

WORDLY WISE 3000®

2ND EDITION

Book **1**



Unit 1: Lesson 3 A Forest in the Desert

- » Student Book
- » Teacher's Resource Book
 - Lesson Plan
 - Blackline Master
 - Assessment Checklist
- » Concept Card
- » Picture Cards



EDUCATORS PUBLISHING SERVICE

UNIT 1

Lesson
3

A Forest in the Desert

Story Words

desert
bend
stump
temperature
dusk
enormous
decay
volcano
skeleton
prehistoric



16

Directions: Have children look at the pictures as you read the story aloud. Then have them mark items in the pictures related to **desert, bend, stump, temperature, and dusk.**

3



2



17

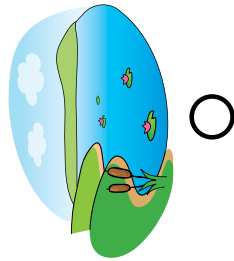
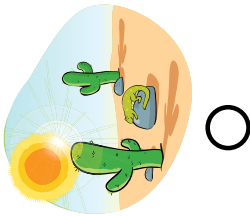


Directions: Have children number the pictures in the order they happened.

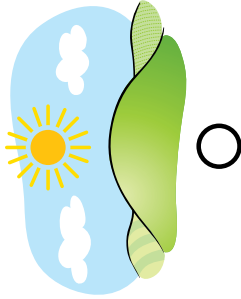


Directions: Have children find and color pictures related to enormous, decay, volcano, skeleton, and prehistoric.

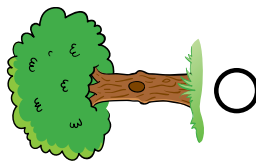
1. desert



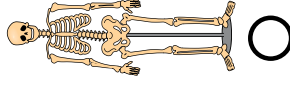
2. dusk



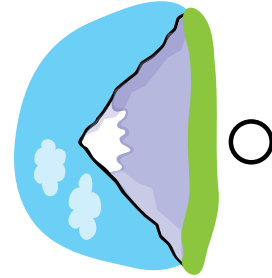
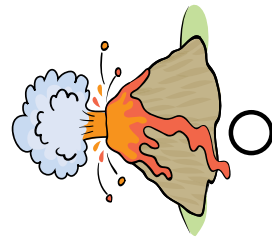
3. stump



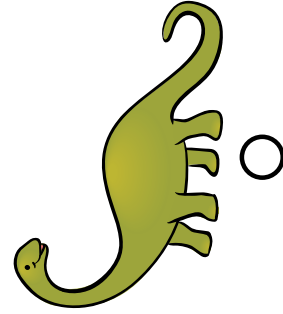
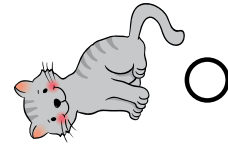
4. skeleton

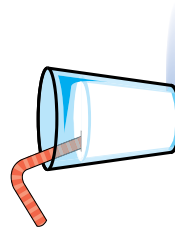
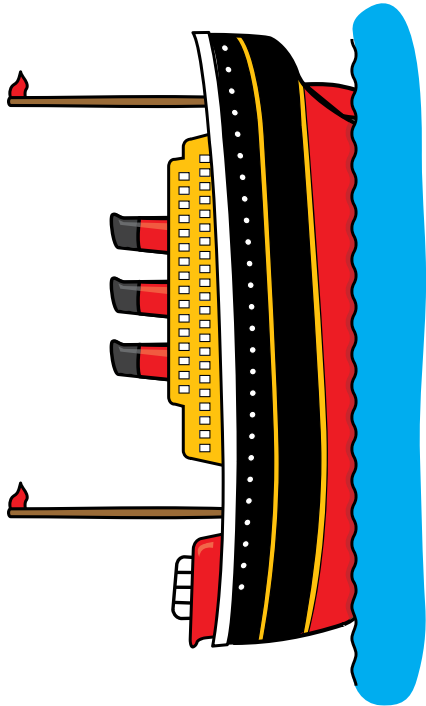
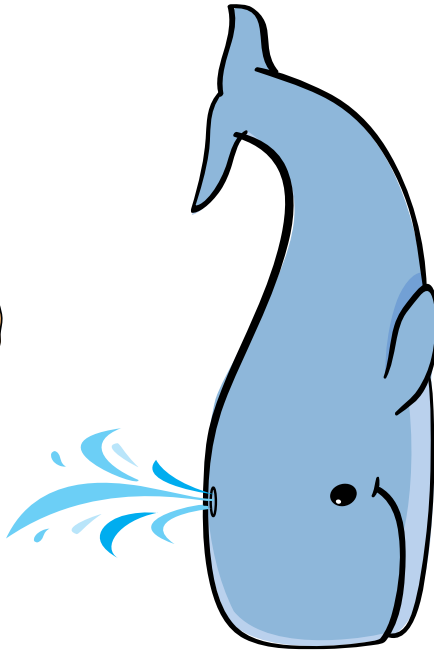
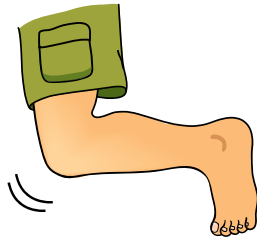
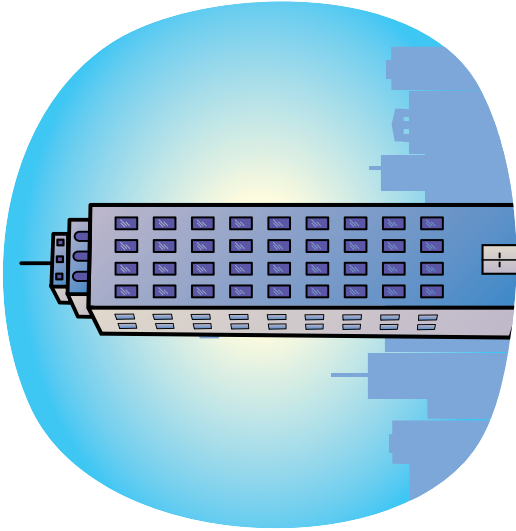


5. volcano



6. prehistoric

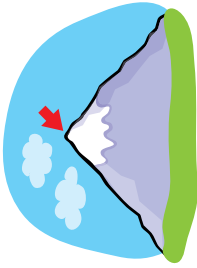




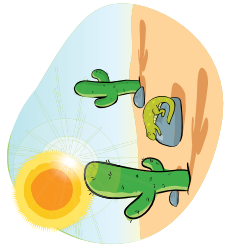
Directions: Have children use a green crayon to connect the things that are enormous and a red crayon to connect the things that bend.

What Do You Know?

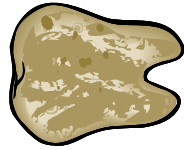
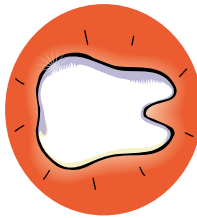
1. peak



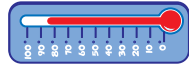
2. wild



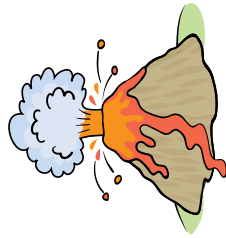
3. decay



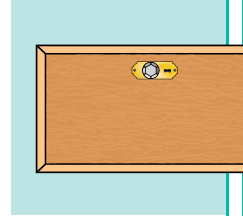
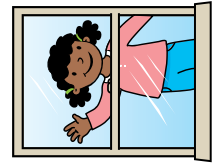
4. temperature



5. volcano



6. clear



Journal



Three horizontal lines for writing: a solid top line, a dashed middle line, and a solid bottom line.

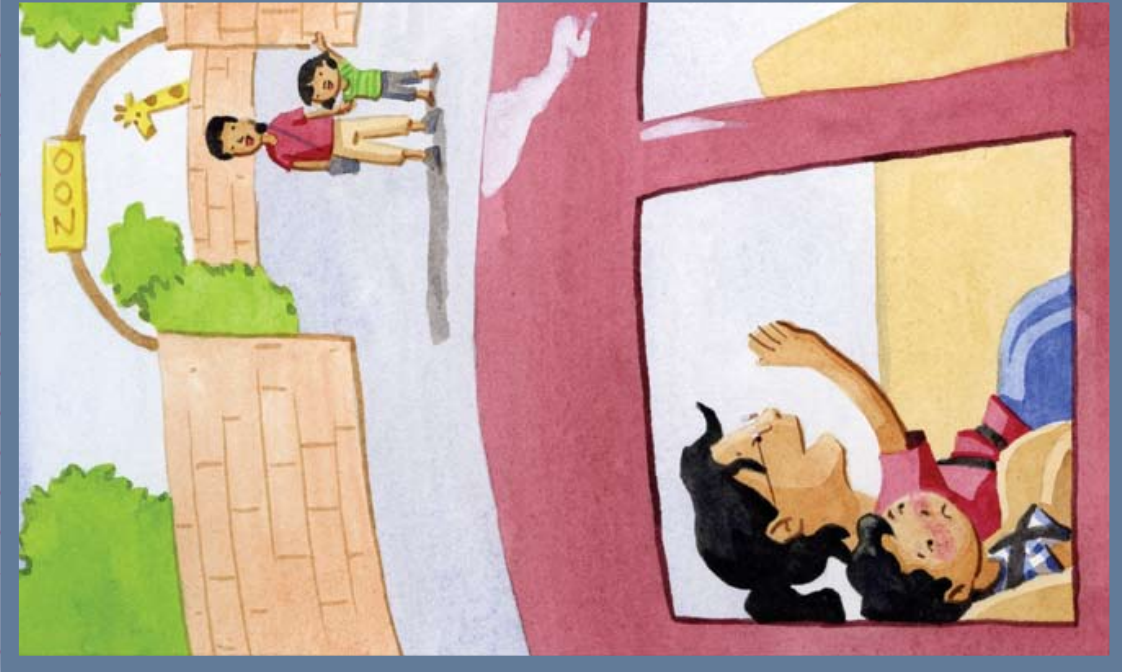
Directions: Have children illustrate and label the word swamp, coast, peak, desert, or volcano.

UNIT 2

A Special Day at the Zoo

Lesson
6**Story Words**

meet
 cranky
 train
 injured
 hatch
 reverse
 exhibit
 misty
 tropical
 surface



1

40

Directions: Have children look at the pictures as you read the story aloud. Then have them mark items in the pictures related to **meet, cranky, train, injured, and hatch.**

3



2



41

Lesson 3

UNIT 1

A Forest in the Desert

WEEK 1**Day 1****Introduce the Story**

Display and identify Concept Card 3 (national parks). Remind children that they've already heard about Caroline's vacation to a city, Washington, D.C., and about Jordan's camping vacation. Maggie and her family will be visiting a national park in the desert.

Explain that national parks are areas set aside by the government so everyone can enjoy them. No one is allowed to build houses or shopping malls on the land or disturb the environment. Some national parks are in deserts, some are by the ocean, and some are even in cities. Many of them include wild animals and interesting plants. Ask children if any of them has ever visited a national park.

Say: *This is a story about Maggie and her family's vacation in the desert. There, they see some interesting creatures—and one creature they didn't expect to see. I wonder what it could be?*

Introduce Words

Tell children that before you read the story to them, you're going to talk about some of the words in it and what they mean. For each of the following words, hold up the corresponding Picture Card. When you have finished discussing each one, display it on a ledge or elsewhere for easy reference.

MATERIALS

- Concept Card 3
- Picture Cards 21–30
- Student Book, pp. 16–23
- crayons
- BLM 3, p. 111

STORY WORDS**Week 1**

- desert
- bend
- stump
- temperature
- dusk

Week 2

- enormous
- decay
- volcano
- skeleton
- prehistoric

Picture Card 21: desert

Say: *A desert is an area that is very dry. It doesn't rain very often in the desert, and it is hot during the day. Some deserts are sandy. Deserts have rocks and plants, too. Many kinds of animals live there. (Point out the lizard on the card.) Let's say desert together.*

Picture Card 22: bend

Say: *Bend means to change something that is straight into a curved or angled shape. (Demonstrate bending a straw or other item.) People can bend, too, like the girl in the picture. Let's say bend together.*

Picture Card 23: stump

Say: *What do you see in this picture? (a tree stump) A stump is the short part of a tree left in the ground after it is cut down or falls down. Let's say stump together.*

Picture Card 24: temperature

Say: *Can anyone tell me what this picture shows? (a thermometer) A thermometer tells you the temperature. The temperature is how hot or cold something is. This thermometer tells about the weather. Let's say temperature together.*

Picture Card 25: dusk

Say: *Look at the sky in this picture. You can see that the sun has just gone down. Dusk is the time of day when it's just starting to get dark. Sometimes at dusk there are lots of beautiful colors in the sky. Let's say dusk together.*

Read Aloud

Help children find pages 16–17 in their books. Invite them to listen and to look at the pictures as you read.

A Forest in the Desert

Say: *Put your finger on picture number 1.*

Maggie stared out the window of the car at the flat, sandy landscape. Maggie, her three-year-old brother Diego, and their parents were headed to a national park in Arizona for their vacation. “I can’t wait to see some lizards and big turtles!” said Maggie excitedly. “I bet they’ve got some really cool ones in the **desert**.” “I have turtle,” said a little voice from beside Maggie in the back seat. “That’s right, Diego. Pickles is your pet turtle,” said Mama. “David and Caroline from next door will go to our house to feed him while we’re gone.” “What’s the name of the place we’re going, Papa?” asked Maggie. “It’s called Petrified Forest National Park,” Papa said. “But it’s different from any other forest in the world. It doesn’t have trees.” “But don’t all forests have trees?” Maggie asked. “This forest *had* trees a long, long time ago—really **enormous** ones. Here’s the ranger station,” said Papa. “Let’s stop and ask one of the forest rangers to tell us about it.” Papa pulled up to the ranger station and a tall man in a uniform came over to the car. “Hi, I’m Ranger Pete,” he said, **bending** down and looking into the back seat of the car. “Looks like we have a couple of future Junior Rangers here.”

“Ranger Pete, how can this be a forest if it has no trees?” Maggie asked.

“That’s a good question,” he said. “This forest used to have trees, but they died. Usually when trees die or get knocked down, they **decay**. That means they rot. But not these trees.”

“How come?” Maggie asked.

“Well, a long time ago there was a **volcano** here. When it blew up, the ashes covered the dead trees. Over millions of years, it turned them to stone. Let’s take a walk and look at some of them,” he said.



Where did Maggie and her family go for vacation? (*They went to a national park in the desert.*)

Say: Put your finger on picture number 2.

Maggie and her family got out of the car and followed the ranger. “Look at the size of this **stump!**” said Maggie. “You were right, Papa. The trees must have been enormous.”

“Lizard!” said Diego. He pointed to a small lizard that scurried onto one of the tree stumps.

“You’re right, little guy,” said Ranger Pete. “We call that a collared lizard because it looks like it’s wearing a black collar.”

“It looks like a little dinosaur,” said Maggie. “Has anyone ever found any dinosaur bones here?”

“You bet,” said the ranger. “Scientists found some bones only a few months ago. They are putting the bones back together to make a whole **skeleton.**”

“Wow! I’d like to see that,” said Maggie. “I love dinosaurs.”

Ranger Pete nodded. “Looking at dinosaur bones tells scientists a lot about what the world was like in **prehistoric** times when the dinosaurs lived.”

“Turtle,” said Diego, smiling.

“Where?” Maggie asked. Then they all saw what Diego meant. Diego was holding Pickles!

“Oh, no!” said Papa. “Diego, that was naughty. Poor Pickles. It’s not good for him to be here.”

Diego looked sad. “Sorry,” he sniffed.

“Better not let Pickles loose in the desert,” said Ranger Pete. “And we’d better get him some water. The sun makes the **temperature** here too hot for him.”

Papa went back to the car and found the box from the pet store where they had gotten Pickles. It had holes in it so Pickles could get air.

Diego put the tiny turtle in the box. “Now, it’s your job to watch after him, OK?” said Papa.

“OK,” said Diego, cheering up.



Why was it important to give Pickles some water? (*The temperature in the desert was too hot for a pet turtle.*)

Say: Put your finger on picture number 3.

Back at the ranger station, Ranger Pete gave Pickles a little dish of water to help him cool off. Then he handed Maggie and Diego shiny Junior Ranger badges to put on their shirts. He even gave them a badge for Pickles.

- “You can put this on Pickles’ dish at home. He’ll be our first turtle Junior Ranger.”
- Maggie and her family thanked Ranger Pete, got in the car, and headed out of the park. It was almost **dusk**, the time just after the sun sets.
- Maggie and her family looked out the windows at the many colors of the desert and sky.
- “Wow!” said Papa. “Look at all those colors.”
- “Rainbow!” said Diego.
- “It does look like a rainbow,” said Mama, “a beautiful red, blue, lavender, pink, and orange rainbow!”

Check Comprehension

Ask questions such as the following to check comprehension. Restate children’s responses using the vocabulary words if they do not use them. Some possible replies are provided in parentheses.

- ◆ What is the *temperature* like in the Petrified Forest? (*It’s very hot.*)
- ◆ What did Maggie see that made her understand how big the old trees must have been? (*a big stump*)

Day 2

Review and Respond

Reread the story to children. Tell them that as you come to the words *desert*, *bend*, *stump*, *temperature*, and *dusk*, they should put their finger on their nose.

Help children find pages 16–17 in their Student Books. At this point, they will need to be seated at a table or desk, with writing utensils, so they can begin the exercises in the book. Hold up the five Picture Cards introduced on Day 1 and ask children to identify them. Then read the following directions as children respond on pages 16–17 in their books.

Picture Card 21: **desert**

Say: *Maggie and her family went on a vacation to the desert. Look at picture number 1. Draw an arrow to part of the desert you can see.*

Picture Card 22: **bend**

Say: *Look at picture number 1 again. Can you see someone who is bending over? Circle his hat.*

Picture Card 23: **stump**

Say: *Look at picture number 2. Can you see a stump? Circle it.*

Picture Card 24: **temperature**

Say: *It’s very hot in the desert. Look at picture number 2 again. Circle something that makes the temperature very hot.*

Picture Card 25: **dusk**

Say: *Look at picture number 3. It’s just beginning to get dark because the sun is setting. It’s dusk. Circle the sky at dusk.*

Day 3

Share a Poem

Read the following poem several times. Encourage children to chime in on the rhyming words as the poem becomes more familiar to them.

Tall Trees in the Forest

Tall trees in the forest,
Swamp grass on the ground.
Tall trees in the forest,
Dinosaurs all around.

Strong trees in the forest
Bending low, bending low.
Strong trees in the forest,
So very long ago.



Home-School Connection Photocopy and distribute *Blackline Master (BLM) 3*. Children should take this page home to read, discuss, and color with family members. If time permits, they may color the picture in school before taking it home.

WEEK 2

Day 1

Introduce Words

Ask children what they remember about the story “A Forest in the Desert.” Allow a few minutes for discussion. You may want to pose motivating, purpose-setting questions such as “Where did Maggie’s family go on vacation?” or “What did Diego bring with him that surprised the family?” Then tell children that you are going to talk about some more words from the story. After you discuss each of the following words, display the Picture Cards on a ledge or elsewhere for easy reference.

Picture Card 26: **enormous**

Say: *Enormous means very big. Which of these animals is enormous? Yes, it's the dinosaur. The lizard is tiny. Let's say enormous together.*

Picture Card 27: **decay**

Say: *Decay means rot. You know it's important to brush your teeth so they don't decay, but sometimes, decaying is useful. When dead leaves and other plants decay, they turn into soil. Then new plants grow in the soil. Look at these pictures. They show how dead leaves and grass slowly decay and become soil. Let's say decay together.*

Picture Card 28: **volcano**

Say: *What do you see in this picture? Yes, it's a volcano. Volcanoes are mountains that sometimes explode, or blow up. They shoot fire, melted rock called lava, and ashes out of the top. Let's say volcano together.*

Picture Card 29: **skeleton**

Say: *What do you see in this picture? Yes, it's the skeleton of a dinosaur. A skeleton is made up of all the bones that support the body of a person or an animal. Let's say skeleton together.*

Picture Card 30: **prehistoric**

Say: *What do you see in this picture? (dinosaurs) Dinosaurs lived a very long time ago, before there were people. We call the time before people wrote about history, or what was happening, prehistoric. Dinosaurs are prehistoric animals. Let's say prehistoric together.*

Reread the Story

As you reread the story, tell children to look at the pictures on pages 16–17 in their books. Tell them to put their finger on their nose when they hear the words *enormous, decay, volcano, skeleton, and prehistoric*.

Retell the Story

Help children find page 18 in their Student Books.

Ask children to think about what happened in the story. Say: *Look at the three pictures from the story. They are not in order. Write the number 1 in the box above the picture that shows what happened first. Write the number 2 above the picture that shows what happened second. Write the number 3 above the picture that shows what happened third.*

If children are working in pairs, give them some time to discuss the order of the story events. Then invite them to look at the pictures and retell the story to each other. Encourage children to use the vocabulary words as they retell the story. Finally, ask for volunteers to retell the story to the class.



Have **English language learners** work with a more fluent partner to make their own Picture Cards, using drawings or pictures cut out of magazines.

Day 2

Review and Respond

Review the first five words with children, showing Picture Cards 21–25. Ask children to provide the word that goes with each picture. Elicit personal responses to each word.

For example:

- ◆ Have you ever been to the *desert*?
- ◆ Is the *temperature* today hot or cold?

Help children find page 19 in their books and discuss the picture with them. Ask them what the picture shows. (*a museum exhibit*) Make sure each child has green, brown, gray, black, and red crayons.

Say: *I'm going to ask you to look for some things in this picture and to color them.*

1. You might see this scene in a science museum. It's a display showing what prehistoric times might have looked like. Can you see some *prehistoric* animals? Yes, they are dinosaurs. Color the smaller dinosaur GREEN.
2. Can you see an *enormous* dinosaur, too? Color it BROWN.

3. Look for a dinosaur *skeleton*. Color it GRAY.
4. Can you see a dead tree that is starting to *decay*? Color it BLACK.
5. Look for a *volcano*. Color the lava coming out of its top RED.

As a follow-up, have children finish coloring the picture as they discuss it with you, with a partner, or in a small group. Children may want to discuss other facts they know about dinosaurs or other things they see in the picture. Encourage them to use vocabulary words in their discussions.

Extend and Challenge

Read aloud and discuss these sentences from "A Forest in the Desert."

future

- ◆ "Looks like we have a couple of *future* Junior Rangers here."

Say: *The future is the time that has not happened yet. Tomorrow is the future. So is next year. The ranger meant that Maggie and Diego could become Junior Rangers later—in the future.*

Make a simple time line on the board or on chart paper, labeling it *past*, *present*, and *future*. With children, discuss things that happened yesterday (the past), today (the present), and things they are planning or looking forward to in the future.

petrified

- ◆ "It's called *Petrified Forest National Park*," Papa said."

Say: *Petrified means turned to stone. Remember that the ranger told Maggie the trees had turned to stone over millions of years? They became petrified. That's why the area is called the Petrified Forest.*

Day 3**Review and Respond**

Review the last five words with children, showing Picture Cards 26–30. Ask children to provide the word that goes with each picture. Elicit personal responses to each word.

For example:

- ◆ Have you ever seen a *volcano* in person or in a movie? What did it look like?
- ◆ Describe something *enormous* you have seen.

.....

Help children find page 20 in their Student Books.

Say: *I'll say one of the words you are learning. Look at the pictures. Fill in the bubble under the picture that matches the word I say.*

1. desert
2. dusk
3. stump
4. skeleton
5. volcano
6. prehistoric

.....

Now help children find page 21 in their Student Books. Say: *Use a GREEN crayon to connect the things that are enormous. Use a RED crayon to connect the things that bend.*

Extend and Challenge

Read aloud and discuss these sentences from “A Forest in the Desert.”

uniform

- ◆ “Papa pulled up to the ranger station and a tall man in a *uniform* came over to the car.”

Say: *A uniform is a special kind of clothing worn by a member of a group. Soldiers, police, and other groups, like park rangers, wear uniforms. It helps other people to know who they are.*

badge

- ◆ “Then he handed Maggie and Diego shiny Junior Ranger *badges* to put on their shirts.”

Say: *A badge is a small sign you wear on your clothes. Some badges are pins, and others are sewn on. A badge shows that the wearer belongs to a certain group—sort of like a uniform does. Police officers wear badges, and so do Girl Scouts and Boy Scouts.*

Day 4**Review and Assess:
Lessons 2 and 3**

Briefly review the words from Lessons 2 and 3 with children, using the Picture Cards to elicit answers.

What Do You Know?

Help children find page 22 in their books. Say: *Today we're going to talk about some words you learned. When I say a word, fill in the bubble under the picture that it matches.*

1. peak
2. wild
3. decay
4. temperature
5. volcano
6. clear

Journal

Help children find page 23 in their books. Remind them that some of the words they've been learning describe parts of the earth. Review the meanings of *swamp*, *coast*, *peak*, *desert*, and *volcano*.

Say: *Choose one of these words to illustrate. Add any details you wish.*

Help children label their pictures with the word they chose. Discuss children's work and encourage them to make up sentences orally using the word. Write their sentences as Shared Writing on the board or on chart paper.

✓ Formal Assessment

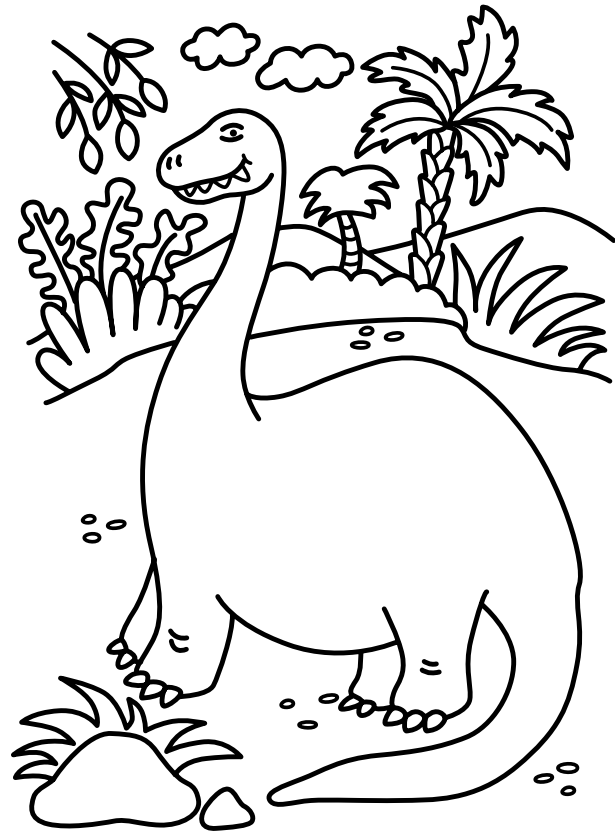
Use the Picture Cards from Lesson 3 to assess children's understanding of all the vocabulary words in the lesson. Remember to use prompts similar to those in the lesson when eliciting vocabulary from children. You can conduct this assessment either in a small group setting or individually. Use the checklist on page 126 to note understanding.



Tall Trees in the Forest

Tall trees in the forest,
Swamp grass on the ground.
Tall trees in the forest,
Dinosaurs all around.

Strong trees in the forest
Bending low, bending low.
Strong trees in the forest,
So very long ago.



Dear Family:

Share the poem by reading it aloud. Encourage your child to chime in on the rhyming words. Have your child color the picture.

Your child has learned the first five words in the box and will learn the rest next week. Try to use them as you talk with your child and call attention to them when you hear them.

desert bend stump temperature dusk
enormous decay volcano skeleton prehistoric

Assessment Checklist • Lesson 3

Use these symbols to note students' level of understanding of each word.

- ✓ full understanding
- partial understanding
- no understanding



<i>Student Name</i>												
desert												
bend												
stump												
temperature												
dusk												
enormous												
decay												
volcano												
skeleton												
prehistoric												

Front

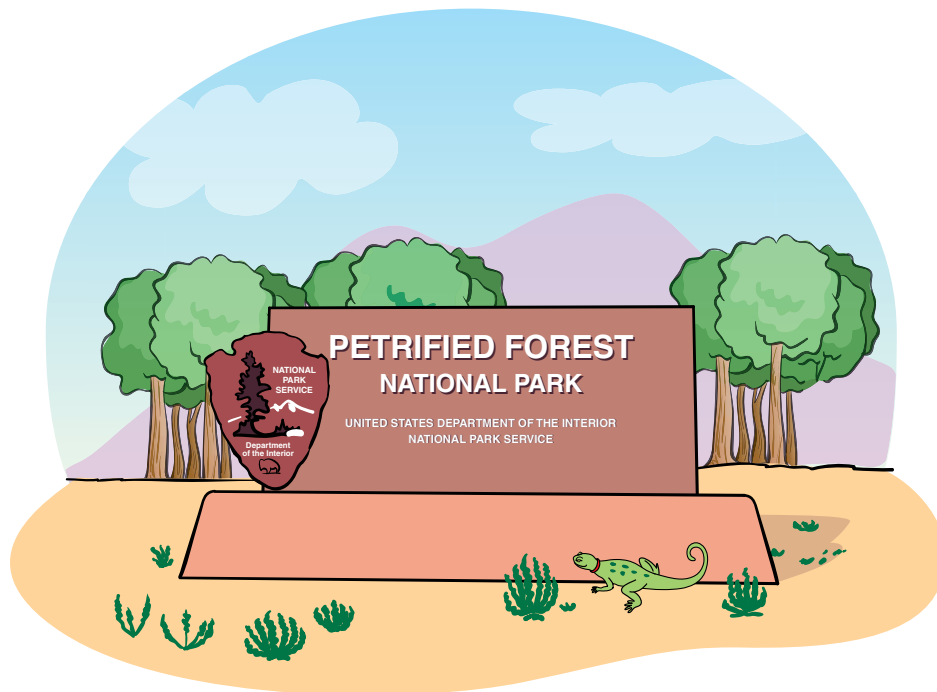
Concept Card 3

national parks

EDUCATORS PUBLISHING SERVICE

Actual size: 14" x 12"

Back



Front

Picture Card 21

desert

EDUCATORS PUBLISHING SERVICE

Actual size: 7" x 5"

Back



Front

Picture Card 22

bend

EDUCATORS PUBLISHING SERVICE

Actual size: 7" x 5"

Back



Front

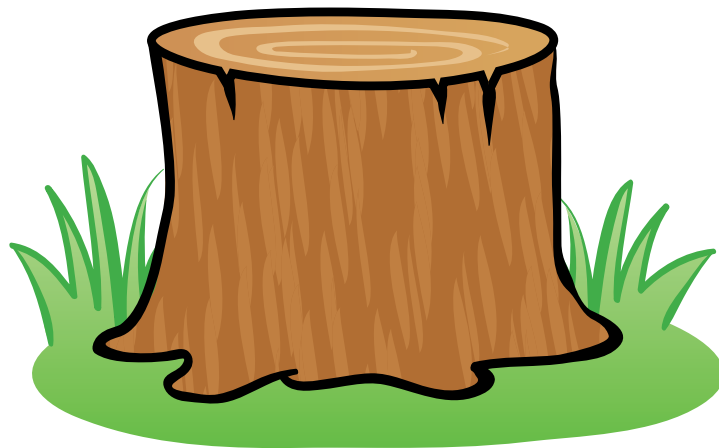
Picture Card 23

stump

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Actual size: 7" x 5"

Back



Front

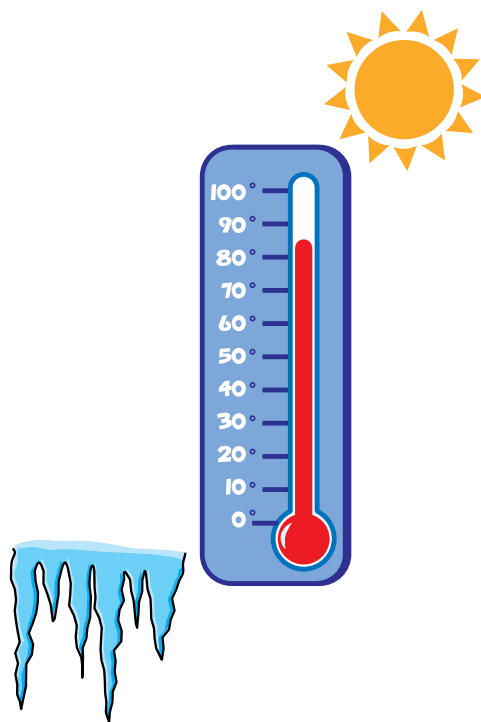
Picture Card 24

temperature

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Actual size: 7" x 5"

Back



Front

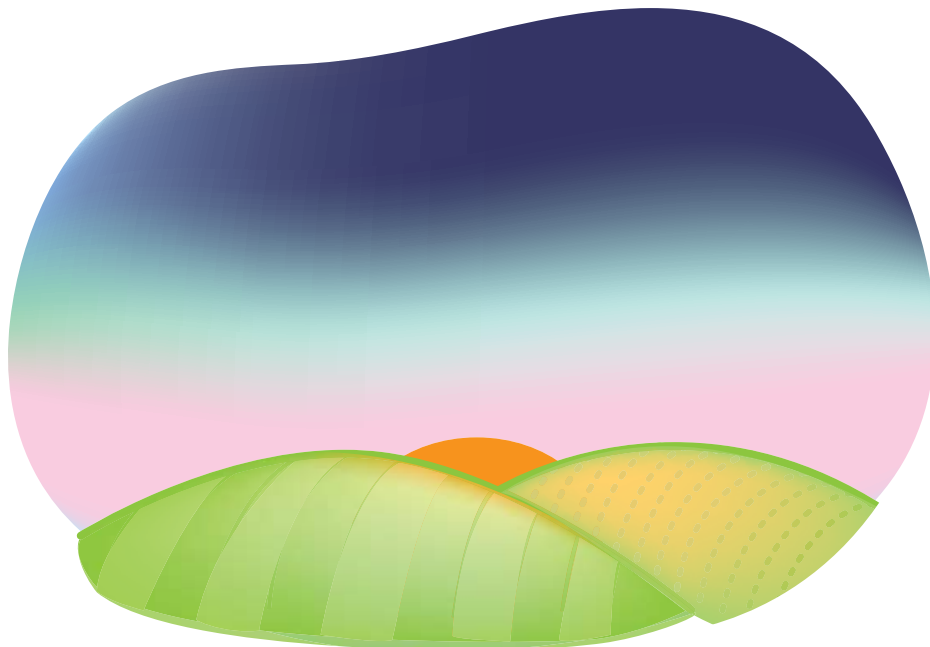
Picture Card 25

dusk

EDUCATORS PUBLISHING SERVICE

Actual size: 7" x 5"

Back



Front

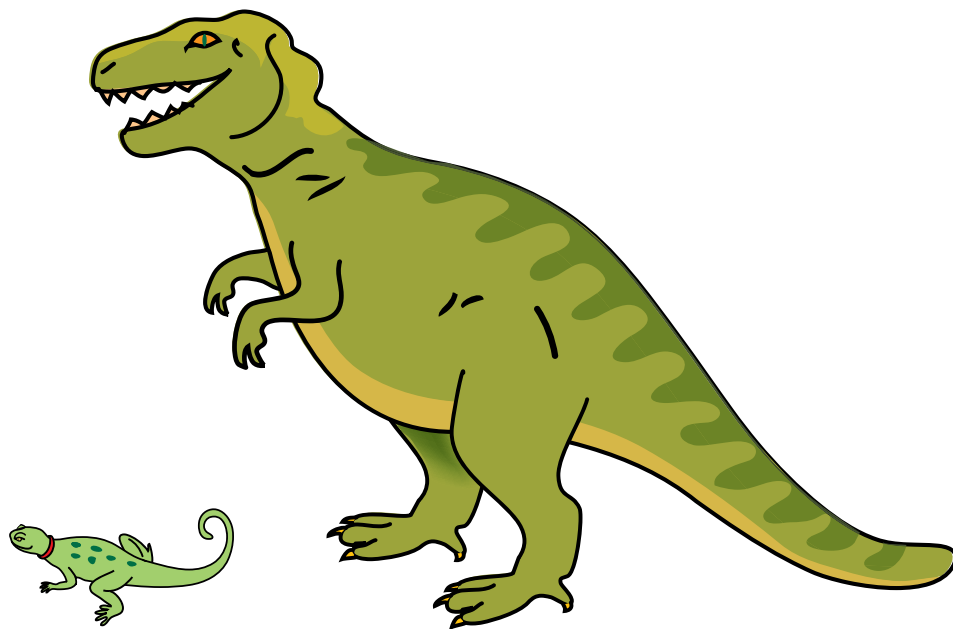
Picture Card 26

enormous

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Actual size: 7" x 5"

Back



Front

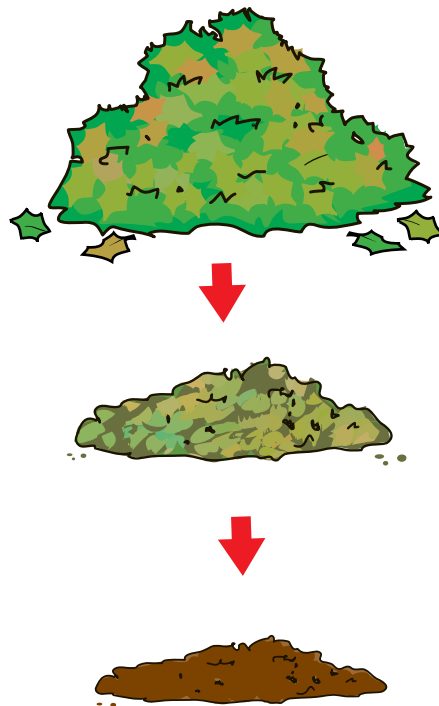
Picture Card 27

decay

EDUCATORS PUBLISHING SERVICE

Actual size: 7" x 5"

Back



Front

Picture Card 28

volcano

EDUCATORS PUBLISHING SERVICE

Actual size: 7" x 5"

Back



Front

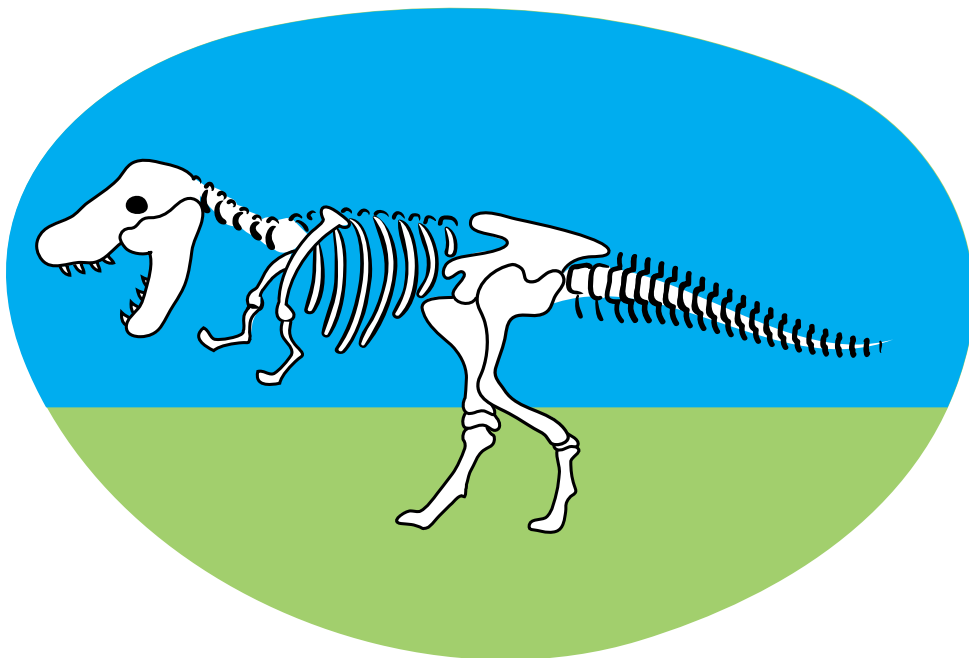
Picture Card 29

skeleton

EDUCATORS PUBLISHING SERVICE

Actual size: 7" x 5"

Back



Front

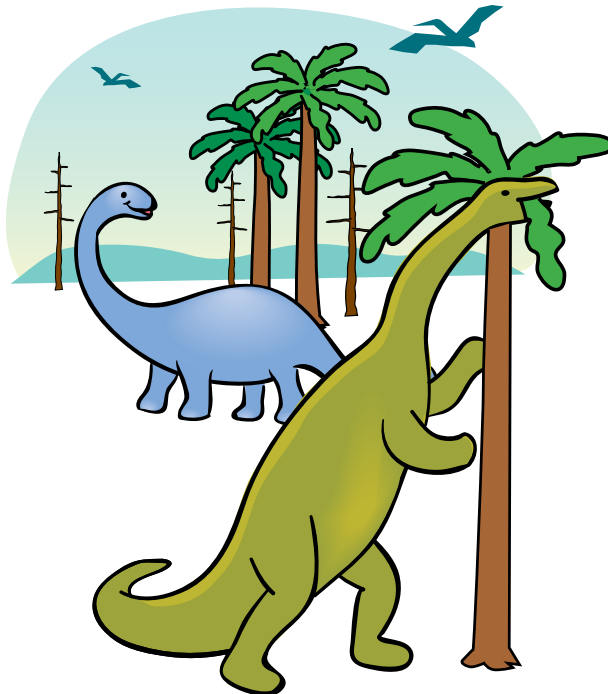
Picture Card 30

prehistoric

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Actual size: 7" x 5"

Back



Front

Picture Card 56

reverse

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Actual size: 7" x 5"

Back

