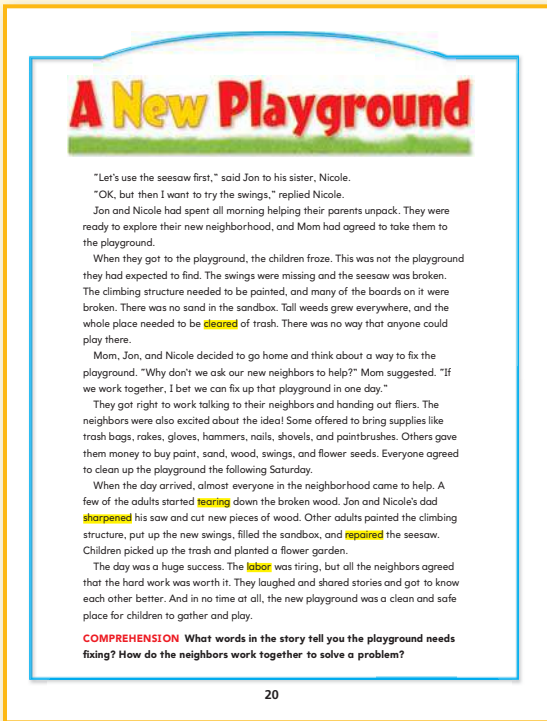


Days 1 and 2

“Building a Skyscraper,” Vol. 1, pp. 18–19



Days 3 and 4

“A New Playground,” Vol. 1, pp. 20–21

Assessment

Pretest/Posttest Administration p. 66

Pretest/Posttest Blackline Masters pp. 100–101

T10 • Curious About Words

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 100–101. Use page 66 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 Planning to Build

building *n.* where people live or work *Many people work in this tall building.*

composed *v.* made or created *The roof of the building is composed of steel.*

designed *v.* made a plan of what something will look like *He designed a model of the new playground.*

future *n.* a time to come *What job would you like to have in the future?*

planning *n.* thinking about something before doing it *The whole family enjoyed planning our vacation.*

Discuss Guide children to see the relationship between each word and the category. Ask them to describe a **building** they have seen being built. Prompt them to use other oral vocabulary words.

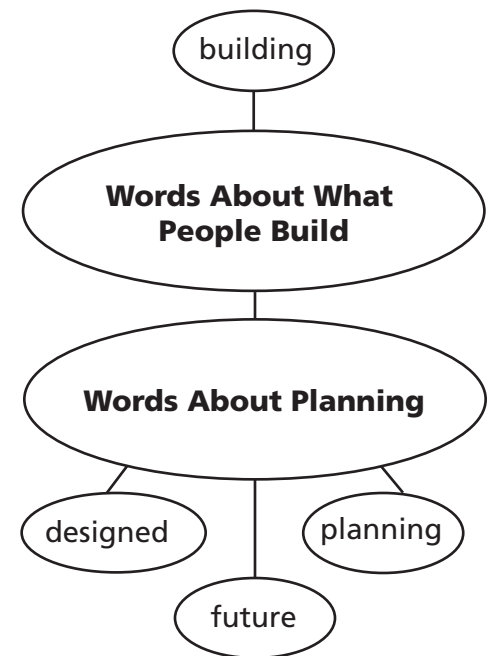
Read Aloud Explain that you will read aloud an article about building a city skyscraper. Then read aloud “Building a Skyscraper.” Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread “Building a Skyscraper.” 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. Name some kinds of **buildings** people build. Add these words to the graphic organizer. (Sample answers: house; skyscraper; store; office)
2. James created a castle out of sand. What is another word that tells what James did? (**composed**)
3. What word tells about both tomorrow and next year? (**future**)



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 Building or Fixing

cleared v. got rid of *Dad cleared the dirt out of the old engine before he fixed it.*

labor n. hard, physical work *The labor of building the playhouse made Mom and Dad tired.*

repair v. to fix *Ron will repair the broken chair.*

sharpening v. making a sharp edge so a tool can cut *Dad is sharpening his saw before cutting the wood.*

tearing v. pulling apart *The worker started tearing out the old door so they could put in a new one.*

Discuss Guide children to see the relationship between each word and the category. Ask questions such as these: **What are some things you need to repair? What tools have you seen someone sharpening?**

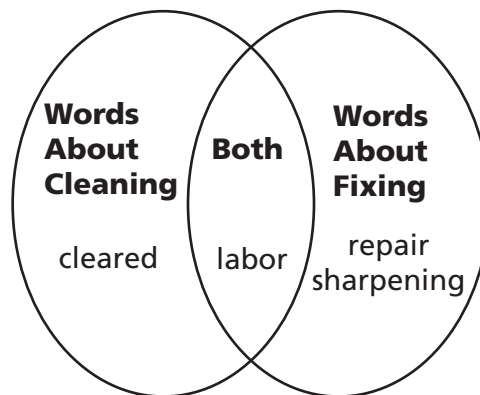
Read Aloud Explain that you will read aloud a story about how a neighborhood came together to fix a playground. Then read aloud “A New Playground.” Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread “A New Playground.” 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 are some other words about cleaning?** Add these words to the graphic organizer. (Sample answers: dusted; wipe; wash)
2. **If someone wanted to build a new house where an old house stood, what would that person need to do to the old house?** (tear it down)
3. **Why might trees be cleared from the land?** (Sample answers: to build a house there; to let in more sunlight)

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.

Categorize Make a list of four things you might need to repair. Show the list to your partner.

Examples Tell a partner one thing you are planning to do in the future.

Draw Work with a partner. Draw a building that you would like to make. After you have designed the building, show your drawings to other partners. Would it take a lot of labor to build your house?

Write Compose a picture that shows the four seasons of the year. Write a label for each season.

Discuss If you cleared the table after dinner, what did you do? Explain this to your partner.

Role-Play Demonstrate sharpening a pencil and tearing a sheet of paper.

Assess To assess what word meanings children have learned, copy and distribute the Pretest/Posttest on pages 100–101. Use page 66 to administer the test. Compare scores with Day 1 assessment.