Story Title: The Mystery of the Missing Lunch

Word Families and Definitions for Steps 1 - 2 - 3

STEP 1 - Key Words
(These definitions are written on the board or chart paper and pre-taught at the start of Step 1.)

(Pg 29) potential - something that can develop or become actual; possible
(Pg 32) sneaked - moved in a secret or sly way
(Pg 34) solution - the response to a puzzle or question

STEP 2 - Target Words
(These definitions are written on the board or chart paper and pre-taught at the start of Step 2.)

For potential:
- prospective - likely to come about; likely to become
- conceivable - able to be imagined, understood, or believed

For sneaked:
- slunk - moved as if embarrassed to be noticed
- crept - moved along silently and carefully

For solution:
- remedy - a fix for something that was wrong
- secret - something kept from the knowledge of others

STEP 3 - Target Words
(These words are written on the board, but their definitions are NOT TAUGHT in Step 3.)

For potential:
- probable - reasonably true or likely, but not certain of happening
- possible - could happen in the future

For sneaked:
- slipped - moved easily, quietly and smoothly
- tiptoed - moved or proceeded quietly or carefully

For solution:
- explanation - a statement that makes something clear
- key - an explanation or evidence that provides a solution or deciding factor

Teacher Questions for Steps 1 - 2 - 3

STEP 1 - Questions
(When the sentence in story with the key word is reached, stop and ask the following questions.)

(Pg 29) SENTENCE with Key Word:
The list of potential suspects kept getting shorter.

Questions:
1. What does the word potential mean in this sentence?
2. How does the word potential contribute toward the overall meaning of this story so far?

   Definition for Questions 1 - 2:
   potential - something that can develop or become actual; possible
(Pg 32) **SENTENCE with Key Word:**

She sneaked into the school building a few weeks ago when we were painting, and I think she's still hiding somewhere.

**Questions:**
1. What does the word sneaked mean in this sentence?
2. How does the word sneaked contribute toward the overall meaning of this story so far?

**Definition for Questions 1 - 2:**

sneaked - moved in a secret or sly way

(Pg 34) **SENTENCE with Key Word:**

Sure enough, there behind the mystery books was the solution to the mystery of the missing lunch.

**Questions:**
1. What does the word solution mean in this sentence?
2. How does the word solution contribute toward the overall meaning of this story so far?

**Definition for Questions 1 - 2:**

solution - the response to a puzzle or question

**STEP 2 - Questions** (Students are directed to three-sentence block containing each Key Word. Students then read the three-sentence block and substitute Target Words.)

(Pg 29) **THREE-SENTENCE BLOCK With Key Word: potential:** (For reference- NOT to be re-read)

He crossed off their names too.
The list of potential suspects kept getting shorter.
It got even shorter when Ramon realized that he was one of the eighteen students in the class.

**FIRST TARGET WORD SUBSTITUTED and Questions:**

He crossed off their names too.
The list of prospective suspects kept getting shorter.
It got even shorter when Ramon realized that he was one of the eighteen students in the class.

**Questions:**
1. What does the word prospective mean in this sentence?
2. If the author had chosen prospective, how would the word prospective contribute toward the overall meaning of this story?
3. Explain whether using the word prospective instead of potential changes the meaning of the sentence or story.

**Definitions for Questions 1 - 2 - 3:**

potential - something that can develop or become actual; possible
prospective - likely to come about; likely to become

**SECOND TARGET WORD SUBSTITUTED and Questions:**

He crossed off their names too.
The list of conceivable suspects kept getting shorter.
It got even shorter when Ramon realized that he was one of the eighteen students in the class.

**Questions:**
1. What does the word conceivable mean in this sentence?
2. If the author had chosen conceivable, how would the word conceivable contribute toward the overall meaning of this story?
3. Explain whether using the word conceivable instead of prospective changes the meaning of the sentence or story.
As he started to leave, Mr. Gordon said, "By the way, has anyone seen a stray cat? She sneaked into the school building a few weeks ago when we were painting, and I think she's still hiding somewhere."

The kids looked at each other and shook their heads.

**FIRST TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)

As he started to leave, Mr. Gordon said, "By the way, has anyone seen a stray cat? She slunk into the school building a few weeks ago when we were painting, and I think she's still hiding somewhere."

The kids looked at each other and shook their heads.

Questions:
1. What does the word slunk mean in this sentence?
2. If the author had chosen slunk, how would the word slunk contribute toward the overall meaning of this story?
3. Explain whether using the word slunk instead of sneaked changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
- slunk - moved as if embarrassed to be noticed
- sneaked - moved in a secret or sly way

**SECOND TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)

As he started to leave, Mr. Gordon said, "By the way, has anyone seen a stray cat? She crept into the school building a few weeks ago when we were painting, and I think she's still hiding somewhere."

The kids looked at each other and shook their heads.

Questions:
1. What does the word crept mean in this sentence?
2. If the author had chosen crept, how would the word crept contribute toward the overall meaning of this story?
3. Explain whether using the word crept instead of slunk changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
- slunk - moved as if embarrassed to be noticed
- crept - moved along silently and carefully

The other students and Mr. Gordon helped.

Sure enough, there behind the mystery books was the remedy to the mystery of the missing lunch.

Three little kittens were hiding amid the remains of Ramon's salami sandwich.

Questions:
1. What does the word remedy mean in this sentence?
2. If the author had chosen remedy, how would the word remedy contribute toward the overall meaning of this story?
3. Explain whether using the word remedy instead of solution changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:

solution - the response to a puzzle or question
remedy - a fix for something that was wrong

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

The other students and Mr. Gordon helped.
Sure enough, there behind the mystery books was the secret to the mystery of the missing lunch.
Three little kittens were hiding amid the remains of Ramon's salami sandwich.

Questions:
1. What does the word secret mean in this sentence?
2. If the author had chosen secret, how does the word secret contribute toward the overall meaning of this story?
3. Explain whether using the word secret instead of remedy changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:

remedy - a fix for something that was wrong
secret - something kept from the knowledge of others

STEP 3 - Questions (Students are directed to the three-sentence block containing each Key Word. Students then read the three-sentence block and substitute Target Words. REMINDER- DEFINITIONS FOR THESE WORDS ARE NOT TAUGHT.)

(Pg 29) THREE-SENTENCE BLOCK With Key Word: potential (For reference - NOT to be re-read)

He crossed off their names too.
The list of potential suspects kept getting shorter.
It got even shorter when Ramon realized that he was one of the eighteen students in the class.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

He crossed off their names too.
The list of probable suspects kept getting shorter.
It got even shorter when Ramon realized that he was one of the eighteen students in the class.

Questions:
1. What does the word probable mean in this sentence?
2. If the author had chosen probable, how would the word probable contribute toward the overall meaning of this story?
3. Explain whether using the word probable instead of conceivable changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)

conceivable - able to be imagined, understood, or believed
probable - reasonably true or likely, but not certain of happening

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

He crossed off their names too.
The list of possible suspects kept getting shorter.
It got even shorter when Ramon realized that he was one of the eighteen students in the class.

Questions:
1. What does the word possible mean in this sentence?
2. If the author had chosen possible, how would the word possible contribute toward the overall meaning of this story?
3. Explain whether using the word possible instead of probable changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
probable - reasonably true or likely, but not certain of happening
possible - could happen in the future

(Pg 32) THREE-SENTENCE BLOCK With Key Word: common-sense (For reference- NOT to be re-read)
As he started to leave, Mr. Gordon said, "By the way, has anyone seen a stray cat? She sneaked into the school building a few weeks ago when we were painting, and I think she's still hiding somewhere."
The kids looked at each other and shook their heads.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
As he started to leave, Mr. Gordon said, "By the way, has anyone seen a stray cat? She slipped into the school building a few weeks ago when we were painting, and I think she's still hiding somewhere."
The kids looked at each other and shook their heads.

Questions:
1. What does the word slipped mean in this sentence?
2. If the author had chosen slipped, how would the word slipped contribute toward the overall meaning of this story?
3. Explain whether using the word slipped instead of crept changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
crept - moved along silently and carefully
slipped - moved easily, quietly and smoothly

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
As he started to leave, Mr. Gordon said, "By the way, has anyone seen a stray cat? She tiptoed into the school building a few weeks ago when we were painting, and I think she's still hiding somewhere."
The kids looked at each other and shook their heads.

Questions:
1. What does the word tiptoed mean in this sentence?
2. If the author had chosen tiptoed, how would the word tiptoed contribute toward the overall meaning of this story?
3. Explain whether using the word tiptoed instead of slipped changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
slipped - moved easily, quietly and smoothly
tiptoed - moved or proceeded quietly or carefully

(Pg 34) THREE-SENTENCE BLOCK With Key Word: solution (For reference - NOT to be re-read)
The other students and Mr. Gordon helped.
Sure enough, there behind the mystery books was the solution to the mystery of the missing lunch.
Three little kittens were hiding amid the remains of Ramon's salami sandwich.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
The other students and Mr. Gordon helped. Sure enough, there behind the mystery books was the **explanation** to the mystery of the missing lunch. Three little kittens were hiding amid the remains of Ramon's salami sandwich.

**Questions:**
1. What does the word **explanation** mean in this sentence?
2. If the author had chosen **explanation**, how would the word **explanation** contribute toward the overall meaning of this story?
3. Explain whether using the word **explanation** instead of **secret** changes the meaning of the sentence or story.

**Definitions for Questions 1 - 2 - 3:** (For teacher reference only)
- **secret** - something kept from the knowledge of others
- **explanation** - a statement that makes something clear

**SECOND TARGET WORD SUBSTITUTED and Questions:** (Read by students with substitution)

The other students and Mr. Gordon helped. Sure enough, there behind the mystery books was the **key** to the mystery of the missing lunch. Three little kittens were hiding amid the remains of Ramon's salami sandwich.

**Questions:**
1. What does the word **key** mean in this sentence?
2. If the author had chosen **key**, how would the word **key** contribute toward the overall meaning of this story?
3. Explain whether using the word **key** instead of **explanation** changes the meaning of the sentence or story.

**Definitions for Questions 1 - 2 - 3:** (For teacher reference only)
- **explanation** - a statement that makes something clear
- **key** - an explanation or evidence that provides a solution or deciding factor

**Step 4 - Expansion Task Using Key and Target Words** (All Key and Target Words are written on board, but in a “random” arrangement (i.e., words are NOT grouped by meaning))

**Variation 1:** Students are asked to select a word on the board and then use the word in a sentence that involves something they have either done or experienced. Students present their sentence orally to the class.

**Variation 2:** The teacher points to different words on the board and has one or more students use the word in a sentence that involves something they have done or experienced. Students present their sentence orally to the class.

**General Implementation Notes**

1. Before starting a lesson, mark the key words (and three-sentence blocks) in the teacher edition using Post-It™ notes. *(Optional: Have students use Post-It™ notes to mark these pages in their text books as well.)*
2. To help focus your instruction and pacing, feel free to mark or highlight any portions of this teacher guide as needed before starting the lesson.
3. Write the three key words and definitions on the board or chart paper before starting the lesson.
4. Step 1 should occur the first time the story is read aloud by students. Write the key words and definitions on the board or chart paper before starting Step 1. *Suggestion:* Have different students
read the story on a paragraph-by-paragraph basis. Interrupt the reading process when the sentence
with the key word is read. Then ask the two questions for each key word before continuing.
Continue reading until the entire story has been read. (Other approaches to Shared Reading may
be employed to accomplish this same purpose.)

5. For Step 2, after the entire story has been read, add the target words and definitions on the chart
paper or board next to the key words previously taught. After students read a three-sentence block
and substitute a target word, ask the three scripted questions. Note: For the third question in Step
2, the substituted word is always compared to the preceding target word that was used.

6. For Step 3, erase all the words on the board--or cover the chart paper--and write each pair of new
target words on the board or chart paper; however…

DO NOT WRITE OR TEACH DEFINITIONS IN STEP 3. Follow the script for Step 3.

7. Correcting student errors: In Steps 1 and 2 refer students to the definitions and re-ask the
question(s). For Step 3, refer students only to the sentence or story context. Do NOT provide
students with definitions.

8. For cumulative review: Place sample words from the semantic family on the board, and have
students use the words in a sentence, following either Variation 1 or 2.

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Teacher Notes
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