (pages 16 and 17); *in the flower garden* (pages 18 and 19); *near a rock* (page 22); *near a stump* (page 25).)

Now let's think about when this story happens. (Record responses in the second row of boxes. The time concepts presented in this book are difficult. You may need to prompt children to give specific times for each box and for under the lines.)

(Show page 10. Read the sentence "Every day Leo's father watched him for signs of blooming." When does the story begin? (Idea: *In the day.*)

(Show page 12. Read the sentence "And every night Leo's father watched him for signs of blooming." (Turn to page 11.) When does this part of the story happen? (Idea: *At night.*)

(Show pages 16 and 17.) Look at the illustrations. When does the next part of the story happen? *In the winter.*

(Show pages 18 and 19.) Look at the illustrations. Lots of flowers are blooming. When does the next part of the story happen? *In the spring.*

(Show pages 20 and 21. Read the sentence "Then one day, in his own good time, Leo

bloomed." When does the next part of the story happen? (Idea: *One day.*)

(Show pages 22 through 28.) Look at the illustrations. When do these parts of the story happen? *Later.* (Record response in last box.)

In the day, at night, in the winter, and in the spring. All these things happened before Leo bloomed. (Draw a line underneath these four boxes. Write the words *Before Leo bloomed* under the line.)

One day. This is when Leo bloomed. (Draw a line underneath the middle box. Write the words *When Leo bloomed* underneath the middle line.)

The ending of the story happened later. (Draw a line underneath the last box. Write *After Leo bloomed* underneath the last line.)

When is the setting of the story *Leo the Late Bloomer*? (Idea: *Before and after Leo bloomed.*)

You were great detectives! You used the clues and figured out when the story happened.

Today you learned about both parts of the setting of the story *Leo the Late Bloomer*. You learned about where and when the story happens.

Play Opposites Game (Cumulative Review)



Let's play the Opposites Game. I'll use a vocabulary word in a sentence. If you can tell me the

opposite of that word, you win one point. If you can't tell me, I get the point.

Let's practice: Casio **was anxious** about the test. Tell me the opposite of "was anxious." (Idea: *Was not anxious.*) "Was not anxious" could be the opposite of "was anxious."

Let's try another one. Gillian **was content** to eat cereal every day. Tell me the opposite of "was content." (Idea: *Was not content.*) "Was not content" could be the opposite of "was content."

Now you're ready to play the game.

(Draw a T-chart on the board for keeping score. Children earn one point for each correct answer. If they make an error, correct them as you normally would, and record one

point for yourself. Repeat missed words at the end of the game.)

- Brendan **could not bloom** without practice. Tell me the opposite of “could not bloom.” (Idea: *Could bloom*.) “Could bloom” could be the opposite of “could not bloom.”
- The robot **was not allergic** to cats. Tell me the opposite of “was not allergic.” (Idea: *Was allergic*.) “Was allergic” could be the opposite of “was not allergic.”
- The words “They fell when” **are not a sentence**. Tell me the opposite of “are not a sentence.” (Idea: *Are a sentence*.) “Are a sentence” could be the opposite of “are not a sentence.”
- Monica **had patience** when she waited for her little sister. Tell me the opposite of “had patience.” (Idea: *Did not have patience*.) “Did not have patience” could be the opposite of “had patience.”
- As usual, Nathan did a **sloppy** job. Tell me the opposite of sloppy. (Idea: *Neat*.) Neat could be the opposite of sloppy.
- The rose **had a bloom**. Tell me the opposite of “had a bloom.” (Idea: *Did not have a bloom*.) “Did not have a bloom” could be the opposite of “had a bloom.”
- Henrietta **had memories** of growing up in Georgia. Tell me the opposite of “had memories.” (Idea: *Did not have memories*.) “Did not have memories” could be the opposite of “had memories.”
- Nicole **was complaining** that her feet were sore. Tell me the opposite of “was complaining.” (Idea: *Was not complaining*.) “Was not complaining” could be the opposite of “was complaining.”
- The two boys looked **unfamiliar**. Tell me the opposite of unfamiliar. (Idea: *Familiar*.) Familiar could be the opposite of unfamiliar.
- Ian **was content** with a nutritious meal. Tell me the opposite of “was content.” (Ideas: *Was not content; was unhappy*.) “Was not content” could be the opposite of “was content.”

(Count the points, and declare a winner.)
You did a great job of playing the Opposites Game!

DAY 5

Preparation: Happy Face Game Test Sheet, BLM B.

Retell Story to a Partner

(Assign each child a partner, and ask the partners to take turns telling part of the story each time you turn to a new set of pages. Encourage children to use target words when appropriate.)

Today I’ll show you the pictures Jose Aruego made for the story *Leo the Late Bloomer*. As I show you the pictures, you and your partner will take turns telling part of the story.

Pages 1–7. Tell what happens at the **beginning** of the story.

Pages 8–21. Tell what happens in the **middle** of the story.

Pages 22–28. Tell what happens at the **end** of the story.

Assess Vocabulary



(Give each child a copy of the Happy Face Game Test Sheet, BLM B.)

Today you’re going to play the Happy Face Game. When you play the Happy Face Game, it helps me know how well you know the hard words you are learning.

If I say something true, color the happy face. What will you do if I say something true? *Color the happy face.*

If I say something false, color the sad face. What will you do if I say something false? *Color the sad face.*

Listen carefully to each item I say. Don’t let me trick you!

Item 1: If you are **content**, you are unhappy with what you have. *False.*

Item 2: If you show **patience**, you wait without **complaining**. *True.*

Item 3: If you get really good at something you have practiced, you **bloom**. *True.*

Item 4: If you are **sloppy**, you are very, very neat. *False.*

Item 5: A **sentence** is a few words that do **not** tell who or what and what's happening. *False.*

Item 6: When you are **anxious**, you are **excited** about something. *False.*

Item 7: If you are being **disruptive**, you are bothering other people. *True.*

Item 8: If you **examine** something, you do **not** look at it carefully. *False.*

Item 9: If you are in a very strong wind, you are in a **gale**. *True.*


Item 10: A blossom on a flower can be called a **bloom**. *True.*

You did a great job of playing the Happy Face Game!

(Score children's work later. Scores of 9 out of 10 indicate mastery. If a child does not achieve mastery, insert the missed words as additional items in the games in the next week's lessons. Retest those children individually on the missed items before they take the next mastery test.)


Extensions

Read a Story as a Reward

 (Display several of the books you have read since the beginning of the program. Allow children to choose which book they would like you to read aloud to them as a reward for their hard work.)

(Read the story to children for enjoyment with minimal interruptions.)

Present Super Words Center

 (Prepare the word containers for the Super Words Center. See the Introduction for instructions on how to set up and use the Super Words Center.)

(Add the new Picture Vocabulary Cards to words from previous weeks. Show children one of the word containers. If they need more guidance, role-play with two or three children as a demonstration.)

You will play a game called What's My Word? in the Super Words Center.

Let's think about how we work with our words in the Super Words Center.

You will work with a partner in the Super Words Center. Whom will you work with in the center?
A partner.

First, you will draw a word out of the container. What do you do first? (*Idea: Draw a word out of the container.*) Don't show your partner the word card.

Next, you will tell your partner three clues that tell about the word card. What do you do next? (*Idea: I tell my partner three clues that tell about the word card.*) After each clue, your partner can make a guess. If your partner is correct, say, "yes." If your partner is not correct, say, "no" and give another clue.

Let your partner make three guesses. If your partner guesses correctly on any of the guesses, your partner gets a point. If your partner does not guess correctly, tell your word, and show him or her the word card. Give yourself a point. Then give your partner a turn.

What do you do next? *Give my partner a turn.*

(This game need not be played for points.)



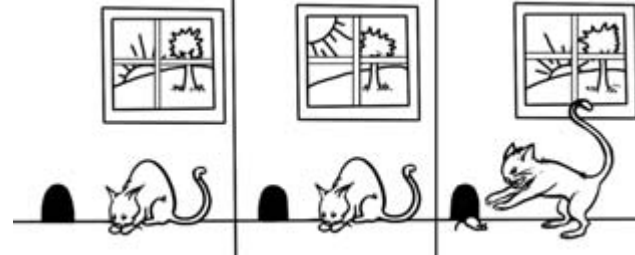
sloppy



bloom



anxious



patience



sentence



content

Sharing What You've Learned at School

[Note: Children are not expected to be able to read the words. The words are for your information.]

DAY 1: (Cut the Picture Vocabulary Cards apart. Place the cards for *sloppy*, *patience*, *bloom*, and *sentence* in a container or small plastic bag.)

(Show your child each card. Ask:) **What word does the picture show?** (Idea: *The picture shows someone who is showing patience.*)

Tell me what you know about this word. (Share what you know about the word with your child as well. Repeat for each word.)

DAY 2: (Add *content* and *anxious*. Repeat procedure from Day 1. Ask:) **Today, tell me anything more that you know about this word.**

DAY 3: Opposites Game (Round One)

Let's play the Opposites Game that you learned at school. I'll use a vocabulary word in a sentence. If you can tell me the opposite of that word, you win one point. If you can't tell me, I get the point. Now, you're ready to play the game.

- The handwriting was *sloppy*. Tell me the opposite of sloppy. (Idea: *Neat*.) Neat could be the opposite of sloppy.
- Tiana *showed patience* while waiting for her puppy to drink. Tell me the opposite of "showed

patience." (Idea: *Did not show patience.*) "**Did not show patience**" could be the opposite of "showed patience."

- After trying hard for a week to print his name, Mark *started to bloom*. Tell me the opposite of "started to bloom." (Idea: *Did not start to bloom.*) "**Did not start to bloom**" could be the opposite of "started to bloom."
- Carmen *had memories* of Mexico. Tell me the opposite of "had memories." (Idea: *Did not have memories.*) "**Did not have memories**" could be the opposite of "had memories."
- Cole *was not complaining* about his sore hand. Tell me the opposite of "was not complaining." (Idea: *Was complaining.*) "**Was complaining**" could be the opposite of "was not complaining."

[Note: You may add other examples of your own.]

DAY 4: Play Opposites Game (Round Two)

(Add *content* and *anxious*, and play the game.)

- Iris *was content* with her kitten. Tell me the opposite of "was content." (Idea: *Was not content.*) "**Was not content**" could be the opposite of "was content."
- Pat *was anxious* about her new job. Tell me the opposite of "was anxious." (Idea: *Was not anxious.*) "**Was not anxious**" could be the opposite of "was anxious."

Name _____

Leo the Late Bloomer

On Sunday Leo _____ .

On Monday Leo _____ .

On Tuesday Leo _____ .

On Wednesday Leo _____ .

On Thursday Leo _____ .

On Friday Leo _____ .

On Saturday Leo _____ .