

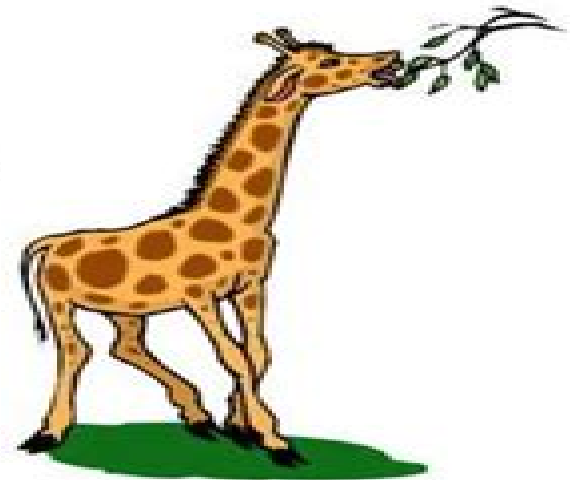
Jilly the Giraffe

Story By: Judie Eberhardt

Jilly the giraffe lived at the Morgan Zoo. She had been there for a long time and was friends with all the other giraffes. There was just one problem. Jilly was so much taller than all the other giraffes that she felt out of place. When she roamed around slowly on hot days, she had to duck all the time to get past some of the trees. The other giraffes just walked along without any problem. She couldn't help but wonder as she walked along: *Why can't I be like them? I get so tired of bending down to get past all these trees.*

One day Jilly was chewing on some leaves when she saw one of her giraffe friends, named Granite, struggling to reach some leaves on the other trees. *I wish I was tall enough to reach those leaves* the other giraffe said to himself. Jilly wandered over near him and asked, "What's wrong?" The giraffe said, "I'm having trouble reaching the leaves off these trees." "I wish I were as tall as you so I wouldn't have any trouble getting my food." "You want to be as tall as I am?" asked Jilly. "I always wanted to be shorter so I wouldn't have to bend down to get past all these trees." "Oh, you are so lucky being tall." "This way whenever you want food, you don't need any help." With that, Jilly pulled down the leaves for Granite. Suddenly two more giraffes came along and asked if Jilly would get them some leaves. "Sure," said Jilly. "I would be glad to help you get some leaves."

After all the giraffes had their food that day, Jilly started back to the other side of the zoo to rest. She felt so happy and proud that she was able to help the other giraffes get their food from the tall trees. *It is amazing that I wanted to be shorter like them, and they wanted to be taller like me* she thought to herself. The lesson that Jilly learned that day was to be happy with who you are and to do your best every day.



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social studies vocabulary with easy to implement effective strategies Sample lessons using each strategy are included for grade spans 1 2 3 5 and 6 8 using vocabulary words from standards based content specific units of study Each strategy also includes suggestions for differentiating instruction Each notebook includes 25 research based strategies differentiation suggestions for each strategy assessment strategies sample word lists including both specialized content and general academic words and parent letters in both English and Spanish Also included is a Teacher Resource CD with PDFs of resource pages word lists assessment pages and parent letters 280pp Teaching and Learning Vocabulary Elfrieda H. Hiebert, Michael L. Kamil, 2005-05-06 Although proficiency in vocabulary has long been recognized as basic to reading proficiency there has been a paucity of research on vocabulary teaching and learning over the last two decades Recognizing this the U S Department of Education recently sponsored a Focus on Vocabulary conference that attracted the best known and most active researchers in the vocabulary field This book is the outgrowth of that conference It presents scientific evidence from leading research programs that address persistent issues regarding the role of vocabulary in text comprehension Part I examines how vocabulary is learned Part II presents instructional interventions that enhance vocabulary and Part III looks at which words to choose for vocabulary instruction Other key features of this timely new book include Broad Coverage The book addresses the full range of students populating current classrooms young children English Language Learners and young adolescents Issues Focus By focusing on persistent issues from the perspective of critical school populations this volume provides a rich scientific foundation for effective vocabulary instruction and policy Author Expertise Few volumes can boast of a more luminous cast of contributing authors see table of contents This book is suitable for anyone graduate students in service reading specialists and curriculum directors college faculty and researchers who deals with vocabulary learning and instruction as a vital component of reading proficiency Building Vocabulary: Grade 8: Kit eBook Timothy Rasinski, Nancy Padak, Rick M. Newton, and Evangeline Newton, 2013-03-22 Building Vocabulary from Word Roots provides a systematic approach to teaching vocabulary using Greek and Latin prefixes bases and suffixes Over 90% of English words of two or more syllables are of Greek or Latin origin Instead of learning words and definitions in isolation students learn key roots and strategies for deciphering words and their meanings across all content areas Building Vocabulary from Word Roots Level 8 kit includes Teacher s Guide Student Guided Practice Book Each kit includes a single copy additional copies may be ordered in quantities of 10 or more Assessments to support data driven instruction and Digital resources including modeled lessons 50 bonus activities and more **Resources in Education** ,1998 Vocabulary, Grades 3 - 4 Cindy Barden, 2007-01-01 Help students practice the following vocabulary building skills defining relating classifying writing expressing opinions and applying Featuring two short reproducible activities per page this book has enough lessons for an entire year Frequent reviews provide practice in a standardized test format Activities are correlated to state standards and a matrix is provided for selected states **Reading, Grade 4** Spectrum, 2006-12-11 Spectrum Reading

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SYSTEMATIC INSTRUCTION IN READING FOR SPANISH-SPEAKING STUDENTS Elva Duran,2013-04-01

Students whose first language is not English are the fastest growing group in public schools in all regions of the United States Almost 10 million children between the ages of five and 17 live in the homes and communities in which a language other than English is spoken and presently most schools in the U S are under educating many English learners The achievement of Hispanic students needs to improve dramatically over the next five years and this book describes the cornerstone elements for bringing about this change The initial chapter introduces direct instruction to be used with reading and literacy programs Chapters 2 and 3 provide excellent review of the literature in language development and address developing language instruction listening and speaking with Spanish speaking students and offers what a comprehensive language development program should look like Chapter 4 reviews academic language and literacy instruction while the next addresses the components of instruction in Spanish Chapter 6 offers lesson plan suggestions for Spanish speaking students while the following two sections discuss components that transfer and do not transfer in Spanish to English reading instruction Chapter 9 reviews English language development and provides lesson plans for implementing SDAIE programs Finally Chapter 10 discusses two way bilingual immersion and shares actual classroom schedules and lessons This unique text will help in the preparation of primary grade teachers throughout the U S so that they may be successful with Hispanic students entering the public schools with little or no English background It will also be a useful tool for school districts staff development in addressing school improvement goals for increasing the achievement of Hispanic students **Forum** ,1993

Annual Report of the Board of Education of the City of St. Louis, Mo., for the Year Ending ... Saint Louis (Mo.). Board of Education,1877 *Storytown Ride the Edge Theme 3 Grade 5* Harcourt School Publishers,Isabel L. Beck,2005

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