bottom
Routine for Lesson Vocabulary

**Introduce** He is at the bottom of the well. The bottom is the lowest part. Let’s say the word together: *bottom*.

**Demonstrate** The shoes are in the bottom of my closet. Milk is at the bottom of the grocery list. I keep my socks in the bottom drawer of my dresser.

**Apply** Would you rather sleep on the top or the bottom bunk bed? Why?

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

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**Action!**

- Listen as I read a list of classroom objects. Point to the bottom of each object.
  - teacher’s desk
  - garbage can
  - flag
  - your shoe

- Follow these directions.
  - Tap the bottom of your shoe three times.
  - Gently tug the bottom of your ear.
  - Touch the bottom of your nose.
cheated
Routine for Lesson Vocabulary

**Introduce**  The boy cheated when he looked at someone else’s test. *Cheated* means “did business or played in a way that is not honest” or “deceived or tricked someone.” Let’s say the word together: *cheated.*

**Demonstrate**  She cheated during the game. He cheated me by taking more than half. Ralph was cheated into buying something he didn’t want.

**Apply**  Do you think people want to be friends with someone who cheated them? Why or why not?

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

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**Team Talk**

• Explain to your partner why people do not like to be cheated. Ask your partner how being cheated might make someone less trusting of other people.

• Ask your partner if he or she has ever been cheated. How did the experience make your partner feel?

• Take turns completing this sentence frame:

  The best way to deal with someone who has cheated you is __________.

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*Reading Street*

Grade 3 Unit 2 Week 4 • *Tops & Bottoms*
Routine for Lesson Vocabulary

**Introduce** The horse is clever. *Clever* means “bright, intelligent, having a quick mind.” Let’s say the word together: *clever*.

**Demonstrate** A clever dog can learn many tricks. Maria was glad to have a clever partner on the project. The clever child solved the puzzle in minutes.

**Apply** Name a person or animal that you think is clever. Tell why.

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

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**All Together**

- I’m going to tell about some actions. If you think an action is clever, say “Clever.” If not, say “Not clever.”
  - find a way to paint a wall in two minutes
  - put so many pennies in a jar that it breaks

- I’m going to tell you a little story. Use the word *clever* to answer the question I ask.
  - Henry and his friends need to raise more money for the animal shelter. Henry goes to local businesses and asks for help. He gets his parents and his friends’ parents to ask their companies, too. How would you describe Henry?
Routine for Lesson Vocabulary

**Introduce**  These crops are ready to harvest. Crops are plants grown for food. Let’s say the word together: *crops.*

**Demonstrate**  The farmer’s crops are corn and wheat. They grow two crops of tomatoes each summer. Many crops are harvested in the fall.

**Apply**  Have you or your parents ever planted crops? What did you grow?

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

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**Pencil Talk**

- Draw a picture of crops growing in fields. Below your picture, write a sentence describing the picture. Use the word *crops* in your sentence.
- Make a list of as many crops as you can think of. Put a star next to the name of a crop if there are places where it is grown nearby.
- Complete this sentence frame.
  
  If I were a farmer, I would grow crops of ________.
lazy
Routine for Lesson Vocabulary

Introduce This is a lazy cat. Lazy means “not willing to work or move fast.” Let’s say the word together: lazy.

Demonstrate The old dog is lazy. The lazy boy got fired from his job. I am lazy on the weekends.

Apply Would you want to work with someone who was lazy? Why or why not?

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

All Together

• I’m going to describe some actions. If you think an action is lazy, say “Lazy.” If you do not, say “Not lazy.”

  baking all day for a charity bake sale
  sleeping all day when you’re not sick
  working overtime
  watching television all day

• Listen to the following chant. Then let’s say the chant together several times.

  On a lazy day there’s nothing won, there’s nothing saved and nothing done.
Routine for Lesson Vocabulary

**Introduce** The women are business partners. Partners are members of a company or firm who share the risk and profits of the business. Let’s say the word together: *partners*.

**Demonstrate** The company has three partners. My partners and I have a lawn-mowing business. The partners make all decision about the company together.

**Apply** How would having partners make running a company easier? How might it make it harder?

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

**Team Talk**

- Ask your partner if he or she has ever had a partner for a project. Did having a partner make the project easier or harder? Why? What did he or she learn from the partner?

- Tell your partner to imagine the two of you are going to be partners in a company. What will your company make or sell? What will each of you do in the company? Think of a name and logo for your company.
Routine for Lesson Vocabulary

**Introduce** Owning a mansion shows a person has wealth. Wealth is riches, many valuable possessions, or property. Let’s say the word together: *wealth.*

**Demonstrate** Mrs. Harrow uses her wealth to buy things. They invested some of their wealth in houses. The Smiths left much of their wealth to charity.

**Apply** What are some ways that a person can acquire, or get, wealth?

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

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**Pencil Talk**

- Draw a picture of something you think of when you think of wealth. Write a sentence to go with your picture. Use the word *wealth* in your sentence.

- Complete these sentence frames:
  
  __________ is more important than wealth.

  If I had wealth, I would __________.

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*Reading Street*

Grade 3 Unit 2 Week 4 • *Tops & Bottoms*