



clutched

Routine for Lesson Vocabulary

Introduce The frog clutched the plant.
Clutched means “grasped something tightly.”
Let’s say the word together: *clutched*.

Demonstrate He clutched the football to his chest. She clutched the handle of the umbrella as the wind blew. The mother clutched her child’s hand in the crowded street.

Apply What is the difference between *clutched* and *held*?

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

Team Talk

- Tell your partner a sentence using the word *clutched*. Have your partner repeat the sentence, replacing the word *clutched* with a synonym.
- Take turns completing this sentence frame:
As he walked through the _____, he clutched the _____.
- Tell your partner about a time when you clutched someone else’s hand. Explain why you did that. Have your partner share his or her own experience.





echoed

Routine for Lesson Vocabulary

Introduce The girl yelled into the distance, and her voice echoed. *Echoed* means “was heard again.” Let’s say the word together: *echoed*.

Demonstrate Her “Hello!” echoed through the canyon. His shouts echoed among the tall buildings. For several days, my little brother echoed everything I said.

Apply Where were you when your voice or someone else’s voice echoed? What did it sound like?

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

Action!

- Imagine you are standing on the edge of a deep, narrow canyon. Show how you would say something into the canyon so that it echoed back to you.
- Pair up with a partner. For 30 seconds, echo everything your partner says. Then for the next 30 seconds, have your partner echo everything you say. Finally, talk about what it was like to hear everything echoed.





gully

Routine for Lesson Vocabulary

Introduce This is a gully. A gully is a ditch made by heavy rains or running water. Let's say the word together: *gully*.

Demonstrate When it rains, the gully fills with water. The stream made a gully at the base of the hill. Our car slid off the road and got stuck in a gully.

Apply How can a gully be dangerous?

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

All Together

- I'm going to ask you some questions. Answer "yes" or "no."
Would you see a gully in the ocean?
Would you see a gully in the hills?
Could a flooding river make a gully?
Could a flooding sink make a gully?
- Listen as I say the following chant. Then let's practice saying it together. Clap once for each letter or word.
G-U-L-L-Y,
Don't fall in the gully as you walk by!





reeds

Routine for Lesson Vocabulary

Introduce The man is fishing among the reeds. Reeds are kinds of tall grass that grow in wet places. Let's say the word together: *reeds*.

Demonstrate The fish hid among the reeds in the pond. Reeds grow along the banks of the river. Ducks built their nests in the reeds near the marsh.

Apply How are reeds like the grass that grows in people's yards? How are reeds different?

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

Pencil Talk

- Draw a picture of a pond with reeds. Write a sentence that describes your picture. Use the word *reeds* in your sentence.
- Make a list of things and animals you might find along the banks of a river or the shore of a lake. Include *reeds* in your list.
- Complete this sentence frame:
You can use reeds to _____.





scrambled

Routine for Lesson Vocabulary

Introduce The boy scrambled up the hillside. When you scrambled, you made your way, especially by climbing or crawling quickly. Let's say the word together: *scrambled*.

Demonstrate The children scrambled up the jungle gym. The cat scrambled under the bed. The beetle scrambled away before I could catch it.

Apply When are people more likely to have scrambled—during a sudden rainstorm or on a hot, dry day?

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

Action!

- Imagine you had to climb a snowy hill. Show how you scrambled up the hill.
- Imagine you were playing hide-and-seek. Show how you scrambled to hide before the person who was "it" came looking.





thatch

Routine for Lesson Vocabulary

Introduce The house has a roof made of thatch. Thatch is plant material, such as straw or reeds, that is used to make or cover a roof. Let's say the word together: *thatch*.

Demonstrate Thatch is tied into bundles before it is put on a roof. They spread the thatch out to dry. Mice like to build nests in thatch.

Apply Would you want to live in a house with a roof made of thatch? Why or why not?

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

All Together

- I'm going to ask you some questions. Answer "yes" or "no."
 - Could thatch be made of long grass?
 - Could thatch be made of leaves?
 - Could thatch be made of bricks?
 - Could thatch be made rubber?
- Listen as I say the following rhyme. Then repeat the rhyme with me.

Thatch is made of grass and reeds,
And moss and leaves and maybe weeds.





valley

Routine for Lesson Vocabulary

Introduce The hiker walks on a path through the valley. A valley is a region of low land that lies between hills or mountains. Let's say the word together: *valley*.

Demonstrate The valley has a river running through it. Green hills rise up on both sides of the valley. From the top of the mountain, you can see the beautiful valley below.

Apply How is a valley different from a hill or mountain?

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

Pencil Talk

- Draw a picture of a valley with mountains on both sides. Write a sentence that tells about your picture. Use the word *valley* in your sentence.
- Complete this sentence frame:
On our hike through the valley, we saw _____, _____, and _____.
- Look at the photograph on the front of this card. How can you tell that the hiker is walking in a valley? Use details from the photograph in your explanation.

