



Camera

Etymology: from Middle English *chambre*, from Anglo-French, from Late Latin *camera*, from Latin, arched roof, from Greek *kamara* vault.
(Source: m-w.com)

Definition: a device for taking photographs or making films or television programs

Forms: *pl.* cameras

Related Words: *n.* camcorder; *n.* cameraperson

Fluency Practice: *Calvin takes photos of family and friends.*

- He is quite popular; his work never ends.*
- Weddings, graduations, even a birthday,*
- Calvin's camera helps you remember them*
- In a very nice way.*
- At times Calvin uses a camcorder.*
- Movies not photos are sometimes in order.*
- Calvin always seems to have a camera around.*
- If you want great pictures, he is the best I have found.*

Phonics and Vocabulary Activities

Beginning	<p>Show the photo card. Ask what word best describes the image shown. If students cannot identify the target word <i>camera</i>, voice it for them: /k/-/a/-/m/-/r/-/ə/. Have them repeat it after you. You may use this photo card to practice sound-by-sound spelling. Have students voice the first sound of the word and ask them to write down the letter that makes that sound, or you may have them select it from a group of letters written on the board. Repeat the process with subsequent sounds until the whole word has been spelled.</p>
Intermediate	<p>Show the photo card. Ask what word best describes the image shown. After students identify the target word <i>camera</i>, use this photo card to practice vocabulary classification and categorization. Have students brainstorm all the different types of cameras they know. Have them select one and come up with a definition.</p>
Advanced	<p>Show the photo card. Ask what word best describes the image shown. After students identify the target word <i>camera</i>, have one student use it in a complete sentence. Introduce students to the phrase <i>candid camera</i>. If students don't know the meaning of the word <i>candid</i>, provide the sentence <i>It was a candid camera moment; he was completely unaware the cameras were rolling when he fell</i>. Have students rely on context clues to figure out the meaning of the phrase.</p>



Computer

Etymology: from Latin *computare*. (Source: m-w.com)

Definition: an electronic machine used for storing, organizing, and finding words, numbers, and pictures, for doing calculations, and for controlling other machines

Forms: *pl.* computers

Related Words: *v.* to compute; *v.* to computerize; *n.* microcomputer

Fluency Practice: *The teacher had her students work on the computers.*

The students were researchers

About famous explorers and discoverers.

They found good pictures

From good photographers,

Which they printed with the printer.

The computer can be a really great tool

To help us do our work for school.

Phonics and Vocabulary Activities

Beginning

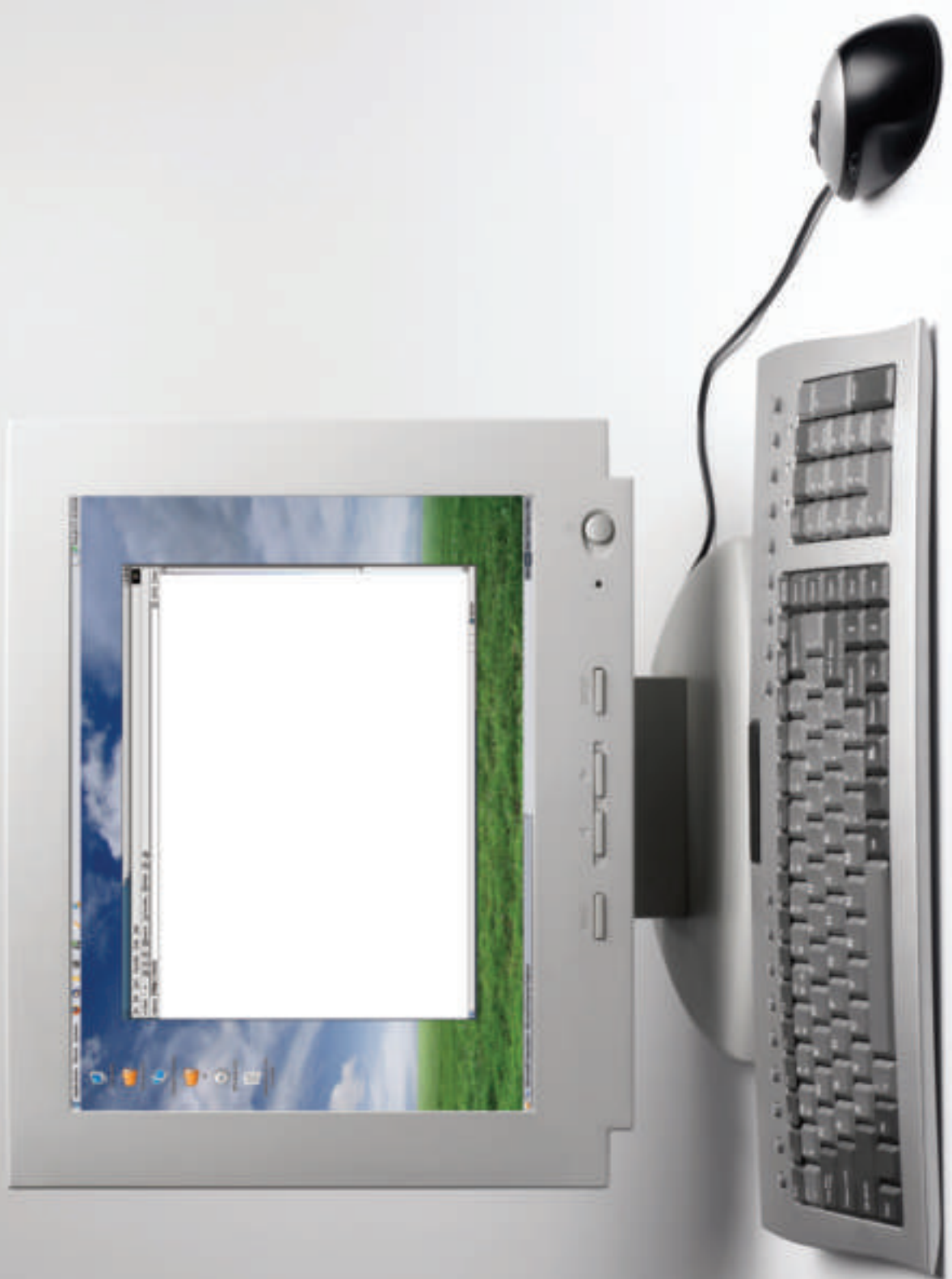
Show the photo card. Ask what word best describes the image shown. Voice the word *computer*: /k/-/ə/-/m/-/p/-/y/-/dɔ/-/l/-/er/. Have students repeat and blend the sounds after you. You may use this photo card for phonemic practice of the /er/ sound at the end of words such as, *teacher, printer, singer, and player*.

Intermediate

Show the photo card. Ask what word best describes the image shown. After students identify the target word *computer*, have them spell it and write it in their notebooks. You may use this photo card to practice spelling base word families. Dictate the words *compute* and *computerize* and have students proofread their work with a dictionary. Encourage them to read the definitions and talk about the relationship in meaning between the two words.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target word *computer*, have a volunteer use it in a complete sentence. Introduce students to the sentence *The district has decided to computerize all classrooms in this school*. Have students use prior knowledge of the word *computer* and context clues in the sentence to figure out the meaning of the word *computerize*.



Internet

Etymology: from Middle English *inter-*, *enter-*, from Anglo-French and Latin; Anglo-French *inter-*, *entre-*, from Latin *inter*; akin to Old High German *untar* among, Greek *enteron* intestine, Old English *in* in; and from Middle English *nett*, from Old English; akin to Old High German *nezzi* net. (Source: m-w.com)

Definition: the worldwide system of interconnected computers that allows people to share information and communicate with each other using electronic mail

Related Words: *prefix* inter-; *n.* net; *n.* Internet café

Fluency Practice: *When you need to check a fact or two,
Getting on the Internet is what you do.
There is so much that we can learn.
But safety should be our big concern.
The information you use should also be true.
That is where the teacher can help you.
Your teacher or librarian will show you the sites
That are safe to use and where the information is right.
Stick to those places and you cannot go wrong!*

Phonics and Vocabulary Activities

Beginning	<p>Show the photo card. Ask what word best describes the image shown. Voice the word <i>Internet</i> for students: /i/-/n/-/t/-/er/-/n/-/e/-/t/. Have students repeat and blend the sounds after you. You may use this photo card to review capitalization of proper nouns. Write the word on the board and underline the <i>I</i>. Have students tell you why this letter is capitalized. Elicit that <i>Internet</i> is a proper noun. Have students provide examples of other proper nouns.</p>
Intermediate	<p>Show the photo card. Ask what word best describes the image shown. After students identify the target word <i>Internet</i>, use this photo card to introduce them to the prefix <i>inter-</i> as a marker of “between,” “among,” and “in the midst of.” Ask volunteers to use their dictionaries to find other words with the same prefix. Write their findings on the board and compare and contrast them with the definition of <i>Internet</i>.</p>
Advanced	<p>Show the photo card. Ask what word best describes the image shown. After students identify the target word <i>Internet</i>, have a volunteer use it in a complete sentence. Introduce students to the compound noun <i>Internet café</i>. Have students use prior knowledge of the base words to explain the meaning of the new term. Ask students to use it in a contextual sentence.</p>



Light bulb

Etymology: from Middle English, from Old English *leoht*; akin to Old High German *lioht* light, Latin *luc-*, *lux* light, *lucēre* to shine, Greek leukos white; and from Middle English, from Latin *bulbus*, from Greek *bolbos* bulbous plant. (Source: m-w.com)

Definition: a rounded glass container with a thin thread of metal inside that produces light when an electric current passes through it

Forms: *pl.* light bulbs

Related Words: *n.* light; *n.* bulb

Fluency Practice: *Change the light bulb,
We have no light.*

Where are the light bulbs?

There are none in sight.

They are in the drawer on the right.

Twist the light bulb good and tight.

Now there is light,

So nice and bright.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what term best describes the image shown. Voice the term *light bulb* for students: /l/-/t/-/b/. Have them repeat and blend the sounds after you. You may use this photo card to review the digraph *gh*. Remind students that this digraph can be silent or voiced. Model pronunciation with the target term and use *night* and *flight* for additional practice. Contrast the /f/ pronunciation of *gh* initials with the words *enough*, *tough*, and *rough*.

Intermediate

Show the photo card. Ask what term best describes the image shown. After students identify the target term *light bulb*, have them spell it and write it in their notebooks. You may use this card to practice classification and categorization. Write the words *halogen*, *replacement*, *fluorescent*, and *projector* on the board. Tell students that all of these are types of *light bulbs*. Have them use a dictionary to find out more about each word. Ask volunteers to classify them under the categories *kind* and *purpose*.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target term *light bulb*, introduce them to the sentence *A light bulb went off in his head when I mentioned the problem*. Have them work together to figure out the meaning of the target term in this context.



Machine

Etymology: from Middle French, from Latin *machina*, from Greek *mēchanē* (Doric dialect *machana*), from *mēchos* means, expedient. (Source: m-w.com)

Definition: a mechanical or electrical device that performs or assists in the performance of tasks

Forms: *pl.* machines

Related Words: *n.* machinery; *v.* to machine; *n.* machinist

Fluency Practice: *The washing machine*
Makes the clothes so clean.
It is very easy to use.
What other machines
Help us quickly achieve
All of our daily chores?
There are machines that help us cook.
Others pick up dust from every nook.
I like machines that help us have fun.
What machines are those? Can you name one?

Phonics and Vocabulary Activities

Beginning	Show the photo card. Ask what word best describes the image shown. Voice the word <i>machine</i> : /m/-/ə/-/sh/-/ē/-/n/. Have students repeat and blend the sounds after you. You may use this photo card for phonemic practice of the <i>ch</i> digraph in medial position. Use the target word to model the /sh/ pronunciation and contrast it with the /ch/ pronunciation, as in <i>achieve</i> , <i>beachfront</i> , and <i>benchwarmer</i> .
Intermediate	Show the photo card. Ask what word best describes the image shown. After students identify the target word <i>machine</i> , you may use this photo card to practice vocabulary classification and categorization. Ask volunteers to mention machines with which they are familiar. Write these on the board and have students categorize them under the headings <i>home</i> , <i>work</i> , and <i>fun</i> machines.
Advanced	Show the photo card. Ask what word best describes the image shown. After students identify the target word <i>machine</i> , have a student use it in a complete sentence. Introduce students to the sentence <i>The heavy machinery was one of the factory's biggest expenses</i> . Have students use prior knowledge of the word <i>machine</i> , context clues, and how machinery is used in the sentence to explain the meaning of the new word.



Television

Etymology: from French *télévision*, from *télé-* tele- and *vision* vision, from Greek *tēle-* distant, and from Latin *vision-*, *visio*, from *videre* to see.
(Source: m-w.com)

Definitions: 1) a device with a screen that receives electrical signals and changes them into moving images and sound;
2) the method of broadcasting in this way

Forms: *pl.* televisions

Related Words: *v.* to televise; *prefix* tele- (far); *n.* vision

Fluency Practice: *I watched a television transmission*

Of a congressional decision.

There was a lot of discussion.

There was a lot of confusion.

There was a lot of tension

On this occasion.

There was an intermission.

There was a brand-new mission:

To try to use persuasion

During the next session.

Phonics and Vocabulary Activities

Beginning

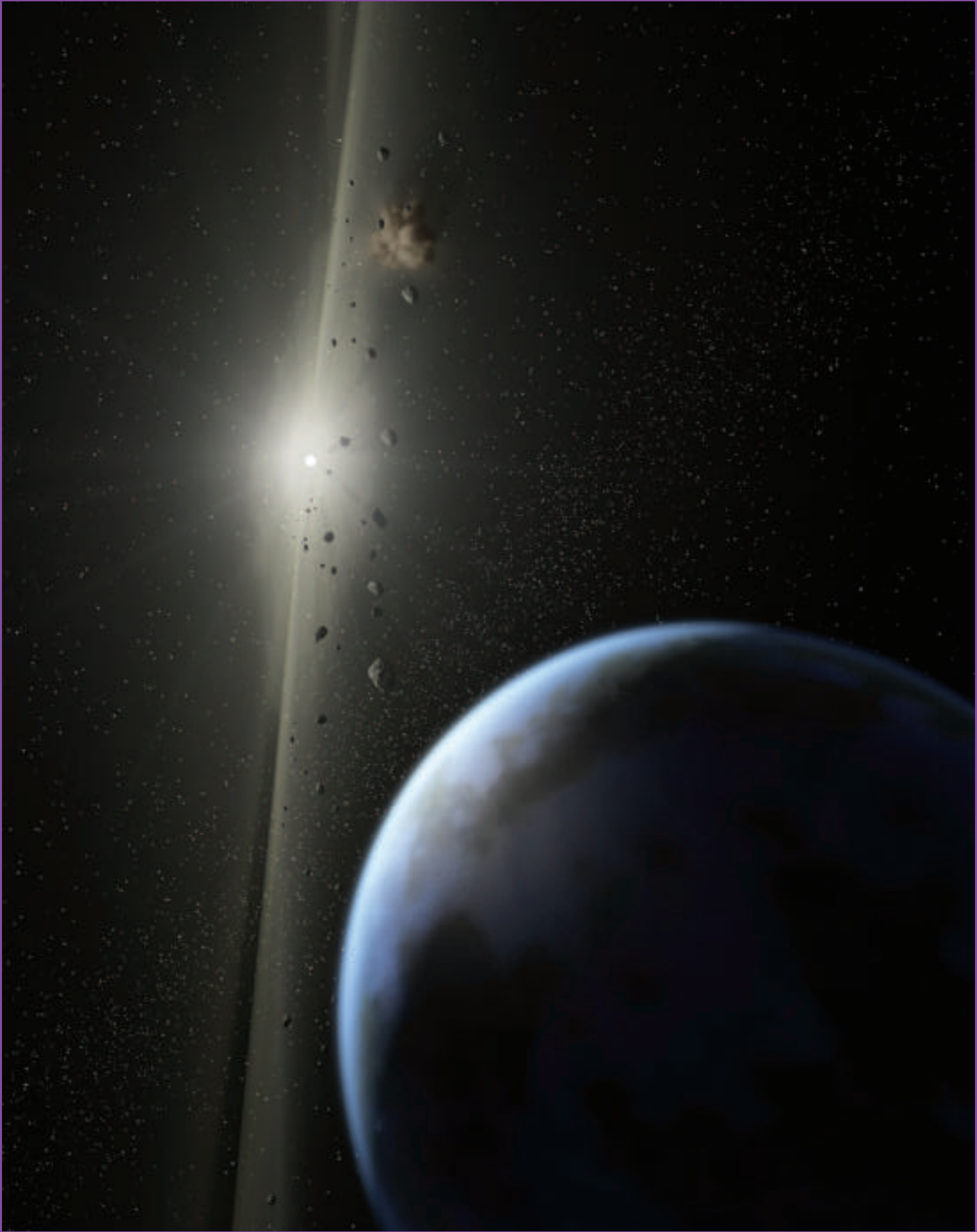
Show the photo card. Ask what word best describes the image shown. Voice the word *television*: /t/-/e/-/l/-/ə/-/v/-/i/-/z/h/-/ə/-/n/. Have students repeat and blend the sounds after you. You may use this photo card for phonemic practice of the /zh/ sound of *s*. Model pronunciation with the target word and use words such as *occasion*, *persuasion*, and *decision* for additional practice.

Intermediate

Show the photo card. Ask what word best describes the image shown. After students identify the target word *television*, have them spell it and write it in their notebooks. You may use this card to practice base word families. Tell students that the naming word *television* can be made into the action word *televise*. Have them explain the changing pattern and provide additional practice with *supervision* and *confusion*.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target word *television*, have one student use it in a complete sentence. Introduce students to the sentence *My neighbor watches too much TV*. Have students use their prior knowledge of the word *television* to explain the abbreviation.



Asteroid

Etymology: from Greek *asteroideōs* starlike, from *aster-*, *astēr*. (Source: m-w.com)

Definition: one of many rocky objects that circle the sun, especially between the orbits of Mars and Jupiter

Forms: *pl.* asteroids

Related Words: *adj.* asteroidal; *n.* asteroid belt

Fluency Practice: *There are no humanoids*

On those asteroids

Because an asteroid is a rocky place

That spins around in outer space.

Asteroids orbit the planets and the sun.

Some planets have more than one.

Next time you are out

And the night is clear;

Look through a telescope

To see asteroids appear near.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the image shown. Voice the target word *asteroid*: /a/-/s/-/t/-/er/-/oi/-/d/. Have students repeat the word after you. You may use this photo card for syllabication practice. Write the word on the board as *as-ter-oid* and have students blend each syllable individually. Then, have students blend the syllables together and say the word.

Intermediate

Show the photo card. Ask what word best describes the image shown. After students identify the target word *asteroid*, have them spell it and write it in their notebooks. You may use this photo card to introduce the suffix *-oid* to students as a marker of “resembles or looks like.” Explain that the beginning of the word *asteroid* comes from the Latin root meaning “star”; therefore, an asteroid is an object that looks like a star. Share the words *planetoid* and *humanoid* and challenge students to form a definition using their prior knowledge of *planet* and *human*.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target word *asteroid*, have a volunteer use it in a complete sentence. Introduce students to the sentence *The asteroid belt loops between Mars and Jupiter*. Have students use context clues and their prior knowledge of the word *asteroid* to figure out the meaning of the related term *asteroid belt*.



Comet

Etymology: from Middle English *comete*, from Old English *cometa*, from Latin, from Greek *kometes*, literally, long-haired, from *koman* to wear long hair, from *kome* hair. (Source: m-w.com)

Definition: a celestial body that moves around the sun, usually at a great distance from it, and is seen only rarely from Earth as a bright line in the sky

Forms: *pl.* comets

Related Words: *adj.* cometary; *adj.* cometic

Fluency Practice: *Look at the comet up in the sky*

With its fiery tail streaking by,

It shines so bright

In the dark summer night,

Like fireworks on the Fourth of July.

Have you ever seen a comet?

Try to picture one in your mind.

It looks like a ball of fire

With streaks of light chasing behind.

Phonics and Vocabulary Activities

Beginning

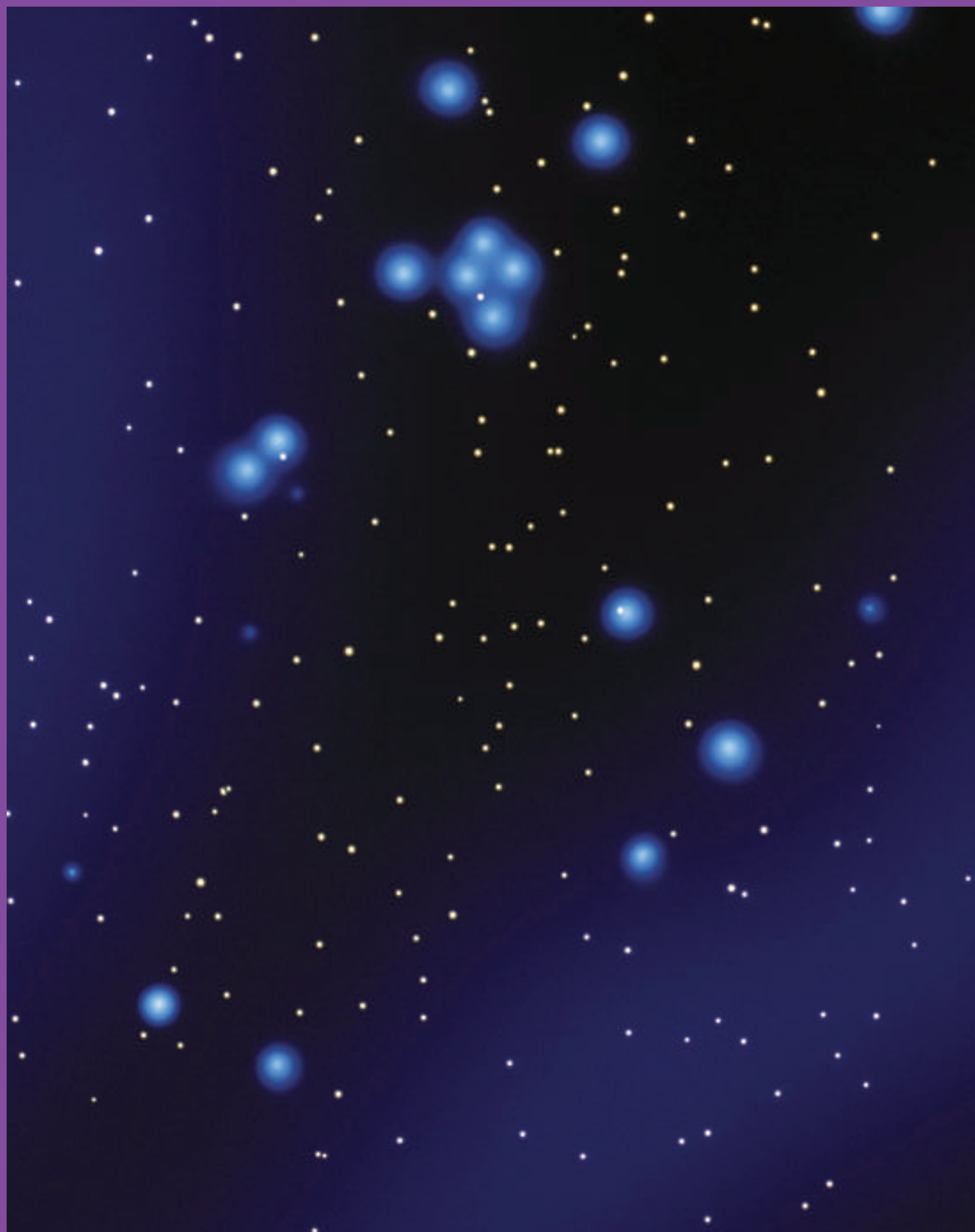
Show the photo card. Ask what word best describes the image shown. If students cannot identify the target word *comet*, voice it for them: /k/-/o/-/m/-i/-/t/. Have students repeat the word after you. You may use this photo card for vocabulary practice. Ask students what other words they know that are related to space. Make a list on the board under the heading *Space Words*.

Intermediate

Show the photo card. Ask what word best describes the image shown. After students identify the target word *comet*, have them spell it and write it in their notebooks. You may use this photo card to play a word-building game. Write the target word on the board and read it. Change the last letter to *s* and read the new word *comes*. Ask one student to change another letter to make a new word, for example—*cones*. Continue changing or deleting letters to form as many words as possible.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target word *comet*, have a volunteer use it in a complete sentence. Introduce students to the sentence *Her hair blew in the wind like a comet streaking through the sky*. Have students use context clues and their prior knowledge of the word *comet* to figure out how the simile helps them to visualize the girl.



Constellation

Etymology: from Middle English *constellacioun*, from Anglo-French *constellation*, from Late Latin *constellation*-, *constellatio*, from Latin *com*- and *stella* star. (Source: m-w.com)

Definition: any of the named groups of stars that appear to form a pattern

Forms: *pl.* constellations

Fluency Practice: *During the science presentation,*

The class looked at constellations.

With a little bit of imagination,

You can see these star configurations

Of all kinds of figures from creation.

Constellations are not always easy to see.

That is no exaggeration.

You will see some; you can believe me.

All it takes is some education

And a little bit of concentration.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the image shown. If students cannot identify the target word *constellation*, voice it for them: /k/-/o/-/n/-/s/-/t/-/l/-/a/-/t/-/i/-/o/-/n/. Have students repeat the word after you. You may use this photo card for syllabication practice. Write the word on the board as *con-stel-la-tion* and have students blend each syllable individually. Have students blend the syllables together and say the word.

Intermediate

Show the photo card. Ask what word best describes the image shown. After students identify the target word *constellation*, have them spell it and write it in their notebooks. You may use this card to practice spelling patterns in rhyming words. Have students focus on the last five letters of the target word. Dictate the words *congregation*, *salutation*, *duration*, *vacation*, and *renovation*. Have volunteers write the words on the board. Verify spelling.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target word *constellation*, have a student use it in a complete sentence. Introduce students to the sentence *The party was a constellation of friends and relatives*. Have students use context clues and their prior knowledge of the word *constellation* to figure out the figurative meaning of the word in this sentence.



Galaxy

Etymology: from Middle English *galaxie*, *galaxias*, from Late Latin *galaxias*, Greek, from *galakt-*, *gala* milk; akin to Latin *lac* milk.
(Source: m-w.com)

Definition: a group of stars in the universe

Forms: *pl.* galaxies

Related Word: *adj.* galactic

Fluency Practice: *A galaxy is a group of stars.*

The Milky Way is the name of ours.

No one knows how many more there are.

What we do know is that they are far.

Someday maybe we can travel in space

And find new galaxies all over the place.

Our spaceship will have to travel fast.

It could take years to arrive,

Even with a rocket's blast.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the image shown. Voice the target word *galaxy*: /g/-/a/-/l/-/ə/-/k/-/s/-/ə/. Have students repeat and blend the sound of the word after you. You may use this photo card for phonemic practice of the letter *x*. Write the letter *x* on the board and voice its sound. Use the target word to model pronunciation. Ask students to pay attention to the /ks/ sound of the *x*. Have them repeat the sound. Use the words *ox*, *fox*, and *box* for additional practice.

Intermediate

Show the photo card. Ask what word best describes the image shown. After students identify the target word *galaxy*, have them spell it and write it in their notebooks. You may use this card to practice concept vocabulary. Have students brainstorm all the words they know that can help understand the concept *galaxy*. List them on the board and have students work together to create their own definition of the word.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target word *galaxy*, have a student use it in a complete sentence. Introduce students to the sentence *The spaceship has intergalactic capabilities; it can travel faster than the speed of light.* Have students use context clues and their prior knowledge of the word *galaxy* to figure out the meaning of the word *intergalactic*.



Planet

Etymology: from Middle English *planete*, from Anglo-French, from Late Latin *planeta*, modification of Greek *planet-*, *planes*, literally, wanderer, from *planasthai* to wander. (Source: m-w.com)

Definition: any of the large bodies that revolve around a sun

Forms: *pl.* planets

Related Words: *adj.* planetary; *adj.* interplanetary; *n.* planetarium; *n.* planetoid

Fluency Practice: *If you are pleased to learn about space,
The planetarium is the perfect place.*

You can learn about planets and stars,

From the dwarf planet Pluto

To the red planet Mars.

You can plot meteors

Playfully darting across the sky,

Then plunging down from way up high.

There are plenty of pleasant surprises

When you plan a trip to the planetarium.

Phonics and Vocabulary Activities

Beginning

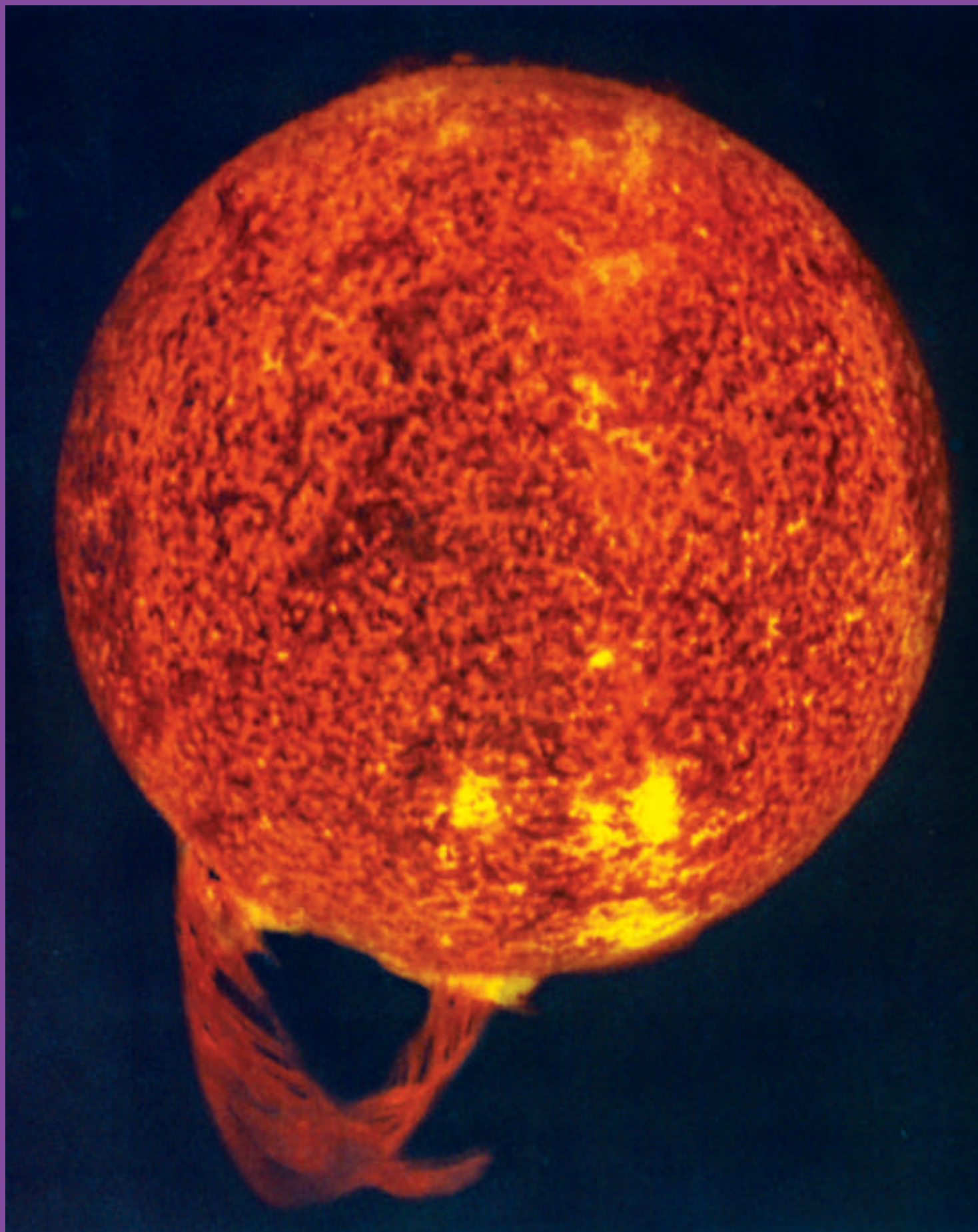
Show the photo card. Ask what word best describes the image shown. If students cannot identify the target word *planet*, voice it /p/-/l/-/a/-/n/-/ə/-/t/. Have students repeat and blend the sounds after you. You may use this photo card for phonemic practice of the consonant blend *pl* in initial position. Use the target word to model pronunciation. Ask students to pay attention to the /pl/ sound. Have them repeat the sound. Use the words *plate*, *plenty*, *plead*, *plot*, and *plume* for additional practice.

Intermediate

Show the photo card. Ask what word best describes the image shown. After students identify the target word *planet*, have them spell it and write it in their notebooks. You may use this card to practice word structure. Have students look at the related words *planetary* and *interplanetary*. Ask them if any part of these words provides clues to their meanings. Highlight that both words contain the word *planet*. Then, work together to come up with a definition for both derivatives.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target word *planet*, have one student use it in a complete sentence. Introduce students to the sentence *We were able to look through the telescope lens at the planetarium*. Have students use context clues and their prior knowledge of the word *planet* to figure out the meaning of the related word *planetarium* in this sentence.



Sun

Etymology: from Middle English *sunne*, from Old English; akin to Old High German *sunna* sun, Latin *sol*. (Source: m-w.com)

Definition: a star, especially when seen as the center of a solar system and from which the planets revolving around it receive heat and light. Our Sun is composed mainly of hydrogen and helium, and has a mean distance from Earth of about 93,000,000 miles (150,000,000 kilometers), a linear diameter of 864,000 miles (1,390,000 kilometers), and a mass 332,000 times greater than Earth.

Forms: *pl.* suns

Related Words: *adj.* sunny; *n.* sunlight; *n.* sunshine; *v.* to sun; *v.* to sunbathe

Fluency Practice: *It is four o'clock in the afternoon.*

At this hour the sun is not so high.

My uncle, his son, my friend, and I

Spend time beside the sea.

We can see a dolphin very close.

So close we can even see his eye.

There is no one thing our group likes more

Than an hour or two to spend at the shore.

Time at the beach is never a bore.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the image shown. If students cannot identify the target word *sun*, voice it: /s/-/u/-/n/. Have students repeat it after you. You may use this photo card to practice homophones. Introduce students to the sentence *My son is in third grade*. Ask them if this sentence makes sense considering what they know about the word *sun*. Write the sentence on the board and point out the difference in spelling. Review the definition of homophones.

Intermediate

Show the photo card. Ask what word best describes the image shown. After students identify the target word *sun*, have them spell it and write it in their notebooks. You may use this card to practice base word families. Have students brainstorm all the words they know containing the word *sun*. List them on the board and point out how knowing how to spell a word can help spell other words that contain it.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target word *sun*, have a volunteer use it in a complete sentence. Introduce students to the sentence *After working at the company for twenty years, he finally got his day in the sun*. Have them work together to explain how the meaning of *sun* relates to the meaning of this idiom.



Astronaut

Etymology: from the related term *astronautics*, from Greek *astr-* star and Latin *nauticus*, from Greek *nautikos*, from *nautēs* sailor, from *naus* ship.
(Source: m-w.com)

Definition: a person trained for traveling in spacecraft

Forms: *pl.* astronauts

Related Word: *n.* astronautics

Fluency Practice: *The audience applauded*

When they saw on the launch pad

The astronauts returning

From their travels into space.

The auditorium was filled.

The people were so thrilled.

The astronauts caused such excitement;

There were smiles on everyone's face.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the person shown. Voice the target word *astronaut*: /a/-/s/-/t/-/r/-/ə/-/n/-/o/-/t/. Have students repeat and blend the sounds after you. You may use this photo card to review the *au* digraph. Use the target word to model pronunciation and proceed with *haul*, *nautical*, *auto*, and *caution*.

Intermediate

Show the photo card. Ask what word best describes the person shown. After students identify the target word *astronaut*, have them spell it and write it in their notebooks. If students cannot spell it, encourage them to sound out the word letter by letter. Point out that they can parse the word in two and rely on their prior knowledge of words like *astronomer* to work out the new word.

Advanced

Show the photo card. Ask what word best describes the person shown. After students identify the target word *astronaut*, have a volunteer use it in a complete sentence. Have students identify similarities and differences between the words *astronaut* and *astronomer*. Encourage them to use a dictionary to expand the *astro-* base word family.



Rocket

Etymology: from Italian *rocchetta*, literally, small distaff, from diminutive of *rocca* distaff, of Germanic origin; akin to Old High German *rocko* distaff. (Source: m-w.com)

Definition: a large cylindrical object that moves very fast by forcing out burning gases, and which is used for space travel or as a weapon

Forms: *pl.* rockets

Related Words: *v.* to rocket; *n.* rocket scientist

Fluency Practice: *Jack launched the pocket rocket,*

But he did not have much luck.

The rocket struck a tree.

And it was really stuck!

Jack had another pocket rocket,

Which he sent into space.

It struck a brick wall.

Breaking in pieces all over the place.

He picked up the pocket rocket pieces

And plucked the rocket from the tree.

He chucked them in a bucket and went to watch TV.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the image shown. If students cannot identify the target word *rocket*, voice it for them: /r/-/o/-/k/-/a/-/t/. Have students repeat and blend the sounds of the word after you. You may use this photo card to review the *ck* digraph. Remind students that when these consonants come together, they make the sound /k/. Use the target word to model pronunciation and proceed with *packet*, *cricket*, *sock*, and *mock*.

Intermediate

Show the photo card. Ask what word best describes the image shown. After students identify the target word *rocket*, have them spell it and write it in their notebooks. If students cannot spell it, encourage them to sound out the word letter by letter. Point out that they can parse the word and rely on their prior knowledge of the word *rock* to spell the word.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target word *rocket*, have a volunteer use it in a complete sentence. Introduce students to the sentence *Swimming is not rocket science*. Ask them to use what they know about *swimming* and what they just learned about *rocket* to figure out the meaning of this idiomatic sentence. Have them suggest possible interpretations.



Satellite

Etymology: from Middle French, from Latin *satellit-*, *satelles* attendant. (Source: m-w.com)

Definitions: 1) an artificial object sent up into space to circle the earth, in order to collect information or to communicate by radio, television, etc.;
 2) a natural object moving around a larger celestial body

Forms: *pl.* satellites

Related Words: *n.* satellite dish

Fluency Practice: *A satellite is an amazing thing.*

It can orbit the earth in a great big ring.

Satellites send us information,

Like weather or news from other nations.

Some satellites appear naturally.

The moon is one, actually.

These satellites move around a planet or star.

Some are near; but most are far.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the image shown. If students cannot identify the target word *satellite*, voice it for them:
 /s/-/a/-/t/-/ə/-/l/-/i/-/t/-/i/. Have them repeat and blend the sounds of the word after you. You may use this photo card to review silent *e*. Remind students that a final *e* is silent and that, in this ending, makes the /i/ say its name. Model pronunciation with the target word and words such as *polite* and *bite* for additional practice.

Intermediate

Show the photo card. Ask what word best describes the image shown. After students identify the target word *satellite*, have them spell it and write it in their notebooks. You may use this card to practice sentence dictation. Say the sentence *The moon is the earth's natural satellite*. Dictate one word at a time as you remind students about capitalization and end punctuation. Have a volunteer write the sentence on the board and verify spelling.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target word *satellite*, have a volunteer use it in a complete sentence. Introduce students to the sentence *The satellite's orbit is controlled by gravity; the satellite never strays from its path*. Have them work together to figure out the meaning of the concept-related word *orbit* in this context.