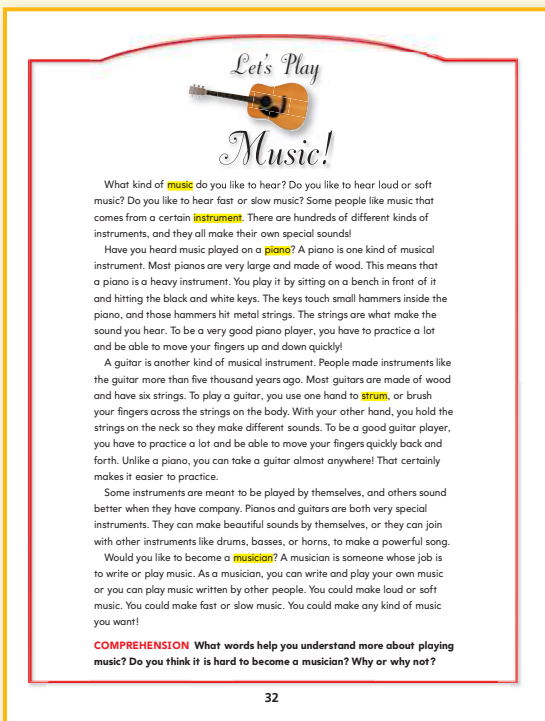


Days 1 and 2

“Better, Faster, Smaller!” Vol. 1, pp. 30–31



Days 3 and 4

“Let’s Play Music!” Vol. 1, pp. 32–33

**Assessment**

Pretest/Posttest Administration p. 69

Pretest/Posttest Blackline Masters pp. 106–107

T16 • Curious About Words

**Day 1**

**Introduce Meanings**

**Assess** To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 106–107. Use page 69 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 Discovery**

**discovered** v. found out *The doctors discovered how to keep people from getting sick.*

**explored** v. learned about *The class explored different ways to solve the math problem.*

**explorer** n. a person who travels somewhere to learn something *The first person to go somewhere new or learn something new is often called an explorer.*

**journey** v. to take a trip *She wants to journey across the country some day.*

**search** v. to look for something *Scientists often search for a long time before they find the answer they are looking for.*

**Discuss** Guide children to see the relationship between each word and the category. Ask: **When did you lose something and then find it again?** Prompt children to use some of the words when answering the question.

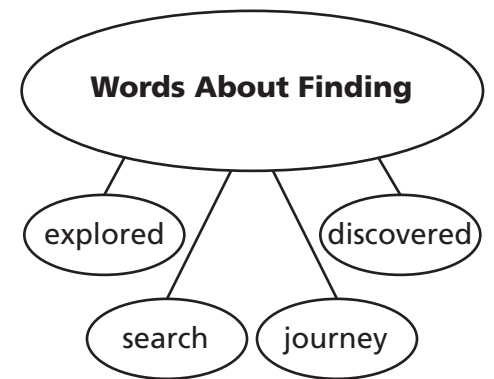
**Read Aloud** Explain that you will read aloud a story about scientists making tiny machines. Then read aloud “Better, Faster, Smaller!” Discuss the Comprehension questions.

**Day 2**

**Categorize and Classify**

**Reread and Explain** Reread “Better, Faster, Smaller!” 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 word might you use to describe finding something you never saw before? (**discovered**)
2. What word might you use to describe looking for something you had lost? (**search**)
3. Would an explorer probably want to **journey** to a new place or stay in the same place? (**journey to a new place**)



## 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 Music

**instrument** *n.* something that makes musical sounds *He chose the violin as the instrument he wanted to learn how to play.*

**music** *n.* sounds that can be sung or played on musical instruments *Cynthia likes to listen to music on the radio.*

**musician** *n.* a person whose job is to write or play music *The musician played music that people loved to dance to.*

**piano** *n.* a musical instrument that you play by pressing keys that make hammers hit strings *She played fast music on the piano by running her fingers across the keys.*

**strum** *v.* to play an instrument by brushing the fingers across its strings *You use your fingers to strum the strings of a guitar.*

**Discuss** Guide children to see the relationship between each word and the category. Prompt them to use the words to tell about music they like.

**Read Aloud** Explain that you will read aloud a story about playing music. Then read aloud “Let’s Play Music!” Discuss the Comprehension questions.

## Day 4

## Categorize and Classify

**Reread and Explain** Reread “Let’s Play Music!” 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 Playing Music	
Things to Play	Ways to Play
instrument piano	strum

1. What are some words for other instruments that make music? Add these words to the graphic organizer as children suggest them. (Sample answers: guitar; flute; drums)
2. What word might you use to describe how to play a guitar? (strum)
3. What are some other words for ways of playing musical instruments? Add these words to the graphic organizer as children suggest them. (Sample answers: bang; blow; pluck)
4. A person in a rock band is a \_\_\_\_\_. (musician)

## 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.

**Examples** Talk to your partner about things you have explored or discovered. What are some interesting things you have learned about lately?

**Describe** Talk to your partner. Describe music you have heard. Could you hear someone playing a piano? Could you hear someone strumming a guitar?

**Role-Play** Pretend you are a musician visiting a classroom. What instrument do you play? Explain your job to your partner.

**Draw** What if you were an explorer who went to another planet? Draw a picture of yourself in a space suit on a planet other than Earth.

**Discuss** Talk to your partner. Tell about a place you would like to journey to. What would you search for on your trip?

**Assess** To assess what word meanings children have learned, copy and distribute the Pretest/Posttest on pages 106–107. Use page 69 to administer the test. Compare scores with Day 1 assessment.