



Mount Rushmore

Etymology: from Middle English, from Old English *mnt* and Anglo-French *mnt*, *mont*, both from Latin *mont-*, *mons*; akin to Welsh *mynydd* mountain, Latin *minari* to project, threaten; and *Rushmore*, a proper noun. (Source: m-w.com)

Definition: a mountain 5600 feet (1707 meters) high in the Black Hills of South Dakota, where the faces of presidents George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt are carved into. (Source: m-w.com)

Related Words: *n.* mount; *n.* Rushmore; *n.* mountain

Fluency Practice: *Count the faces on Mount Rushmore.*

You will see that there are four:

Lincoln, Washington, Jefferson,

And the Roosevelt named Theodore.

What these men have done

Has been written about in print.

But if you do not remember, here is a little hint.

One of them is called the Father of Our Country.

Another one was famous for fighting slavery.

The third was a writer of an important document.

The last one created parks for everyone's enjoyment.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Have students identify the landmark shown. If students cannot identify the target term *Mount Rushmore*, voice it for them: /m/-/ow/-/n/-/t/-/r/-/u/-/sh/-/m/-/or/. Have students repeat and blend the sounds after you. You may use this photo card to practice the consonant ending blend *nt*. Model pronunciation with the target word *mount*. Isolate the blend and practice with *print*, *tent*, and *paint*.

Intermediate

Show the photo card. Have students identify the landmark shown. After students identify the target term *Mount Rushmore*, have them spell it and write it in their notebooks. You may use this photo card to practice capitalization of proper nouns. Write *Rushmore* on the board and remind students that proper nouns are always capitalized. Review all USA photo cards that show landmarks.

Advanced

Show the photo card. Have students identify the landmark shown. After students identify the target term *Mount Rushmore*, have a volunteer use it in a complete sentence. Have students use prior knowledge or a dictionary to find out the difference between the words *mount* and *mountain*. (*Mount* is used more specifically when it includes an identifying name.)



Statue of Liberty

Etymology: from Middle English, from Anglo-French *estature* statue, from Latin *statua*, from *statuere* to set up; from Middle English *off* of, from Old English, adverb and preposition; akin to Old High German *aba* off, away, Latin *ab* from, away, Greek *apo*; from Middle English, from Anglo-French *liberté*, from Latin *libertat*-, *libertas*, from *liber* free. (Source: m-w.com)

Definition: a large copper statue of a woman holding a torch aloft in her right hand, located on Liberty Island in New York Harbor

Related Words: *n.* statue; *prep.* of; *n.* liberty

Fluency Practice: *In the middle of New York Harbor,
Staring steadily toward the shore,
A stately statue stands
Holding a book and a torch in her hands.
Many ships steer around her.
She causes quite a stir.
People stream out from sturdy boats
To look at her up close.
The Statue of Liberty is strong and tall.
She welcomes strangers one and all.
From her torch there streams a light.
For struggling people, it is a beautiful sight.*

Phonics and Vocabulary Activities

Beginning

Show the photo card. Have students identify the landmark shown. If students cannot identify the target term *Statue of Liberty*, voice it for them: /s/-/t/-/a/-/ch/-/ū /-/u/-/v/-/l/-/i/-/b/-/er/-/t/-/ē/, and ask them to repeat it after you. You may use this photo card to practice the consonant blend *st*. Model pronunciation with the target word. Isolate the blend and practice with *star*, *storm*, and *stir*.

Intermediate

Show the photo card. Have students identify the landmark shown. After students identify the target term *Statue of Liberty*, have them spell it and write it in their notebooks. You may use this photo card to practice the function of the preposition *of* to indicate possession of a quality. Write *Statue of Liberty* on the board and circle the preposition. Tell students that the word *of* is used to indicate the possession of a quality. Use *a woman of wisdom* and *a man of respect* as additional examples.

Advanced

Show the photo card. Have students identify the landmark shown. After students identify the target term *Statue of Liberty*, have a volunteer use it in a complete sentence. Then, have students brainstorm words associated with the Statue of Liberty to create an idea or concept map.



Cent / Penny

Etymology: from French, hundred, from Latin *centum*; from Middle English, from Old English *penning*, *penig*; akin to Old High German *pfenning*, a coin; (Source: m-w.com)

Definition: a one-cent coin worth $\frac{1}{100}$ of a dollar

Forms: *pl.* cents / *pl.* pennies

Related Words: *n.* centigrade; *n.* centigram; *n.* percent / *adj.* penny; *v.* to penny

Fluency Practice: *A penny for your thoughts.*

I am just thinking about some pants I bought

For twenty dollars and twenty-five cents.

They had a rosy tint.

I hunted and hunted until I found those pants.

They are a present for my favorite aunt.

I spent more than I wanted to,

But my aunt will be content.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the currency shown. If students cannot identify the target words *cent* or *penny*, voice them: /s/-/e/-n/-t/ and /p/-/e/-/n/-/ē/. Have students repeat after you. You may use this photo card to practice pronunciation of the ending blend *nt*. Model pronunciation with the target word and proceed with words like *tent*, *pant*, *went*, *bent*, *hunt*, and *tint*.

Intermediate

Show the photo card. Ask what word best describes the currency shown. You may use this photo card to introduce the word *cent* as a marker of the number *one hundred*. Explain the relationship with additional examples like *centigrade*, *percent*, and *centigram*.

Advanced

Show the photo card. Ask what word best describes the currency shown. After students identify the target words *cent* or *penny*, have a volunteer use one of them in a complete sentence. Introduce students to the idiom *a penny for your thoughts*. Have them work together to explain the meaning of the idiom and ask volunteers to use it in a complete sentence.



Dime

Etymology: from Middle English, tenth part, *tithe*, from Anglo-French *disme*, dime, from Latin *decima*, from feminine of *decimus* tenth, from *decem* ten. (Source: m-w.com)

Definition: a ten-cent coin worth $\frac{10}{100}$ of a dollar

Forms: *pl.* dimes

Related Words: *idiom* on a dime; *idiom* a dime a dozen; *n.* dimestore

Fluency Practice: *My grandmother remembers a time
When you could buy ice cream for less than a dime.
Sometimes she went to the drugstore
For an ice cream cone or something more.
Sodas like cherry, vanilla, or lemon-lime
For the price of a dime were pretty fine.
A dime nowadays cannot buy much:
Not a toy, or gum, or candy, or such.
Everything costs more than in Grandma's day.
"It is a shame" is all she can say.*

Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the item shown. If students cannot identify the target word *dime*, voice it: /d/-/t/-/m/. Have students repeat the word after you. You may use this photo card to practice awareness of final silent *e*. Remind students that the *e* in this word is silent and that it makes the preceding vowel say its name. Model pronunciation with the target word and proceed with words like *date*, *scene*, *kite*, *mole*, and *fume*.

Intermediate

Show the photo card. Ask what word best describes the item shown. After students identify the target word *dime*, have them spell it and write it in their notebooks. You may use this photo card to practice spelling through rhyming-words patterns. Dictate the target word. Verify spelling highlighting the silent *e*. For additional practice, proceed with words like *time*, *lime*, *mime*, *climb*, and *slime*.

Advanced

Show the photo card. Ask what word best describes the item shown. After students identify the target word *dime*, have a volunteer use it in a complete sentence. Introduce students to the sentence *Those kinds of comedy movies are a dime a dozen*. Have them work together to explain the meaning of the idiom *a dime a dozen*, and ask volunteers to come up with a context in which they could use it.



Nickel

Etymology: from Swedish *nickel*, from German *Kupfernickel* niccolite (mineral containing nickel arsenide), probably from *Kupfer* copper + *Nickel* goblin; from the deceptive copper color of niccolite.
(Source: m-w.com)

Definitions: 1) a five-cent coin worth $\frac{5}{100}$ of a dollar;

2) a hard, malleable, ductile, silvery metallic element resistant to corrosion, used in alloys

Forms: *pl.* nickels

Related Words: *adj.* nickel; *v.* to nickel -and-dime

Fluency Practice: *Yesterday I found a nickel*
While I was picking up some trash.
I pocketed the nickel.
After all, cash is cash.
I put the nickel in my piggy bank
To help my piggy bank grow.
Maybe I will buy a backpack
Or toy truck I really like.
I could also get a rack
To put on the back of my bike.
But I'm going to need a lot of luck.
Right now all I have is just one buck.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the item shown. If students cannot identify the target word *nickel*, voice it for them: /n/-/i/-/k/-/ə/-/l/. Have students repeat the word after you. You may use this photo card to practice the pronunciation of the digraph *ck*. Remind students that the *c* in this digraph is silent; therefore, the two letters represent the sound /k/. Model pronunciation with the target word and proceed with words like *chicken* and *duck*.

Intermediate

Show the photo card. Ask what word best describes the item shown. After students identify the target word *nickel*, have them spell it and write it in their notebooks. You may use this photo card to practice the spelling of the digraph *ck*. Dictate the target word. Verify spelling as you remind students that the *c* in this digraph is silent. Practice with words like *pack*, *pickle*, *sack*, and *truck*.

Advanced

Show the photo card. Ask what word best describes the item shown. After students identify the target word *nickel*, have a volunteer use it in a complete sentence. Introduce students to the idiom *Don't take any wooden nickels*. Have them work together to explain the meaning of the idiom, and ask volunteers to come up with a context in which they could use it.



Quarter

Etymology: from Middle English, from Anglo-French, from Latin *quartarius*, from *quartus* fourth.
(Source: m-w.com)

Definitions: 1) a twenty-five-cent coin worth $\frac{25}{100}$ of a dollar; 2) one of four equal parts of a whole;
3) an area or section

Forms: *pl.* quarters

Related Words: *n.* quarterback; *v.* to quarter; *n.* quarterfinals; *n.* headquarters

Fluency Practice: *The queen gave special quarters to the public.*

It is a quaint custom that is quite historic.

She questioned some quilters.

And she quizzed some quarry workers.

They were so nervous that their knees quivered

And their voices quavered.

The queen quelled their qualms,

And the people grew calm

And saved their queen's quarters forever.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the item shown. If students cannot identify the target word *quarter*, voice it for them: /k/-/w/-/or/-/t/-/er/. Have students repeat the word after you. You may use this photo card for phonemic practice of the letter combination *qu*. Remind students that this combination can make two sounds: /k/ and /kw/. Model pronunciation with the target word and follow with the sentence *Quarters are unique coins*. Write the words *quarters* and *unique* on the board. Isolate the *qu* sounds as you point to each word and have students repeat after you.

Intermediate

Show the photo card. Ask what word best describes the item shown. After students identify the target word *quarter*, have them spell it and write it in their notebooks. You may use this photo card to practice multiple-meaning words. Say the sentence *After dinner I will retire to the guest's quarters*. Ask students if the first definition (see above) makes sense in this context. If they can't figure out the additional meaning of the word through context clues, have them use a dictionary.

Advanced

Show the photo card. Ask what word best describes the item shown. After students identify the target word *quarter*, have a volunteer use it in a complete sentence. Introduce students to the sentence *I have only three-quarters of an hour to get this done*. Have them work together to explain how the word *quarter* is used in this context.



Conduct / Conducted

Etymology: from Middle English, from Medieval Latin *conductus*, from Latin *conducere*. (Source: m-w.com)

Definitions: 1) to direct the course of; to manage or control; 2) to lead, as in the performance of a musical composition

Forms: to conduct: conducts, conducting, conducted

Related Words: *n.* conduct; *n.* conductor; *n.* conductivity

Fluency Practice: *A person who conducts is a conductor.*

A conductor is a kind of director.

This person may conduct an experiment,

Or a meeting, or a survey for the government.

The man at the concert waving the stick

Is conducting the music, making it slow or quick.

Edison conducted many experiments for his inventions

To know which ones worked or were just good intentions.

You conduct things all the time, too.

Think of the kinds of conducting you do.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the past activity shown. If students cannot identify the target word *conducted*, voice it for them: /k/-/ə/-/n/-/d/-/u/-/k/-/t/-/ə/-/d/. Have students repeat and blend the sounds after you. You may use this photo card for phonemic practice of syllable stress. Use the target word in its infinitive form to model pronunciation stressing its second syllable. Tell students that when the stress shifts to the first syllable, this word becomes a naming word. Model pronunciation stressing the first syllable. Use the sentence *My conduct has always been honorable* for contextual practice.

Intermediate

Show the photo card. Ask what word best describes the past activity shown. After students identify the target word *conducted*, have them spell it and write it in their notebooks. Dictate the Related Words above for spelling practice of base word families. Explain that most base words retain their spelling when forming new words.

Advanced

Show the photo card. Ask what word best describes the past activity shown. After students identify the target word *conducted*, have a volunteer use it in a complete sentence. Write the following sentence on the board: *This wire conducted electricity until you cut it.* Have students use context clues to determine the meaning of *conducted* in this sentence.



Immigrate / Immigrated

Etymology: from Latin *immigratus*, past participle of *immigrare* to remove, go in, from *in-* + *migrare* to migrate. (Source: m-w.com)

Definition: to move to a different country in order to live there permanently

Forms: to immigrate: immigrates, immigrating, immigrated

Related Words: *n.* immigrant; *n.* immigration; *v.* to migrate

Fluency Practice: *The United States is a nation of immigrants.*

That's why this country is strong.

The people immigrated here from far away,

And some journeys were very long.

Some immigrated on ships, planes, or boats.

Some others came on foot.

They are all part of what we are today,

And who we will be tomorrow.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Ask what word best describes the past activity shown. If students cannot identify the target word *immigrated*, voice the word for them: /i/-/m/-/i/-/g/-/r/-/ā/-/t/-/ə/-/d/. Have students repeat and blend the sounds after you. You may use this photo card for phonemic practice of double consonants. Use the target word and its derivatives to model pronunciation.

Intermediate

Show the photo card. Ask what word best describes the past activity shown. After students identify the target word *immigrated*, have them spell it and write it in their notebooks. You may use this photo card to introduce the prefix *in-* as a marker of “toward or into.” Tell students that the base word of *immigrate* is *migrate*, which means “to move to.” Have them study the target word to figure out how the meaning changes when the prefix *in-* (spelled *im-*) is added.

Advanced

Show the photo card. Ask what word best describes the past activity shown. After students identify the target word *immigrated*, have a volunteer use it in a complete sentence. Write the following sentence on the board: *My relatives migrated to France when I was a child.* Have students use context clues to determine the meaning of the word *migrate* in this sentence.