

ELEMENTS of WORD WEB

and their symbols

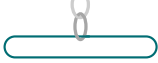


Awesome Application: A word in another language showing a commonality of roots



Bonus Blast: A long word composed of many word parts, such as lithonephrotomy (litho/nephr/otomy)

COOL CONNECTION



Cool Connection: A word not usually recognized as being related to a particular word stem



Delve Deeper: An indication of words or subjects that can be explored further to obtain either more information or a graphic



Featured Fact: Instead of just an illustrative sentence, a real fact

Idiom

Idiom: A speech form or expression that cannot be understood from the individual meanings of its elements, as in “couch potato”



Literary Link: A quotation that shows an application of a word



Periodical Pearl: An example of a word found in a headline or subhead in a newspaper, magazine, journal or catalog - any form of periodical literature



Real World Word: One of many words, usually in a sequence, that relates to our visual world, including acronyms; sports team names; car, van and truck names; foreign words in common English usage; architectural terms; idioms; colors and patterns; cooking and food terms; election-related words



Root-and-Branch Week: An entire week devoted to one megaword and its many ramifications



Super Sentence: Sentence containing several of the year's words combined in a sensible and creative manner



Teaching Tip: For students, a warning about tricky spelling or pronunciation; for teachers, a teaching tip or a reminder to monitor student's participation



Think Link: A question that encourages and challenges students to think creatively; may be used as a springboard for classroom discussions or left for students to work out on their own



Wicked Word of the Week: One of many words that are interesting, useful and fun to learn

What's In a Product Name?

What's In a (Product) Name?: The connection between word stems and commercial products



Word Web Vocabulary

Teacher's Guide, Volume I

by Elinor Miller, M.Ed.

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*"Language is the dress of thought."
Samuel Johnson*

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ABOUT THE AUTHOR: Elinor Miller was a classroom teacher for more than twenty years before she founded The Banner School, a private nondenominational elementary and middle school, in Frederick, Maryland. As a curriculum specialist, she was responsible for the school's receiving many grants and statewide recognition for its interdisciplinary curriculum and its social studies and science programs. Among her successful and effective programs at The Banner School, Elinor built the foundation for Word Web Vocabulary. In each volume, Elinor demonstrates her knowledge of wildlife, as well as her love for the varied terms she has designated as Real World Words. She is also a freelance writer whose materials on education, parenting and birdwatching appear in numerous publications.

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Dear Language Arts Teacher:

We, the designers of Word Web Vocabulary, are pleased that you will be using our program. You will quickly realize that Word Web is not a new subject to be added to an already filled curriculum but instead is the catalyst that will integrate and reinforce the contents of your Language Arts curriculum from the elements of style, mechanics, spelling, grammar, figures of speech and research to the correlation of words and concepts to literature — regardless of the grade level(s) of your students. In addition, we believe Word Web will excite you and your students through its many graphics, special features and connections to the “real world.”

UNDERSTANDING THE CONTENTS

Six lessons comprise a chapter, the first five of which introduce new words, while the sixth is a review. Each lesson lasts one week. Therefore, the six chapters in each volume cover thirty-six weeks, the length of most school years. The words related to a root or affix are at multiple levels and are coded. You and each student (and perhaps the student’s parents) decide the level at which he or she should work. The inside front cover of each book explains symbols used throughout the volume.

MANAGING EACH LESSON (see flow chart that follows)

At the start of the week and before students open their workbooks, display the upcoming prefix, root or suffix on the blackboard. Elicit words from your students that are related to this word stem; write them on the board. Then have students turn to their books to see how many words they already connect to the word stem. Allow time for students to peruse the words that are defined and to add any new words to the web.

On the second day, clarify and elaborate more fully on the week’s word stem; then introduce and discuss the Real World Word. Confer about Think Link and Periodical Pearl suggestions. Allocate whatever time you can for sentence writing. Walk around the room to look over work in progress, making comments and marking any errors you find (see “Correcting and Grading Students’ Work” below). On the third day, repeat the process with the Wicked Word of the Week; and on the fourth day, introduce the science or social studies word.

Regarding the latter, every subject in the school curriculum has its own vocabulary and therefore speaks its own language. Unless you are managing a completely self-contained classroom, maintain regular contact with content area specialists in science and social studies, so that you can provide lexical support for their topics, which in Word Web Vocabulary is the fourth word of the week. Students enter these words into their workbooks in the space provided and utilize them in their sentence writing. (If the science and social studies teachers are unable to provide you with relevant words, Sage Education Enterprises has a supplement of annotated science and social studies words.)

Starting with lesson 7, you will find spelling words for all grade levels that are frequent “demons.” Students should incorporate these words into their writing, and you may decide to dictate sentences that contain these words as part of the chapter review. On the fifth day review all the week’s words; elicit sentences from students, especially Super Sentences; ask for research and Periodical Pearl discoveries; discuss Think Links; monitor sentence writing.

Designate class time during the review lesson at the end of each chapter for the correcting and finishing of sentences and answers to Think Links.

STRUCTURING SENTENCE WRITING

At the year's outset, indicate the number of sentences you want your students to write for each word according to their abilities and previous experience with Word Web Vocabulary. Generally, first graders, during the first half of the year, construct sentences orally with the teacher who then writes them on the board. As students gain proficiency in writing, they copy these into their workbooks. Most first graders can begin independent sentence writing during the second half of the year. In second grade, most students are able to write two sentences from their choice of the week's word web; in third grade, three sentences; and in fourth through twelfth, four sentences. Students also write sentences for each Real World Word and Wicked Word of the Week.

Require students to incorporate words from previous weeks in the current week's sentences, as this type of continuous review is one of the key reasons why students will learn these words. When writing their sentences, students should use various forms of each word. For example, if "aud-," meaning to hear, were the root, then students would construct sentences using audible, inaudible, audience, auditory, etc. This basic etymology will teach students how to decode unknown words. For Wicked Words, they should use verbs in different tenses, or utilize a noun form, adjective or adverb. You can best decide whether the answers to Think Links count toward the number of required sentences. As the school year progresses, you may be able to increase the number of sentences you expect your students to write.

Set aside some time in class for sentence writing and assign some as homework. Older students who have never been required to do much writing previously may balk at writing vocabulary sentences. You know, however, that this provision is essential for many reasons that reach beyond the learning of vocabulary words. It is discipline, as well as an on-going opportunity to apply all skills learned in other language arts lessons (see introductory paragraph above). Students may incorporate their week's spelling words, if applicable, into their vocabulary sentences. Encourage students to use word processors or typewriters.

CORRELATING THE MANY FACETS OF LANGUAGE ARTS

You, through your students' weekly sentence writing and answers to Think Links, must take the opportunity to reinforce, at the appropriate grade level: Grammar and usage [parts of speech, including agreement of pronouns and antecedents; sentence parts, including agreement of subject and verb; clauses and phrases; simple, compound and complex sentences; sentence types (declarative, interrogative, imperative, exclamatory)]; mechanics (spelling, capitalization, punctuation, uses of apostrophes); types of writing (narrative, expository, descriptive, persuasive); figures of speech (similes, metaphors, personification); inquiry and analysis. Review various types of reference material they'll need for Think Links and other research. Utilize the "spelling demons" as reinforcement or challenges.

To broaden your students' horizons, help them connect vocabulary words with attributes of characters in literature (Scrooge, Cinderella, Achilles, Falstaff, Robinson Crusoe) and history (George Washington, Abraham Lincoln, Davy Crockett, Daniel Boone, King Arthur) with whom they are familiar. Require students to make such analogies in their sentence writing.

CORRECTING AND GRADING STUDENTS' WORK

The burden on you, of course, is correcting your students' work. Without your feedback, their learning will suffer. Encourage parents to look over their children's sentences each week and help them with corrections. Be sure to indicate mechanical errors. Consider giving two grades for each set of sentences: One for the content, the other for the mechanics. This information is very useful when conferring with parents and for report cards.

The designers of Word Web Vocabulary suggest grading each sentence with a “5” (highest), “4”, “3”, “2”, or “1” according to the level of thought and effort the sentence shows. For instance, a sentence such as, “A marina is a boat’s parking place” is a “3” or “4” and is better than, “I saw a marina,” which is only a “1.” “The mariner on board the submarine used to be a discus thrower in the Olympics” is a “5,” as well as a Super Sentence. (See Super Sentences below.)

USING SPECIAL ELEMENTS



THINK LINKS AND DELVE DEEPER: (See inside of front cover for definitions of these elements.) Both of these elements provide opportunities for students to use critical thinking and research skills, be they in a dictionary, an atlas, an encyclopedia, an almanac or on the Internet. Use your discretion in deciding how your students should use Think Links and how you will judge their efforts. Choose one or two Think Links each week as springboards for general classroom discussion, after which students can write their own responses. Encourage all students to use these component regularly.



SUPER SENTENCES: Encourage your students to write these sentences that combine several words from previous lessons in a sensible, not silly, way. (See examples below: The number after each sentence indicates the grade of the student who wrote the sentence; the boldly printed words were their vocabulary words, the underlined ones from previous lessons.) Read good examples aloud to the whole class. Post them on a bulletin board. Publish them in a newsletter.

The Inca raised maize in the **glen**. (2)

The **angler** had to forage for night crawlers. (3)

The **obese** hooligan wore an argyle shirt instead of his plaids and tartans. (4)

It took a lot of **elbow grease** for the hooligan to clean the fanlight. (5)

While foraging through trash, the raccoon came upon a **paisley** glove. (6)

The artificial heart is an **innovation** of the eighties. (7)

The builders revitalized the church with an **Ionic column**. (8)



PERIODICAL PEARLS: Regardless of their abilities and interests, students can further reinforce their word study by searching through newspapers and other periodical literature for Periodical Pearls, cutting these out or downloading them from the Internet, pasting them in their workbook and sharing them with the class. The surprising frequency of these words rewards and motivates students. Each marking period, collect their workbooks and give one point for each of these examples of word use. Set a minimum either for all students or for individuals. Be sure that you, too, bring Pearls to class!

Should you ever feel that the management of vocabulary is taking too much of your time, remember that it is not a separate subject but one that complements and supplements all the elements of your language arts curriculum. The first year you use the Word Web Vocabulary will be like trying anything new. However, before long you will see the results both in your students' daily work and on their standardized test scores. You will know you are involved in a worthwhile experience.

Teacher Flow Chart

