



**docks**

## Routine for Lesson Vocabulary

**Introduce** Boats tie up at docks. Docks are platforms built on the shore or out from the shore. Docks are also called wharfs or piers. Let's say the word together: *docks*.

**Demonstrate** Sean worked at the docks. The port had many docks along the shore. Many kinds of boats and ships come and go from the docks on New York Harbor.

**Apply** What do docks need so that boats can be tied to them? What do they need so that people can get on and off the boats?

**Display** Now I will write the word on the board. Let's read the word together: *docks*.

## Pencil Talk

- Draw a picture of several boats tied at docks in a harbor. Write a sentence about your picture. Use the word *docks* in your sentence.
- Complete these sentence frames:  
At the docks along the river, workers were busy \_\_\_\_\_.  
Sailors returning from a long voyage thought the docks looked \_\_\_\_\_.





**migrating**

## Routine for Lesson Vocabulary

**Introduce** These geese are migrating. *Migrating* means “going from one region to another with the change in the seasons.” Let’s say the word together: *migrating*.

**Demonstrate** The reindeer are migrating. Birds were migrating north in spring. Butterflies are migrating to a warmer region for the winter months.

**Apply** Imagine you see birds migrating south in September. Why are they migrating?

**Display** Now I will write the word on the board. Let’s read the word together: *migrating*.

## Pencil Talk

- Look at the photograph on the front of this card. Write a brief story telling about the picture. Use the word *migrating* in your story.
- Write a sentence using the word *migrating* to describe the movement of some animals. Be sure your sentence has clues that will help readers predict the meaning of *migrating*.
- Draw a cartoon about birds that are migrating. Give the birds the ability to “talk.” Have them talk about their hard journey. Use the word *migrating*.





**scan**

## Routine for Lesson Vocabulary

**Introduce** The horse and rider scan the valley below. To scan is to glance at or look over hastily. Let's say the word together: *scan*.

**Demonstrate** Many readers scan the newspaper headlines first. A scout will often scan the land ahead. Our teacher had us scan the lesson for hard words before we read it more carefully.

**Apply** Do you expect to remember a book well if you scan it? Why or why not?

**Display** Now I will write the word on the board. Let's read the word together: *scan*.

### Action!

- Show how you scan a crowd to find your parents.
- Show how you scan a chapter in a textbook to find a specific date or word.
- Let's imagine we are on a wagon train headed west in 1855. Show how you scan the horizon for signs of bad weather.





**scent**

## Routine for Lesson Vocabulary

**Introduce** This girl is enjoying the scent of the soup. A scent is a smell, often a pleasant one. Let's say the word together: *scent*.

**Demonstrate** My dog can detect the scent of a hidden treat. The scent of lilacs filled the air. Of all the smells from a kitchen, the scent of baking bread is my favorite.

**Apply** Why do you think many flowers have a sweet scent?

**Display** Now I will write the word on the board. Let's read the word together: *scent*.

## All Together

- I'm going to ask you some questions. Answer "yes" or "no."  
Does a skunk have a pleasant scent?  
Does a rose have a pleasant scent?  
Do you like the scent of cookies baking?
- I'm going to read you a sentence. *The scent of Madame LaFarge's perfume was very strong.* What does *scent* mean? Let's say the meaning together.







**wharf**

## Routine for Lesson Vocabulary

**Introduce** These people have a good view of the wharf. A wharf is a platform built on the shore or out from the shore beside which ships can load and unload. Let's say the word together: *wharf*.

**Demonstrate** We went to a restaurant on the wharf. Seabirds landed on the wharf. The wharf was like an anthill, with workers busy moving boxes on and off the ships.

**Apply** What holds a wharf in place? How do you think these parts are built?

**Display** Now I will write the word on the board. Let's read the word together: *wharf*.

## Pencil Talk

- Imagine you are on a wharf. Write a description of the structure and the activity going on there. Use the word *wharf* in your writing.
- Look at the photograph on the front of this card. Make a list of the things that people can do at this wharf. Circle the things you would like to do.
- Write the word *wharf* at the top of a sheet of paper. Below it, write words and phrases that are related to a wharf. Examples are *ships*, *wooden*, and *unloading cargo*.





**yearned**

## Routine for Lesson Vocabulary

**Introduce** The boy has yearned to get this bike. *Yearned* is the past tense for *yearn*. *Yearned* means “felt a longing or desire, desired earnestly.” Let’s say the word together: *yearned*.

**Demonstrate** The dog yearned for its master. The main character in that story always yearned for what she could not have. The homesick cabin boy yearned to return to his family.

**Apply** How does someone who always yearned to travel the world feel as he or she starts out on a world cruise?

**Display** Now I will write the word on the board. Let’s read the word together: *yearned*.

## Team Talk

- Ask your partner to tell about a time when he or she received a gift for which he or she had yearned.
- Tell your partner a sentence using the word *yearned*. Have your partner repeat the sentence, replacing the word *yearned* with a synonym.
- Write a crossword puzzle clue for your partner using the word *yearned*.

