



**combustion**

## Routine for Lesson Vocabulary

**Introduce** The combustion process on an oil rig can be seen from far away. *Combustion* describes the act or process of burning. Let's say the word together: *combustion*.

**Demonstrate** The combustion chamber is where combustion of gases occurs. The combustion process that occurs rapidly produces heat and light. Small explosions of burning gasoline power the internal combustion engine.

**Apply** Why do you think the combustion process can't occur on the moon?

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

## Pencil Talk

- Complete this sentence frame:  
Combustion equipment requires \_\_\_\_\_.
- Draw a picture illustrating the combustion process of wood. Write a sentence about your picture. Use the word *combustion* in your sentence.
- Write at least two synonyms for the word *combustion*.





**dingy**

## Routine for Lesson Vocabulary

**Introduce** These work boots are worn and dingy. Something that is dingy lacks brightness or freshness; it is dirty-looking or dull. Let's say the word together: *dingy*.

**Demonstrate** The seats in the car have become dingy. After years without painting, the walls had become dingy. The small child refuses to part with his dingy, tattered blanket.

**Apply** Would you want to eat a meal in a dingy restaurant? Why or why not?

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

## Team Talk

- Ask your partner what he or she could do to make a dingy pair of shoes brighter.
- Tell your partner a sentence using the word *dingy*. Have your partner repeat the sentence, replacing the word *dingy* with an antonym.
- Explain to your partner why people would rather not have to stay in a dingy hotel.





**negotiate**

## Routine for Lesson Vocabulary

**Introduce** These business people negotiate over coffee. To negotiate is to talk over and arrange terms, to confer, or to consult. Let's say the word together: *negotiate*.

**Demonstrate** Steve and his parents will negotiate a new curfew. The workers want to negotiate better working conditions and higher pay. The U.S. government has had to negotiate agreements with countries around the world.

**Apply** How would you negotiate a trade of baseball cards for a friend's catcher's mitt?

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

## Team Talk

- Tell your partner about a time you had to negotiate with your parents for a privilege or special permission to do something.
- Tell your partner a sentence using the word *negotiate*. Have your partner repeat the sentence, replacing the word *negotiate* with a synonym.
- Write a crossword puzzle clue for your partner using the word *negotiate*.





**traversed**

## Routine for Lesson Vocabulary

**Introduce** The cross-country skiers traversed the foot of the mountains. *Traversed* means “passed across, over, or through.” Let’s say the word together: *traversed*.

**Demonstrate** Caravans of traders traversed the desert. Many vehicles traversed the bridge every day. We traversed the tunnel and entered the national park.

**Apply** If you have traversed a long trail on foot, would you be exhausted? Why or why not?

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

## Team Talk

- Ask your partner what equipment people who have traversed a glacier would have used.
- Show your partner the path skiers might have taken as they *traversed* an especially steep slope.
- Write a multiple-choice quiz question about the word *traversed* for your partner. Provide four definitions and have him or her select the correct one.







**waft**

## Routine for Lesson Vocabulary

**Introduce** A waft of perfume is sprayed from the perfume bottle. A waft is a breath or puff of air, wind, scent, and so on. Let's say the word together: *waft*.

**Demonstrate** Irene smelled a waft of violets. A waft of freshly baked bread from the kitchen made my mouth water. Before we saw the fire in the distance, we were alerted by a waft of smoke through the window.

**Apply** Which would you enjoy more—a waft of chocolate or a waft of cotton candy? Why?

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

### Action!

- Show how you would react to a waft of each of the following:
  - very strong perfume
  - freshly cut grass
  - burning rubber
- Imagine you live next to an Italian restaurant. Show the effect of the following on your mood and appetite:
  - a waft of Italian bread baking
  - a waft of spaghetti sauce cooking
  - a waft of garbage in the dumpster





**waning**

## Routine for Lesson Vocabulary

**Introduce** The series of photographs shows the moon waning. *Waning* means “going through the moon’s regular reduction in the amount of its visible portion.” Let’s say the word together: *waning*.

**Demonstrate** The full moon is not waning. Waning at the end of the month, the moon provided little light. When the moon is waning, it looks like a crescent shape to us.

**Apply** When it is waning, why does the moon appear to be smaller? Why is it not actually smaller?

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

## Pencil Talk

- Look at the series of photographs on the front of this card. Write a sentence explaining what it shows. Use the word *waning* in your sentence.
- Sketch the phases of the moon, from full moon to new moon. Write a description of the process that you have illustrated. Use the word *waning* in your writing.

