# Daily Academic Vocabulary

## debate • issue

### DAY 1

**debate**  
(verb) To discuss the arguments for or against something. **Our class will debate another class about the choice of school mascot.**  
(noun) A discussion of arguments for or against something. **There was a debate between two classes over the choice of school mascot.**

Ask: *How would you debate another class? (e.g., give arguments back and forth) Where have you seen or heard of people debating? (e.g., in history books; on television)*  
Then ask: *What is the difference between arguing and debating? (e.g., opinion versus facts; argument is often more emotional) What are some topics we might debate in school? Then explain that debate can also be a noun. Ask: Have you ever seen or been in a debate? Tell us about it. What did you debate? Encourage students to use the word debate in their responses. Then have students complete the Day 1 activities on page 87. You may want to do the first one as a group.*

### DAY 2

**debate**  
(verb) To think over carefully before making a decision. **I debated whether to play in the band or sing in the chorus.**

Say: *You can also debate with yourself. Ask: What would you do if you were debating between two things? (e.g., think of pros and cons of both) Have you ever had to debate about something? What did you do? Then have students complete the Day 2 activities on page 87. You may want to do the first one as a group.*

### DAY 3

**issue**  
(noun) A subject of debate or argument. **The classes discussed the issue of student rights.**

Explain that a topic that people debate is called an issue. Refer to the sample sentence. Ask: *What are other issues important to students that a class might discuss? What are some common issues you think people debate? What issues would you like to debate? Encourage students to use vocabulary words in their responses. Then have students complete the Day 3 activities on page 88. You may want to do the first one as a group.*

### DAY 4

**issue**  
(verb) To send or give out something. **The principal will issue a statement that recognizes students for their participation in the recycling program.**

Point out that issue can also be a verb. Say: *Things can be issued in speech or in writing, or even given to someone. For example, a king can issue a proclamation, and a school can issue lockers to students. Discuss how these examples are issued. Then ask: What is something that students might issue? (e.g., a publication; a request; an award) Then have students complete the Day 4 activities on page 88. You may want to do the first one as a group.*

### DAY 5

Have students complete page 89. Call on students to read aloud their answers to the writing activity.
| Day 1 | **concise** (adj.) Saying a lot in a few words. A dictionary gives a concise definition of each word. | Say: See if you can name the story from this concise summary. Summarize a familiar tale such as “Cinderella” in two or three sentences. Then talk about situations in which students generally need to be concise. (e.g., giving instructions; poetry; expository writing) Then have students complete the Day 1 activities on page 91. You may want to do the first one as a group. |
| Day 2 | **compact** (adj.) Not taking up too much space. We have small lockers so our belongings have to be compact. | Say: When something is compact, it is usually made small enough so that it can fit into tight spaces. Show students two books, such as a large textbook and a small paperback. Ask: Which book is more compact? (the paperback) Why do you think this book was made to be compact? (carry it around easily) Then ask: What other things can you think of that are compact? (e.g., compact cars; small music players; cellphones) Then have students complete the Day 2 activities on page 91. You may want to do the first one as a group. |
| Day 3 | **condensed** (adj.) Shortened or made smaller. A condensed story has the less important parts cut out. **condense** (verb) To make smaller or shorter. You must condense the report to fit on only one page. | Ask: Have you ever heard of a condensed version of a book? Explain what it is and discuss what a condensed book may not include. (e.g., some characters and events) Then ask: What other things might need to be condensed? (e.g., speeches; recess; school day) Discuss how to condense a speech. How would students make the speech shorter? Have students practice by condensing the sample sentence or other sentences you give them. (e.g., Condense the report to one page.) Then have students complete the Day 3 activities on page 92. You may want to do the first one as a group. |
| Day 4 | **cohesive** (adj.) Holding or working together as a whole. A cohesive team cooperates to get a job done. | Have students describe how a team acts when it is cohesive. (e.g., sticks together; shares ideas; has one goal) Then ask: How could a group working on a project be cohesive? Why is it important for the group to be cohesive? Then have students complete the Day 4 activities on page 92. You may want to do the first one as a group. |
| Day 5 | | Have students complete page 93. Call on students to read aloud their answers to the writing activity. |
## insert • insertion
### Day 1
**Insert**
_(verb)_ To put, or place inside something. You should insert a comma between the city and state.

**Insertion**
_(noun)_ The act of inserting. The _insertion_ of a comma will correct the error.

**Say:** When you put one thing in something else, you _insert_ it.

**Ask:** How do you use the word _insert_ at school? (e.g., _insert_ a word or a sentence; in science experiments) _How do you use the word at home?_ (e.g., _insert_ filling between slices of bread to make a sandwich; _insert_ tab A into slot B) Then say: _When you insert, you make an insertion._ Show a stack of books. _Insert_ a book into the middle of the stack. Ask: _What did I just make?_ (an _insertion_) Then have students complete the Day 1 activities on page 95. You may want to do the first one as a group.

## delete • deletion
### Day 2
**Insertion**
_(noun)_ Something, such as a word or phrase, that has been inserted. A comma was the only _insertion_ that was needed in your entire report.

**Say:** _Insertion is also the thing that is inserted._ Show a stack of books again. Insert a book into the middle of the stack. Ask: _What did I just make?_ (an _insertion_) _What was the insertion?_ (the book) Then compare and contrast the sample sentences from Days 1 and 2 to help students distinguish between the two meanings. Have students complete the Day 2 activities on page 95. You may want to do the first one as a group.

### Day 3
**Delete**
_(verb)_ To remove from a piece of writing or computer text. _Please delete the period and add a question mark._

**Deletion**
_(noun)_ The act of deleting. The _deletion_ of a period takes one touch of a computer key.

**Ask:** _How do you delete something from your writing?_ (e.g., cross it out; press the delete key on the keyboard) Point out that _delete_ is the opposite of "insert" from Day 1. Then say: _You make a deletion when you delete something._ Discuss the meaning and confirm that it is the opposite of "insertion" from Day 1. Demonstrate _delete_ and _deletion_ by using your word processing program if you have a smart board or large screen for your computer. Then have students complete the Day 3 activities on page 96. You may want to do the first one as a group.

### Day 4
**Deletion**
_(noun)_ Something, such as a word or phrase, that has been deleted. You _made the wrong deletion_ and now the sentence doesn't make sense.

**Say:** _What you delete is also called a deletion._ Point out that this definition of _deletion_ is the opposite of "insertion" from Day 2. Ask: _If I type the sentence "I like small dogs" and then delete the word "small," what is the deletion?_ ("small") Then have students complete the Day 4 activities on page 96. You may want to do the first one as a group.

### Day 5
Have students complete page 97. Call on students to read aloud their answers to the writing activity.
## Daily Academic Vocabulary

### Week 23

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<tr>
<th>Day</th>
<th>Vocabulary</th>
<th>Definition and Activities</th>
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<tr>
<td><strong>1</strong></td>
<td><strong>foresee</strong>&lt;br&gt;(verb)</td>
<td>To see or realize in advance that something will happen. The teacher could foresee that the students who followed the directions carefully would produce a better project. Have students identify the word parts. (“fore-” and “see”) Explain the meaning of “fore-” (before; earlier) applied to “see.” Confirm by giving the definition. Ask: What could enable a person to foresee an outcome or event? (e.g., using evidence or previous experience) Ask: What do you foresee happening next in class? (e.g., doing the word activities) Then have students complete the Day 1 activities on page 99. You may want to do the first one as a group.</td>
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<td><strong>2</strong></td>
<td><strong>anticipate</strong>&lt;br&gt;(verb)</td>
<td>To expect. The students anticipate the usual Friday quiz. Say: I anticipate that I will ___ after school. Ask: When you anticipate, what do you do? (expect) What do you anticipate will happen tomorrow? Then say: When you are anticipating something, you are in anticipation of it. Ask: What do you do on Friday in anticipation of a weekend? (e.g., make plans) Encourage students to use the words anticipate and anticipation in their responses. Then have students complete the Day 2 activities on page 99. You may want to do the first one as a group.</td>
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<td><strong>3</strong></td>
<td><strong>anticipation</strong>&lt;br&gt;(noun)</td>
<td>The act or process of anticipating. In anticipation of the Friday quiz, most students reviewed their notes on Thursday. Ask: What does it mean when you “expect” something? (you think something will happen) Guide students to use this knowledge to understand the meaning of anticipation. Point out that an expectation often develops from experience or knowledge. Ask: What are your expectations for the rest of the day? (e.g., usual schedule) What are your expectations for the next school year? Then have students complete the Day 3 activities on page 100. You may want to do the first one as a group.</td>
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<td><strong>4</strong></td>
<td><strong>expectation</strong>&lt;br&gt;(noun)</td>
<td>A standard of conduct or performance expected. The student lived up to the expectations of her teacher by passing the test. Say: My expectations of you are very high. Ask: What specific expectations do I have of you? (e.g., to work hard; to behave) Then have students give their expectations of an upcoming school event, such as a concert or assembly. Have students complete the Day 4 activities on page 100. You may want to do the first one as a group.</td>
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<td><strong>5</strong></td>
<td><strong>expectation</strong>&lt;br&gt;(noun)</td>
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Have students complete page 101. Call on students to read aloud their answers to the writing activity.
**subsequent • precede preceding • prior**

**subsequent**  
*(adj.)* Coming after in time or order. *If we lose this round, we will need to win the subsequent round to stay in the tournament.*

Say: *Let's pretend that we are reading a fiction book and discussing why a character acted in a particular way. If I said to you, “In subsequent chapters, you will discover the reasons for the character's actions,” what would that mean? (in the chapters that follow) Then ask: If I asked you to skim a chapter in your social studies book to find the subsequent results of a specific event, what would you do? (look for events that came after the event named) Then have students complete the Day 1 activities on page 103. You may want to do the first one as a group.*

**precede**  
*(verb)* To come before in time. *For many children, a year of preschool precedes kindergarten.*

Ask: *What months precede this month in the year? What things do you do that precede your arrival at school? (e.g., getting ready; eating breakfast) What are movies often preceded by? (previews or ads) Encourage students to use the word precede in their responses. Then have students complete the Day 2 activities on page 103. You may want to do the first one as a group.*

**preceding**  
*(adj.)* Coming just before. *The sky grew very dark in the moments preceding the storm.*

Ask students to turn to page 20 in one of their textbooks.  
Ask: *What is the preceding page? (page 19) Ask:*  
**Preceding this class, what did you do?** Then remind students of a story or book you are currently reading in class. Ask: *What happened in the preceding pages of the story?* (students should respond with action that happened immediately before the current actions) Then have students complete the Day 3 activities on page 104. You may want to do the first one as a group.

**prior**  
*(adj.)* Earlier in time or coming before. *We build on prior knowledge to learn something new.*

Ask: *How would prior knowledge of a genre, such as fiction, help you read a new fiction story? What would you know about it? (e.g., it wasn't true) Then ask: What is a favorite story you have read prior to this school year? Who are some of your prior teachers? What grades come prior to sixth grade? (kindergarten through fifth grade) Then have students complete the Day 4 activities on page 104. You may want to do the first one as a group.*

**Day 5**

Have students complete page 105. Call on students to read aloud their answers to the writing activity.
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<th>DAY</th>
<th>Word</th>
<th>Definition and Activity</th>
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<tr>
<td>1</td>
<td><strong>distinguish</strong> (verb)</td>
<td>To tell apart by knowing or seeing the difference between two things. We distinguish between the two students by the color of their hair. Display two classroom objects, such as a stapler and a marker. Ask: What can you see to help distinguish between these items? (e.g., size; shape) What things do you know that help distinguish between them? (e.g., their uses) Then ask: How can you distinguish among books? Students should respond with things they can see and things they know. Then have students complete the Day 1 activities on page 107. You may want to do the first one as a group.</td>
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<td>2</td>
<td><strong>distinguish</strong> (verb)</td>
<td>To see or hear clearly. I could not distinguish her voice on the phone because she was whispering. Ask: If you can distinguish a friend’s face in a crowd, what can you do? (e.g., see your friend’s face) Then ask students to complete the following sentence: “It was very foggy and the buildings across the river were hard to ____.” Ask: Could you clearly see the buildings? (No) So, what could you not do? (distinguish the buildings) Then have students complete the Day 2 activities on page 107. You may want to do the first one as a group.</td>
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<td>3</td>
<td><strong>discriminate</strong> (verb)</td>
<td>To see a clear difference between things, people, or behavior. A chef can discriminate between the flavors in foods. Say: You probably know that discriminate means “to treat someone unfairly.” This definition simply means “to see a clear difference.” Ask students to imagine a dish of salt and a dish of sugar, or demonstrate with the real items. Ask: Can you use color to discriminate between salt and sugar? (no) What would you use to discriminate between them? (taste) Then have students complete the Day 3 activities on page 108. You may want to do the first one as a group.</td>
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<td>4</td>
<td><strong>distinction</strong> (noun)</td>
<td>A feature that makes someone or something different. Even though they are twins, there are definite distinctions in their personalities. Ask: What is the distinction between salt and sugar? (different tastes) Say: The distinction in taste makes those two things different. Ask: What qualities give individuals their distinctions? (e.g., traits; achievements; personalities) Point out that distinction usually refers to something that stands out. Then ask: What is one distinction of our class? What makes us different? Encourage students to use the word distinction in their responses. Then have students complete the Day 4 activities on page 108. You may want to do the first one as a group.</td>
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<td>5</td>
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<td>Have students complete page 109. Call on students to read aloud their answers to the writing activity.</td>
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### Construct • Constructive

**formulate • initiate • initial**

| Day 1 | **construct**  
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<td><strong>(verb)</strong> To build or put together. We <em>constructed</em> a model of the solar system from styrofoam and hangers.</td>
<td>Ask: <em>What things have you constructed?</em> (e.g., science projects; model planes; treehouses) Point out the connection to the word “construction,” which students should know. Ask students to identify both physical and mental things that can be <em>constructed.</em> (e.g., buildings; projects; plans; ideas) Then have students complete the Day 1 activities on page 111. You may want to do the first one as a group.</td>
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| Day 2 | **constructive**  
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<td><strong>(adj.)</strong> Serving a useful purpose; helpful. His <em>constructive</em> comment helped me find a solution to my problem.</td>
<td>Ask: <em>If you are trying to solve a problem and someone makes a constructive suggestion, what do they do?</em> (offer helpful advice) Then ask: <em>If I have my foot stuck between a chair and a desk, what could you say to me that would be constructive?</em> Encourage students to respond by completing the sentence, “My <em>constructive</em> suggestion is to _____.” (e.g., move the chair; slip your foot out of the shoe) Then have students complete the Day 2 activities on page 111. You may want to do the first one as a group.</td>
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| Day 3 | **formulate**  
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<td><strong>(verb)</strong> To work out an idea or opinion or to state something carefully and precisely. We will <em>formulate</em> a persuasive plan to get permission for a field trip.</td>
<td>Ask: <em>Why do you use formulas in math?</em> (to work out problems or find solutions) Say: <em>When you work out something or explain an idea carefully, you formulate. We often use this word when we talk about formulating a plan.</em> Then ask: <em>How would you formulate a plan to convince your parents to raise your allowance?</em> Have students complete the Day 3 activities on page 112. You may want to do the first one as a group.</td>
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| Day 4 | **initiate**  
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<td><strong>(verb)</strong> To start; to cause to begin. The warring countries will <em>initiate</em> peace talks.</td>
<td>Say: <em>I initiated our lesson by introducing the word <em>initiate.</em> That is how I started the lesson.</em> Then ask: <em>How would you initiate a friendship?</em> (e.g., introduce yourself to someone new) <em>How would you initiate a meeting on a group project?</em> Then say: <em>Initiate implies that something follows, like initials in a name. It is something that is first or the beginning.</em> Ask: <em>What is the initial stage of the writing process? Describe the initial part of your day.</em> Then have students complete the Day 4 activities on page 112. You may want to do the first one as a group.</td>
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| Day 5 | **initial**  
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<td><strong>(adj.)</strong> First, or at the beginning. Our <em>initial</em> plan was to see a movie, but we went hiking instead.</td>
<td>Have students complete page 113. Call on students to read aloud their answers to the writing activity.</td>
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Days 1–4
Each day’s activity is a cloze paragraph that students complete with words or forms of words that they have learned in weeks 19–26. Before students begin, pronounce each word in the box on the student page, have students repeat each word, and then review each word’s meaning(s). Other ways to review the words:

- Start a sentence containing one of the words and have students finish the sentence orally. For example:
  
  We can anticipate that today we will...

  One example of constructive criticism is...

- Provide students with a definition and ask them to supply the word that fits it.

- Ask questions that require students to know the meaning of each word. For example:

  How do you discriminate between answer choices on a test?

  What are your expectations for next year?

- Have students use each word in a sentence.

Day 5
Start by reviewing the words in the crossword puzzle activity for Day 5. Write the words on the board and have students repeat them after you. Provide a sentence for one of the words. Ask students to think of their own sentence and share it with a partner. Call on several students to share their sentences. Follow the same procedure for the remaining words. Then have students complete the crossword activity.

Extension Ideas
Use any of the following activities to help integrate the vocabulary words into other content areas:

- Have students examine a recent piece of writing. Ask them to look at each draft of their writing and identify insertions and deletions of information. Have students analyze their choices and decide on several generalizations of why they made those choices. Hold a subsequent group discussion to talk about those choices.

- Have students formulate an initial plan for a science fair project. They should make an approximate drawing of what they will construct and list their expectations of what they can learn from the project. Have students exchange plans and give constructive comments to a partner.
### integrate • integration

**integrate**  
*(verb)* To combine things and make into a whole.  
*I will integrate many subplots into my story.*

Show students the comics page from your local paper.  
Ask: *What do comics integrate?*  
What separate things are combined to form a comic?  
(art and words) Then ask: *What separate things do we integrate to form a school day?*  
(e.g., different subjects; lunch) Encourage students to use the word *integrate* in their responses. Then have students complete the Day 1 activities on page 119. You may want to do the first one as a group.

### integral • inherent

**integration**  
*(noun)* The act of combining all parts into a whole.  
The *integration* of their group into ours will create one very strong team.

Have students share their experiences with being part of the integration of smaller groups combined into a larger group, such as in group projects, schools, or teams. Ask: *What is involved in the process of integration?*  
(e.g., individuals or groups come together as equals) Was integration helpful or harmful to the group? Then have students complete the Day 2 activities on page 119. You may want to do the first one as a group.

**integral**  
*(adj.)* Forming an essential part of something.  
*Teamwork is an integral part of any group project.*

Ask: *In what activities or situations is teamwork integral, or necessary, to success?*  
(e.g., sports; many jobs; families)  
*Why is it integral?* Then ask: *What are integral parts of family life?*  
(e.g., mealtimes; communicating)  
Have students use the word *integral* in their responses. Then have students complete the Day 3 activities on page 120. You may want to do the first one as a group.

**inherent**  
*(adj.)* Being a core or inborn characteristic of something.  
The student’s *inherent* loyalty made him a good friend.

Say: *If something is inherent, it is often an important or inborn quality of something.* Ask: *What other qualities are inherent, or essential, in a good friend?*  
(e.g., honesty; consideration) Then say: *Inherent also describes qualities that are inborn. For example, an inherent characteristic of cats is to hunt prey.* Then ask: *What are inherent characteristics of other animals?*  
(e.g., dogs barking; any predator or prey behavior) Encourage students to use the word *inherent* in their responses. Finally, have students complete the Day 4 activities on page 120. You may want to do the first one as a group.

Have students complete page 121. Call on students to read aloud their answers to the writing activity.
### Objective
**Objective** (adj.) Based on fact, not feelings or opinions. The judges were **objective** and chose the winner based on the quality of the entry.

Say: As a teacher, I need to be **objective** when grading your work. I do not base grades on feelings or opinions, but by how well you do on the task. Ask: Why is it important that I be **objective**? What other people need to be **objective** in their work? (e.g., doctors; judges) In what other situations do people need to be **objective**? (e.g., giving awards; serving on a jury) Encourage students to use the word **objective** in their responses. Then have students complete the Day 1 activities on page 123. You may want to do the first one as a group.

### Subjective
**Subjective** (adj.) Based on feelings or opinions rather than on fact. The judges were **subjective** and only looked at the entries they liked.

Say: **Subjective** is the opposite of “**objective**.” If I was **subjective** when I graded your work, I would base your grades on my opinions of what I thought of you as a person. Ask: What are people often **subjective** about? (e.g., friends; school; community) Students should use the word **subjective** in their answers. Then have students complete the Day 2 activities on page 123. You may want to do the first one as a group.

### Bias
**Bias** (noun) A strong feeling for or against something that does not let someone be fair. The contest showed a **bias** for students who have talent in music or art.

Say: When someone is **subjective**, they often have a **bias** for or against someone or something. Ask: How do people act when they show **bias**? (e.g., kinder or meaner than normal; make judgments based on feeling) In what situations do people often show **bias**? (e.g., arguments; choosing teams; picking partners) Then have students complete the Day 3 activities on page 124. You may want to do the first one as a group.

### Biased
**Biased** (adj.) Favoring or opposing one person, group, or point of view more than others. The students were **biased** and believed their team was the best.

Ask: How would you behave if you were **biased** toward a specific team in a game? (e.g., be more favorable to it; cheer for it) Discuss how people act if they are **biased** in their points of view. (e.g., don’t listen to others) Then ask: If someone was **biased** against you, what might they do or say? Then have students complete the Day 4 activities on page 124. You may want to do the first one as a group.

Have students complete page 125. Call on students to read aloud their answers to the writing activity.
| Day 1 | **speculate**  
(verb) To wonder or guess about something without knowing all the facts. I can only **speculate** on my grade until I get my score.  
Say: We **speculate** on many things throughout the day. I often **speculate** how many of you completed your homework. Ask: What things do you **speculate** about in school? (e.g., how much homework you will get; what’s for lunch) Then have students complete the Day 1 activities on page 127. You may want to do the first one as a group. |
|---|---|
| Day 2 | **speculation**  
(noun) A conclusion that is reached by wondering and guessing without all the facts. There is **speculation** about who will be chosen for the team.  
Say: When you **speculate**, you make a **speculation**. For example, I **speculate** that it will rain today. Thinking that it will rain is my **speculation**. Ask students to make their own **speculations** about what they will do next week. Have them begin with, “My **speculation** is ___.” Then have students complete the Day 2 activities on page 127. You may want to do the first one as a group. |
| Day 3 | **hypothesize**  
(verb) To make a guess based on some knowledge. We can **hypothesize** that the rock will fall faster than the feather.  
Say: When we **hypothesize**, we make an educated guess. That is, we make a guess based on some knowledge we have. When you **hypothesize**, you form a **hypothesis**. Hold a pencil and a tissue. Ask: If I drop these items at the same time, which do you **hypothesize** will hit the ground first? Say: Your **hypothesis** is that the ___ will hit the ground first when I drop them. I will test the **hypothesis**. Then ask: How do you **hypothesize** in science? (guess based on what you know; when conducting experiments) In reading? (guess based on what you have already read) Then have students complete the Day 3 activities on page 128. You may want to do the first one as a group. |
| Day 4 | **hypothesis**  
(noun) A prediction or guess based on some knowledge. Our **hypothesis** is that the rock will fall faster than the feather.  
Say: “**Hypothesis**” and **theory** are synonyms. However, a **theory** is widely accepted by many people. It also has evidence to support it. Many studies and experiments must be done for a hypothesis to become a **theory**. Give students ideas and ask if they could be scientific **theories**. Then ask why they could or could not be **theories**. Examples: The moon is made of green cheese. (no, has been proved false) Greenhouse gases have caused a hole in the ozone layer. (yes, can be proved) Then have students complete the Day 4 activities on page 128. You may want to do the first one as a group. |
| Day 5 | **theory**  
(noun) A proposed explanation of something. The global warming **theory** explains how the Earth's temperature is rising.  
Have students complete page 129. Call on students to read aloud their answers to the writing activity. |