

## The Fossil That Saved Summer

Jess woke up on Saturday morning and sighed. The summer was almost over, and nothing interesting had happened. She hadn't gone on vacation. She hadn't learned to dance. She hadn't even read one good book. Jess **scanned** the pages of her diary, looking for something interesting to tell her best friend, Dan. But there were no summer stories in Jess's diary.

Dan was coming back from camp tomorrow. What would Jess say when Dan showed her his camp photos and asked, "What did you do this summer?"

After lunch, Jess walked down the hill to the creek behind her house. She always went to the creek when she wanted to **stoy unobserved**. No one ever saw her or bothered her there. Jess dug her fingers into the mud on the bank and frowned.

Then Jess saw something strange in the brown sand on the bottom of the creek. She looked **intently** into the water. Her eyes searched carefully for the shape she had seen. It was the same color as the sand and was not **obvious** unless you knew what you were looking for. There it was! Jess took off her shoes and socks. She stepped into the cool water and reached down into the sand.

Jess picked up a small, round object. She turned it around in her hands, **detecting** its size and shape. It was exactly the same shape as a snail shell. Like a snail shell, the object had sharp, **distinct** marks on it in the form of a spiral. But when Jess studied it closely, it was **evident** that this was not a snail shell. It was as hard and solid as a stone.

Jess's curiosity about the rock was **acute**. She wanted very much to understand what it was. Did someone carve a stone into the shape of a snail? Or could a snail somehow turn into stone? Then Jess had a sudden **insight**. An idea flashed into her head from something her science teacher had said. Jess had found a fossil—the remains of an animal that lived long ago and turned into rock! She could be holding a snail that was millions of years old!

Jess smiled. This would be the perfect summer story to tell Dan.

**COMPREHENSION** What words tell how carefully Jess is looking at and thinking about the fossil? What does Jess learn from her discovery?

Days 1 and 2

"The Fossil That Saved Summer," Vol. 2, pp. 6–7

## Dinosaurs in Granville?

Sam Sharpeye was a newspaper reporter in Granville, Ohio. One morning, Mrs. Sally Mae West of 231 Oak Street called him to report that something very strange had just happened to her garden.

"I heard a strange sound last night, Sam," Mrs. West said. "It sounded like a giant trumpet. When I woke up, the **temporary** fence I built to keep rabbits away was crushed. And all my green vegetables were gone!"

"Do you think a rabbit did it?" asked Sam.

"If a rabbit crushed my fence," Mrs. West replied, "then that rabbit was ten feet tall and it played the trumpet!"

Police Chief Smith confirmed that something very big had wrecked Mrs. West's garden. But the only clues seemed to be the giant footprints and the strange noise that Mrs. West heard. "She's reported those sounds **previously**," Chief Smith said, "but at that time we didn't know what to do about it."

Sam Sharpeye called a scientist from City College, Dr. I.M. Bright. Sam described the clues, and the scientist told him that he knew what caused the garden mess.

"It was a dinosaur for sure!" said Dr. Bright.

"A dinosaur?" cried Sam, **initially** surprised. "You're kidding me!"

"I have a theory," said Dr. Bright, "that the **era** of dinosaurs did not end seventy million years ago. Something big happened that **transformed** the dinosaurs' world. The dinosaurs went through a **decline** and **eventually** most of them died—but not all of them. A few may have **adapted** to the change and made it out alive."

Dr. Bright went to inspect Mrs. West's garden. The giant footprints matched the fossils of a dinosaur called the parasaurolophus. Plus, the parasaurolophus had a large bone on its head that was shaped like a tube. Some scientists think the dinosaur used it like a horn to talk to other dinosaurs. Dr. Bright believed this explained the strange noises Mrs. West heard at night.

Other scientists disagreed with Dr. Bright. "That idea is hogwash," said Dr. Snodgrass. "The dinosaurs **gradually** died out millions of years ago."

Mrs. West was not sure what to believe, but she knew something big ruined her garden!

**COMPREHENSION** What words about time do you hear in the story? Why is Dr. Bright's theory so unbelievable?

Days 3 and 4

"Dinosaurs in Granville?" Vol. 2, pp. 8–9

### Assessment

Pretest/Posttest Administration p. 78

Pretest/Posttest Blackline Masters pp. 124–125

T34 • Curious About Words

## Day 1

### Introduce Meanings

**Assess** To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 124–125. Use page 78 to administer the test.

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

### Words About Observation

**acute** *adj.* strong *She has an acute sense of smell.*

**detecting** *v.* finding *I am very good at detecting smells.*

**distinct** *adj.* different in a way that is easy to see *The rock has distinct layers.*

**evident** *adj.* easy to see or notice *The marks on the tree were evident.*

**insights** *n.* understandings *The story gave me many insights about friendship.*

**intently** *adv.* with concentration *I looked intently into the lake.*

**obvious** *adj.* easily noticed or understood *There were obvious mistakes on his homework.*

**scanned** *v.* looked over quickly *I scanned the books on the shelf.*

**unobserved** *adj.* not seen *The wild cat lived in the forest, unobserved by humans.*

**Discuss** Guide children to see the relationship between each word and the category.

**Read Aloud** Explain that you will read aloud a story about a girl who finds a fossil. Then read aloud "The Fossil That Saved Summer." Discuss the Comprehension questions.

## Day 2

### Categorize and Classify

**Reread and Explain** Reread "The Fossil That Saved Summer." 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 Looking Closely	Words About Looking Quickly
acute	evident
intently	distinct
insights	scanned
detecting	obvious

- If something is **obvious**, do you usually need to think about it **intently?** (no)
- The squirrel hid behind a tree because he was **hoping to be \_\_\_\_\_**. (**unobserved**)



## Day 3

## Introduce Meanings

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

## Words About Time and Change

**adapted** v. got used to *We quickly adapted to the warm weather of our new town.*

**decline** n. go down in number *There has been a decline in the number of fish in the river.*

**era** n. a period of time *The era of dinosaurs was millions of years ago.*

**eventually** adv. in the end *Eventually, we understood the math lesson.*

**gradually** adv. slowly *Fill your glass gradually so you don't spill your milk.*

**initially** adv. at first *Jed did not like the ride initially, but later he grew to love it.*

**previously** adv. before *We had seen the movie previously, but we wanted to see it again.*

**temporary** adj. for just a little while *My uncle's visit was only temporary.*

**transformed** v. changed completely *The caterpillar transformed into a butterfly.*

**Discuss** Guide children to see the relationship between each word and the category.

**Read Aloud** Explain that you will read aloud a story about a very strange event in a vegetable garden. Then read aloud "Dinosaurs in Granville?" Discuss the Comprehension questions.

## Day 4

## Categorize and Classify

**Reread and Explain** Reread "Dinosaurs in Granville?" 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 Time	Words About Change
temporary	adapted
initially	decline
previously	transformed
eventually	
gradually	
era	

1. What words might you use to tell about a slow change? (**eventually, gradually, transformed, adapted**)
2. What word means the opposite of **initially**? (**eventually**)
3. Unlike your usual teacher, a substitute teacher is \_\_\_\_\_. (**temporary**)

## 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** Talk to your partner. Describe an animal that lived in the past. Use these words: **decline, era, adapted, gradually, temporary, transformed.**

**Compare** Think about something you have changed your mind about. Use these words to compare how you first felt about it to how you feel now: **initially, previously, eventually, evident.** Tell your partner.

**Write** Work with your partner. Write a story about a character who finds something interesting. Use these words: **acute, detecting, intently, obvious, scanned, insights, distinct.**

**Word Parts** The prefix *un-* means "not." The word **unobserved** means "not observed." Use a dictionary or a glossary. Work with your partner to find and list three other examples of words with *un-*, meaning "not."

**Assess** To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 124–125. Use page 78 to administer the test. Compare scores with Day 1 assessment.