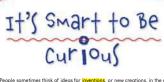


Days 1 and 2

"School and Success," Vol. 2, pp. 46-47



For example, one day in 1948, a man named George de Mestral took his

For example, one day in 1948, a man named George de Mestral took his dag for a walk. Once he got home, he saw that his ponts and the dag's fur were covered with burs—rough, prickly shells of seeds. The seeds must have clung to them while they were walking past plants and flowers. Most people would have simply picked the burs off their dothing and out of the dag's fur. But George de Mestral was a special kind of genius. He thoughtfully looked at one of the burs under a microscope. He saw that the bur had hundreds of tiny hooks. The hooks are what helped the burs cling to his ponts and the dag's fur. The man figured he could do something useful with hooks like that. They gave him on mental image of how he could turn these annoying pests into helpful tools. He decided he would make a new kind of fastener to hold things together. One part of the fastener would be full of tiny hooks, like the bur. The other part would be full of tiny loops. When someone pressed the two parts tagether, the hooks would attach themselves to the loops. He would call his new gadget Velran.

At first, no one could imagine that Velcro would become an imp ention. But it did, and George de Mestral became very rich. Think of all the

invention. But it did, and George de Mestral became very rich. Think of all the places you use Veltral

This true story shows one big difference between an ordinary person and a genius. Most people would have just complained about the burs. But this man wondered about them. He wondered how the burs worked. He took the time to discover their secret. Then he had a wonderful idea.

Sometimes, a little bit of curiosity goes a long way.

PREHENSION What words help you understand what led to George de Mestral's invention? How does Velcro work?

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 <u>principal</u> thanked the teachers for their good work.

professional adj. working at a kind of job that takes special training Teachers and police officers have <u>professional</u> 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	Words About
Learning	Jobs
skills degrees qualifications	president principal

- 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 <u>figure</u> I should not waste paper.

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

genius *n.* very smart person Albert Einstein was a <u>genius</u>, 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 <u>invention</u> 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.