

## Part 3

### Sample Lessons

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This part of the Guide provides instruction and modeling of how to teach sample lessons in Books 6 and 9. 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 taught your students a *Wordly Wise 3000* lesson before, please refer first to the Book 6, Lesson 1, sample lesson instructions on pages 26–31. The general instructions for this lesson will help you get started with all *Wordly Wise 3000* lessons.

### Book 6, Lesson 1

#### Word List: General Instructions

Have students look at the word list for Lesson 1. Tell them that each lesson in *Wordly Wise 3000* opens with a list of 15 words that they will discuss and learn, and that the word list 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 the word list as a class. Point out that each word's pronunciation is given beneath it and that each definition includes the word's part of speech. Say that often a word will take more than one form, as in the twelfth word, *plumb*, which is defined as a verb and an adjective. Also tell them that the words will often have more than one meaning.

**plumb**  
plum

- v.* 1. To measure the depth of water.  
[The lake was too deep for us to *plumb*.]  
2. To reach the deepest part of.  
[The bathyscaphe is a vessel designed to *plumb* the oceans of the world.]  
3. To understand by examining closely; to solve.  
[Her latest book of poems is a valiant attempt to *plumb* the human soul.]  
*adj.* Straight up and down; vertical.  
[The bricklayer keeps checking to make sure that the wall being built is *plumb*.]

Then read aloud each definition and sentence for the first word, *flamboyant*, and have students ask questions about the meanings.

**flamboyant**  
flam boy' ənt

*adj.* Excessively showy; unrestrained.

[My conservative aunt considered her husband's brightly colored, boldly patterned necktie too *flamboyant* for the governor's reception.]

**flamboyance** or **flamboyancy** *n.*

[With an air of *flamboyance*, the actor flung out her arm and pointed to the door.]

You may want to point out that the example sentences usually contain context clues to meanings of the words. For example, for *flamboyant*, the phrase “brightly colored, boldly patterned” provides an example of something that is flamboyant. Remind students that context clues can help them understand a word's meaning. Since this is the first lesson, you may 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. Point out to students that sometimes several versions of a word will be given in boldface type, as with *detract* and *detractor*. In subsequent lessons, you can have students study the words on their own.

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

### Concept of Definition Map

