incredible
Routine for Lesson Vocabulary

**Introduce** The view of Earth from space is incredible. *Incredible* means “impossible to believe, unbelievable.” Let’s say the word together: *incredible*.

**Demonstrate** Marcus made an incredible shot and scored. The Great Wall of China is an incredible sight. Watching the space shuttle launch was incredible.

**Apply** What makes the cheetah an incredible animal?

**Display** Now I will write the word on the board. Let’s read the word together: *incredible*.

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**All Together**

- I’m going to tell you about some people. If you think what a person does is incredible, say “Incredible!” If not, say “Not incredible.”
  
  Jill can speak six different languages.
  
  Anthony can make his bed in the morning.
  
  Miles can multiply any two numbers in his head.

- I’m going to read you a sentence. His story about climbing Mt. Everest seemed incredible to us. What does *incredible* mean? Let’s say the meaning together.
lofty
Routine for Lesson Vocabulary

Introduce These palm trees are lofty. Lofty means “very high.” Let’s say the word together: lofty.

Demonstrate The lofty trees swayed in the wind. The birds built nests on the lofty cliffs. The views from the top of the lofty skyscraper were incredible.

Apply If you wanted to be lofty, where would you go—to the top of a flagpole or to the top of a mountain?

Display Now I will write the word on the board. Let’s read the word together: lofty.

Pencil Talk

• Look at the photograph on the front of this card. Write a description of the scene. Use adjectives, including lofty, in your description.

• Write an original sentence using the word lofty. Tell about somewhere you have been or something you have seen that was lofty.

• Make a list of things that are lofty. Start with palm trees, cliffs, and skyscrapers.
noble
Routine for Lesson Vocabulary

**Introduce**  This noble building is called the Parthenon. *Noble* means “excellent, fine, splendid, or magnificent.” Let’s say the word together: *noble.*

**Demonstrate**  The Alps are noble mountains. The Capitol in Washington, D.C., is a noble building. The Golden Gate Bridge is a noble sight.

**Apply**  What natural wonders would you describe as noble?

**Display**  Now I will write the word on the board. Let’s read the word together: *noble.*

Team Talk

- Tell your partner a sentence using the word *noble.* Have your partner repeat the sentence, replacing the word *noble* with a synonym.

- Talk to your partner about something you have seen that you think is noble. Compare it to something that you think is not noble.

- Take turns completing this sentence frame:
  I think the ________ is a noble animal because ________.
Routine for Lesson Vocabulary

Introduce The couple is in search of the campsite. *Search* means “to look through, examine, or try to find something by looking for it.” Let’s say the word together: *search*.

Demonstrate I am in search of a bandage for my cut. The hungry lion is in search of food. Our search for a place to camp took most of the day.

Apply Have you ever gone in search of something? Did you find it? How?

Display Now I will write the word on the board. Let's read the word together: *search*.

Action!

• Close your eyes while your teacher hides a small object in the classroom. Then go search to find the object.

• Imagine you are a detective looking for clues. Show how a detective would act in a search for clues in the classroom.
stinging
Routine for Lesson Vocabulary

**Introduce** A scorpion has a stinging tail. *Stinging* describes something that can pierce or wound with a sharp point. Let’s say the word together: *stinging*.

**Demonstrate** He disturbed a nest of stinging wasps. She felt the stinging bites of several fire ants. The stinging tentacles of a jellyfish should be avoided.

**Apply** What should you do if you come across a stinging animal or insect?

**Display** Now I will write the word on the board. Let’s read the word together: *stinging*.

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**Action!**

- Imagine a bee lands on your arm and you feel a stinging pain. Show how you would react. Then show what you would do next.

- Imagine the classroom floor is covered with stinging ants. Show how you would cross the floor without stepping on any ants or getting stung.
Routine for Lesson Vocabulary

**Introduce** The survivors were picked up by the rescue boats. Survivors are people or things that survive. Let’s say the word together: *survivors.*

**Demonstrate** There were three survivors from the crash. The survivors of the accident were taken to the hospital. The survivors stayed alive by saving their energy.

**Apply** Who looks for survivors of crashes or accidents at sea?

**Display** Now I will write the word on the board. Let’s read the word together: *survivors.*

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**Team Talk**

- Look at the photograph on the front of this card. Ask your partner to describe what he or she thinks happened to the survivors before the picture was taken and what will happen to them next.
- Talk with your partner about what qualities help people be survivors.
- Take turns completing this sentence frame:
  
  To show rescuers where they are, the survivors use __________.
Routine for Lesson Vocabulary

Introduce  The topic of these books is cities and countries around the world. A topic is a subject that people think, talk, or write about. Let’s say the word together: *topic*.

Demonstrate  The only topic he likes to talk about is sports. The American Revolution is the topic of my report. The topic of the program was sailing across the Pacific Ocean.

Apply  What is a topic that interests you? What is a topic that you are not interested in?

Display  Now I will write the word on the board. Let’s read the word together: *topic*.

Pencil Talk

• Make a list of some topics you have learned about this year. Put a star next to the topic you liked best.

• Complete this sentence frame:
  
  A good topic for a speech is _________.

• Read the following sentence.

  *The topic of the newspaper article is bats.*

  Rewrite the sentence, replacing the word *topic* with a synonym.
Routine for Lesson Vocabulary

**Introduce** The girl, unseen, peered over the hay bale. *Unseen* means “not seen, unnoticed.” Let’s say the word together: unseen.

**Demonstrate** The unseen stain ruined the shirt. The unseen mouse escaped into the yard. The unseen guests jumped out and yelled, “Surprise!”

**Apply** When are some times you would like to be unseen?

**Display** Now I will write the word on the board. Let’s read the word together: unseen.

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**Action!**

- Ask your classmates to close their eyes. Then hide a book so it is unseen. Finally, have your classmates try to find the book.

- Spies need to be unseen. Show how you would hide in the classroom so you are unseen.
Routine for Lesson Vocabulary

Introduce  This desert is waterless. Waterless means “containing little or no water.” Let’s say the word together: waterless.

Demonstrate  It’s hard for plants to grow in waterless places. No one could go swimming in the waterless pool. Scientists believe that Mercury is a waterless planet.

Apply  What should you take with you when you are traveling to waterless places?

Display  Now I will write the word on the board. Let’s read the word together: waterless.

All Together

• I’m going to name some things. If a thing is waterless, say “Waterless.” If it contains water, say “Not waterless.”

  an empty sink  a full glass of water
  a bucket of sand  an aquarium full of fish

• Listen as I read the following poem. Then let’s say the poem together.

It’s impossible to live in a waterless place. There’s no water for washing your hands or your face.
There’s no water for drinking or cleaning your clothes.
No water comes out of the faucet or hose.