



badger

Routine for Lesson Vocabulary

Introduce This badger is leaving its burrow. A badger is a hairy gray mammal, larger than a weasel, that feeds at night and digs holes in the ground to live in. Let's say the word together: *badger*.

Demonstrate The dogs barked at a badger. A badger will bite and claw its enemies. A badger has fur like a weasel and digs like a mole.

Apply Describe what a badger's home might look like.

Display Now I will write the word on the board. Let's read the word together: *badger*.

Pencil Talk

- Draw a picture of a badger in its home. Write a sentence telling about your picture. Use the word *badger* in your sentence.
- Look at the photograph on the front of this card. Use what you see there to complete these sentence frames:
A badger's face looks like _____.
A badger's body is very _____.
A badger's legs are short but _____.





bank

Routine for Lesson Vocabulary

Introduce People crowded onto the bank. A bank is a shore or the ground bordering a river, lake, or other body of water. Let's say the word together: *bank*.

Demonstrate Berry bushes grew on the river bank. They poured sand along the bank to make a beach. Children stood on the bank and waved at the passengers on the boat.

Apply How would fishing from a bank be different from fishing from a boat?

Display Now I will write the word on the board. Let's read the word together: *bank*.

All Together

- I'm going to describe some activities. If you think an activity takes place on the bank, say "Bank." If you think it takes place in the water, say "Water."

Children skip rocks.

Canoes float swiftly.

Cattle stand and drink.

- The word *bank* has several meanings. I'm going to tell you two sentences using the word *bank*. If *bank* means "ground bordering a river or lake," say "Yes." If it doesn't, say "No."

I keep my money in the bank.

We pulled the rowboat onto the bank.





bristled

Routine for Lesson Vocabulary

Introduce The cat has bristled the fur on its back and tail. *Bristled* means “made fur stand up straight.” Let’s say the word together: *bristled*.

Demonstrate The frightened woodchuck bristled. The guard dog snarled and its fur bristled. When Meg’s cat bristled its tail, the tail looked like a fat hairbrush.

Apply If an animal has bristled, what would you expect it to do next?

Display Now I will write the word on the board. Let’s read the word together: *bristled*.

Action!

- Imagine you were walking in the woods. Suddenly, a wolf appeared in front of you. It bristled and growled. Show what you did.
- Imagine you were a kitten exploring the yard. Show how you bristled when the neighbor’s dog ran over to you.





jointed

Routine for Lesson Vocabulary

Introduce These pipes are jointed. *Jointed* means “having a joint (the place at which two bones or other parts are joined together) or joints.” Let’s say the word together: *jointed*.

Demonstrate The table legs fold because they are jointed. A crab has jointed legs, but a starfish does not. The man used the marionette’s jointed arms and legs to make it dance.

Apply How would the way you move be different if your legs were not jointed and did not bend?

Display Now I will write the word on the board. Let’s read the word together: *jointed*.

Action!

- Imagine you are holding a jointed measuring stick. Show how you would unfold it to measure a box. Then show how you would fold it up again to store it.
- Point to the parts of your body that are jointed. Show how each joint can move.
- Think about how walking on stilts is different from walking on jointed legs. Demonstrate what these movements look like. First show normal walking. Then show walking on stilts.





patched

Routine for Lesson Vocabulary

Introduce The jeans were patched by sewing on the extra material. *Patched* means “mended; pieced together.” Let’s say the word together: *patched*.

Demonstrate Andrew patched his shirt after it ripped. We patched the leak on the boat. Mindy patched her stuffed animal when it became old and worn.

Apply If a child sleeps with a old doll that has been patched several times, what does that say about his or her feelings for the doll?

Display Now I will write the word on the board. Let’s read the word together: *patched*.

Pencil Talk

- Draw a picture of a jacket that has been patched. Write a sentence telling about the jacket. Use the word *patched* in your sentence.
- Look at the photograph on the front of this card. Write sentences telling the steps in mending the jeans. Use the word *patched* in one of your sentences.
- Complete these sentence frames:
Papa patched his overalls because _____.
The pillow seam was patched and it looked _____.





ruffled

Routine for Lesson Vocabulary

Introduce The ruffled skirts come in several colors. *Ruffled* means “gathered into a ruffle to trim a garment.” Let’s say the word together: *ruffled*.

Demonstrate The hem of the tablecloth was ruffled. Ruffled lace is sewn onto the edges of the cuffs. With their white ruffled petals, the carnations looked like petticoats.

Apply Does a dress with a ruffled skirt sound dressy or plain? Explain why you think so.

Display Now I will write the word on the board. Let’s read the word together: *ruffled*.

Team Talk

- Look at the photograph on the front of this card. Describe what you see to your partner. Use vivid words and the word *ruffled* in your description.
- Talk to your partner about a place or event where you would expect to see ruffled shirts and dresses.
- Write a crossword puzzle clue for your partner using the word *ruffled*.





rushes

Routine for Lesson Vocabulary

Introduce The rushes are silhouetted against the evening sky. Rushes are grasslike plants with hollow stems that grow in wet soil or marshy places. Let's say the word together: *rushes*.

Demonstrate Native Americans wove rushes into baskets. When the wind blew, the rushes made a whispering noise. Many animals live in the rushes at the edge of a pond.

Apply Do rushes need a lot of water to live? Tell how you know.

Display Now I will write the word on the board. Let's read the word together: *rushes*.

Pencil Talk

- Look at the photograph on the front of this card. Write a sentence describing this picture. Use the word *rushes* in your sentence.
- Imagine you are alone on an island. You must make your own shelter, tools, and clothing. Make a list of ways you could use rushes. Add pictures or diagrams to help show the ways you would use them.

