

**Lesson**

**10**

# Close Reading

## **1<sup>st</sup> Read – Scratch the Surface**

- get the gist of the text

## **2<sup>nd</sup> Read – Discover New Words**

- highlight/underline any unfamiliar words
- use context clues to determine the meaning of the word
- write the definition on the text

## **3<sup>rd</sup> read – Dig a Little Deeper**

- determine the main idea of each paragraph or section of the text
- write the main idea on a post-it

## **4<sup>th</sup> read – Analyze the Text**

- teacher determines (identify theme, cause and effect, author's purpose, etc.)

# Ryan Hreljac,\*

## Saving Lives at Six

1 Ryan Hreljac's ability to motivate people is pure **genius**. With words and actions, he has sent a clear **signal** to thousands of people. His message? You can make a difference.

2 When he was in first grade, Ryan's teacher taught him that many people in the world get sick and die because they don't have clean water. Ryan was six years old, lived in Canada, and had plenty of food and clean water. He was sitting in a comfortable school that had **electric** lights, clean bathrooms, and plenty of classroom materials, so it might have been hard for him to imagine what his teacher was describing. She must have done a good job, though, because Ryan understood and decided to help people get clean water. He was just a kid, so he didn't think much about how big the problem was. He didn't worry about complications, either. He didn't need a **laboratory** with test tubes. He didn't need a special **gadget** with knobs and levers. He didn't need to **experiment** to figure anything out. Ryan simply got to work earning money doing household chores.

Ryan realized that a new **invention** was not needed to get clean water to more people. The technology for delivering clean water was already available. People simply needed more wells. Ryan didn't have any idea what it cost to drill a new well, but in four months he raised \$70. It must have seemed like a lot of money to a six-year-old, so he contacted a nonprofit agency called WaterCan. The people there told Ryan that drilling a well would cost not \$70 but \$2,000. Fortunately, Ryan was not discouraged. He continued to do extra chores and expanded his fundraising efforts until he had \$2,000. In 1999, he sent the money to WaterCan. As a direct result of his efforts, a new well was drilled near a grade school in Uganda.

3 Ryan's influence did not stop with one well, however. He continues to work hard on the problem. This young man makes more than an **occasional** effort to raise awareness, inspire action, and bring clean water to people. Because he has inspired others, Ryan's \$2,000 has grown to \$1,000,000, and 319 wells have been drilled in 14 countries. Now there's even a nonprofit foundation called Ryan's Well Foundation. Ryan Hreljac's ability to imagine, take action, and inspire has changed the world. He has shown us that each individual can make an enormous difference in the lives of others.

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# Lesson 10 Vocabulary

*Young Thomas Edison*

Part of Speech

- \_\_\_\_\_ **invention** - an original device, system, or process
- \_\_\_\_\_ **experiment** - a test to find out or prove something
- \_\_\_\_\_ **laboratory** - a room or building holding special equipment for doing scientific tests, research, and experiments
- \_\_\_\_\_ **genius** - extraordinary intellectual power
- \_\_\_\_\_ **gadget** - a small, mechanical device
- \_\_\_\_\_ **electric** - produced by electricity
- \_\_\_\_\_ **signal** - a sign, gesture, or device that gives a command, a warning, or other information
- \_\_\_\_\_ **occasional** - happening or encountered from time to time

## Lesson 10



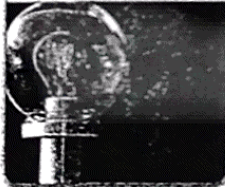
**Q LANGUAGE DETECTIVE**

**Talk About the Writer's Words**  
Work with a partner. Choose two Vocabulary words. Use them in the same sentence. Share your sentence with the class.

## Vocabulary in Context

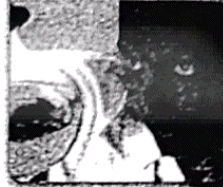
**1 invention**

The light bulb was an **invention** that helped people do things at night.



**2 experiment**

First, an inventor must perform an **experiment** to test an idea.



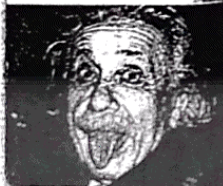
**3 laboratory**

Scientists may test their ideas in a **laboratory**, using special equipment.



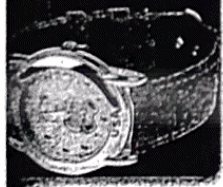
**4 genius**

Although Einstein acted silly, he was known for his great mind, or **genius**.



**5 gadget**

A small **gadget** with many parts, such as a watch, can be hard to repair.



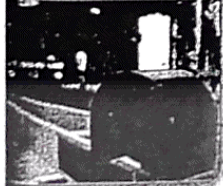
**6 electric**

The invention of the **electric** fan helps us to stay cool in hot weather.



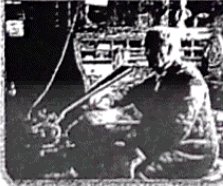
**7 signal**

A red light is a **signal** to stop. This invention helps to save lives.



**8 occasional**

A good invention has an **occasional** problem but should not fail regularly.



- ▶ Study each Context Card.
- ▶ Ask a question that uses one of the Vocabulary words.

# Write Words with *au*, *aw*, *al*, and *o*

Young Thomas Edison

Phonics: Words with  
*au*, *aw*, *al*, and *o*

Read each sentence and choose an answer from the box. Write the word. Then read the sentence aloud.

tablecloth

yawning

offered

sauce

faucet

bossy

false

awesome

mall

1. To save water, be sure to fix a leaky \_\_\_\_\_  
as soon as possible.
2. We went shopping at the \_\_\_\_\_ and  
had lunch at the Food Court.
3. My \_\_\_\_\_ cousin Cindy makes her  
brothers do everything her way.
4. Pete had homemade yogurt with raspberry \_\_\_\_\_  
on top.
5. On our test, we had to tell whether each statement was  
true or \_\_\_\_\_.
6. The desert sunset was an \_\_\_\_\_ sight!
7. Coach Simms \_\_\_\_\_ to help me work on my pitch.
8. The gravy spilled and stained our best \_\_\_\_\_.
9. Are the girls \_\_\_\_\_ because they are  
tired or because they are bored?

# Shades of Meaning

## A Surprising Experiment

Brittany, Mario, and Andrew took their seats at the lab table.

“Brrr,” Mario said. “It’s cold in here.”

“Cold? It’s freezing,” Brittany said.

Brittany examined the colored powders, while Mario glanced at the beakers and cylinders.

“What are we doing today?” Andrew asked.

“We are making something today,” Mrs. Adams said.

Andrew and Mario were excited about the experiment, but Brittany was exhilarated! She wanted to be a scientist one day.

The students measured, mixed, and stirred. After a while, they had a thick substance. “Form this into a ball,” Mrs. Adams said. “Then test to see if it bounces.”

The students weren’t worried. They had been careful with the directions. But had they been precise enough?

The group took turns bouncing their ball. It worked!

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Name \_\_\_\_\_ Date \_\_\_\_\_

# Shades of Meaning

Young Thomas Edison  
Vocabulary Strategies:  
Shades of Meaning

For each set of related words, write them in order on the arrows to show the shades of meanings of the words. If necessary, look up unfamiliar words in a dictionary before completing the arrows.

1. believe, suspect, think



2. happy, elated, content



3. angry, upset, furious, annoyed



4. scorching, hot, warm



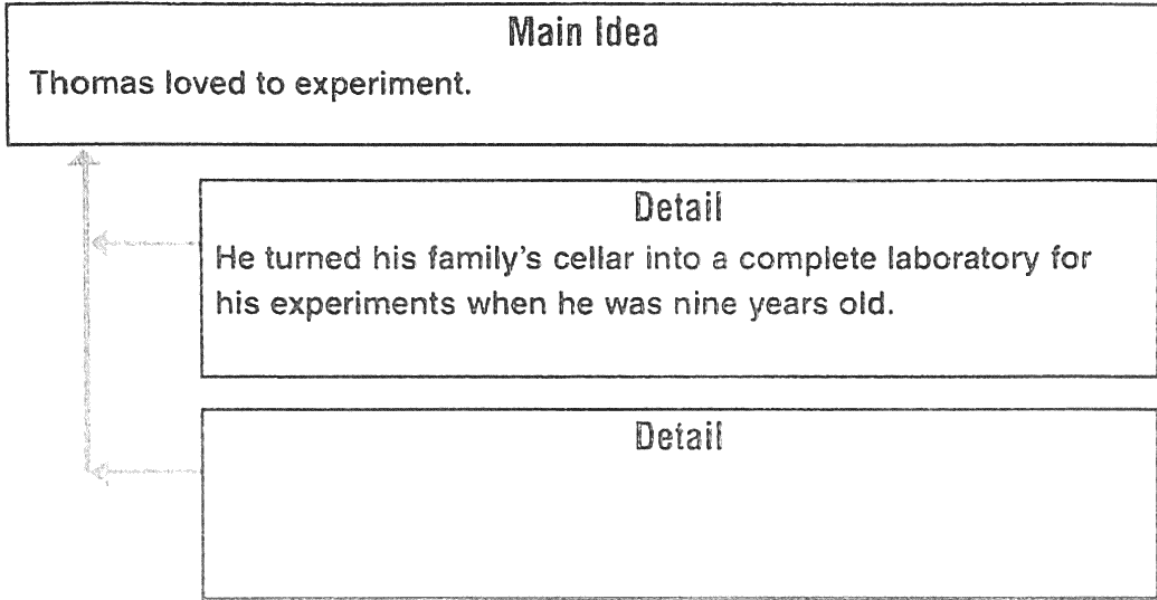
5. glance, look, glare, stare



6. excited, exhilarated, enthusiastic



## Idea-Support Map: Main Ideas and Details







# Young Thomas Edison

## A Tour of the Thomas Edison Museum

Welcome to the Thomas Edison Museum! I am a tour guide for the museum. Help me take our visitors on a tour. We will explore Thomas Edison's early life by looking at some objects.

**Read page 362.**

This is a bottle from Thomas Edison's childhood. Why is it here in the museum?

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**Read page 366.**

Here you can see an old newspaper from when Thomas Edison was twelve years old. Why is it here in the museum?

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Young Thomas Edison**  
Independent Reading

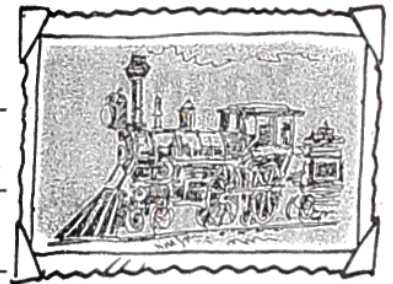
**Read page 372.**

Here is a photograph of an old locomotive. Why is it in the Thomas Edison museum?

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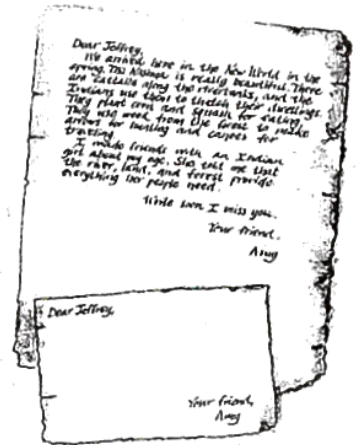
**Read page 376.**

Here is the last letter Thomas Edison received from his mother in 1869. Why is it here?

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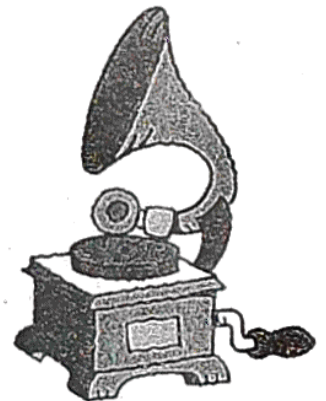
**Read pages 379-381.**

Now if you step into the final room of the museum, you will see all of Thomas Edison's famous inventions! Why was he known as "The Wizard"?

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Thank you for taking a tour of the Thomas Edison Museum. It has been my pleasure to be your guide!

# Cumulative Review

Young Thomas Edison

Phonics:  
Cumulative Review

Write words from the box to complete the sentences.

cause  
officer  
pawswalkie-talkies  
foggy  
faultsquawked  
already  
flossing

1. My friend and I used \_\_\_\_\_ to communicate.
2. Brushing and \_\_\_\_\_ keep teeth healthy.
3. The chicken \_\_\_\_\_ loudly and flapped its wings.
4. The police \_\_\_\_\_ directed traffic when the lights were not working.
5. Dr. Ross finally figured out the \_\_\_\_\_ of the baby's fever.
6. When Tasha arrived, the game had \_\_\_\_\_ started.
7. It was so \_\_\_\_\_ that I could barely see my neighbor's house.
8. It was my \_\_\_\_\_ that the library book got torn.
9. The kitten is all black except for its four white \_\_\_\_\_.

VOCABULARY FOR YOUNG THOMAS EDISON

Name \_\_\_\_\_ Date \_\_\_\_\_

Write the vocabulary word that matches the definition.

1. \_\_\_\_\_ a test to find out or prove something
2. \_\_\_\_\_ extraordinary intellectual power, especially seen in creative ability
3. \_\_\_\_\_ an original device, system, or process
4. \_\_\_\_\_ a room holding special equipment for doing scientific experiments
5. \_\_\_\_\_ a sign, gesture, or device that gives a command or a warning
6. \_\_\_\_\_ produced by electricity
7. \_\_\_\_\_ happening or encountered from time to time
8. \_\_\_\_\_ a small mechanical device

signal      gadget      laboratory      invention

occasional      electric      genius      experiment



Name: \_\_\_\_\_

Put the vocabulary words in alphabetical order.

signal    gadget    laboratory    invention

occasional    electric    genius    experiment



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_