



**bat**

## Routine for Lesson Vocabulary

**Introduce** This bat is flying. A bat is a small, flying mammal that comes out at night to feed, often on mosquitoes. Let's say the word together: *bat*.

**Demonstrate** A bat can hear really well. The bat helps us by eating insects. They peeked into the crack and saw a bat hanging upside down.

**Apply** How is a bat like a bird? How is a bat different from a bird?

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

## Pencil Talk

- The bat eats insects. What are some other animals that eat insects? Make a list of these animals. Remember to include the bat in your list.
- Draw a picture of a bat. Write a sentence to tell about your picture. Use the word *bat* in your sentence.
- Complete this sentence frame:  
I think a bat is \_\_\_\_\_.





**battery**

## Routine for Lesson Vocabulary

**Introduce** A battery is used for power. A battery is a container filled with chemicals that produces electrical power. Let's say the word together: *battery*.

**Demonstrate** I put a battery in the flashlight. That toy robot always needs a new battery. The car won't start because its battery is dead.

**Apply** What are some things you use every day that run on a battery?

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

## All Together

- I'm going to name some items. If an item needs a battery to work, say "Battery." If it does not need a battery, say "No battery."

MP3 player      magnifying glass  
stapler              cell phone

- I'm going to tell you a little story. Use the word *battery* when you answer the question I ask.

Sheila gives Randy a remote-controlled toy car for his birthday. Randy wants to play with it right away. What will he need?





**blew**

## Routine for Lesson Vocabulary

**Introduce** The boy blew out the candles on his birthday cake. *Blew* is the past tense for *blow*. *Blew* means “made air come out of your mouth.” *Blew* also means “moved in the wind.” Let’s say the word together: *blew*.

**Demonstrate** My hat blew off. Leaves blew across the yard. The fan blew the papers all over the room.

**Apply** Hurricane Andrew blew down trees, signs, and even some buildings. How fast do you think its winds blew?

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

## Team Talk

- The words *blew* and *blue* are homophones, words that sound alike but have different meanings and spellings. Take turns with your partner making up sentences for each word.
- Take turns completing this sentence frame:  
The wind blew so hard that \_\_\_\_\_.
- Tell your partner that some people blow the fluff off dandelions to make a wish. Ask him or her to name something else that people blow off or blow out.





**fuel**

## Routine for Lesson Vocabulary

**Introduce** The man is putting fuel into the car. Fuel is something that is used as a source of heat or energy, such as gasoline, coal, or wood. Let's say the word together: *fuel*.

**Demonstrate** The fuel our cars run on is gasoline. We used wood as fuel for our fire. Old trains used coal as fuel.

**Apply** Where do we get fuel for our cars? Where do we get fuel for our fireplaces?

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

### Action!

- Show how you pump gas into a car or truck. What are the steps? Act them out, from removing the gas cap to paying for the fuel.
- When something runs out of fuel, it stops working. Pretend you are a car or other machine slowly running out of fuel. Act out how you slow down and eventually stop moving.







**plug**

## Routine for Lesson Vocabulary

**Introduce** He is about to plug in the toaster. *Plug* means “make a connection with a source of electricity by putting a device at the end of a wire into an outlet.” Let’s say the word together: *plug*.

**Demonstrate** I will plug the fan’s cord into the wall outlet. Plug in the lamp and the light will come on. When I plug in the clock, numbers start flashing.

**Apply** What are some things you have to plug in to make them work?

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

## Team Talk

- Talk to your partner about why you must be careful when you plug things in. Why are outlets dangerous? What can you do to be safe?
- Take turns completing this sentence frame:  
If there were only one working outlet, I would plug in my \_\_\_\_\_ because \_\_\_\_\_.
- Ask your partner to point out the outlets in the classroom. Ask him or her to name what is plugged into them.





**term**

## Routine for Lesson Vocabulary

**Introduce** The President works in the Oval Office during his term in office. A term is a definite or limited period of time. Let's say the word together: *term*.

**Demonstrate** The school president's term is a year. In the last term at school Grace received excellent grades. Each student's term as hall monitor was one week.

**Apply** How long is the term in office for the President of the United States? Why do you think the President's term has a limit?

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

## All Together

- I'm going to name some terms. Tell how long each term is.  
one school grading term  
one lunch term  
one term at summer camp
- I'm going to tell you a sentence. *The senator served a term of six years.* Let's say the sentence together. What does *term* mean? Let's say the meaning together.





**vision**

## Routine for Lesson Vocabulary

**Introduce** The girl has vision about her future career. Vision is the ability to think ahead and plan. Let's say the word together: *vision*.

**Demonstrate** The inventor Thomas Edison had vision. Vision helps me imagine my future. People elected her because they thought her vision would help the country.

**Apply** How would having good vision help an explorer?

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

## Pencil Talk

- Draw a picture of a famous person who had or has great vision. Write a sentence to go with your picture. Include the person's name and the word *vision* in your sentence.
- Complete these sentence frames:  
Jackie showed great vision for the camping trip by \_\_\_\_\_.  
Claire showed her vision as a great project leader by \_\_\_\_\_.

