

The Sunrise Show

"Grampy, how long until the sun comes up?" asked Melissa, letting out a big yawn.

"Oh, in about an hour you'll see the sun start to peek over the ocean. It'll be big and round and red," Grampy replied.

"An hour!" cried Melissa's twin brother, Martin. "I don't want to wait for an hour!"

"Well, you'll have to wait an hour to see the sun," said Grampy. "But starting right about now, you can watch the most amazing show on Earth."

Grampy and the twins were sitting in Grampy's truck, which was parked on a little hill. The hill **overlooked** the beach and the ocean below them.

They had woken up early and driven there when it still looked like **light** outside. They had come to watch the sunrise on the first day of spring.

"If you look straight ahead, you'll begin to see **light** over the ocean," Grampy said.

Melissa sat **gazing** into the darkness. At first she couldn't see anything. Then she saw the sky over the water slowly begin to get lighter.

"I can see the light!" she said.

The three of them **stared** as the sky grew brighter. The clouds above the ocean turned all different colors—pink and red and orange and yellow.

"Wow, Grampy, look at that cloud! It's turning purple," said Martin.

An hour passed by quickly as they watched the colors in the sky. Finally Grampy said, "It's about time for the sun to show up."

Then the twins saw a spot of bright red light above the ocean. They watched the spot grow bigger little by little. In no time, the sun had risen over the water. It looked like a giant red ball of flame.

"Oh, Grampy, you're right. I've never seen anything so amazing," said Melissa. "Is it always like this?"

"Every day is different, but it's always beautiful," said Grampy as he started up the truck. "We'll come see it again, and you'll see for yourself."

COMPREHENSION What words tell about how the twins look at the sunrise? How do the twins feel about seeing the sunrise?

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Days 1 and 2

"The Sunrise Show," Vol. 1, pp. 50–51

Sensing the Seasons

It's wintertime. What can you feel?

The frost on the windows—cool, thin, and wet.

The needles of pine trees—short and sharp.

The **freezing** temperatures on the **thermometer**—chilly and icy.

Your coat and your mittens—soft, thick, and warm.

It's springtime. What can you smell?

The flowers in the garden—a lovely, fine scent.

The grass on the ground—fresh on your nose.

The dewy morning—a damp and clean smell.

The blossoms on the trees—sweet signs of spring.

It's summertime. What can you taste?

The ocean as you swim—wet and salty.

A purple popsicle—sweet and **delicious**.

A slice of watermelon—ripe, pink, and juicy.

A glass of lemonade—tart and tangy.

It's autumn. What can you hear?

The leaves in the trees, rustling in the wind.

The call of birds as they fly south for the winter.

The crunch of dead twigs breaking beneath your feet.

The **loudness** of children playing in the park.

Feeling. Smelling. Tasting. Hearing.

All of these **senses** help us to know

The famous four seasons that come and then go.

COMPREHENSION What words did you hear about your senses of touch, taste, and hearing? How can your senses help you tell the different seasons apart?

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Days 3 and 4

"Sensing the Seasons," Vol. 1, pp. 52–53

Assessment

Pretest/Posttest Administration p. 74

Pretest/Posttest Blackline Masters
pp. 116–117

T26 • Curious About Words

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 116–117. Use page 74 to administer the test.

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Seeing

gazing v. looking for a long time *Anna was gazing out the window at the ocean.*

light n. brightness *The light from the sun makes it easy to see things in the daytime.*

night n. the dark time after the sun goes down *We cannot play baseball at night because we cannot see the ball.*

overlooked v. looked at from a higher place *The windows of the tall building overlooked the street below.*

stare v. to look hard at *It's not polite to stare at other people.*

Discuss Guide children to see the relationship between each word and the category. Ask questions such as these: **What is it like to see during the day? What is it like to see at night?**

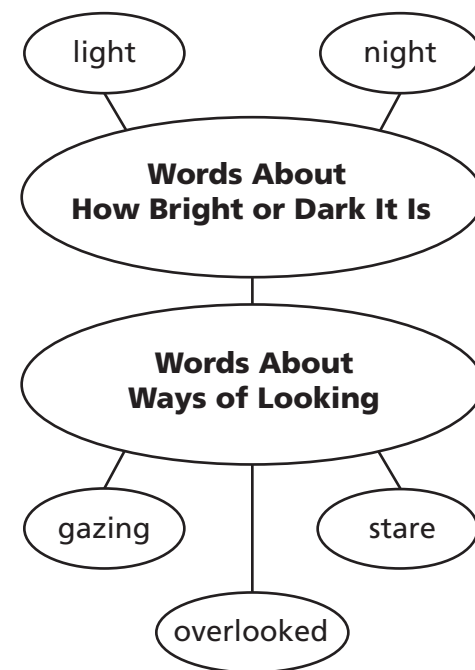
Read Aloud Explain that you will read aloud a story about people watching the sunrise. Then read aloud "The Sunrise Show." Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread "The Sunrise Show." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. What do you need to have in order to see at night? (**light**)
2. What are some things that a tall mountain might **overlook**? (Sample answer: people, trees)
3. What two words tell how you might look at something that is very interesting? (**stare**, **gazing**)



Day 3

Introduce Meanings

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About the Senses

delicious *adj.* tastes good
Angelina couldn't wait to eat the delicious meal of black beans and tamales.

freezing *adj.* extremely cold
Marta's toes were freezing after she came in from playing in the snow.

loudness *n.* amount of sound
The loudness of the TV made it hard to hear what people were saying.

senses *n.* ways of finding out, such as seeing and hearing
Our five senses work together to help us learn about things around us.

thermometer *n.* a tool used to measure heat
The thermometer showed the temperature was 88 degrees.

Discuss Guide children to see the relationship between each word and the category. Prompt them to use the words to describe things they can hear, smell, see, taste, or touch.

Read Aloud Explain that you will read aloud a story about things you can sense in different seasons. Then read aloud "Sensing the Seasons." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "Sensing the Seasons." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Words About Touch	Words About Sound	Words About Taste
freezing	loudness	delicious

1. A popsicle feels _____.
(freezing)
2. To measure heat, you might use a _____.
(thermometer)
3. Which of your senses would you use to find out if a peach is delicious? (taste)
4. What other words about touch can you think of? about sound? about taste? Add these to the graphic organizer as children suggest them. (Sample answers: Touch: warm, cool; Sound: soft, whisper; Taste: bitter, sweet)

Day 5

Deepen Understanding

Review Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

Guide Partner Activities Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

Describe Tell your partner what food you think tastes the most delicious of all. What does it taste like?

Categorize List words that go with the sense of seeing. Make another list of words that go with the sense of hearing. Use these words: gazing, loudness, light, stare, night.

Role-Play With a partner, act out what you would see if your bedroom window overlooked a farm.

Draw What would you like to do if the thermometer showed it was very hot outside? Draw a picture. What would you like to do if it showed it was freezing outside? Draw another picture.

Assess To assess what word meanings children have learned, copy and distribute the Pretest/Posttest on pages 116–117. Use page 74 to administer the test. Compare scores with Day 1 assessment.