

How, When, and Where to Use *Wordly Wise 3000*

The *Wordly Wise 3000* series is designed for maximum flexibility. The lessons included in the books can be used in different settings (in class, at home, in one-on-one tutoring sessions), at different frequencies (once a week, three times a week, every day), and in varied sequences (in numerical order or used individually). The teachers who use these books with their students have told us they use them in several different ways:

- as in-class activities
- as homework
- as independent study
- as preparation for standardized tests or spelling bees

We recognize that many teachers often have students working at a variety of reading levels in their classrooms. The *Wordly Wise 3000* series can help a teacher work with these differences. By choosing the appropriate level of the *Wordly Wise 3000* books for particular students, teachers can ensure that their advanced students stay challenged and their special-needs students have material that suits their learning level.

Our research shows that about half of the teachers working with *Wordly Wise 3000* teach vocabulary two or three times per week. About a third teach vocabulary almost every day, and ten percent teach vocabulary once a week. (Percentages do not add up to 100 because some teachers did not answer this question in our survey or chose “other.”) The *Wordly Wise 3000* series can accommodate these individual schedules. Here are some typical plans.

Once-a-Week Teaching Plan

If you are able to devote only one class per week to vocabulary, it is best to use the time to help students become familiar enough with the new words that they can complete the exercises outside of class on their own. Such a teaching plan might look like this:

Vocabulary Day

As a class, go over the word list thoroughly. Have students read the definitions and sample sentences aloud. Ask students to create sentences of their own that use the new words. Use queries, illustrations, pantomimes, and graphic organizers (described in Part 2 of this Guide, pp. 17–21) to encourage discussion of what a word means and how it differs from related words. Make a “Word Wizard” chart that contains all the week’s vocabulary words to display in the classroom (see p. 16). Ask students to watch and listen for the use of these words outside the classroom. When they encounter one, they add their name to the Word Wizard chart with their examples of how the word was used. Assign all or a selection of the exercises in the lesson as homework for the following week.

Three-Days-a-Week Teaching Plan

Teachers who can devote three days a week to vocabulary instruction should be able to complete one lesson each week, with students doing most of the exercises in the student book and some of the activities and enrichments suggested in this Teacher's Guide. Such a teaching plan might look like this:

Day 1

Introduce the word list to the class, and facilitate discussion about each item. Complete exercise 1, *Words and Their Meanings*, as a group. Assign the second exercise, *Seeing Connections*, as homework to be ready by the next vocabulary class.

Day 2

Review the words in the lesson by asking volunteers to briefly define each one. Go over the homework as a group, having students explain why one answer is correct and the others are wrong. Complete the third exercise, *Applying Meanings*, as a class by calling on different students to answer the questions.

Day 3

Read the story aloud and allow students time in class to answer the questions on their own. Discuss the answers as a group. Reinforce the students' new knowledge by having them make up a few sentences using words from the list. Call on students to share their sentences with the class.

Five-Days-a-Week Teaching Plan

Teachers who teach vocabulary every day should be able to complete one lesson each week, with students doing all the exercises in the student book and many of the activities and enrichments suggested in the Teacher's Guide. Such a teaching plan might look like this:

Day 1

Introduce the word list to the class, and facilitate discussion about each entry. Use queries, illustrations, pantomimes, and graphic organizers (described in Part 2 of this Guide, pp. 17–21) to encourage discussion of what a word means and what it does not mean.

Day 2

Review the words in the lesson by asking volunteers to briefly define each one. Have the students complete the first exercise in small groups, then discuss the answers as a class.

Day 3

Complete the *Seeing Connections* and *Applying Meanings* exercises by calling on students to answer questions one at a time. Query the class to gauge their word

Part 3

Sample Lessons

This part of the Guide provides instruction and modeling of how to teach sample lessons in Books A and C. These instructions will help you introduce the basic concepts and approaches used in the lessons and will also help you extend the lessons, using the strategies and techniques discussed in Part 2. We have provided lessons from two different grade levels, but the approaches presented will work no matter what level you are teaching. If you have not yet taught your students a *Wordly Wise 3000* lesson, please read through the sample lesson instructions on pages 22–27. These will give you an understanding of the format and purpose of all *Wordly Wise 3000* lessons.

Book A, Lesson 1

Word List

Have students look at the word list for Lesson 1. Tell them that each lesson in *Wordly Wise 3000* opens with a list of ten words that they will discuss and learn and that these will be followed by several exercises.

Tell them that each word list provides definitions of the words as well as examples of how the words are used in sentences. Since this is the first lesson in the book, you may want to discuss all of the words as a class. Point out that each word is accompanied by an illustration that should help the class understand one of its meanings. Tell them that often a word will have more than one meaning and may also have more than one form. Ask them to look at the second word, *claw*, which is the name for different things (noun) as well as for an action (verb).

A **claw** is the sharp curved nail on the toe of a bird or animal. Karl held out his hand, and the parrot wrapped its claws around his finger.

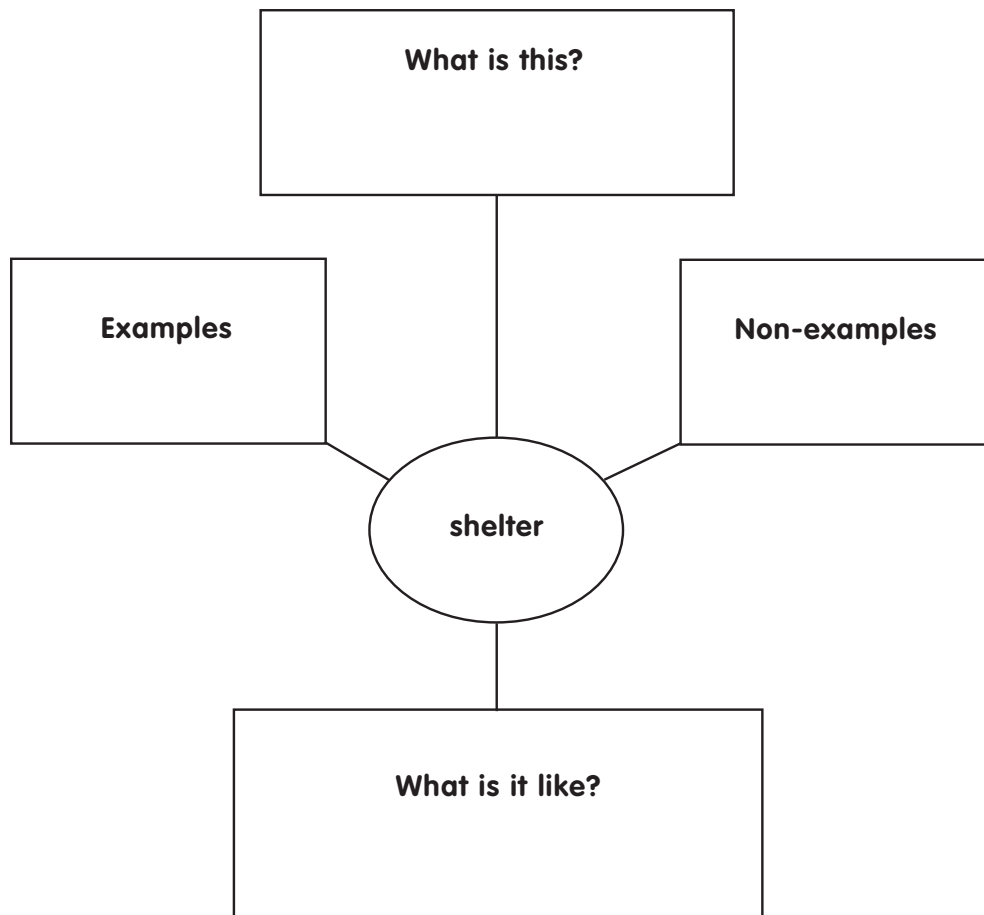
A **claw** is the part of a crab or lobster used for gripping. The lobster grabbed the clam with its big claw and held it.

To **claw** something is to scratch or dig it with sharp nails. Our dog clawed at the back door so that she could come in the house.

Read aloud each definition and sentence for the words in the list, and have students ask questions about the meanings. You may want to point out that the example sentences usually contain context clues to the meanings of the words. For example, for the second form of *claw*, the word *grabbed* describes what lobsters do with their claws. Remind students that context clues can help them understand a word's meaning. Since students in a second-grade class will probably not yet be strong independent readers, you will want to go through all the words in the word list in a similar manner, reading the definitions and sentences aloud and having students discuss the words. To reinforce the meanings of some words such as *calf* or *flap*, you may ask the students to point to their own calf or to pantomime flapping. Note that sometimes several versions of a word will be given in boldface type, as with *couple*, *groom*, and *yard*.

You can extend the introduction of some words by using a concept of definition map. To use this technique with *shelter*, draw a blank map on the board as shown below.

Concept of Definition Map



Have students read the definition of *shelter*, and then as a class, have them answer the questions in each box. Write their answers in the boxes, as shown on page 24.