



# Power Vocabulary

## The 5 Senses

### WHAT IS POWER VOCABULARY?

**P**ower Vocabulary is a systematic and individualized approach to vocabulary development that enables teachers to assist students to improve their reading comprehension skills. Power Vocabulary consists of two word groups—specialized and general-usage words.

*Specialized words* label concepts that support subject matter. These words are the technical vocabulary of a content area. In science, specialized words include *biodiversity* and *predator*. In history, specialized words include *hieroglyphic* and *chariot*. Specialized vocabulary also includes words we use every day that take on specialized meanings in a particular content area. For example, the word *bill* takes on different meanings when we talk about money (dollar bill or electric bill) than when we talk about government (a bill that becomes an act or a law).

*General-usage words* are the words that have widely acknowledged meanings and that hold the content of a passage together. These words are selected because some readers may not be familiar with them. Examples of general-usage words are *morose* and *diligent*.

Fifteen Power Vocabulary words have been identified for this **KIDS DISCOVER** title. Use the word cards or select a few blackline masters to preview the vocabulary words to help students be more confident and read more fluently as they read these words in context. Or use the cards or masters to review words after students have read **KIDS DISCOVER**.



#### PAGES IN THIS POWER VOCABULARY BOOKLET

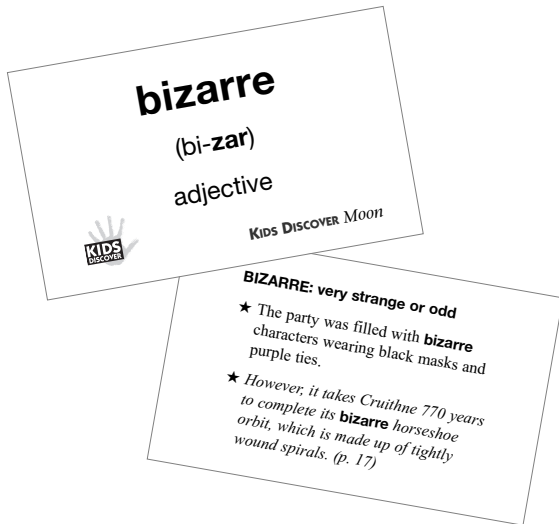
- **1 What Is Power Vocabulary?**  
How are the 15 Power Vocabulary words selected from this KIDS DISCOVER title and why should students know them?
- **2 Word Card Activity Ideas**  
A variety of teaching strategies and great activities students can do with the word cards on pages 3–6.
- **3–6 Word Cards** .....   
Students can cut out and use these cards to learn more about the 15 Power Vocabulary words.
- **7–8 Dictionary List** .....   
View the 15 Power Vocabulary words with definitions in one list.
- **9 Crossword Puzzle** ...   
In this crossword, the definitions are the clues and the Power Vocabulary words are the answers.
- **10 Word Find** .....   
Students can focus on the spellings of the Power Vocabulary words with this word find—plus solve a hidden message!
- **11 Matching** .....   
Students will match each Power Vocabulary word with its definition.
- **12 Sentences** .....   
Students will complete each sentence with a Power Vocabulary word.
- **13–16 Answer Keys** .....   
Answer keys for the crossword puzzle, word search, matching, and sentences blackline masters.





# POWER VOCABULARY WORD CARD ACTIVITY IDEAS

Use the vocabulary cards (pages 3–6 of this Power Vocabulary booklet) and the following activities to introduce or review some Power Vocabulary words students will encounter while reading *KIDS DISCOVER The 5 Senses*.



## Words You Know and Words to Know

♦ Ask students to draw a four-column chart and label the columns “I don’t know,” “I’ve seen or heard but don’t know the meaning,” “I think I know the meaning,” and “I know the meaning.” Present each word and its sample sentence to students. Ask them to write the word in the column that shows how well they know the meaning of the word.

## Memory Game

♦ Copy the word and definition pages on separate sheets of paper. Cut out the cards and place them facedown on a table. Have students play a memory game by matching words and definitions. Students should read the words and definitions aloud each time they have a match to reinforce the pronunciation and definition.  
**Challenge:** Use correction fluid or tape to cover the vocabulary words on the definition cards.

## Matching

♦ Copy the word and definition pages on separate sheets of paper and cut out the cards. Paste the word cards around the edge of tagboard. Ask students to attach the definitions to their words using clothespins.

## Personal Dictionary

♦ Copy the word and definition pages back-to-back for each student. Have students cut out the cards and place them in alphabetical order. To make personal dictionaries, students can staple the cards together in a flipbook or place them in a file box.

## New Word Cards

♦ Have students create their own vocabulary cards for unfamiliar general-usage or content words as they read *KIDS DISCOVER*.

## Skimming the Text

♦ Help students practice skimming text. Read a sentence or word and the page number in the magazine where it is located. (The sentences and page numbers are provided on the definition side of the cards.) Model how to skim the page for the word or sentence. Then have students practice skimming by looking for other words or sentences.

**Challenge:** Give students a sentence without the page number. Encourage them to skim the magazine for the appropriate topic pages and then skim for the word.

## Dictionary Skills

♦ Practice dictionary skills by asking students to find the guide words on the page where a Power Vocabulary word is located in a dictionary. Also ask students to search for multiple meanings of words, synonyms, antonyms, and other word forms or parts of speech for the word.

## Journal Writing

♦ After working with the words and definitions, encourage students to use the words when writing essays and in their journals.

## Dangling Definitions

♦ On sturdy paper, make enlarged copies of the word and definition cards printed back-to-back. Punch a hole in the top center of each card and attach to the ceiling with string. ❖

# affliction

(uh-**flik**-shuhn)

noun



KIDS DISCOVER *The 5 Senses*

# basically

(**bay**-sik-lee)

adverb



KIDS DISCOVER *The 5 Senses*

# crucial

(**kroo**-shuhl)

adjective



KIDS DISCOVER *The 5 Senses*

# decibel

(**des**-uh-buhl)

noun



KIDS DISCOVER *The 5 Senses*

# detect

(di-**tekt**)

verb



KIDS DISCOVER *The 5 Senses*

# essential

(uh-**sen**-shuhl)

adjective



KIDS DISCOVER *The 5 Senses*

# interpret

(in-**tur**-prit)

verb



KIDS DISCOVER *The 5 Senses*

# membrane

(**mem**-brayn)

noun



KIDS DISCOVER *The 5 Senses*

**BASICALLY: for the most part; simply**

- ★ I am **basically** available to volunteer only on weekends.
- ★ *They are **basically** collectors of light. (p. 4)*

**DECIBEL: a unit used to measure the loudness of sound**

- ★ Any sound 100 **decibels** or more can harm the ears.
- ★ *The loudness of sounds is measured in **decibels**. (p. 8)*

**ESSENTIAL: needed**

- ★ Water is **essential** for all living things because they cannot live without it.
- ★ *But skin is **essential**. (p. 6)*

**MEMBRANE: a thin layer of tissue**

- ★ Mucus **membranes** are thin tissues that line the mouth, throat, and nose.
- ★ *A cold makes the mucus **membranes** in your nose swell up and greatly reduces your ability to smell. (p. 14)*

**AFFLICTION: misfortune; cause of pain, trouble, or suffering**

- ★ Many people have overcome **afflictions** such as blindness or other disabilities.
- ★ *Therefore, she considered loss of hearing a greater **affliction** than loss of sight. (p. 8)*

**CRUCIAL: very important**

- ★ Crawling is a **crucial** part of a baby's early development.
- ★ *The sense of smell was **crucial** to early humans. (p. 12)*

**DETECT: to discover or find; to notice**

- ★ We tried to **detect**, or find, what was making the pounding noise.
- ★ *Today, our noses still help us **detect** a fire or leaking gas or spoiled food, but we no longer need them for survival. (p. 12)*

**INTERPRET: to understand; to identify the meaning of**

- ★ Are you able to **interpret** the meaning of the hand signs used in American sign language?
- ★ *She had simply developed her ability to **interpret** touch signals more fully than most sighted people. (p. 7)*

# obstacle

(**ob**-stuh-kuhl)

noun



KIDS DISCOVER *The 5 Senses*

# olfactory

(ohl-**fak**-tuhr-ee)

adjective



KIDS DISCOVER *The 5 Senses*

# pupil

(**pyoo**-puhl)

noun



KIDS DISCOVER *The 5 Senses*

# restore

(ri-**stor**)

verb



KIDS DISCOVER *The 5 Senses*

# sensory

(**sen**-suh-ee)

adjective



KIDS DISCOVER *The 5 Senses*

# telepathy

(tuh-**lep**-uh-thee)

noun



KIDS DISCOVER *The 5 Senses*

# visualize

(**vizh**-oo-uh-lyz)

verb



KIDS DISCOVER *The 5 Senses*

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KIDS DISCOVER *The 5 Senses*

**OLFACTORY: relating to the sense of smell**

- ★ **Olfactory** cells in the nose enable people to smell.
- ★ *On the roof of your nasal cavity, close to the bridge of your nose, are **olfactory** cells covered with sticky mucus. (p. 13)*

**RESTORE: to return to an original or usual condition**

- ★ The new owner wanted to **restore** the house to the way it looked when it was first built.
- ★ *This makes the air pressure equal on both sides of the eardrum, allowing normal hearing to be **restored**. (p. 9)*

**TELEPATHY: communication without the use of any of the five senses**

- ★ If we could communicate by **telepathy**, we would not need to speak or listen.
- ★ *Examples of **telepathy** are common between two people who know each other well, for instance, a parent and child. (p. 16)*

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**OBSTACLE: something in the way; something that stops progress**

- ★ The fallen tree was a huge **obstacle** blocking the road.
- ★ *Robots with vision (center right) avoid **obstacles** as they deliver meal trays in hospitals. (p. 17)*

**PUPIL: the opening in the middle of the eye that looks like a black circle**

- ★ In dim light, the **pupil** gets larger to let more light into the eye.
- ★ *Light passes into the eye through the **pupil**, a hole in the iris. (p. 4)*

**SENSORY: relating to the senses**

- ★ The skin has **sensory** receptors that feel pressure, pain, and heat.
- ★ *The skin is your body's largest **sensory** organ. (p. 6)*

**VISUALIZE: to picture in the mind**

- ★ Close your eyes and try to **visualize** yourself skiing down a snowy mountain.
- ★ *Your brain also allows you to **visualize** events from the past, like last year's birthday party, and to imagine scenes that have never taken place, like your being elected President. (p. 4)*



# The 5 Senses Dictionary List

## AFFLICTION

**Pronunciation** (uh-flik-shuhn)

**Part of Speech** noun

**Definition** misfortune; cause of pain, trouble, or suffering

★ Many people have overcome **afflictions** such as blindness or other disabilities.

**Word Used in KIDS DISCOVER**

★ *Therefore, she considered loss of hearing a greater **affliction** than loss of sight. (p. 8)*

## BASICALLY

**Pronunciation** (bay-sik-lee)

**Part of Speech** adverb

**Definition** for the most part; simply

★ I am **basically** available to volunteer only on weekends.

**Word Used in KIDS DISCOVER**

★ *They are **basically** collectors of light. (p. 4)*

## CRUCIAL

**Pronunciation** (kroo-shuhl)

**Part of Speech** adjective

**Definition** very important

★ Crawling is a **crucial** part of a baby's early development.

**Word Used in KIDS DISCOVER**

★ *The sense of smell was **crucial** to early humans. (p. 12)*

## DECIBEL

**Pronunciation** (des-uh-buhl)

**Part of Speech** noun

**Definition** a unit used to measure the loudness of sound

★ Any sound 100 **decibels** or more can harm the ears.

**Word Used in KIDS DISCOVER**

★ *The loudness of sounds is measured in **decibels**. (p. 8)*

## DETECT

**Pronunciation** (di-tekt)

**Part of Speech** verb

**Definition** to discover or find; to notice

★ We tried to **detect**, or find, what was making the pounding noise.

**Word Used in KIDS DISCOVER**

★ *Today, our noses still help us **detect** a fire or leaking gas or spoiled food, but we no longer need them for survival. (p. 12)*

## ESSENTIAL

**Pronunciation** (uh-sen-shuhl)

**Part of Speech** adjective

**Definition** needed

★ Water is **essential** for all living things because they cannot live without it.

**Word Used in KIDS DISCOVER**

★ *But skin is **essential**. (p. 6)*

## INTERPRET

**Pronunciation** (in-tur-prit)

**Part of Speech** verb

**Definition** to understand; to identify the meaning of

★ Are you able to **interpret** the meaning of the hand signs used in American sign language?

**Word Used in KIDS DISCOVER**

★ *She had simply developed her ability to **interpret** touch signals more fully than most sighted people. (p. 7)*

## MEMBRANE

**Pronunciation** (mem-brayn)

**Part of Speech** noun

**Definition** a thin layer of tissue

★ Mucus **membranes** are thin tissues that line the mouth, throat, and nose.

**Word Used in KIDS DISCOVER**

★ *A cold makes the mucus **membranes** in your nose swell up and greatly reduces your ability to smell. (p. 14)*





# The 5 Senses Dictionary List (continued)

## OBSTACLE

**Pronunciation** (ob-stuh-kuhl)

**Part of Speech** noun

**Definition** something in the way; something that stops progress

★ The fallen tree was a huge **obstacle** blocking the road.

**Word Used in KIDS DISCOVER**

★ *Robots with vision (center right) avoid **obstacles** as they deliver meal trays in hospitals. (p. 17)*

## OLFACTORY

**Pronunciation** (ohl-fak-tuhr-ee)

**Part of Speech** adjective

**Definition** relating to the sense of smell

★ **Olfactory** cells in the nose enable people to smell.

**Word Used in KIDS DISCOVER**

★ *On the roof of your nasal cavity, close to the bridge of your nose, are **olfactory** cells covered with sticky mucus. (p. 13)*

## PUPIL

**Pronunciation** (pyoo-puhl)

**Part of Speech** noun

**Definition** the opening in the middle of the eye that looks like a black circle

★ In dim light, the **pupil** gets larger to let more light into the eye.

**Word Used in KIDS DISCOVER**

★ *Light passes into the eye through the **pupil**, a hole in the iris. (p. 4)*

## RESTORE

**Pronunciation** (ri-stor)

**Part of Speech** verb

**Definition** to return to an original or usual condition

★ The new owner wanted to **restore** the house to the way it looked when it was first built.

**Word Used in KIDS DISCOVER**

★ *This makes the air pressure equal on both sides of the eardrum, allowing normal hearing to be **restored**. (p. 9)*

## SENSORY

**Pronunciation** (sen-suhr-ee)

**Part of Speech** adjective

**Definition** relating to the senses

★ The skin has **sensory** receptors that feel pressure, pain, and heat.

**Word Used in KIDS DISCOVER**

★ *The skin is your body's largest **sensory** organ. (p. 6)*

## TELEPATHY

**Pronunciation** (tuh-lep-uh-thee)

**Part of Speech** noun

**Definition** communication without the use of any of the five senses

★ If we could communicate by **telepathy**, we would not need to speak or listen.

**Word Used in KIDS DISCOVER**

★ *Examples of **telepathy** are common between two people who know each other well, for instance, a parent and child. (p. 16)*

## VISUALIZE

**Pronunciation** (vizz-oo-uh-lyz)

**Part of Speech** verb

**Definition** to picture in the mind

★ Close your eyes and try to **visualize** yourself skiing down a snowy mountain.

**Word Used in KIDS DISCOVER**

★ *Your brain also allows you to **visualize** events from the past, like last year's birthday party, and to imagine scenes that have never taken place, like your being elected President. (p. 4)*





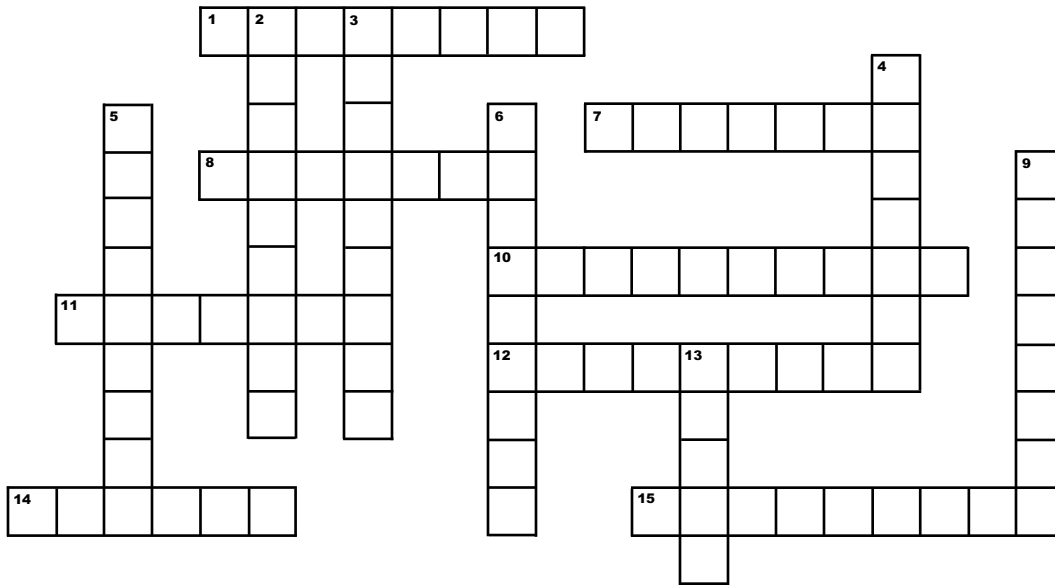
Name \_\_\_\_\_ Date \_\_\_\_\_

# Crossword

affliction  
basically  
crucial  
decibel  
detect

essential  
interpret  
membrane  
obstacle  
olfactory

pupil  
restore  
sensory  
telepathy  
visualize



## Across

1. a thin layer of tissue
7. to return to an original or usual condition
8. a unit used to measure the loudness of sound
10. misfortune; cause of pain, trouble, or suffering
11. very important
12. communication without using any of the five senses
14. to discover or find; to notice
15. picture in the mind's eye

## Down

2. needed
3. for the most part; simply
4. relating to the senses
5. to understand; to identify the meaning of
6. relating to the sense of smell
9. something in the way; something that stops progress
13. the opening in the middle of the eye that looks like a black circle



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

# Word Find

Circle each word from the box in the letter grid below. The words are up and down, across, backwards, and diagonal. Then, going across each row starting at the top left, place each unused letter on a blank until you reveal the hidden message.

<b>AFFLICTION</b>	<b>ESSENTIAL</b>	<b>PUPIL</b>
<b>BASICALLY</b>	<b>INTERPRET</b>	<b>RESTORE</b>
<b>CRUCIAL</b>	<b>MEMBRANE</b>	<b>SENSORY</b>
<b>DECIBEL</b>	<b>OBSTACLE</b>	<b>TELEPATHY</b>
<b>DETECT</b>	<b>OLFACTORY</b>	<b>VISUALIZE</b>

V E Y L L A C I S A B N X T  
 Y I R A S D E N S O E O L R  
 R E S T O R E Y P E S I E R  
 O C E U P T I T O N S T B I  
 T Y H T A P E L E T E C I S  
 C P U P I L S C A C N I C E  
 A L C R U C I A L L T L E N  
 F E D T H E S Z I X I F D S  
 L M E M B R A N E T A F H O  
 O B S T A C L E S E L A N R  
 S E P T E R P R E T N I C Y

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

## Matching

For each vocabulary word in the left column, locate its definition in the right column. Write the number of the correct definition in the blank before the word.

- |                  |  |
|------------------|--|
| _____ affliction | 1. something in the way; something that stops progress                 |
| _____ basically  | 2. the opening in the middle of the eye that looks like a black circle |
| _____ crucial    | 3. relating to the sense of smell                                      |
| _____ decibel    | 4. to picture in the mind  |
| _____ detect     | 5. very important  |
| _____ essential  | 6. to understand; to identify the meaning of                           |
| _____ interpret  | 7. to return to an original or usual condition                         |
| _____ membrane   | 8. for the most part; simply   |
| _____ obstacle   | 9. to discover or find; to notice                                      |
| _____ olfactory  | 10. communication without using any of the five senses                 |
| _____ pupil      | 11. relating to the senses   |
| _____ restore    | 12. misfortune; cause of pain, trouble, or suffering                   |
| _____ sensory    | 13. needed   |
| _____ telepathy  | 14. a unit used to measure the loudness of sound                       |
| _____ visualize  | 15. a thin layer of tissue   |



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

## Sentences

Fill in each blank with the word from the box that best completes the sentence.

affliction	essential	pupils
basically	interpret	restore
crucial	membrane	sensory
decibels	obstacles	telepathy
detected	olfactory	visualize

1. Gas companies put a smelly chemical in natural gas so that a dangerous gas leak can be \_\_\_\_\_ by smell.
2. People from different cultures sometimes \_\_\_\_\_ the same gesture in different ways.
3. In bright sunlight, the \_\_\_\_\_ of your eyes get smaller.
4. Multiplication is \_\_\_\_\_ repeated addition made simpler.
5. Is it possible for my brother to use \_\_\_\_\_ to find out what I am thinking?
6. The \_\_\_\_\_ that lines the skull is made up of strong fibrous tissue.
7. Hearing aids may \_\_\_\_\_ some hearing after hearing loss has occurred.
8. Learning to read is \_\_\_\_\_ to success in school.
9. Milk is a good source of Vitamin D, an \_\_\_\_\_ vitamin for good health.
10. When you read, you can often \_\_\_\_\_, or see in your mind, the setting and action of the story.
11. Glaucoma is an \_\_\_\_\_ that can result in blindness if it goes untreated.
12. The eyes, ears, nose, skin, and mouth are \_\_\_\_\_ organs that help people experience the world around them.
13. A noisy jet engine produces about 140 \_\_\_\_\_ of sound.
14. The horse has been trained to jump over walls or other \_\_\_\_\_ on the jumping course.
15. The sense of smell begins when \_\_\_\_\_ cells in the nose respond to chemicals in the air.

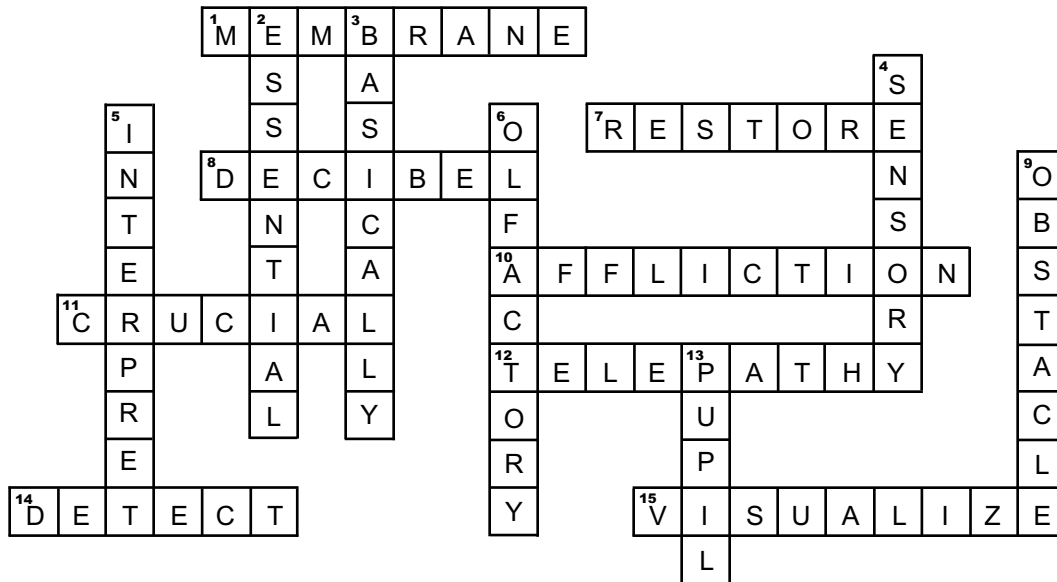
Name ANSWER KEY Date \_\_\_\_\_

## Crossword

affliction  
basically  
crucial  
decibel  
detect

essential  
interpret  
membrane  
obstacle  
olfactory

pupil  
restore  
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visualize



### Across

1. a thin layer of tissue
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### Down

2. needed
3. for the most part; simply
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5. to understand; to identify the meaning of
6. relating to the sense of smell
9. something in the way; something that stops progress
13. the opening in the middle of the eye that looks like a black circle



Name ANSWER KEY Date \_\_\_\_\_

## Word Find

Circle each word from the box in the letter grid below. The words are up and down, across, backwards, and diagonal. Then, going across each row starting at the top left, place each unused letter on a blank until you reveal the hidden message.

AFFLICTION	ESSENTIAL	PUPIL
BASICALLY	INTERPRET	RESTORE
CRUCIAL	MEMBRANE	SENSORY
DECIBEL	OBSTACLE	TELEPATHY
DETECT	OLFACTORY	VISUALIZE

V E Y L L A C I S A B N X T  
 Y I R A S D E N S O E O L R  
 R E S T O R E Y P E S I E R  
 O C E U P T I T O N S T B I  
 T Y H T A P E L E T E C I S  
 C P U P I L S C A C N I C S E  
 A L C R U C I A L L T L E N S  
 F E D T H E S Z I X I F D S O  
 L M E M B R A N E T A F H R Y  
 O B S T A C L E S E L A N C R Y  
 S E P T E R P R E T N I C Y

E X T R A S E N S O R Y   P E R C E P T I O N   I S   C A L L E D  
T H E   S I X T H   S E N S E .



Name **ANSWER KEY** \_\_\_\_\_ Date \_\_\_\_\_

## Matching

For each vocabulary word in the left column, locate its definition in the right column. Write the number of the correct definition in the blank before the word.

- |                          |  |
|--------------------------|--|
| <u>  12  </u> affliction | 1. something in the way; something that stops progress                 |
| <u>  8  </u> basically   | 2. the opening in the middle of the eye that looks like a black circle |
| <u>  5  </u> crucial     | 3. relating to the sense of smell                                      |
| <u> 14  </u> decibel     | 4. to picture in the mind  |
| <u>  9  </u> detect      | 5. very important  |
| <u> 13  </u> essential   | 6. to understand; to identify the meaning of                           |
| <u>  6  </u> interpret   | 7. to return to an original or usual condition                         |
| <u> 15  </u> membrane    | 8. for the most part; simply   |
| <u>  1  </u> obstacle    | 9. to discover or find; to notice                                      |
| <u>  3  </u> olfactory   | 10. communication without using any of the five senses                 |
| <u>  2  </u> pupil       | 11. relating to the senses   |
| <u>  7  </u> restore     | 12. misfortune; cause of pain, trouble, or suffering                   |
| <u> 11  </u> sensory     | 13. needed   |
| <u> 10  </u> telepathy   | 14. a unit used to measure the loudness of sound                       |
| <u>  4  </u> visualize   | 15. a thin layer of tissue   |





Name **ANSWER KEY** \_\_\_\_\_ Date \_\_\_\_\_

## Sentences

Fill in each blank with the word from the box that best completes the sentence.

<b>affliction</b>	<b>essential</b>	<b>pupils</b>
<b>basically</b>	<b>interpret</b>	<b>restore</b>
<b>crucial</b>	<b>membrane</b>	<b>sensory</b>
<b>decibels</b>	<b>obstacles</b>	<b>telepathy</b>
<b>detected</b>	<b>olfactory</b>	<b>visualize</b>

1. Gas companies put a smelly chemical in natural gas so that a dangerous gas leak can be **detected** by smell.
2. People from different cultures sometimes **interpret** the same gesture in different ways.
3. In bright sunlight, the **pupils** of your eyes get smaller.
4. Multiplication is **basically** repeated addition made simpler.
5. Is it possible for my brother to use **telepathy** to find out what I am thinking?
6. The **membrane** that lines the skull is made up of strong fibrous tissue.
7. Hearing aids may **restore** some hearing after hearing loss has occurred.
8. Learning to read is **crucial** to success in school.
9. Milk is a good source of Vitamin D, an **essential** vitamin for good health.
10. When you read, you can often **visualize**, or see in your mind, the setting and action of the story.
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12. The eyes, ears, nose, skin, and mouth are **sensory** organs that help people experience the world around them.
13. A noisy jet engine produces about 140 **decibels** of sound.
14. The horse has been trained to jump over walls or other **obstacles** on the jumping course.
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