

### Working Together to Fight the Flames

Wildfires happen in many parts of California. When the weather is dry, plants dry out. In the heat of the sun, these dry plants can catch fire easily. And once a wildfire starts, it spreads very quickly. High winds can blow sparks across roads and open areas. The sparks can start new wildfires. Because these fires move so quickly, it is hard for firefighters to put them out.

Some of the worst wildfires in California history burned in the fall of 2007. These wildfires burned fields and forests. They also destroyed hundreds of homes, while their owners, **numb** with sadness, were unable to put out the fires. Almost a million people had to leave their homes. The people felt **desperation**, or loss of hope, because they had to leave most of their belongings behind.

People watching the news on television were **impressed** by the way firefighters worked to stop the wildfires. What they were doing was very brave. Meanwhile, the United States Armed Forces helped fight the fires by sending firefighting airplanes. These airplanes dropped water on the wildfires. California's neighboring states of Oregon and Nevada also sent crews and equipment to help.

The firefighters fought hard against the heat and force of the fires. Some were hurt. But still they fought on. Often, just when they thought they had put out a wildfire, it would start up again. This **exasperated** the firefighters.

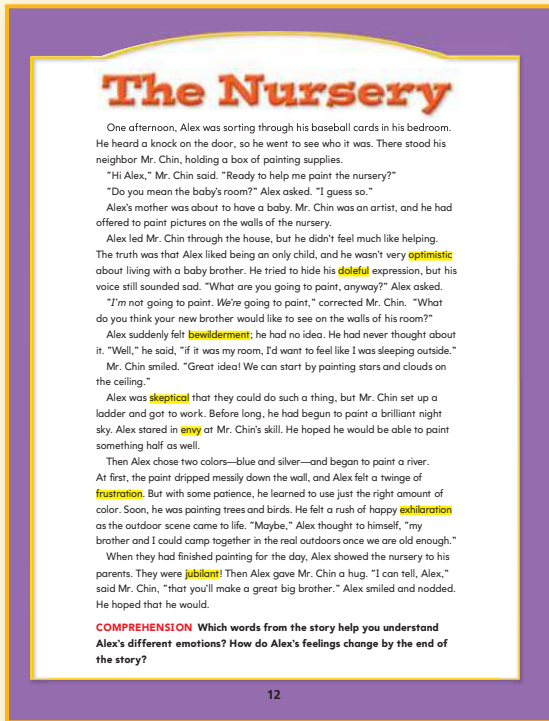
Then the weather took a turn for the better. The wind stopped blowing so hard. It rained in some areas. Finally, the fires went out. Television and newspaper reporters told about what the land looked like after the wildfires. It was impossible for reporters to feel **detached** from what they saw. They were **astounded** by the devastation. Even though the fires were out, it was impossible to feel **serene** or calm because so much had been lost.

The courage, hard work, and cooperation of the firefighters saved many houses and lives. Their quick response and their fearlessness showed how a difficult challenge can be overcome when people work together.

**COMPREHENSION** What makes wildfires move so quickly? What words about feelings do you hear in this passage?

Days 1 and 2

“Working Together to Fight the Flames,” Vol. 1, pp. 10–11



### The Nursery

One afternoon, Alex was sorting through his baseball cards in his bedroom. He heard a knock on the door, so he went to see who it was. There stood his neighbor Mr. Chin, holding a box of painting supplies.

“Hi Alex,” Mr. Chin said. “Ready to help me paint the nursery?”

“Do you mean the baby’s room?” Alex asked. “I guess so.”

Alex’s mother was about to have a baby. Mr. Chin was an artist, and he had offered to paint pictures on the walls of the nursery.

Alex led Mr. Chin through the house, but he didn’t feel much like helping. The truth was that Alex liked being an only child, and he wasn’t very **optimistic** about living with a baby brother. He tried to hide his **soleful** expression, but his voice still sounded sad. “What are you going to paint, anyway?” Alex asked.

“I’m not going to paint. We’re going to paint,” corrected Mr. Chin. “What do you think your new brother would like to see on the walls of his room?”

Alex suddenly felt **bewilderment**; he had no idea. He had never thought about it. “Well,” he said, “if it was my room, I’d want to feel like I was sleeping outside.”

Mr. Chin smiled. “Great idea! We can start by painting stars and clouds on the ceiling.”

Alex was **skeptical** that they could do such a thing, but Mr. Chin set up a ladder and got to work. Before long, he had begun to paint a brilliant night sky. Alex stared in **envy** at Mr. Chin’s skill. He hoped he would be able to paint something half as well.

Then Alex chose two colors—blue and silver—and began to paint a river. At first, the paint dripped messily down the wall, and Alex felt a twinge of **frustration**. But with some patience, he learned to use just the right amount of color. Soon, he was painting trees and birds. He felt a rush of happy **exhilaration** as the outdoor scene came to life. “Maybe,” Alex thought to himself, “my brother and I could camp together in the real outdoors once we are old enough.”

When they had finished painting for the day, Alex showed the nursery to his parents. They were **jubilant**! Then Alex gave Mr. Chin a hug. “I can tell, Alex,” said Mr. Chin, “that you’ll make a great big brother.” Alex smiled and nodded. He hoped that he would.

**COMPREHENSION** Which words from the story help you understand Alex’s different emotions? How do Alex’s feelings change by the end of the story?

Days 3 and 4

“The Nursery,” Vol. 1, pp. 12–13

### Assessment

Pretest/Posttest Administration p. 64

Pretest/Posttest Blackline Masters pp. 96–97

T6 • Curious About Words

## Day 1

### Introduce Meanings

**Assess** To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 96–97. Use page 64 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 Feelings

**astonished** *v.* surprised; amazed  
*We were astonished that the book was written by a child.*

**desperation** *n.* a feeling of having no hope  
*Our desperation grew when we were lost in the woods.*

**detached** *adj.* having no personal connection  
*She could not feel detached from her brother’s problem.*

**exasperated** *v.* angered or annoyed  
*The trash in the park exasperated me.*

**impressed** *v.* had a strong effect on  
*His manners impressed me.*

**numb** *adj.* without feeling  
*I felt numb with sadness after my dog died.*

**serene** *adj.* peaceful; calm  
*After her walk in the garden, she felt serene.*

**Discuss** Guide children to see the relationship between each word and the category. Ask questions such as this: **What exasperates you?**

**Read Aloud** Explain that you will read aloud a story about the feelings people had during California wildfires. Then read aloud “Working Together to Fight the Flames.” Discuss the Comprehension questions.

## Day 2

### Categorize and Classify

**Reread and Explain** Reread “Working Together to Fight the Flames.” 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 Bad Feelings	Words About Good Feelings
desperation	impressed
exasperated	serene
detached	

1. Name something that **astonished** you. (Sample answer: The acrobats at the circus astonished me.)
2. When I lost the class election, I felt \_\_\_\_\_. (numb)



## 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.

#### More Words About Feelings

**bewilderment** *n.* a feeling of being confused and unsure what to do *He stared at the word problem in bewilderment.*

**doleful** *adj.* very sad *I could tell by his doleful look that he was having a bad day.*

**envy** *n.* wanting what someone else has; jealousy *I felt envy when I saw my friend's new bike.*

**exhilaration** *n.* excitement *I felt a rush of exhilaration as I jumped into the cold pool.*

**frustration** *n.* a feeling of being disappointed because you can't do something *I felt frustration when I couldn't figure out the math problem.*

**jubilant** *adj.* very happy *My jubilant mother cheered when my brother came home.*

**optimistic** *adj.* positive and hopeful *She is optimistic about getting a good report card.*

**skeptical** *adj.* questioning; doubting *Her skeptical sister never believes what we say.*

**Discuss** Guide children to see the relationship between each word and the category. Ask questions such as this: *What do you feel **optimistic** about?*

**Read Aloud** Explain that you will read aloud a story about a boy's feelings about his new baby brother. Then read aloud "The Nursery." Discuss the Comprehension questions.

## Day 4

### Categorize and Classify

**Reread and Explain** Reread "The Nursery." 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 Bad Feelings	Words About Good Feelings
bewilderment	jubilant
envy	optimistic
doleful	exhilaration
frustration	
skeptical	

1. Suppose someone told you he or she had a talking dog. What word might describe how you would feel? (**skeptical**)
2. Name some things that make you feel **exhilaration**. (**Sample answer: roller coasters, riding my bike, vacations**)

## 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** Work with your partner. List three **jubilant** events. Then list three **serene** events. Which might make you feel **exhilaration**?

**Examples** What is something that would make you feel **envy**? Tell your partner.

**Describe** Talk to your partner. Describe something that makes you feel **bewilderment**. Then describe something that makes you feel **frustration**.

**Compare** Talk to your partner. Compare a **skeptical** story character to an **optimistic** one.

**Write** Write about a time when you felt **exasperated**. Use these words: **impressed, desperation, numb, doleful, astonished, detached**.

**Assess** To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 96–97. Use page 64 to administer the test. Compare scores with Day 1 assessment.