attic
Routine for Lesson Vocabulary

**Introduce** This attic is used for storage. An attic is the space in a house just below the roof and above the other rooms. Let’s say the word together: attic.

**Demonstrate** The attic was filled with boxes and dust. Angela looked for her old toys in the attic. No one had been up in the attic in years.

**Apply** What is the difference between an attic and a basement?

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

Team Talk

- Ask your partner if he or she has ever been in an attic either at home or somewhere else. Talk about what an attic is used for.

- Look at the photograph on the front of this card. Talk with your partner about what you would do to make the attic a nicer place.

- Take turns completing this sentence frame:
  To get to the attic, you have to ________.
Routine for Lesson Vocabulary

**Introduce** This is the board of a company. A board is a council or a group of people managing something. Let’s say the word together: *board*.

**Demonstrate** Eight men and women are on the company’s board. The school board hired a new principal. Ethan got the board’s permission to put in new windows.

**Apply** What decisions does a school board make?

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

---

**All Together**

- The word *board* has more than one meaning. I’m going to read two sentences using *board*. If the meaning is “a group of people managing something,” say “Yes.” If it is not, say “No.”

  The board decided to move the company.

  We hammered a board over the hole.

- I’m going to name some groups. If a group might have a board managing it, say “Yes.” If it would not need a board, say “No.”

  a restaurant chain	litter of puppies
  an animal shelter	some friends

---

*Grade 3 Unit 4 Week 3 • Rocks in His Head*
chores
Routine for Lesson Vocabulary

**Introduce** Their chores included washing dishes. Chores are small tasks or easy jobs that you have to do regularly. Let’s say the word together: chores.

**Demonstrate** I finished my chores. Her chores included sweeping and dusting. Kurt got in trouble for not doing his chores.

**Apply** What chores are you expected to do every day? every week?

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

Team Talk

- Ask your partner to tell you what his or her daily chores are. How are they different from yours?
- Explain to your partner why your parents ask you to do chores. Why should you do chores? What do you learn by doing chores?
- Take turns completing this sentence frame:
  
  The chore I like best is _________ because __________.
customer
Routine for Lesson Vocabulary

**Introduce** This woman is a customer at the grocery store. A customer is someone who buys goods or services. Let’s say the word together: *customer*.

**Demonstrate** The customer paid for the shirt with cash. The customer bought light bulbs at the hardware store. The salesperson greeted the customer at the door.

**Apply** When is the last time you were a customer? What did you buy?

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

Pencil Talk

- Draw a picture of yourself as a customer in a store. Write a sentence about your picture. Use the word *customer* in your sentence.
- Make a list of products you might buy if you were a customer at a grocery store.
- Complete this sentence frame:
  
  At the clothing store, the customer asked the sales clerk, “__________?”
labeled
Routine for Lesson Vocabulary

**Introduce** Susan labeled her art supplies. *Labeled* means “put or wrote a label on something.” Let’s say the word together: *labeled.*

**Demonstrate** In the experiment, they labeled the cups 1, 2, and 3. Mr. Chen labeled his suitcase with his name and address. The shelves in the library are labeled to show the kinds of books.

**Apply** Why might you have labeled things you bring to school?

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

---

**Action!**

- Use a piece of paper and a marker to make a label for your desk. Write your name on the label. Tape the label to your desk. Show others how you labeled your desk.

- Look for labels in the classroom. Point out the labels, read them aloud, and explain why these things should be labeled.
Routine for Lesson Vocabulary

**Introduce** The car has a spare tire on the back. *Spare* means “extra.” Let’s say the word together: *spare*.

**Demonstrate** Any spare books are donated to a charity. Do you have spare batteries for the electronic toy? I have several spare pencils in case one breaks.

**Apply** Why do people keep spare sets of keys?

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

---

**All Together**

- I’m going to ask you some questions. Answer “yes” or “no.”
  
  Can you put spare parts on a car?
  Can you put spare parts on a dog?

- Listen as I read the following poem. Then we’ll say the poem together.
  
  You never know when trouble may strike,
  Like getting a flat tire on your bike.
  So that is why you should prepare
  And always keep a tire that’s spare.
Routine for Lesson Vocabulary

**Introduce** The envelope has several stamps. Stamps are small pieces of paper with glue on the back. Let’s say the word together: *stamps.*

**Demonstrate** Leon put stamps on all the envelopes. The new stamps had pictures of George Washington on them. I buy stamps at the post office.

**Apply** How much do stamps cost? How many stamps do you need to mail a letter?

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

---

**Pencil Talk**

- Design a set of four stamps. Draw a picture of what they would look like. Write sentences telling about your stamps. Use the word *stamps* in one of your sentence.

- Some people collect stamps. Make a list of things that people collect. Start your list with the word *stamps.*

- Complete this sentence frame:
  We put stamps on envelopes and __________.