

How *Wordly Wise 3000* Can Help in Vocabulary Development

The *Wordly Wise 3000* series was designed by vocabulary development experts to address the needs outlined above. Each book in the series contains 20 lessons. Each lesson teaches students 15 vocabulary words and may also teach some variants of a word (such as *magnanimous/magnanimity*). Here is a sample copy of a lesson with comments explaining its features.

Lesson 11

Word List Study the definitions of the words below; then do the exercises for the lesson.

accelerate
ak sel' or at
v. 1. To go or to cause to go faster.
[The morning train quickly *accelerates* once it leaves the station.]
2. To bring about at an earlier time.
[Increased sunlight *accelerates* the growth of plants.]

altitude
al' to tūd
n. Height above sea level or the earth's surface.
[Mexico City lies at an *altitude* of almost 8,000 feet.]

anxious
anj' shəs
adj. 1. Worried; concerned.
[I am *anxious* about how I did on the Spanish test.]
2. Eager; wishing strongly.
[After writing to each other for over a year, the two penpals are *anxious* to meet.]

anxiety
(anj' ə tē)
n. Great uneasiness or concern.
[Our *anxiety* increased as road conditions got steadily worse.]

brace
brās
v. 1. To make stronger by giving support to.
[Mom *braced* the table leg with a metal strip to keep it from wobbling.]
2. To make ready for a shock; to prepare.
[After the pilot's warning, we *braced* ourselves for a bumpy landing.]
n. Something used to support a weak part.
[I wore a *brace* on my leg for four weeks after I injured it doing a high jump.]

bracing
adj. Giving energy to; refreshing.
[After spending most of the summer in the city, we found the mountain air wonderfully *bracing*.]

confident
kən' fi dant
adj. Certain; sure.
[We are *confident* we will win Saturday's hockey game.]

confidence
n. 1. A lack of doubt; a feeling of being certain.
[My parents showed their *confidence* in me by letting me repair the car by myself.]
2. Trust in another to keep a secret.
[Because Felix told me this in *confidence*, I cannot answer your question.]

contact
kən' takt
n. 1. The touching or joining of two things.
[*Contact* with a live wire will give you an electric shock.]
2. The condition of being in communication with others.
[Before the telephone was invented, people usually stayed in *contact* by writing letters.]
v. To communicate with.
[The Apollo astronauts could not *contact* Earth while their spaceship was traveling behind the moon.]

exult
eg zult'
v. To be joyful; to show great happiness.
[Senator Gray's supporters *exulted* when she easily won reelection.]

exultant
adj. Very happy.
[Theresa was *exultant* when she crossed the 10K finish line first.]

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Each lesson opens with a word list that gives each word's definition(s), pronunciation, and sentences showing the words in context. Sentences provide directional context clues to the word's meaning (not just random information).

Since words are generally acquired in word families (or as roots), related word forms are provided in boldfaced type where appropriate.

The introduction of the vocabulary words is followed by five exercises per lesson to reinforce the meanings of those words. These give students practice in applying the definitional or contextual information they have just seen in the word list, helping them strengthen their understanding of each word's meaning.

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<p>hangar hɑŋ ˈɑːr</p> <p>maximum mæks' i məm</p> <p>methodical mə ˈθɑːd' i kəl</p> <p>nonchalant nɒn ʃə ˈlɑːnt</p> <p>proceed prə ˈsiːd</p> <p>saunter sɒn' tər</p> <p>solo sə' lɒ</p> <p>stall stɒl</p>	<p><i>n.</i> A building where aircraft are kept and repaired. [The pilot steered the plane out of the <i>hangar</i> and onto the runway.]</p> <p><i>n.</i> The greatest or highest number or amount. [The largest bus we have for school trips holds a <i>maximum</i> of fifty people.]</p> <p><i>adj.</i> Being the greatest or highest number or amount. [The <i>maximum</i> speed of this car is 150 miles per hour.]</p> <p><i>adj.</i> Done in a regular, orderly way. [Our <i>methodical</i> search of the house failed to turn up any evidence of a robbery.]</p> <p><i>adj.</i> Having the appearance of not caring; seeming to show a lack of concern. [Your <i>nonchalant</i> attitude to schoolwork worries your parents.]</p> <p><i>v.</i> To go on, especially after stopping for a while; to continue. [The subway train <i>proceeded</i> on its way after I got off at 14th Street.]</p> <p><i>v.</i> To walk without hurrying; to stroll in a relaxed, unhurried manner. [Pedestrians <i>saunter</i> along the river bank, enjoying the afternoon sunshine.]</p> <p><i>n.</i> A relaxed, unhurried walk. [Our <i>saunter</i> around the park was abruptly terminated by a violent thunderstorm.]</p> <p><i>n.</i> A musical piece for one voice or a single instrument. [A jubilant violin <i>solo</i> begins the symphony's second movement.]</p> <p><i>adj.</i> Made or done by one person. [Francis Chichester's <i>solo</i> voyage around the world made him famous.]</p> <p><i>v.</i> To fly alone, especially for the first time. [Most student pilots <i>solo</i> after ten hours of lessons.]</p> <p><i>n.</i> 1. A place for an animal in a barn. [Each cow in the barn had its own <i>stall</i>.] 2. A small stand or booth where things are sold. [I purchased this pottery at one of the <i>stalls</i> at the county fair.]</p> <p><i>v.</i> 1. To suddenly lose power. [You will <i>stall</i> the engine if you let out the clutch too quickly.] 2. To delay by being evasive. [Tenants sometimes try to <i>stall</i> the landlord when they can't pay the rent.]</p>
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11A Finding Meanings *Choose two phrases to form a sentence that correctly uses a word from Word List 11. Write each sentence in the space provided.*

- (a) A plane's hangar is _____
(b) the amount of cargo it can carry. _____
(c) its height above sea level. _____
(d) A plane's altitude is _____
- (a) To accelerate an engine is to _____
(b) cause it to lose power suddenly. _____
(c) run it at its lowest speed. _____
(d) To stall an engine is to _____

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- (a) a performance by one person. _____
(b) A saunter is _____
(c) A solo is _____
(d) a support for a broken part. _____
- (a) a place where goods are sold. _____
(b) a place where planes are kept. _____
(c) A brace is _____
(d) A hangar is _____
- (a) stop suddenly. _____
(b) To accelerate is to _____
(c) go faster. _____
(d) To exult is to _____
- (a) does things in an orderly way. _____
(b) is filled with happiness. _____
(c) An anxious person _____
(d) A methodical person _____
- (a) A contact is _____
(b) A brace is _____
(c) a support for a broken part. _____
(d) a place where business is done. _____
- (a) To be nonchalant about something is _____
(b) To be anxious about something is _____
(c) to be concerned about it. _____
(d) to be very happy about it. _____
- (a) To be confident is to be _____
(b) sure of oneself. _____
(c) reluctant to act or speak. _____
(d) To be exultant is to be _____
- (a) walk in a relaxed, unhurried manner. _____
(b) show a willingness to help. _____
(c) To saunter is to _____
(d) To proceed is to _____

In the first exercise, Finding Meanings, students draw on their knowledge of the words' definitions to answer questions. The repeated use of words through this exercise and the ones that follow helps students build a full and flexible understanding of the vocabulary words.

Part 2

General Strategies and Specific Techniques for Teaching Vocabulary

Other Aspects of Good Vocabulary Development

Effective vocabulary development is a multifaceted process requiring a combination of direct instruction, discussion, and active encouragement of independent learning strategies. On their own and in the classroom, students draw on a variety of methods to learn the thousands of words they acquire each year. This part of the Guide will discuss the following general strategies and specific techniques to keep in mind as you teach vocabulary:

- encouraging wide reading
- emphasizing learning from context
- using prefixes, suffixes, and roots
- using graphic organizers such as semantic maps, concept of definition maps, semantic feature analysis, and Venn diagrams
- extending instruction through reading aloud and discussion

These approaches will enhance your vocabulary curriculum and can be used to supplement the direct instruction that *Wordly Wise 3000* provides.

Volumes of Volumes: Encouraging Wide Reading

Getting your students to read more may be the most valuable thing you can do to improve their vocabulary. Although direct instruction plays a crucial part in vocabulary growth, most of the words your students learn will be acquired through incidental learning, as they read on their own. The average student learns about 3,000 words a year. Although direct instruction plays a crucial part in vocabulary growth, evidence shows that wide reading is the main avenue for student word acquisition. Researchers present this scenario to demonstrate the effectiveness of wide reading:¹²

- If, over a school year, a fifth-grader reads for an hour each day, five days a week, in and out of school at a conservative rate of 150 words per minute, the student will encounter 2,250,000 words in the course of reading.
- If 2 to 5 percent of the words the student encounters are unknown words, he or she will encounter from 45,000 to 112,500 new words.
- We know that students learn between 5 and 10 percent of previously unknown words from a single reading. Using the lower number given above for unknown words encountered during the reading program, we see that a student would learn at least 2,250 new words from context each year.

This estimate suggests that incidental learning is critical to vocabulary development. Again, the more students read, the more word meanings they will know and the more likely they will be to read with pleasure and comprehension.

To be truly beneficial, wide reading should include texts with varied levels of difficulty. Students reading at or below their current levels will not dramatically increase their vocabulary. And as you know, when students read texts that consist primarily of unknown words, they usually become frustrated. To help them get the most out of incidental learning, you should have them read some books for fun and others for a challenge.

Motivating students to read can be a difficult task. Here are a few suggestions for making reading appealing to students at all ability levels:

- Devote some class time to independent silent reading. This time may be particularly helpful for students who have never done extensive reading for pleasure. Reading for a length of time in class will enable students to do this on their own outside of class.
- Make a variety of books available in class and recommend books for students to find in the library and to read outside of class. You might want to provide lists of books students might like to read.
- Promote social interactions related to reading. Setting a time for regular book discussions students have read will motivate them to read more and help them understand their reading better. (See page 22 in the final section of Part 2 for more about the importance of discussion.)
- Model the importance you place on reading by telling students about books you are reading. When students have silent reading time, read a book of your own to show that reading is a valuable activity that you enjoy, too.

These strategies will have long-term benefits for your students. Wide reading is a key component to vocabulary development, but as with much