



# Vocabulary

# Second Grade

**Assignment for Observation**

- Pay particular attention to how vocabulary is taught in the Literacy Block.
- Record examples of teacher use of rich vocabulary.
- Record examples of student vocabulary including use of vocabulary in writing.
- Record any examples of student use of vocabulary explicitly taught in the lesson.
- Listen for confusions that could be caused by lack of vocabulary; think about how their vocabulary relates to reading difficulties.
- Notice if children are using book language in speaking and writing, in their discussion of books and in conversations.

**Participant Materials**

Reading First Notebook

- Arkansas K-12 English Language Arts Framework, Revised 2003
- Arkansas Reading First Comprehensive Literacy Instruction Map
- Arkansas Reading First Classroom Observation Protocol
- *A Closer Look at the Five Essential Components of Effective Reading Instruction*
- *A Focus on Vocabulary*
- Extra copies of V1 Vocabulary Instructional Sequence After a Read Aloud

Texts

*Bringing Words to Life: Robust Vocabulary Instruction.* Beck  
*I've DIBEL'd, Now What?* Hall

**Presenter Materials**

All participant materials

*IMAGES, "The Living Desert"*

*The Bully.* Rigby

Read Aloud books

Literacy Task Cards, Set 2: Transitional Level (Vocabulary Development)

Student dictionaries

## What is Vocabulary?

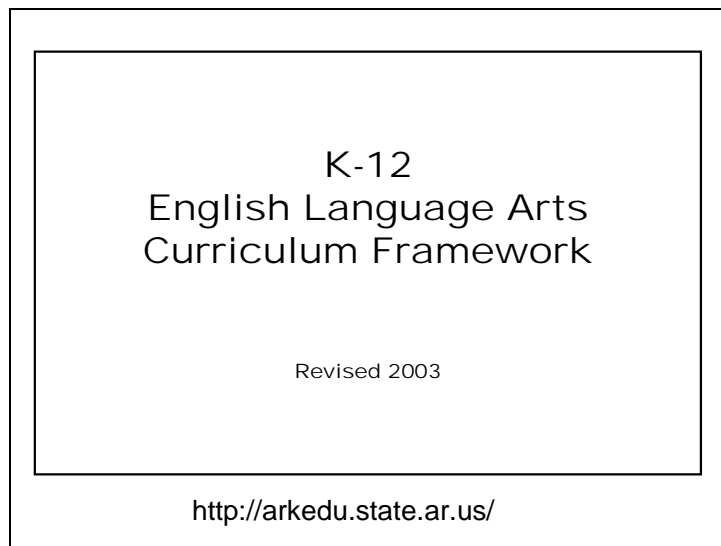
Vocabulary is defined as knowledge of words and word meanings in both oral and print language and in productive and receptive forms.

*A Focus of Fluency*

### What is Vocabulary?

***A Focus on Vocabulary, p. 5***, defines vocabulary as *knowledge of words and word meanings in both oral and print language and in productive and receptive forms.*

- productive - the vocabulary that one uses in writing and speaking.
- receptive - the vocabulary that one uses in reading and listening.



### Arkansas K-12 English Language Arts Curriculum Framework

Refer participants to the Arkansas K-12 English Language Arts Curriculum Framework. Have participants work in groups to identify and place a **V** by all Student Learning Expectations that pertain to vocabulary learning. Review the Arkansas Reading First Comprehensive Literacy Instruction Map to determine when the SLE should be included in the year's instruction. Remind participants that they are responsible for all Student Learning Expectations up to and including their grade level. Participants should mark at least the following:

**Strand: Oral and Visual Communication**

**Standard 1. Speaking:** Students shall demonstrate effective oral communication skills to express ideas and to present information.

**Student Learning Expectations**

**OV.1.2.1** Use words that reflect a growing range of interests and knowledge

**OV.1.2.2** Use synonyms and antonyms appropriately in speech

**Strand: Writing**

**Standard 4: Process:** Students should employ a wide range of strategies as they write and use different writing process elements appropriately.

**Student Learner Expectation**

**W.4.2.13** Utilize available resources to edit personal writing (i.e., editing checklist, thesaurus, dictionary, etc.)

**Standard 7. Craftsmanship:** Students shall develop personal style and voice as they approach the craftsmanship of writing.

**Student Learner Expectation**

**W.7.2.5** Apply new vocabulary and concepts into writing

**Strand: Reading**

**Standard 10. Variety of Texts:** Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

**Student Learner Expectation**

**R.10.2.19** Use resources including class-constructed thesaurus and glossary to enhance reading

**Standard 11. Vocabulary, Word Study and Fluency:** Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

**Student Learner Expectations**

**R.11.2.1** Use context clues to make sense of new words

**R.11.2.2** Use knowledge personal pronouns, simple abbreviations, antonyms, synonyms, and root words to read with meaning

**R.11.2.6** Sort nouns by features, function, and categories

**R.11.2.7** Learn new words from reading and discuss the meanings of words

**R.11.2.8** Experiment with language, including trying new words and using them in speaking, reading, and writing

## Children learn the meanings of most words indirectly:

- They engage daily in oral language
- They listen to adults read to them
- They read extensively on their own

*Put Reading First*

### Indirect Word Learning

Children learn the meanings of most words indirectly. Highlight bullets on ***Put Reading First (PRF)***, p. 35:

- They engage daily in oral language.
- They listen to adults read to them.
- They read extensively on their own.

Read the additional information on each point. Discuss where opportunities for these interactions occur during the Literacy Block.

### Oral Language

Refer participants to ***A Focus on Vocabulary***, pp. 13-14. Tab and highlight the following quotes:

#### p. 13

*...the more oral language experiences children have in their early years, the more words and word meanings they acquire. It is the kind and extent of these early oral language experiences that profoundly affect children's later reading and school success. Young children whose experiences include hearing a lot of language and being encouraged to use and experiment with language themselves tend to achieve early reading success; children who have limited experiences with language often have trouble learning to read, and as they progress through school, they remain at risk for reading and learning problems.*

#### p. 14

*Once children begin school, the teacher talk they hear throughout the day poses opportunities to familiarize them with the kind of oral language that promotes vocabulary growth. Yet, researchers have found that talk in the primary and elementary school classrooms is often limited to commonly recognized words and largely involves concrete talk about the "here and now."*

### **Read Aloud**

While oral language is important for vocabulary development of children daily conversational language does not include the varied word use found in written language.

Highlight ***A Focus on Vocabulary, p. 15***, “Children’s books contain almost twice as many infrequently used or rare words than even adult conversation among college graduates.” Students need exposure to these rare words to acquire the vocabulary they need to comprehend increasingly complex text.

As children listen to adults read to them, they are exposed to a higher level of language through authors’ word crafting skills.

### **Extensive Independent Reading**

Refer to ***A Focus on Vocabulary, p. 18***. Reading extensively provides exposure to a wide range of new and unfamiliar words, contributing to vocabulary growth by providing opportunities for students to make connections among familiar and unfamiliar but semantically related words. Extensive reading also provides opportunities for students to encounter many of the same words in multiple contexts thus extending their base of knowledge accordingly.

Research has determined that students can learn between 5 to 10 percent of previously unknown words from a single reading. The general consensus among researchers currently is that students add approximately 2,000-3,500 words yearly to their reading vocabularies.

### **ACTIVITY: Vocabulary In the Literacy Block**

Groups of participants discuss opportunities for vocabulary development during the Literacy Block. Refer to the Second and Third Grade Classroom Observation Protocol. Chart the responses.

## Some vocabulary should be taught directly:

- **Specific word instruction**

- Teaching specific words before reading helps both vocabulary learning and reading comprehension.
- Extended instruction that promotes active engagement with vocabulary improves word learning.
- Repeated exposure to vocabulary in many contexts aids word learning
- *Put Reading First*

### **Direct Vocabulary Instruction**

Refer participants to **PRF, p. 36**. Highlight:

*Specific word instruction can deepen students' knowledge of word meanings. In-depth knowledge of word meanings can help students understand what they are reading or hearing. It also can help them use words accurately in speaking and writing.*

Discuss the following points:

### **Teaching specific words before reading helps both vocabulary learning and reading comprehension.**

Before students READ a text, it is helpful to teach them specific words they will see in the text. Teaching important vocabulary before reading can help students both learn new words and comprehend the text. Pre-teaching vocabulary occurs before students read a text independently.

“If the students are going to have trouble understanding a passage because of a word, pre-teach it.”(Graves)

In Guided Reading, the teacher would pre-teach vocabulary during the book introduction. In Read Aloud, the teacher would pre-teach one or two words that if misunderstood, may impair the students' understanding of the story

For the guided reading text ***The Bully***, these words were selected for pre-teaching: **curled**, **snarled** and **relieved**. The word **curled** was selected because it appears in a slightly different context from what these children are familiar with. Its context, “his lip curled up,” is used to denote a menacing presence as opposed to curled ribbon or hair that is curled. Understanding this concept is important to the developing story line. **Snarled** was selected for similar reasons. Children are familiar with the snarling of dogs but may not have been exposed to this description of person's voice. **Relieved** was chosen because it is essential to the story line.

**Extended instruction that promotes active engagement with vocabulary improves word learning.**

Children learn words best when they are provided with instruction over an extended period of time and when that instruction has them work actively with the words. The more students use new words and the more they use them in different contexts, the more likely they are to learn the words.

**Repeated exposure to vocabulary in many contexts aids word learning.**

Students learn new words better when they encounter them often and in various contexts. The more children see, hear and work with specific words the better they seem to learn them.

## Choosing Words to Teach

- **Tier One** (consists of the most basic words that rarely require instruction in school).
- **Tier Three** (includes words whose frequency of use is quite low, often being limited to specific domains).
- **Tier Two** (are high-frequency words that appear in a wide variety of texts and in oral and written language of mature language users; thus instruction in these words can add productively to an individual's language ability).

*Bringing Words to Life*

### Choosing Words to Teach

Words have different levels of utility. In this regard, researchers have identified three tiers:

**Tier One** consists of the most basic words that rarely require instruction in school.

*Examples: baby, clock, happy*

**Tier Two** words are high-frequency words that appear in a wide variety of texts and in oral and written language of mature language users; thus, instruction in these words can add productively to an individual's language ability.

*Examples: foolish, grumpy, ordinary*

**Tier Three** includes words whose frequency of use is quite low, often being limited to specific domains. These words would not be of high utility for most learners and are probably best learned when a specific need arises, such as introducing **peninsula** during a geography lesson.

*Examples: isotope, lathe, peninsula.*

*Bringing Words to Life, p. 8*

Highlight ***Bringing Words to Life, p.16:***

*One "test" of whether a word meets the Tier Two criterion of being a useful addition to students' repertoires is to think about whether the students already have ways to express the concepts represented by the words. Would students be able to explain these words using words that are already well known to them? If that is the case, it suggests that the new words offer students more precise or mature ways of referring to ideas they already know about.*

Tab and highlight the box on ***Bringing Words to Life, p. 19***, "Some Criteria for Identifying Tier Two Words":

- **importance and utility** - Which words are used by mature adults and are used across a number of domains?
- **instructional potential** - Which of these can be worked with in a variety of ways?
- **conceptual understanding**-Which of these words do the children have a general concept for? Which of these words can be explained in child-friendly terms?

Consider the background of your students to determine what might be Tier II words for those students. Words that are Tier II for adults may not be appropriate for first grade students. Words that are Tier II words for first grade students in one area may not be Tier II words for students in another area.

## Other Criteria for Selecting Words

1. Is understanding the word important to understanding the selection in which it appears?
2. Are students able to use the context or structural analysis to discover the word's meaning?
3. Can working with this word be useful in furthering students' conceptual understanding?
4. How useful is this word outside of the reading selection being taught?

*Teaching Reading in the 21<sup>st</sup> Century*

### Selecting Vocabulary to Teach

Teachers often ask how many and which words should they teach. Highlight **PRF, p. 41**, “*You will probably be able to teach thoroughly only a few new words (perhaps eight or ten) per week.*”

**A few words well taught** are better than many words taught superficially. In *Teaching Reading in the 21<sup>st</sup> Century*, Michael Graves gives guidelines in the form of questions for teachers to use when selecting words to teach:

1. Is understanding the word important to understanding the selection in which it appears? *If the students are going to have trouble understanding a passage because of a word, pre-teach it. (conceptual understanding)*
2. Are students able to use the context or structural analysis to discover the word's meaning? *If the students will be able to figure out a word's meaning from context or morphology, we do them a disservice by pre-teaching it. We want their skills to grow.*
3. Can working with this word be useful in furthering students' conceptual understanding? *Will this word be used again in instruction for which the concept needs to be developed? (instructional potential)*
4. How useful is this word outside of the reading selection being taught? *Choose words to teach and test that will be useful in real life, not just in school. (importance and utility)*

(Parenthetical statements refer to Beck's criteria for Tier II words.)

## Types of Word Learning

- Learning a new meaning for a known word
- Learning the meaning for a new word representing a known concept
- Learning the meaning of a new word representing an unknown concept
- Clarifying and enriching the meaning of a known word

*Put Reading First*

### Types of Word Learning

Another consideration in choosing and teaching vocabulary is the type of word learning. Refer to *PRF, p. 43*. Read and highlight:

- Learning a new meaning for a known word.  
*Example: bank of a river when **bank** for **money** is known; may include figurative language, idioms, metaphors and similes. (e.g., **out of this world**).*
- Learning the meaning for a new word representing a known concept. *Example: **plodded** for **walking***
- Learning the meaning of a new word representing an unknown concept.  
*Example: the word **snow** for a child living in a tropical region*
- Clarifying and enriching the meaning of a known word.  
*Example: extending the meaning of the word **lake** beyond a basic understanding that it is a large body of fresh water to include natural/manmade, as a habitat and recreational uses.*

These types of word learning vary in difficulty. Learning the meaning of a new word for an unknown concept would be the most challenging type of word learning.

### Selecting Vocabulary Words – Living Desert

Words selected for vocabulary instructional sequence following a Read Aloud of *The Living Desert* include **protect**, **hatched** and **behavior**. All three of these words have high utility and importance. Students will encounter these words often across many domains. The words represent concepts that the students most probably have words to express. They have strong instructional potential in that they can each be worked with in a variety of ways so that students can build rich connections to other words and concepts.

## Text Talk Instructional Sequence

- **Contextualize the Word**
- **Say the word together**
- **Student Friendly Definition**
- **Use in Other Contexts**
- **Engage students**
- ***Say the Word Together***
- **Use all the Words Together**

*Bringing Words to Life*

### Vocabulary Instructional Sequence

The instructional sequence outlined here is from *Bringing Words to Life*, p. 51. Refer to **Resource V1 Vocabulary Instructional Sequence to Use after a Read Aloud**.

#### **Contextualize the word.**

Tell how it was used in the story; reread the sentence.

*This puts the word in the contextual processor and building schema for that word.*

#### **Say the word together.**

*Saying the word puts it in the child's phonological processor.*

#### **Give student friendly definition.**

Developing effective word explanations for students calls for taking care to explain the concept in language that children can understand.

- Characterize the word and how it is typically used.
- Explain the meaning in everyday language

*This links the new word to known concepts.*

#### **Use in other contexts.**

Give examples in contexts other than the one used in the story.

**PRF, p. 36**, *"Repeated exposure to vocabulary in many contexts aids word learning."*

#### **Engage students.**

Students interact with target words.

**PRF, p. 36**, *"Extended instruction that promotes active engagement with vocabulary improves word learning."*

#### **Say the word together.**

*Students repeat the word again to reinforce word memory in the phonological processor.*

#### **Use all the words together,**

All words taught during the lesson are brought together by relating words in one context or the same format.

*The more connections that can be built, the more opportunities there are for the child to "get to" the word.*

## Vocabulary Instructional Sequence After a Read Aloud

Title of Read Aloud:						
Vocabulary Words:						
<b>Contextualize the word.</b> <i>Tell how it was used in the story, reread the sentence.</i>	<b>Say the word together.</b> <i>Put the word in the child's phonological processor.</i>	<b>Give a student friendly definition.</b> <i>Define in own words; pair with an example.</i>	<b>Use in other contexts.</b> <i>Give examples in contexts other than the one used in the story.</i>	<b>Engage students.</b> <i>Students interact with target words.</i>		<b>Say the word together.</b> <i>Repeat the word again to reinforce the phonological processor.</i>
				Questions, Reasons and Examples	Making Choices	
		_____				
		_____				
<b>Use all the words together.</b> <i>Relate the words in the same context or format.</i>						

## Variation of Activities that ENGAGE the Students:

- Questions, Reasons, Examples
- Making Choices
- Word Associations
- “Have you ever \_\_\_\_?”
- Applause! Applause!
- Idea Completions

*Bringing Words to Life*

### Engage the Students

Refer to *Bringing Words to Life*, pp. 44-45, 56-57. Model activities that engage students in vocabulary learning.

- **Questions, Reasons, Examples.** “What is something you could do to \_\_\_\_?”
- **Making Choices.** “If any of these are examples of \_\_\_\_ say \_\_\_\_.”
- **Word Associations.** Words that are not synonyms but have a relationship with the vocabulary word, “Which word goes with \_\_\_\_?”
- **“Have you ever \_\_\_\_?”** This activity helps students relate the word in their own experiences.
- **Applause! Applause!** “Clap if you would like to be described as \_\_\_\_\_,” or “Clap if you would NOT like to be described as \_\_\_\_\_.”
- **Idea Completions.** Provide students with sentence stems that require them to integrate a word’s meaning into a context in order to explain a situation: “The teacher is **stern** because...”

### ACTIVITY: Model and Plan a Vocabulary Lesson

**Model** a vocabulary lesson for “The Living Desert” using the **Resource V2 Vocabulary Instructional Sequence – The Living Desert**

**Plan.** Participants will use **Resource V1 Vocabulary Instructional Sequence After a Read Aloud** to plan a vocabulary lesson using one of the provided Read Aloud texts.

Refer participants to *A Closer Look*, pp. 25-27, for an example of explicit teacher language to use with this model.

## Vocabulary Instructional Sequence After a Read Aloud – The LIVING Desert

**Title of Read Aloud:** The Living Desert, *Images Magazine*, Vol. 4, #1, Nature

**Vocabulary Words:** protect, hatches, behavior

Contextualize the word. <i>Tell how it was used in the story, reread the sentence.</i>	Say the word together. <i>Put the word in the child's phonological processor.</i>	Give a student friendly definition. <i>Define in own words; pair with an example.</i>	Use in other contexts. <i>Give examples in contexts other than the one used in the story.</i>	Engage students. <i>Students interact with target words.</i>		Say the word together. <i>Repeat the word again to reinforce the phonological processor.</i>
				Questions, Reasons and Examples-	Making Choices	
While the beetle feeds, the spines <b>protect</b> it from birds and rodents.	protect	Protect means to keep something safe from harm or getting hurt.	A big brother may protect his little sister from a bully.	Say protect if this means protect: Pushing someone down. Keeping a pet turtle in a box. Leaving your bicycle in the street.		protect
The larva <b>hatches</b> from its cocoon as an adult moth.	hatches	When something breaks out of a shell, it hatches.	A chick hatches from an egg.	Would you say a puppy hatches from an egg? Would you say a snake hatches from an egg? Would you say an apple hatches from a tree?		hatches
An animal's <b>behavior</b> helps it beat the heat, too.	behavior	The way something acts is considered to be its behavior.	The way you act at school or at home is your behavior. It's sometimes called conduct.	If a cat meows and hisses, what can you tell from its behavior? What kind of behavior is it when a child screams and yells at his mother?		behavior

**Use all the words together.**

Typical bird **behavior** is to **protect** the baby bird when it **hatches**.

## Other Word Learning Strategies

- Using dictionaries and other reference aids
- Using information about word parts
- Using context clues to determine word meanings

*Put Reading First, p. 37- 40*

### Other Word Learning Strategies

Second graders are beginning to learn to use other word learning strategies.

#### Using dictionaries and other reference aids

Highlight *PRF, p. 37*,

*Students must learn how to use dictionaries, glossaries, and thesauruses to help broaden and deepen their knowledge of words, even though these resources can be difficult to use. The most helpful dictionaries include sentences providing clear examples of word meanings in context.*

Refer to ***Bringing Words to Life, pp. 33-34, Problems with Dictionary***

**Definitions.** Highlight, "...definitions are synonymous with vocabulary instruction in many classrooms. However, the reality is that definitions are not an effective vehicle for learning word meanings."

This example from *Beginning to Read, p. 147*, clarifies the problems with strict adherence to formal definitional information as a primary learning tool for vocabulary:

**Word: redress**

**Definition:** 1. set right; repair; remedy: King Arthur tried to redress wrongs in his kingdom.

**Student sentence:** The redress for getting well when you're sick is to stay in bed.

This kind of student response is common when working independently with unknown words and a dictionary. Students need more engagement with new vocabulary than simply looking it up in the dictionary, copying the definition, and creating a sentence using it. Students need to be taught **WHEN** to utilize these resources to support their developing vocabulary. **Highlight and pair/share** other important ideas about the use of dictionaries. Discuss.

### **Using information about word parts**

Refer participants to *PRF*, p. 38. Read the section “Using word parts.” Highlight: “...if students learn just the four most common prefixes in English (un-, re-, in-, dis-), they will have important clues about the meaning of about two-thirds of all English words that have prefixes. “

### **Using context clues to determine word meanings**

Refer participants to *Bringing Words to Life*, pp. 3-6, “Words Are Learned from Context, But . . .” Context provides varying levels of support for readers. Read Beck’s descriptions and examples of the following four context categories:

- **Misdirective contexts** seem to direct the student to an incorrect meaning (example, p. 4).
- **Nondirective contexts** are of no assistance in directing the reader toward any particular meaning (example, p. 5).
- **General contexts** give enough information for the reader to place the word in a general category (example, p. 5.).
- **Directive contexts** are likely to lead the student to a specific or the correct meaning for a word. (example, p. 5).

**Ask:** What are the implications for instruction?

## Using words in Speaking:

- Word Wizard
- Wonderful Words

*Bringing Words to Life*

### **Word Consciousness**

Word consciousness is an awareness of and interest in words and their meanings. Having word consciousness:

- helps students develop a deeper understanding of words
- promotes an understanding of how words and concepts are related across different contexts.

Two ways to help children develop word consciousness are:

- **Word Wizard.** Students earn a point when they hear a word on TV, on the radio or at home. They tell the teacher where and when they heard or saw the word and how it was used. The teacher places student names on the Word Wizard chart and indicates their points with a check or sticker. Word Wizard words may come from Read Aloud or Guided Reading.

***Bringing Words to Life, pp. 77, 118-121***

- **Wonderful Words.** The teacher places Read Aloud vocabulary words on a bulletin board and uses them in conversations with the children, encouraging the children to use them and modeling how the words are used. After Read Aloud words are introduced, the teacher may copy the cover of the Read Aloud and place the word there. This serves as a visual for the context of the word. Students are encouraged to use the words in speaking and writing.

***Bringing Words to Life, pp. 125-126***

It is important that the teacher returns to these words and uses them in conversations with the children.

## Planning and Discussion

1. Ask the **Master Teacher** to share her thinking as she planned today's vocabulary instruction.

### Sample Language

*I selected these words in the Read Aloud because \_\_\_\_\_.*

*I used the Isabel Beck vocabulary instructional sequence. I chose \_\_\_\_\_ activity to engage students.*

*For guided reading I chose to pre-teach the words \_\_\_\_\_ because \_\_\_\_\_.*

2. Have participants use their Classroom Observation Protocol and anecdotal notes of students' behavior and teacher's language to process the observation. Discuss these questions:
  - Where was vocabulary addressed during the Literacy Block?
  - Was Beck's vocabulary instructional sequence utilized in connection with the Read Aloud? How?
  - What was the evidence?
  - Was there pre-teaching of vocabulary words in connection with the Read Aloud or Guided Reading?
  - Consider Gentile's continuum of oral language development. Where does the observed language of the child seem to fit?
3. Ask participants to analyze the DIBELS WUF student data and observation notes to plan interventions that meet student needs and support classroom instruction.

## Interventions

- *I've DIBEL'd, Now What?* pp. 263-268
- **Literacy Task Cards, Set 2: Transitional Level (Vocabulary Development)**, #53530480. Teacher Resource Center. Determine which cards would be appropriate for vocabulary intervention activities. Use to plan interventions.

## Vocabulary Instructional Sequence After a Read Aloud

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				Questions, Reasons, and Examples	Making Choices	
		_____				
		_____				
<b>Use all the words together.</b> <i>Relate the words in the same context or format.</i>						

## Vocabulary Instructional Sequence After a Read Aloud – The LIVING Desert

Title of Read Aloud: The Living Desert, <i>Images Magazine</i> , Vol. 4, #1, Nature					
Vocabulary Words: protect, hatches, behavior					
Contextualize the word. <i>Tell how it was used in the story, reread the sentence.</i>	Say the word together. <i>Put the word in the child's phonological processor.</i>	Give a student friendly definition. <i>Define in own words; pair with an example.</i>	Use in other contexts. <i>Give examples in contexts other than the one used in the story.</i>	Engage students. <i>Students interact with target words.</i>	Say the word together. <i>Repeat the word again to reinforce the phonological processor.</i>
				Questions, Reasons, and Examples-	
While the beetle feeds, the spines <b>protect</b> it from birds and rodents.	protect	Protect means to keep something safe from harm or getting hurt.	A big brother may protect his little sister from a bully.	Say protect if this means protect: -pushing someone down -keeping a pet turtle in a box. -leaving your bicycle in the street.	protect
The larva <b>hatches</b> from its cocoon as an adult moth.	hatches	When something breaks out of a shell, it hatches.	A chick hatches from an egg.	Would you say a puppy hatches from an egg? Would you say a snake hatches from an egg? Would you say an apple hatches from a tree?	hatches
An animal's <b>behavior</b> helps it beat the heat, too.	behavior	The way something acts is considered to be its behavior.	The way you act at school or at home is your behavior. It's sometimes called conduct.	If a cat meows and hisses, what can you tell from its behavior? What kind of behavior is it when a child screams and yells at his mother?	behavior
<p><b>Use all the words together.</b> Typical bird <b>behavior</b> is to <b>protect</b> the baby bird when it <b>hatches</b>.</p>					

