



Golden Gate Bridge

Etymology: from Middle English, from Old English; akin to Old High German *gold* gold, Old English *geolu* yellow; from Middle English, from Old English *geat*; akin to Old Norse *gat* opening; from Middle English *brigg*, from Old English *brycg*; akin to Old High German *brucka* bridge. (Source: m-w.com)

Definition: a suspension bridge across San Francisco Bay connecting the city of San Francisco on the north and Sausalito on the south. From 1937 until 1964, it was the longest suspension bridge in the world. (Source: Webster's Online)

Related Words: *adj.* golden; *n.* gold; *n.* gate; *n.* bridge

Fluency Practice: *Traffic did not budge on the Golden Gate Bridge.*

Judge Bridges grudgingly waited.

Another car nudged his, which he hated.

He fidgeted with the stereo... nothing good on the radio.

He saw some people standing about.

They should be in their cars, not out.

"Look at this beautiful Golden Gate Bridge!"

Did you ever see such a sight?"

Judge Bridges looked at the beautiful bridge

And decided that person was right.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Have students identify the landmark shown. If students cannot identify the target term *Golden Gate Bridge*, voice it for them: /g/-/ə/-/l/-/d/-/ə/-/n/ /g/-/ə/-/t/; /b/-/r/-/i/-/j/. Have students repeat and blend the sounds after you. You may use this photo card to practice the consonant digraph *dg*. Model pronunciation with the target word *bridge*. Isolate the digraph and practice with *judge*, *fudge*, *budge*, and *grudge*.

Intermediate

Show the photo card. Have students identify the landmark shown. After students identify the target term *Golden Gate Bridge*, have them spell it and write it in their notebooks. You may use this photo card to practice sentence dictation. Dictate the sentence *All over the world the Golden Gate Bridge is seen as the symbol of San Francisco*. After dictation, write the sentence on the board. Have students check for spelling, capitalization, and end punctuation.

Advanced

Show the photo card. Have students identify the landmark shown. After students identify the target term *Golden Gate Bridge*, have a volunteer use it in a complete sentence. Have students engage in an Internet search to find out about other bridges in the United States. Have them select one and orally compare it and contrast it with the Golden Gate Bridge.



Grand Canyon

Etymology: from Anglo-French *grant*, *grand*, large, great, grand, from Latin *grandis*; from American Spanish *cañón*, probably an alteration of obsolete Spanish *callón*, augmentative of *calle* street, from Latin *callis* footpath. (Source: m-w.com)

Definition: a colorful steep-sided gorge carved by the Colorado River in the state of Arizona largely contained within the Grand Canyon National Park. The canyon, is about 277 miles long, up to 18 miles wide, and attains a depth of more than one mile. (Source: Webster's Online)

Related Words: *adj.* grand; *n.* canyon

Fluency Practice: *One of the greatest natural wonders in the land*

Is an Arizona canyon that is very grand.

The Grand Canyon is such a huge place.

You can even see it from out in space.

There are many great places there for you to find.

You must hike or ride a raft, horse, or burro, if you do not mind.

Take pictures of yourself camping at the river's bend.

Send lots of postcards to your friends.

Go to the Grand Canyon and you will see

The grandest wonder that there can be.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Have students identify the landmark shown. If students cannot identify the target term *Grand Canyon*, voice it for them: /g/-/r/-/a/-/n/-/d/ /k/-/a/-/n/-/y/-/ə/-/n/. Have students repeat and blend the sounds after you. You may use this photo card to practice the consonant blend *nd*. Model pronunciation with the target word *grand*. Isolate the digraph and practice with *end*, *and*, *pond*, and *hand*.

Intermediate

Show the photo card. Have students identify the landmark shown. After students identify the target term *Grand Canyon*, have them spell it and write it in their notebooks. You may use this photo card to practice sentence dictation. Dictate the sentence *The name Grand Canyon was given to this landmark by John Wesley Powell in the 1870s*. Then, write the sentence on the board. Have students check for spelling, capitalization, and end punctuation.

Advanced

Show the photo card. Have students identify the landmark shown. After students identify the target term *Grand Canyon*, have a volunteer use it in a complete sentence. Have students do an Internet search to find out about other canyons. Have them select and then compare and contrast one with the Grand Canyon.



White House

Etymology: Middle English, from Old English *hwit*; akin to Old High German *hwiz*; from Middle English *hous*, from Old English *hus*; akin to Old High German *hus* house. (Source: m-w.com)

Definition: the residence of the President of the United States

Related Words: *adj.* white; *n.* house

Fluency Practice: *Where does the president live in Washington?*

In the White House until the term is done.

The White House is a busy place.

So much is going on,

Whether it is important meetings, whirlwind trips,

Or concerts on the lawn.

The wind whips a flag up on the roof.

A helicopter whirs overhead.

The White House is still a busy place

Even when the president has gone to bed.

Phonics and Vocabulary Activities

Beginning

Show the photo card. Have students identify the landmark shown. If students cannot identify the target term *White House*, voice it for them:

/w/-/t/-/h/-/ow/-/s/. Have students repeat and blend the sounds after you. You may use this photo card to practice pronunciation of the digraph *wh*.

Model pronunciation with the target word and its derivatives *whiter* and *whitest*, and proceed with words like *wheat* and *whine*.

Intermediate

Show the photo card. Have students identify the landmark shown. After students identify the target term *White House*, have them spell it and write it in their notebooks. You may use this photo card to practice sentence structure. Introduce students to the sentence *The President of the United States lives in the White House*. Ask students to identify the subject and the predicate. You may also use the target term to review compound words and/or adjective function.

Advanced

Show the photo card. Have students identify the landmark shown. After students identify the target term *White House*, have a volunteer use it in a complete sentence. Introduce students to the sentence *The White House will honor guests this evening*. Point out the difference between the figurative meaning and the literal meaning of *White House*. Ask students to write a sentence about the White House in which the meaning is literal. Compare their suggestions with the original sentence.



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THE UNITED STATES OF AMERICA

ONE DOLLAR

Dollar

Etymology: from Dutch or Low German *daler*; from German *Taler*, short for *Joachimstaler*, from Sankt *Joachimsthal*, Bohemia, where *talers* were first made. (Source: m-w.com)

Definition: the monetary unit of the United States, Canada, Australia, and other countries

Forms: *pl.* dollars

Related Words: *n.* dollar bill; *n.* petrodollar; *n.* half-dollar

Fluency Practice: *Molly found a dollar*

And put it in her wallet.

Now she could buy the frilly yellow dress

With the pretty collar.

She strolled to the shop

Where they sell pretty things.

It is in the small mall

Near the town hall.

She bought the pretty yellow dress.

It was a nice dress, I must confess.

Phonics and Vocabulary Activities

Beginning

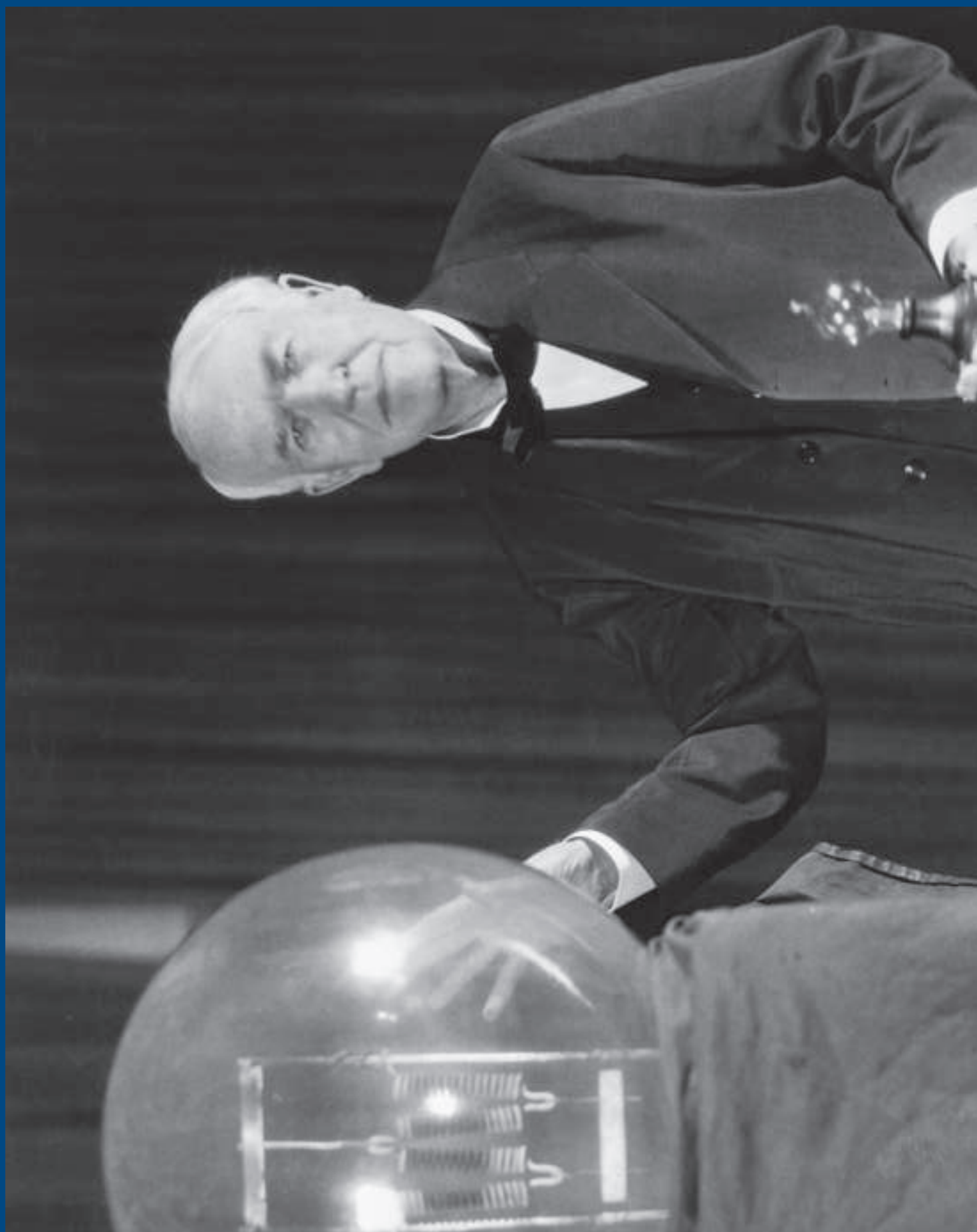
Show the photo card. Ask what word best describes the item shown. If students cannot identify the target word *dollar*, voice it for them: /d/-/o/-/l/-/er/. Have students repeat the word after you. You may use this photo card for phonemic practice of double consonant. Remind students that in English double consonants are pronounced as if they were one. Model pronunciation with the target word and the following words *billionaire*, *calls*, *bell millions*, *small*, and *bills* for additional practice.

Intermediate

Show the photo card. Ask what word best describes the item shown. After students identify the target word *dollar*, use this photo card to practice spelling through whole-word dictation. Voice the word and follow with the sentence *I save ten dollars a week*. Repeat the target word *dollars*. Have students visualize the word and write it in their notebooks. Ask a volunteer to write the word on the board. Verify spelling, paying special attention to the *ll* combination. Repeat the process with *bill*, *million*, and other currency words.

Advanced

Show the photo card. Ask what word best describes the item shown. After students identify the target word *dollar*, have a volunteer use it in a complete sentence. Introduce students to the sentence *Your homework is a day late and a dollar short*. Have them work together to explain the meaning of the idiom.



Invent / Invented

Etymology: from Middle English, from Latin *inventus*, past participle of *inventire* to come upon, find, from *in-* + *venire* to come. (Source: m-w.com)

Definition: to devise a new process, object, or mechanism

Forms: to invent; invents, inventing, invented

Related Words: *n.* invention; *n.* inventor; *adj.* inventive

Fluency Practice: *What did Edison invent?*

He invented so many things:

The light bulb for one, and a movie projector.

He was really smart man

And a very clever inventor.

Do not forget that he created the phonograph.

People listened to music and danced

Anytime they had the chance.

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 *invented*, voice it for them: /i/-/n/-/v/-/e/-/n/-/t/-/ə/-/d/. Have students repeat and blend the sounds after you. You may use this photo card to review the formation of the simple past of regular verbs. Use the infinitive form of the target word to add the marker of past tense *-ed*. Model pronunciation and have students repeat the target word after you. Use the sentence *The Chinese invented gunpowder in ancient times* for contextual practice.

Intermediate

Show the photo card. Ask what word best describes the past activity shown. After students identify the target word *invented*, have them spell it and write it in their notebooks. Dictate the Related Words 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 *invented*, have a volunteer use it in a complete sentence. Write the sentence *The French invented soft drinks in 1676*. To practice forming questions in the past tense, have students change the sentence into the yes-or-no question *Did the French invent soft drinks in 1676?*



Sign / Signed

Etymology: from Middle English, from Anglo-French *signer*, from Latin *signare* to mark, sign, seal, from *signum*. (Source: m-w.com)

Definitions: 1) to write one's signature on a document, showing approval; 2) to communicate using sign language

Forms: to sign: signs, signing, signed

Related Words: *n.* signature; *n.* sign

Fluency Practice: *At the bottom of the paper*

Was where they signed.

Some of the signatures are easy to find.

John Hancock's signature is very tall.

Other signatures are very small.

Fifty-six men signed the Declaration.

It was the beginning of a brand-new nation.

When these men walked to the table to sign,

They were creating a country of a new design.

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 *signed*, voice it for them: /s/-/ɪ/-/n/-/d/. Have students repeat the word after you. You may use this photo card for phonemic practice of *gn*, in which the *g* is silent. Use the target word and its forms to model pronunciation. For additional practice, use the words *foreign* and *design*

Intermediate

Show the photo card. Ask what word best describes the past activity shown. After students identify the target word *signed*, have them spell it and write it in their notebooks. Have students practice the target word talking about what kinds of things people usually sign.

Advanced

Show the photo card. Ask what word best describes the past activity shown. After students identify the target word *signed*, have a volunteer use it in a complete sentence. Write the following sentence on the board: *The interpreter signed the speech for the deaf audience.* Have students use context clues to determine the meaning of *signed* in this sentence.



Write / Wrote

Etymology: from Middle English, from Old English *writian* to scratch, draw, inscribe; akin to Old High German *riʒan* to tear, and perhaps to Greek *rhinē* file, rasp. (Source: m-w.com)

Definitions: 1) to mark a surface with letters, words, or numbers, using a pen, pencil, or keyboard, or to use this method to record thoughts, facts, or messages; 2) to send correspondence

Forms: to write: writes, writing, wrote, written or writ

Related Word: *n.* writer

Fluency Practice: *William Wright wrote a really well-written western.*

Wright writes well but rarely writes westerns.

Wise writers like Wright

Will wrangle over their writing.

Wright removes wrong words

And wrestles with weird sentences.

Wright wiggles in his chair

While he wrings words

To write a well-written writing.

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 *wrote*, voice it for them: /r/-/ō/-/t/. Have students repeat the word after you. Use this photo card to reinforce the irregular past tense form of *to write*. Tell students that some verbs have special past tense forms that need to be memorized because they do not follow a pattern. Dictate the following sentence for contextual practice: *The author wrote her book when she was a young woman.*

Intermediate

Show the photo card. Ask what word best describes the past activity shown. After students identify the target word *wrote*, have them spell it and write it in their notebooks. Have students practice the target word talking about what they wrote in class yesterday, last week, or last month.

Advanced

Show the photo card. Ask what word best describes the past activity shown. After students identify the target word *wrote*, have a volunteer use it in a complete sentence. Write the following sentence on the board: *I have not written a letter in years.* Ask students to identify the relationship between *write*, *wrote*, and *written*. Have them use each form in a complete sentence.