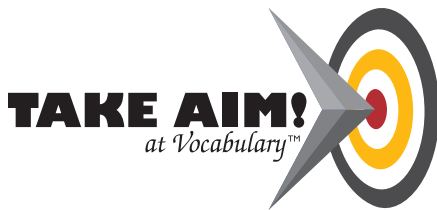


Take Aim! at Vocabulary — Group Format

Goldenrod Level Sample

Thank you for taking the time to learn about Take Aim! at Vocabulary. This sample includes an overview of the teaching methods, learning strategies, a unit steps list, and materials needed to walk through one lesson.

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Read Naturally, Inc.

Phone: 651.452.4085, 800.788.4085 Fax: 651.452.9204

Email: info@readnaturally.com Website: www.readnaturally.com

Take Aim Group Format Goldenrod Level Sample

The lesson included in this sample is "Bloop," from the Mysteries Unit in the Goldenrod level. Each Take Aim level teaches 288 carefully chosen target words. A Take Aim level includes 12 units, and each unit has four lessons. The Goldenrod level is designed for students who read at a fourth grade level or higher. For more information about Take Aim, visit the Read Naturally website at www.readnaturally.com.

Teaching Methods

Take Aim promotes vocabulary development through activities that are grounded in research-based principles. Students gain familiarity and confidence with the target words through a combination of the following teaching methods:

Explicit instruction of target words. Take Aim explicitly teaches each target word in a variety of formats, including a definition embedded in text, a definition that includes the word's part of speech and a clarifying sentence, and questions and activities that deepen understanding.

Instruction of the target words in context. In Take Aim, students read high-interest, nonfiction stories multiple times along with a narrator, with you, or with another student to learn the story and unfamiliar words. As students read, they encounter their definitions in the context of the story.

Student-friendly definitions. All target words in Take Aim include definitions and sample sentences written in clear, simple language that is easy for students to understand.

Multiple exposures to target words. In Take Aim, students encounter each target word several times. They encounter the words when they read the story, the definitions, and the clarifying sentences. They answer questions that use the target words and complete activities related to the words. Also, at least half of the target words are reused in two or more stories in each unit.

Multiple contexts for target words. Through the stories and activities in Take Aim, students see instances of each target word in multiple contexts. These multiple contexts support the rich instruction that builds familiarity and confidence and benefits comprehension.

Semantic mapping. Each unit in Take Aim includes word mapping activities that require students to connect the target words to other words, parts of speech, synonyms, antonyms, or personal experience.

Learning Strategies

To help students develop skills in independently determining word meanings, Take Aim also incorporates these three research-based learning strategies:

Using context clues. The teacher or the audio-supported mini-lessons teach students how to use context clues to figure out the meaning of a word.

Analyzing word parts. The teacher or the audio-supported lessons and activities guide students through using word parts to infer the meanings of new words.

Using a dictionary or glossary. An illustrated, audio-supported glossary written in student-friendly language includes the target words plus additional challenging words that appear in the unit's stories. Students learn to reference this glossary each time they encounter an unknown word.

Unit Steps List

Students follow the steps listed below to work through each Take Aim unit. Use the step descriptions below to walk through the lesson included, "Bloop," or simply review the curriculum materials.

Step 1. Complete Lessons 1–4

- A. Read the target words.** Students are introduced to the six target words in the lesson. Students complete sections A–F, H, and J with teacher direction or audio support; audio is not included in this sample.
- B. Read the story.** Students read along with the teacher, with the audio, or with another student to learn the story and unfamiliar words.
- C. Read to understand target words.** During the second read-along, three of the lesson's six target words are defined immediately after they appear in the story.
- D. Use context clues.** This mini-lesson points out the context clues around a target word and helps students use these clues to infer the word's meaning.
- E. Read to understand more target words.** The remaining target words are defined in context.
- F. Read to master.** Students practice without audio support until they can read the story well.
- G. Answer the comprehension questions.** Students write answers for sections G–K on their student mini-packets; see a completed version of the page in the Additional Materials section.
- H. Sketch target words.** Students sketch a picture that shows what each word means to them.
- I. Clarify target words.** Students answer vocabulary questions about the words.
- J. Study word parts/review the target words.** In the first lesson, students are taught a word part (prefix, suffix, or root) and answer questions. In lessons 2, 3, and 4, students apply their understanding of the target words by answering questions.
- K. Check the Hink Pink.** Students write their answers from the multiple-choice questions in the appropriate spaces to reveal a rhyming word puzzle on the Student Mini-Packet.

Complete enrichment: apply the target words. Students use their knowledge of some of the target words to describe examples or events from their own experiences by responding to four open-ended questions.

Step 2. Study the Target Words

Students study the target words by doing some or all of the following optional activities: use the flashcards, work on the crossword puzzles, study their sketches, and/or use the glossary. Students complete additional activities at the end of each unit.

Step 3. Complete the End-of-Unit Test

After completing all four lessons, the students take the end-of-unit test and record their scores.

Bloop

A. Read the Target Words¹

considered intriguing merge quest simultaneously tracking

B. Read the Story²

Bloop

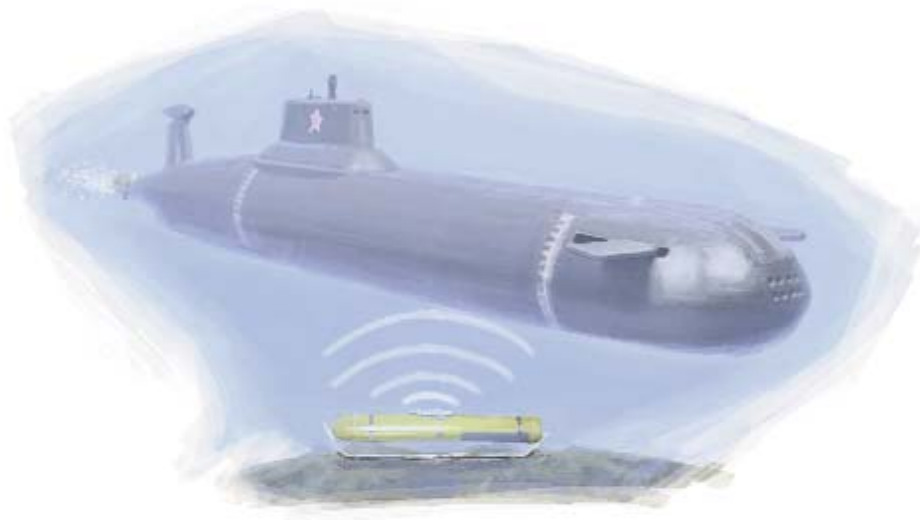
In the 1960s, the U.S. Navy⁷⁴ placed microphones deep in the ocean. The microphones were for **tracking**¹² enemy submarines⁸². But by the 1990s, the enemy had become a friend. The Navy didn't need the microphones anymore, so scientists⁸⁰ started using them.

In 1997, the microphones picked up an **intriguing**⁸ noise. It had some characteristics⁴⁵ of a whale **call**⁵⁴. However, microphones 3,000 miles apart tracked it **simultaneously**¹¹. The noise was huge! Even calls of the largest known whales don't travel that far. Soon, the noise disappeared.

Scientists named the noise Bloop. They wondered where it came from. Was Bloop made by a machine or volcano? No, the sound suggested²⁴ it was made by an animal. Was the animal a giant squid⁸¹? No, squid can't make such big, low noises. Did many animals **merge**⁹ to make one sound? If so, how and why did they come together? Stories tell of huge monsters beneath the sea. Could these stories have a grain⁶⁶ of truth?

Scientists **considered**⁷ many ideas. Yet their **quest**¹⁰ to find the answer yielded²⁵ only more questions.

(176 words)



C. Read to Understand Target Words³

Bloop

In the 1960s, the U.S. Navy placed microphones deep in the ocean. The microphones were for **tracking** enemy submarines.

Tracking means watching, listening to, or following something to know where it is.

But by the 1990s, the enemy had become a friend. The Navy didn't need the microphones anymore, so scientists started using them.

In 1997, the microphones picked up an intriguing noise. It had some characteristics of a whale call. However, microphones 3,000 miles apart tracked it **simultaneously**.

Simultaneously means at the same time.

The noise was huge! Even calls of the largest known whales don't travel that far. Soon, the noise disappeared.

Scientists named the noise Bloop. They wondered where it came from. Was Bloop made by a machine or volcano? No, the sound suggested it was made by an animal. Was the animal a giant squid? No, squid can't make such big, low noises. Did many animals merge to make one sound? If so, how and why did they come together? Stories tell of huge monsters beneath the sea. Could these stories have a grain of truth?

Scientists **considered** many ideas.

Considered means thought carefully about something.

Yet their quest to find the answer yielded only more questions.

D. Use Context Clues⁴

Did many animals **merge** to make one sound? If so, how and why did they come together?

E. Read to Understand More Target Words⁵

Bloop

In the 1960s, the U.S. Navy placed microphones deep in the ocean. The microphones were for tracking enemy submarines. But by the 1990s, the enemy had become a friend. The Navy didn't need the microphones anymore, so scientists started using them.

In 1997, the microphones picked up an **intriguing** noise.

Intriguing means interesting or causing curiosity.

It had some characteristics of a whale call. However, microphones 3,000 miles apart tracked it simultaneously. The noise was huge! Even calls of the largest known whales don't travel that far. Soon, the noise disappeared.

Scientists named the noise Bloop. They wondered where it came from. Was Bloop made by a machine or volcano? No, the sound suggested it was made by an animal. Was the animal a giant squid? No, squid can't make such big, low noises. Did many animals **merge** to make one sound?

Merge means to come together or unite.

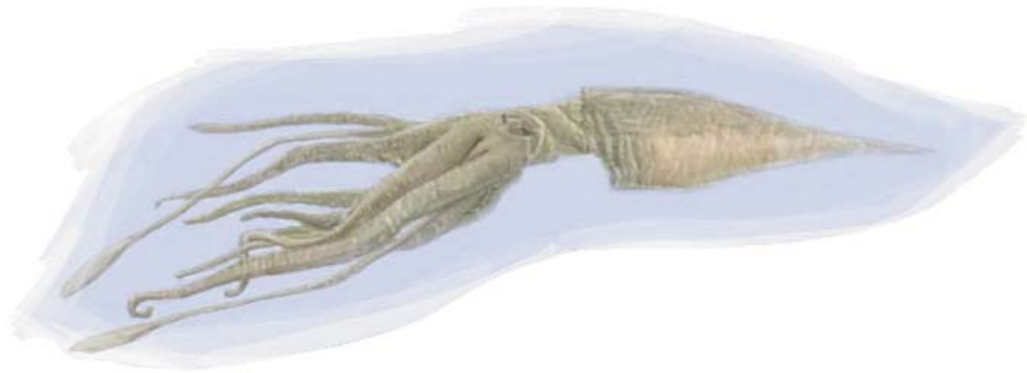
If so, how and why did they come together? Stories tell of huge monsters beneath the sea. Could these stories have a grain of truth?

Scientists considered many ideas. Yet their **quest** to find the answer yielded only more questions.

A **quest** is a long and careful search to find or get something.

F. Read to Master⁶

Turn to Section B.



G. Answer the Comprehension Questions

1. What is the main idea of this story?
 - c. Microphones from the U.S. Navy were useful in tracking Bloop.
 - d. Bloop was a huge noise, and scientists tried to learn what made it.
 - e. Scientists thought many animals may have merged to make Bloop.
2. How far apart were the microphones that tracked Bloop simultaneously?
 - c. 1,960 miles
 - d. 1,997 miles
 - e. 3,000 miles
3. What does **call** mean in this story?
 - o. the sound an animal makes
 - p. to dial numbers on a phone
 - q. to name or describe something
4. Why didn't scientists think a machine or volcano made Bloop?
 - u. Bloop had characteristics of an animal noise.
 - v. No machines or volcanoes were near that part of the ocean.
 - w. Bloop was too low to be a machine or volcano.

H. Sketch Target Words ⁷⁻¹²

5. **consider**⁷ (verb)

Consider means to think carefully about something. *My parents said they would consider getting a dog, but they weren't sure yet.*

6. **intriguing**⁸ (adjective)

Intriguing means interesting or causing curiosity. *The girl saw some intriguing footprints in the mud—she wondered what kind of creature had made them.*

7. **merge**⁹ (verb)

Merge means to come together or unite. *Two small companies planned to merge into one big company.*

8. **quest**¹⁰ (noun)

A quest is a long and careful search to find or get something. *Maria had lost her ring, so she and her friends went on a quest to find it.*

9. **simultaneously**¹¹ (adverb)

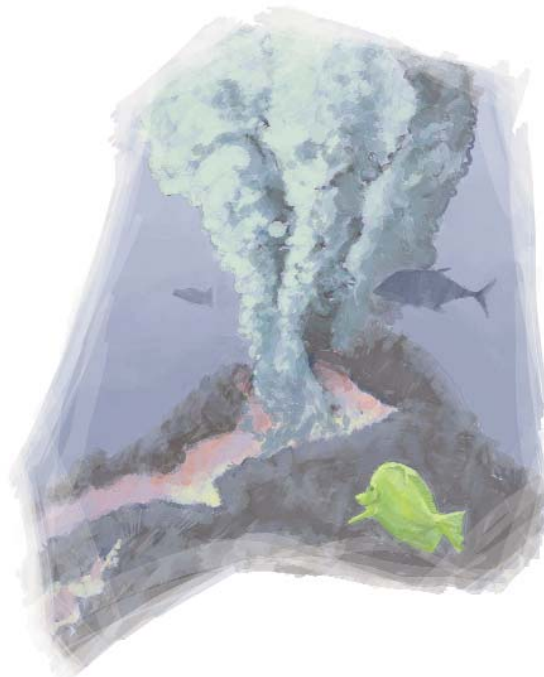
Simultaneously means at the same time. *Mike was simultaneously eating and walking; he licked his ice cream cone while walking down the street.*

10. **track**¹² (verb)

Track means to watch, listen to, or follow something to know where it is. *Some computers can track where planes are in the sky.*

I. Clarify Target Words

11. If you thought something was **intriguing**, you would _____ .
- g. not care about it
 - h. think it was boring
 - i. want to know more about it
12. Brian **considered** his problem. He _____ .
- s. thought about it a lot
 - t. solved it right away
 - u. decided to ignore it
13. Because there were so many cars on the highway, it was hard to **merge** my car. It took a couple minutes to _____ .
- n. move my car onto the highway with the other cars
 - o. move my car off the highway, away from traffic
 - p. stop my car on the side of the road
14. The police were **tracking** the suspect by _____ .
- d. capturing her
 - e. letting her go
 - f. following her
15. Which two things can a person do **simultaneously**?
- b. sit and stand
 - c. see and hear
 - d. sleep and wake up
16. Which of the following describes a **quest**?
- u. He found his keys under one of the sofa cushions.
 - v. He spent years looking for information about his family's history.
 - w. After class, he had a number of questions for the teacher.



J. Study Word Parts¹³

A prefix is a letter or group of letters that is added to the beginning of a word to make a new word. A prefix has its own meaning, and it changes the meaning of the word.

Prefix	Meaning of Prefix	Prefix + Word	New Word	Meaning of New Word
sub-	under; below; less than; lower than	sub + marine	submarine	below marine; below the sea
		sub + way	subway	under the way; under the path of travel
		sub + standard	substandard	lower than the standard; lower than average
		sub + arctic	subarctic	south of, or under, the Arctic Circle

17. If a book had a **subtitle**, where would it be?
- p. before the actual title
 - q. beside the actual title
 - r. underneath the actual title
18. Water freezes when the temperature is 32 degrees Fahrenheit. If the temperature is **subzero**, water is _____.
- l. warm
 - m. cool
 - n. frozen
19. A **submarine** is a boat. Where do you think it travels?
- n. over the sea
 - o. under the sea
 - p. away from the sea
20. The standard score on the test was 70 correct. Which of the following is a **substandard** score?
- d. 60 correct
 - e. 80 correct
 - f. 100 correct

Enrichment: Apply the Target Words

- a. Name something you find **intriguing**.
- b. Describe a time when you had to **consider** two choices.
- c. Can a person **simultaneously** play tennis and eat dinner? Why or why not?
- d. If you were to go on a **quest**, where would you go? Why?

Mysteries

Name _____

Date _____

Lesson 1: Blood

Make a check mark when you complete each section.

- _____ A. Read the Target Words (p. 3)
- _____ B. Read the Story (p. 3)
- _____ C. Read to Understand the Target Words (p. 4)
- _____ D. Use Context Clues (p. 4)
- _____ E. Read to Understand More Target Words (p. 5)
- _____ F. Read to Master (p. 3)
- _____ G. Answer the Comprehension Questions (p. 6)

1. _____ 2. _____ 3. _____ 4. _____

_____ H. Sketch the Target Words (p. 6, numbers 5-10)

_____ I. Clarify the Target Words (p. 7)

11. _____ 12. _____ 13. _____ 14. _____ 15. _____ 16. _____

_____ J. Study Word Parts (p. 8)

17. _____ 18. _____ 19. _____ 20. _____

_____ K. Check the Hink Pink

Hink Pink

A

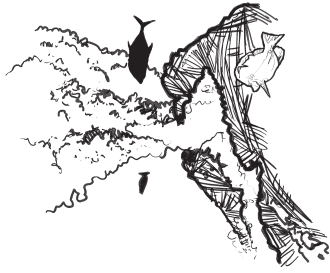
1 _____ 11 _____ 12 _____ 15 _____ 3 _____ 16 _____ 2 _____ 17 _____ 2 _____ 20 _____

18 _____ 3 _____ 11 _____ 12 _____ 2 _____ IS a

_____ 14 _____ 19 _____ 4 _____ 18 _____ 1 _____

_____ 12 _____ 3 _____ 4 _____ 13 _____ 20 _____

_____ Enrichment (p. 8)



Lesson 2: Mysterious Money Pit

Make a check mark when you complete each section.

- _____ A. Read the Target Words (p. 9)
- _____ B. Read the Story (p. 9)
- _____ C. Read to Understand the Target Words (p. 10)
- _____ D. Use Context Clues (p. 10)
- _____ E. Read to Understand More Target Words (p. 11)
- _____ F. Read to Master (p. 9)
- _____ G. Answer the Comprehension Questions (p. 12)

21. _____ 22. _____ 23. _____ 24. _____

_____ H. Sketch the Target Words (p. 12, numbers 25-30)

_____ I. Clarify the Target Words (p. 13)

31. _____ 32. _____ 33. _____ 34. _____ 35. _____ 36. _____

_____ J. Review the Target Words (p. 14)

37. _____ 38. _____ 39. _____ 40. _____

_____ K. Check the Hinky Pinky

Hinky Pinky

A

_____ 32 _____ 35 _____ 24 _____ 36 _____ 32 _____ 21 _____ 37 _____

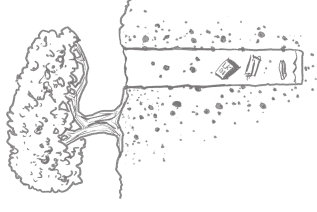
_____ 40 _____ 34 _____ 22 _____ 21 _____ 39 _____ 33 _____ 34 _____ 22 _____

IS

_____ 38 _____ 33 _____ 23 _____ 23 _____ 31 _____

_____ 24 _____ 35 _____ 23 _____ 22 _____ 31 _____

_____ Enrichment (p. 14)



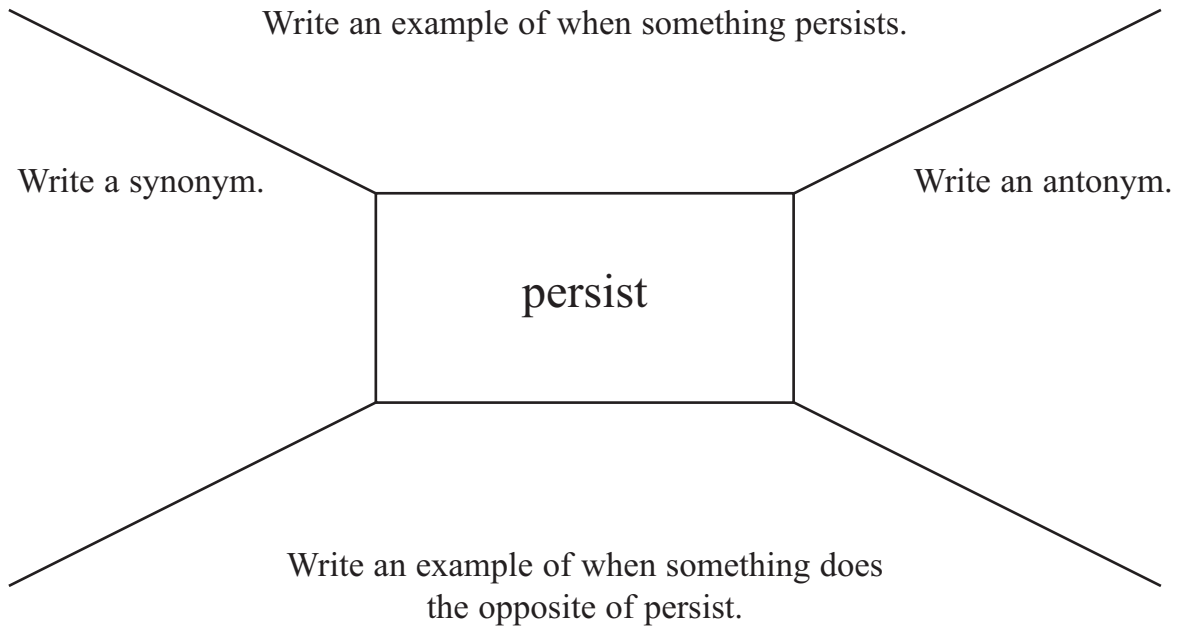
Analyze Target Words

Completed #1: _____

Completed #2: _____



1.



2. Nouns are words that name people, places, or things. Verbs are action words that show what a person or thing is doing. Read the words below. Write the nouns in the Nouns box and the verbs in the Verbs box.

tracking Ⓞ considered Ⓞ structures Ⓞ assist
hoax Ⓞ architect Ⓞ yielded Ⓞ site

Nouns

Verbs



Mysteries

Name _____

End-of-Unit Test

Exercise A

- | | |
|---|----------------|
| 1. Something that is exact or carefully done is ____ . | a. cryptic |
| 2. Something that is mysterious or not easy to understand is ____ . | b. pessimistic |
| 3. When you help someone, you ____ him. | c. site |
| 4. The place or location of something is its ____ . | d. consider |
| 5. If you're not expecting good things to happen, you're being ____ . | e. assist |
| 6. Information that helps you believe something is ____ . | f. precise |
| 7. Someone who designs, makes, or creates something is a(n) ____ . | g. evidence |
| 8. If you think carefully about something, you ____ it. | h. architect |

Exercise B

- | | |
|---|-------------------|
| 9. A long and careful search to find or get something is a(n) ____ . | i. intriguing |
| 10. Things that happen at the same time happen ____ . | j. contain |
| 11. When you watch or follow something, you ____ it. | k. confirm |
| 12. Something that is untrue and meant to fool people is a(n) ____ . | l. track |
| 13. If you act like something is not important or real, you ____ it. | m. hoax |
| 14. If you say for sure that something is true or factual, you ____ it. | n. simultaneously |
| 15. Something that is interesting or causes curiosity is ____ . | o. dismiss |
| 16. When things hold other things inside, they ____ those things. | p. quest |

Exercise C

- | | |
|---|-------------------|
| 17. If people keep on doing something, they ____ . | q. structure |
| 18. When a group is organized with skills and culture, it is a ____ . | r. yield |
| 19. When things give or result in other things, they ____ those things. | s. suggest |
| 20. If things confuse you, they ____ you. | t. characteristic |
| 21. A trait, part, or special feature of a thing is a ____ . | u. persist |
| 22. Something that is formed, built, or constructed is a ____ . | v. civilization |
| 23. If you hint at something or bring it to mind, you ____ it. | w. merge |
| 24. If two things come together or unite, they ____ . | x. perplex |

Number correct: _____

Additional Materials

To gain a better understanding of how students use Take Aim's glossary and complete the Student Activities Page, review the following materials.

Glossary Page. Included is a sample page from Take Aim's glossary. Notice that each term includes a student-friendly definition, and most glossary terms also include a clarifying sentence. Illustrations are also provided for many of the words. The glossary has audio support, which helps students build confidence with pronunciation and proper use of the words.

Completed Student Activities Page. When a student completes the Student Activities Page, the result will look similar to this page. Notice that all of the answers and sketches are completed. Also, the Hink Pink reveals a rhyming word puzzle, which students use to confirm that they have correctly answered the multiple-choice questions.

Glossary Page

ancient⁵⁰ (adjective)

Ancient means very old. *Egypt's pyramids are ancient tombs; they were built thousands of years ago.*

appear⁵¹ (verb)

Appear means to seem or look like. *The smile on her face makes her appear happy.*

archeologist⁵² (noun)

An archeologist is a scientist who studies ancient people and things. *The archeologist discovered a statue that was 3,000 years old.*

architect⁴⁴ (noun)

An architect is the one who designs, makes, or creates something. *She was the architect of the plan—she made all the arrangements and told us what to do.*

assist²⁰ (verb)

Assist means to help. *I didn't want to do the work all by myself, so I asked my brother to assist me.*

booby trap⁵³ (noun)

A booby trap is a hidden way to stop someone from moving further. *Just when I thought I had made it through the obstacle course, I fell into a booby trap of quicksand.*

call⁵⁴ (noun)

A call is a special cry or sound an animal makes.

camp⁵⁵ (noun)

A camp is a place where a group of people stays or takes shelter for a time. *The soldiers set up tents at their camp.*



characteristic⁴⁵ (noun)

A characteristic is a trait, part, or special feature that makes up what a person or thing is like. *Julie's sense of humor is a characteristic that makes her a fun person to be around.*

civilization⁴⁶ (noun)

Civilization is when a group of people becomes organized, has skills and tools, follows a set of rules, and shares a culture or way of doing things. *Archeologists study the art and tools the Aztecs left behind to learn more about this group's civilization.*

clear⁵⁶ (adjective)

Clear means easy to see or understand. *Sometimes my handwriting is hard to read; I decided to type the letter so it would be clear.*

coal⁵⁷ (noun)

Coal is a hard, black rock that people dig out of the ground and burn to give heat. *We used coal to heat the cabin.*



Mysteries

Name _____

Date _____

Lesson 1: Blood

Make a check mark when you complete each section.

- A. Read the Target Words (p. 3)
- B. Read the Story (p. 3)
- C. Read to Understand the Target Words (p. 4)
- D. Use Context Clues (p. 4)
- E. Read to Understand More Target Words (p. 5)
- F. Read to Master (p. 3)
- G. Answer the Comprehension Questions (p. 6)

1. d 2. e 3. o 4. u
- H. Sketch the Target Words (p. 6, numbers 5-10)
- I. Clarify the Target Words (p. 7)
 11. i 12. s 13. l 14. f 15. c 16. v
- J. Study Word Parts (p. 8)
 17. r 18. l 19. o 20. d
- K. Check the Hink Pink

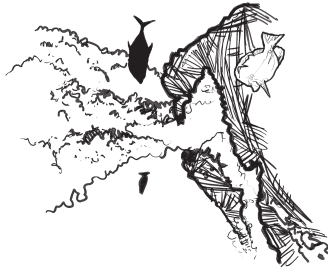
Hink Pink

A

$\frac{d}{1}$	$\frac{i}{11}$	$\frac{s}{12}$	$\frac{c}{15}$	$\frac{o}{3}$	$\frac{v}{16}$	$\frac{e}{2}$	$\frac{r}{17}$	$\frac{e}{2}$	$\frac{d}{20}$
$\frac{l}{18}$	$\frac{o}{3}$	$\frac{i}{11}$	$\frac{s}{12}$	$\frac{e}{2}$	$\frac{is}{12}$	$\frac{a}{2}$			

$\frac{f}{14}$	$\frac{o}{19}$	$\frac{u}{4}$	$\frac{l}{18}$	$\frac{d}{1}$
$\frac{s}{12}$	$\frac{o}{3}$	$\frac{u}{4}$	$\frac{l}{13}$	$\frac{d}{20}$

- Enrichment (p. 8)



Lesson 2: Mysterious Money Pit

Make a check mark when you complete each section.

- A. Read the Target Words (p. 9)
- B. Read the Story (p. 9)
- C. Read to Understand the Target Words (p. 10)
- D. Use Context Clues (p. 10)
- E. Read to Understand More Target Words (p. 11)
- F. Read to Master (p. 9)
- G. Answer the Comprehension Questions (p. 12)

21. _____ 22. _____ 23. _____ 24. _____
- H. Sketch the Target Words (p. 12, numbers 25-30)
- I. Clarify the Target Words (p. 13)
 31. _____ 32. _____ 33. _____ 34. _____ 35. _____ 36. _____
- J. Review the Target Words (p. 14)
 37. _____ 38. _____ 39. _____ 40. _____
- K. Check the Hinky Pink

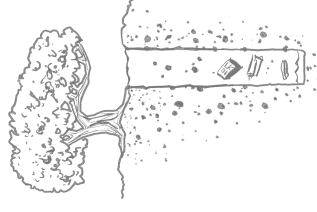
Hinky Pinky

A

_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
40	34	22	21	39	33	34	22	is	

_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
38	33	23	23	31					
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
24	35	23	22	31					

- _____ Enrichment (p. 14)



5. consider



6. intriguing



7. merge



8. quest



9. simultaneously



10. track

