



Accidental Inventions

by Rose Inserra

Overview

This book describes some toys, foods, and other products that were created by chance.

Literacy Focus

High Frequency Words

create, common, different, idea, need, problem, scientist, spring, strong surprise, wrong

Content Words

invented, inventions, deliberate, inventor, accidental, registered, brand, scientific, chemicals, adhesive, rubber, engineer, packaged, success

Word Attack and Vocabulary Skills

- Identifying root words
- Using capital letters for proper nouns

- Using *-ed* or *-d* to form past-tense verbs

Comprehension/ Thinking Skills

- Identifying cause-and-effect relationships
- Making judgments about the importance of some inventions
- Making connections to one's own experiences

Book Parts and Text Features

- Contents page
- Chapter headings
- Glossary

- Photographs and captions
- Key words in bold-faced type

Writing/Speaking and Listening

- Writing a newspaper report based on historical facts
- Sharing experiences with inventions
- Discussing the motivations of inventors

Observe/Assess

See *Graphic Organizers* on page 141, *Oral Reading Records* on page 156, and *Multiple-Choice Test* on page 187.

Social Studies Focus

Content and Thinking Skills

- Understanding how people use resources to meet their needs and wants
- Identifying the inventors or developers of common items and foods

Background Information

Many everyday foods, tools, and toys were the result of fortunate accidents. In this book, students will learn the origin of chocolate chip cookies, Popsicles®, matches, Post-it® Notes, the Slinky®, and Silly Putty®. These products show that great inventions are not just the work of engineers and scientists.

Correlation to National Standards Social Studies

- Science, Technology, and Society
- Production, Distribution, and Consumption
- Culture

See *Standards Chart* on pages 228-229.

Literacy Focus

Set the Scene

Help children brainstorm some simple inventions that have become very useful, such as the light bulb or the paper clip. Ask children how inventions such as these might have come about.

Read and Discuss

Cover, Title Page, and Contents Page

Have children look at the cover and contents page. Ask:

How and why do you think a person invents something new?

What are some toys that might have been invented accidentally?

Pages 3–7

Have children look at the illustrations and identify the foods they will be reading about. Then read the text. Ask:

Do you think people often invent new foods? Explain.

Pages 8–11

Have children look at the pictures of the inventors on pages 9 and 10 and identify the time periods in which they lived. Then read the text. Ask:

How have matches improved people's lives?

What purposes are Post-it® Notes used for?

Pages 12–15

Read the text. Ask:

Why do you think Richard James and Ruth Fallgatter decided to turn the Slinky® and Silly Putty® into toys?

Respond

- Have children discuss the inventions in the book they have used and how they have enjoyed or appreciated them. Ask which of the inventions discussed in the book children consider most useful or important.
- Write *chocolate chip cookies* and *Popsicles®* on the board. Ask children why the second name is capitalized. Help them recognize that a food item is not a proper noun unless it is a specific product. Say the following words and have volunteers write them on the board using correct

capitalization: *Juicy Juice®*, *apple juice*, *ice cream*, *Pop-Tarts®*, *oatmeal*, and *Cracker Jacks®*.

- Point out the word *inventions* in the title and have children identify its root (*invent*). Have them name or find additional words with this root (*invented*, *inventor*, *inventive*) and define each word. Then write the words *engineer*, *mixture*, and *accidentally* on the board. Have children identify the root word of each.



Word Endings -ed, -d Activity Master, page 12

Write the words *play* and *race* on the board. Use these words to demonstrate how to show that an action happened in the past. Then have children complete the Activity Master, page 12.



English Language Learners

Pass around Post-it® Notes, a Slinky®, and Silly Putty®. Have children describe the traits and the uses of each item.

Social Studies Focus

Social Studies Concept

Useful items and items that people enjoy are invented or developed. The inventions can result from purposeful experimentation, from attempts to invent something else, or from accidents.

Activities

Invention Research

Help children research the history of a simple invention, such as the zipper. Have them

write a newspaper article that answers *who*, *what*, *when*, *where*, and *why* about the invention.

Personal Inventions

Ask children to think of an item that they would like to invent. Have them write a journal entry describing their actual or proposed invention and make an illustration or diagram of it. Display the illustrations on a bulletin board.



Jobs That Went Wrong Activity Master, page 13

Have children complete the activity by matching the invention with the job its inventor was trying to do when he or she accidentally came up with it.

Name _____

Accidental Inventions

Add the ending *-ed* or *-d* to make the past-tense form of the word. Then write a sentence using the past-tense form.

1. **invent** _____

2. **taste** _____

3. **remove** _____

4. **peel** _____

5. **need** _____

6. **hire** _____

Name _____

A c c i d e n t a l I n v e n t i o n s

Draw a line to match the invention in the left column with the job each inventor was trying to do.

The inventor of the....

was actually trying to...

match

**work on a machine
with springs**

Slinky®

mix up a soft drink

chocolate chip cookies

make a strong glue

Post-it® Notes

stir chemicals

Popsicle®

make rubber

Silly Putty®

**make chocolate
cookies**