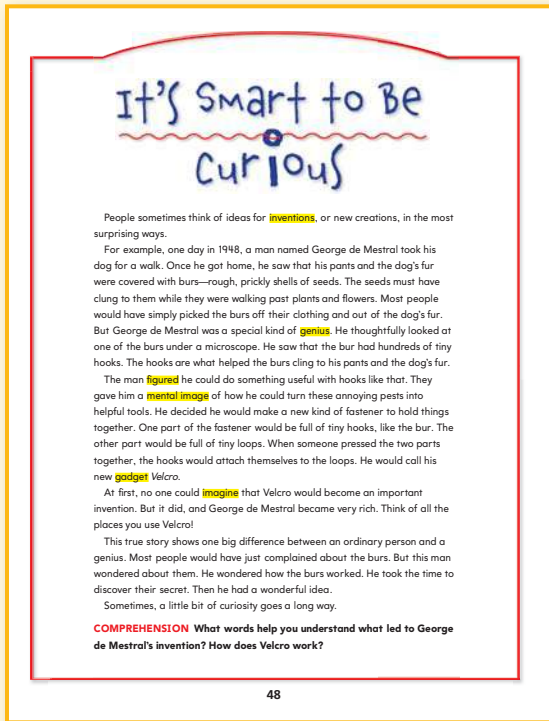


Days 1 and 2

“School and Success,” Vol. 2, pp. 46–47



Days 3 and 4

“It’s Smart to Be Curious,” Vol. 2, pp. 48–49

Assessment

Pretest/Posttest Administration p. 88

Pretest/Posttest Blackline Masters pp. 144–145

T54 • Curious About Words

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 144–145. Use page 88 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 Jobs

degrees *n.* awards for finishing education *You need special degrees to be a doctor.*

president *n.* head of a company *The company president held a meeting.*

principal *n.* head of a school *The principal thanked the teachers for their good work.*

professional *adj.* working at a kind of job that takes special training *Teachers and police officers have professional jobs.*

qualifications *n.* things you know that help you do a job well *I have excellent qualifications for the job.*

skills *n.* things someone knows how to do well *A doctor learns special skills for helping people who are sick or hurt.*

Discuss Guide children to see the relationship between each word and the category. Ask children: **How would degrees and good listening skills help you be a president or a principal?**

Read Aloud Explain that you will read aloud a story about going to school so that you can get a job. Then read aloud “School and Success.” Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread “School and Success.” 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 Learning	Words About Jobs
skills	president
degrees	principal
qualifications	

1. Why do you need **degrees** to get a **professional** job? (because **degrees** show that you completed certain training to hold a professional job)
2. Why do you need certain **qualifications** for certain jobs? (because **qualifications** show that you know how to do the job)
3. What are some words for other jobs? Add these words to the graphic organizer as children suggest them. (Sample answers: **police officer; newspaper reporter**)



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 Having Ideas

figure *v.* think; decide *I figure I should not waste paper.*

gadget *n.* tool *A zipper is a useful gadget.*

genius *n.* very smart person *Albert Einstein was a genius, as his discoveries show.*

imagine *v.* think up *Can you imagine taking a trip to Mars?*

invention *n.* something made for the first time *An invention can change people's lives.*

mental image *n.* a picture in your mind *I have a great mental image for something new.*

Discuss Guide children to see the relationship between each word and the category. Ask children questions such as these: What is a **gadget** that would be fun to own? Can you come up with a **mental image** for a helpful **invention**?

Read Aloud Explain that you will read aloud a story about someone who had a great idea. Then read aloud "It's Smart to Be Curious." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "It's Smart to Be Curious." 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.

Thinking of Inventions	
Words About Inventions	Words About Thinking
gadget	figure genius mental image imagine

1. Why might you call someone a **genius**? (Sample answer: because he or she solves a problem that helps many people)
2. What **gadgets** do you use each day? (Sample answers: toothbrush; telephone)
3. How do people who make **inventions** get their ideas? (Sample answer: They find a problem that no one can fix.)

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.

Discuss Brainstorm a list of jobs with your partner. Explain how learning skills gives people the degrees and qualifications they need for different jobs.

Role-Play Pretend you have a professional job. Maybe you are a company president or school principal. Tell your partner about your day at work.

Draw You don't need to be a genius to figure out a way to fix a problem. Imagine a new gadget you could use every day. Draw a picture of your mental image.

Write List some inventions that make your life easier. What new inventions can you imagine that might be helpful in the future? Talk it over with a partner.

Assess To assess what word meanings children have learned, copy and distribute the Pretest/Posttest on pages 144–145. Use page 88 to administer the test. Compare scores with Day 1 assessment.