



# Battery

**Etymology:** from Anglo-French *batterie*, from *batre* to beat, from Latin *battuere*. (Source: m-w.com)

**Definitions:** 1) a device that produces electricity to provide power for radios, cars, etc;  
2) a group of guns or missile launchers operated together at one place

**Forms:** *pl.* batteries

**Related Words:** *adj.* battery-operated; *n.* battery charger

**Fluency Practice:** *The little boy put in his new toy  
A battery to make it go.  
The cute critter began to move and make noise.  
The little boy loved it so.  
The toy made patterns on the floor.  
The boy played and played some more.  
Finally, the critter sputtered and stopped.  
What was the matter? Had something popped?  
The little boy petted the critter and then  
Put in another battery to play with him again.*

## Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the image shown. If students cannot identify the target word *battery*, voice it for them: /b/-/a/-/t/-/er/-/ē/. Have students repeat it after you. You may use this photo card for phonemic practice of *tt*. Remind students that in American English, this pair changes the /t/ sound of the letter *t*, as in *two*, to a small tap produced by popping the tongue against the ridge behind the teeth and letting it go. Use the target word to model pronunciation and practice with words such as *matter*, *butter*, and *litter*.

Intermediate

Show the photo card. Ask what word best describes the image shown. After students identify the target word *battery*, you may use this photo card to practice sound-by-sound spelling. Voice the first sound and have students write it in their notebooks. Say the first and second sound together and have students write it. Continue with the rest of the word. Have students use the word in a sentence.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target word *battery*, have a volunteer use it in a complete sentence. Introduce students to the sentence *I had a glass of orange juice to charge my batteries after I exercised*. Have students use prior knowledge of the target word and context clues in the sentence to explain the figurative meaning of the phrase *charge my batteries*.



# Robot

**Etymology:** from Czech, from *robota* compulsory labor; akin to Old High German *arabeit* trouble, Latin *orbus* orphaned. (Source: m-w.com)

**Definition:** a mechanism, which may look like a human, that performs jobs and is often controlled by a computer

**Forms:** *pl.* robots

**Related Words:** *adj.* robotic; *n.* robotics; *v.* to robotize

**Fluency Practice:** *Rolling robots rambled right by  
The royal review route.  
The robots received rousing roars  
From the rowdy residents  
Ringing the road.  
Recent robots resemble real researchers.  
Robots require no revamping or revising.  
The result is a really revolutionary robot.*

## Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the image shown. If students cannot identify the target word *robot*, voice it for them: /r/-/ō/-/b/-/o/-/t/. Have students repeat the word after you. You may use this photo card for phonemic practice of the /r/ sound. Use the target word to model pronunciation and practice with *rose*, *radio*, and *rain*. Write the sound representation on the board and have students say the sound. Write the second sound of the target word and have students blend the sounds together. Continue until all the sounds in *robot* are written on the board and have students blend the word together.

Intermediate

Show the photo card. Ask what word best describes the image shown. After students identify the target word *robot*, you may use this photo card to practice using context clues to figure out the meaning of a new word. Say *The singer's performance was very robotic*. Ask students to rely on their prior knowledge of the word *robot* to come up with a definition for the related word *robotic*.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target word *robot*, have a volunteer use it in a complete sentence. Introduce students to the sentence *The owners of the factory decided to robotize this department*. Have students use prior knowledge of the word *robot* and context clues in the sentence to explain the meaning of the action word *robotize*. You may have groups discuss the effects of *robotizing* an industry.



# Telephone

**Etymology:** from French *téléphone*, from Greek *tēle-*, *tēl-*, from *tele* distant, and Greek *phōnē* voice, sound.  
(Source: m-w.com)

**Definition:** an electronic device used for talking with other people

**Forms:** *pl.* telephones; *shortened* phone

**Related Words:** *adj.* telephonic; *prefix* tele- (far); *n.* cell phone; *v.* to telephone; *v.* to phone

**Fluency Practice:** *A telephone helps us be*

*With people we like but do not see.*

*You never have to be alone.*

*You can call a friend on the telephone.*

*Even if you are far away,*

*The phone gets you close to them that day.*

*You can use the phone in your home*

*Or while you are riding in a car.*

*Now you can stay connected to friends*

*Almost anywhere you are.*

## Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the image shown. If students cannot identify the target word *telephone*, voice it for them: /t/-/e/-/l/-/ə/-/f/-/ō/-/n/. Have students repeat and blend the sounds of the word after you. You may use this photo card together with the *Telescope* photo card to review silent *e*. Remind students that a final *e* is silent and in this word makes the *o* say its name. Model pronunciation with the target word and use *home* and *vote* for additional practice.

Intermediate

Show the photo card. Ask what word best describes the image shown. After students identify the target word *telephone*, have them spell it and write it in their notebooks. You may use this card together with the *Telescope* photo card to introduce students to the prefix *tele-* as a marker of distance. Parse the target word into the prefix and the base word *phone*, which etymologically means “sound” or “voice.” Have students analyze it to see how the meaning of its parts comes together to explain the concept *telephone*. Have them do the same with *telescope* and *television*.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target word *telephone*, have a volunteer use it in a complete sentence. Introduce students to the sentence *My father works for a company in Italy, but he telecommutes from home*. Have students use their prior knowledge of the word *telephone* and context clues in the sentence to figure out the meaning of the action word *telecommute*.





# Earth

**Etymology:** from Middle English *erthe*, from Old English *eorthe*; akin to Old High German *erda* earth, Greek *era*. (Source: m-w.com)

**Definitions:** 1) the planet third in order of distance from the Sun, between Venus and Mars; the planet on which we live; 2) the loose, soft material that makes up a large part of the land surface, especially the one used for cultivation, also called soil

**Related Words:** *adj.* earthy; *adj.* earthbound; *n.* earthquake; *v.* to unearth

**Fluency Practice:** *Mom said for the fourth time,*  
*“Take a bath and use a washcloth!*  
*You are filthy because*  
*You were playing in the earth.*  
*We are going with Judith*  
*To celebrate her birthday*  
*At the star party for adults and for youth.*  
*We will use telescopes to see the Milky Way,*  
*And the stars and planets so far from Earth.”*  
*To tell the truth, this will be the best month*  
*To see Venus at its zenith.*  
*I can’t wait!*

## Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the image. If students cannot identify the target word *Earth*, voice it for them: /er/-/th/. Have students repeat it after you. You may use this photo card for phonemic practice of the consonant digraph *th* in ending position. Model pronunciation with the target word and ask students to pay attention to the ending sound. Have them repeat the sound. Use the words *bath*, *birth*, *cloth*, and *month* for additional practice.

Intermediate

Show the photo card. Ask what word best describes the image. After students identify the target word *Earth*, 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 of *Earth*. List them on the board and have students work together to create their own definition of *Earth*.

Advanced

Show the photo card. Ask what word best describes the image. After students identify the target word *Earth*, have a volunteer use it in a complete sentence. Introduce students to the sentence *I am going to move heaven and earth to end world hunger*. Have them work together to explain how the meaning of *Earth* relates to the meaning of this idiom.





# Meteor

**Etymology:** from Middle English *metheour*; from Middle French *meteore*, from Medieval Latin *meteorum*, from Greek *meteorōn*, from neuter of *meteorōs* high in air, from *meta-* + *-eōros*, from *aeirein* to lift. (Source: m-w.com)

**Definition:** a piece of rock or other matter from space that produces a bright light as it travels through Earth's atmosphere

**Forms:** *pl.* meteors

**Related Words:** *n.* meteorite; *n.* meteoroid; *adj.* meteoric; *n.* meteorologist

**Fluency Practice:** *The meteor blazed in the sky.*

*It was far above, so very high.*

*The meteor streaked toward the ground,*

*Then disappeared without a sound.*

*Suddenly, another one appeared.*

*And another one was coming near.*

*The sky was like a fireworks display,*

*With meteors flashing all the way.*

*What a meteor shower we saw that night,*

*Filling the sky with lights so bright.*

## Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the image shown. If students cannot identify the target word *meteor*; voice it for them: /m/-/ē/-t/-/ē/-/or/. Have students repeat the word after you. You may use this photo card for syllabication practice. Write the word on the board as *me-te-or* and have students blend each syllable individually. Then, have them 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 *meteor*; have them spell it and write it in their notebooks. You may use this card to practice spelling patterns in base word families. Have students brainstorm all the words they know that contain the word *meteor* or dictate the Related Words above. Have volunteers write the words on the board. Verify spelling as you point out that 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 *meteor*; have a volunteer use it in a complete sentence. Then, introduce students to the sentence *His race was meteoric; he went around the track in seconds.* Have students use context clues and their prior knowledge of the word *meteor* to figure out the figurative meaning of the related word *meteoric* in this sentence.



# Moon

**Etymology:** from Middle English *mone*, from Old English *mōna*; akin to Old High German *māno* moon, Latin *mensis* month, Greek *mēn* month, *mēnē* moon. (Source: m-w.com)

**Definitions:** 1) the round celestial object that moves around Earth and can be seen at night;  
2) any similar celestial body moving around other planets

**Forms:** *pl.* moons

**Related Words:** *adj.* moonless; *n.* full moon; *n.* new moon; *n.* half-moon

**Fluency Practice:** *It is getting dark.*

*We will see the moon soon.*

*Do you hear those birds?*

*They are called loons.*

*Loons sing their tune*

*In the light of the moon.*

*They prefer to swim*

*When it is hot at noon.*

*So when you see a big full moon,*

*You will hear the loons' moon tune soon.*

## Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the image shown. If students cannot identify the target word *moon*, voice it for them: /m/-/ōō/-/n/. Have students repeat the word after you. You may use this photo card for phonemic awareness through substitution. Use the target word to model pronunciation of the consonant *m*. Ask students to pay attention to the beginning sound. Have them repeat the sound. Write the letter *s* on the board and voice its sound. Ask students to substitute the /s/ sound for the /m/ sound. Have them voice the new word and use it in a sentence. Repeat this with other letters, such as *b*, *l*, and *n*.

Intermediate

Show the photo card. Ask what word best describes the image shown. After students identify the target word *moon*, have them spell it and write it in their notebooks. You may use this card to introduce the suffix *-less* meaning “lack of.” Write the related word *moonless* on the board. Underline the suffix and explain its meaning. Have students figure out what happens to the target word when we add this suffix.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target word *moon*, have a volunteer use it in a complete sentence. Introduce students to the sentence *He visits once in a blue moon; in fact, it has been two years since his last visit.* Have students identify the context clues in this sentence that can help them figure out the meaning of the idiom *once in a blue moon*.





# Star

**Etymology:** from Middle English *sterre*, from Old English *steorra*; akin to Old High German *sterno* star, Latin *stella*, Greek *aster*, astron. (Source: m-w.com)

**Definition:** the points of light in the sky that can be seen at night

**Forms:** *pl.* stars

**Related Words:** *adj.* starry; *adj.* starless; *adj.* starlike; *v.* to star; *adj.* stellar

**Fluency Practice:** *Stanley stood in a stark field*

*Staring at the stars in the sky.*

*The night was very still.*

*A star started to move*

*Straight toward a nearby hill.*

*Stanley was stunned and startled;*

*He couldn't believe what he saw.*

*What kind of strange star was this,*

*Streaking through the sky?*

*Just an airplane, that was all.*

## Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the image shown. If students cannot identify the target word *star*, voice it for them: /s/-/t/-/ar/. Have students repeat it after you. You may use this photo card for phonemic practice of the consonant blend *st* in initial position. Use the target word to model pronunciation. Ask students to pay attention to the /st/ sound. Have them repeat the sound. Use the words *stop*, *start*, *stir*, *stump*, and *stellar* for additional practice.

Intermediate

Show the photo card. Ask what word best describes the image shown. After students identify the target word *star*, have them spell it and write it in their notebooks. You may use this card to practice multiple-meaning words. Introduce students to the sentence *That movie star gives a wonderful performance in her latest film*. Have students use context clues and their prior knowledge of the word *star* to figure out the meaning of the target word in this sentence.

Advanced

Show the photo card. Ask what word best describes the image shown. After students identify the target word *star*, have a volunteer use it in a complete sentence. Introduce students to the sentence *Joe was a stellar athlete in his school*. Have students use context clues and their prior knowledge of the word *star* to figure out both the literal and the figurative meanings of the related word *stellar* in this sentence.



# Astronomer

**Etymology:** from the older term *astronomy*, from Middle English *astronomie*, from Anglo-French, from Latin *astronomia*, from Greek, from *astr-* + *-nomia* -nomy. (Source: m-w.com)

**Definition:** a person who studies the universe and the natural objects within it, such as the moon, the sun, planets, and stars

**Forms:** *pl.* astronomers

**Related Words:** *n.* astronomy; *adj.* astronomic; *adj.* astronomical

**Fluency Practice:** *Astronomers are trained to study the stars.*

*They track a meteor's trail.*

*They look for traces of a comet's tail*

*And study planets like Mars.*

*Astronomers use many cool tools*

*To learn what they can about a place*

*Millions of miles in outer space.*

*How can they see so far away?*

*They use telescopes at night and by day.*

## Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the person shown. If students cannot identify the target word *astronomer*, voice it for them: /ə/-/s/-/t/-/r/-/o/-/n/-/ə/-/m/-/ə/-/r/. Have students repeat and blend the sounds after you. You may use this photo card to review the *tr* blend. Write the target word on the board and circle the letters *t* and *r*. Tell students that these letters blend together to make the sound /tr/. Voice it and have them repeat the sound after you. Use the words *trail*, *trap*, *tree*, *troop*, and *trip* for additional practice.

Intermediate

Show the photo card. Ask what word best describes the person shown. After students identify the target word *astronomer*, have them spell it and write it in their notebooks. You may use this card to practice spelling of base word families. Say the word *astronomy* and then the sentence *My favorite science has always been astronomy because I am very interested in the universe*. Have students say the word, spell it, and write it in their notebooks.

Advanced

Show the photo card. Ask what word best describes the person shown. After students identify the target word *astronomer*, have a volunteer use it in a complete sentence. Have students play a word-building game. Write the letters in *astronomer* in random order on the board and have students make as many words as possible with them.





# Space shuttle

**Etymology:** from Middle English, from Anglo-French *espace*, space from Latin *spatium* area, room, interval of space or time; and from Middle English *shuttle*, shuttle, from Old English *scutel*, *scytel* dart; akin to Old Norse *skutill* bolt, Old English *sceotan* to shoot. (Source: m-w.com)

**Definition:** an spacecraft that travels regularly between the earth and space, carrying people and sometimes a satellite or other equipment into orbit

**Forms:** *pl.* space shuttles

**Related Words:** *n.* space; *n.* shuttle

**Fluency Practice:** *My classmates and I had homework*

*About space exploration.*

*The space shuttle was what I learned about.*

*The space shuttle is a kind of rocket ship,*

*A kind of space transportation.*

*It carries people from Earth's different nations*

*To outer space and to the space station.*

*I took what I learned from my homework*

*And did a class presentation.*

*I showed my classmates pictures*

*Of the spacecraft, and the crew in space suits.*

## Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what term best describes the image shown. If students cannot identify the target term *space shuttle*, voice it for them: /s/-/p/-/ā/-/s/-/sh/-/u/-/t/-/l/. Have students repeat and blend the sounds after you. You may use this photo card to review compound words. Explain that a compound word is made up of two words that come together to form a new word. Also, remind students that these words can be written together, as in *butterfly*, with a hyphen, as in *bell-like*, or separated, as in *space shuttle*.

Intermediate

Show the photo card. Ask what term best describes the image shown. After students identify the target word *space shuttle*, have them spell it and write it in their notebooks. If students cannot spell it, encourage them to sound out the words letter by letter.

Advanced

Show the photo card. Ask what term best describes the image shown. After students identify the target term *space shuttle*, have a volunteer use it in a complete sentence. You may use this card to build vocabulary through concept related words. Have students brainstorm words that define or are associated with the term *space shuttle*. Write their ideas on the board.





# Telescope

**Etymology:** from New Latin *telescopium*, from Greek *tēleskopos* farseeing, from *tēle-* tele- and *skopos* watcher; akin to Greek *skopein* to look. (Source: m-w.com)

**Definition:** a tubular device for making distant objects look nearer and larger, using a combination of lenses and curved mirrors

**Forms:** *pl.* telescopes

**Related Words:** *adj.* telescopic; *prefix* tele- (far)

**Fluency Practice:** *Mr. Jones’s greatest hope*  
*Is to one day own a telescope.*  
*At night, after the moon rose,*  
*He went to the place any stargazer goes.*  
*He looked through a telescope,*  
*Which was on a tall pole.*  
*He thought he could see a small black hole.*  
*The astronomer told him that is not the case.*  
*Black holes are found very far out in space.*  
*This made him sad, and he stated to mope.*  
*Suddenly, he saw a bright streak!*  
*It was such a beautiful comet; Jones was happy all week.*

## Phonics and Vocabulary Activities

Beginning	Show the photo card. Ask what word best describes the image shown. If students cannot identify the target word <i>telescope</i> , voice it for them: /t/-/e/-/l/-/ə/-/s/-/k/-/ō/-/p/. Have students repeat and blend the sounds of the word after you. You may use this photo card to review silent <i>e</i> . Remind students that a final <i>e</i> is silent and in this word, makes the <i>o</i> say its name. Model pronunciation with the target word and use <i>rope</i> , <i>antelope</i> , and <i>hope</i> for additional practice.
Intermediate	Show the photo card. Ask what word best describes the image shown. After students identify the target word <i>telescope</i> , have them spell it and write it in their notebooks. You may use this card to introduce students to the prefix <i>tele-</i> as a marker of distance. Parse the target word into the prefix and the base word <i>scope</i> , which etymologically means “to watch.” Have students analyze it to see the meaning of its parts come together to explain the concept <i>telescope</i> . Have them do the same with <i>telephone</i> and <i>television</i> .
Advanced	Show the photo card. Ask what word best describes the image shown. After students identify the target word <i>telescope</i> , have a volunteer use it in a complete sentence. Have another student elaborate on that sentence. Continue with the rest of the class until all prior knowledge of <i>telescope</i> has been exhausted.