

Rebecca Sitton's APPLESEED



PLANT THE SEEDS TO GROW SPELLING AND WORD-SKILL LITERACY.

Use Your Sourcebook to Teach Vocabulary—Count the Ways!

The hot topic on every educator's agenda today is "vocabulary," and for good reason. If you want verification that it's worth every minute of your time to develop students' word skills to enhance their vocabulary, check out the International Reading Association's website, www.reading.org. Read the research.

Vocabulary knowledge gives students the edge cognitively, culturally, socially, and when taking standardized tests. Your Sourcebook is a terrific resource for vocabulary growth, word construction, and word use. Count the ways! Here is a "baker's dozen" of productive ways to get your count started. Write to me and tell me the other elements you discover to extend vocabulary as you teach the program. Vocabulary—yes!

1.

Use the Exercise Express, an optional set of activities in every unit, to develop vocabulary and its correct use. The activities can be teacher-directed lessons, cooperative group exercises, paired student work, or they can be independent practice activities either at home or at school. There are generic blackline masters and modeled/scripted getting-started ideas for each of the Exercise Express activities in your Sourcebook Teaching Notes. Look in the Table of Contents for the exact page numbers.

- ☑ Stretch It requires students to take a bare bones sentence and make it longer and stronger. This requires thinking about words—adjectives, adverbs, adding prepositional phrases—all the elements of sentence and idea construction through words. It is a powerful practice activity that develops vocabulary in action and reinforces items on every state standards document.
- ☑ Fix It is a proofreading activity. It includes not only spelling errors, but errors related to vocabulary. For example, the wrong homophone may be included for correction. Usage is a critical component of vocabulary knowledge.
- ☑ Sort It is not to be missed! In this activity, students are asked to sort words in their own way, and there is more than one way to sort them. Students must consider, for example, the words' parts of speech, meanings, uses, affixes, and structural and phonetic elements. It is a commanding thinking activity about words.
- ☑ Add It provides students a few words. Then it is their task to determine the words' commonality or sequencing element, and add more—as many as they can! This activity has no ceiling. Your expectation creates the level of challenge.
- ☑ Finish It again puts vocabulary in action within the context of written ideas, much like Stretch It. Yet, here students create a sentence from a starter, or in the upper grades use the starter to make a topic sentence, then complete the paragraph with supporting information. Every state standards document includes this skill requirement.
- ☑ Find It is a vocabulary extending exercise that pertains to a particular given word category—for

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example, words that drop the final *e* before adding *ing*. This word discovery activity could be in a Level 1 Find It or in Level 8, and anywhere in between. The words students may uncover could range from *making* to *manufacturing*. Its potential for vocabulary extension is unlimited.

- ▣ Replace It, only in Levels 7 and 8, is a synonym-building activity for worn-out words. Students are given one of the words middle school teachers indicate are overused, and students collect replacements. Then, of course, they are encouraged to “bury” the old words and “give birth to” the collection of substitutes they’ve collected.

2.

Watch for sidenote skill labels such as *phonics* and *spelling word patterns* because both require students to collect words with like sounds or spelling patterns. The goal surpasses phonic and structural analysis and obliges students to identify more words that meet the stated characteristic, which, in turn, develops students’ word banks. These skill labels are in nearly every unit of the Series.

3.

All sidenotes labeled *vocabulary development* surely direct you toward activities to enhance vocabulary, but many sidenote labels extend vocabulary without the *vocabulary development* notation. Look for sidenote labels such as *homographs*, *homophones*, *compound words*, *number words*, *prefix/root/suffix practice*, *Greek/Latin word parts*, *contractions*, *other word forms*, *plurals*, *eponyms*, *abbreviations*, *clipped words*, *synonyms*, *antonyms*, *onomatopoeic words*—and others, all of which require students to collect, analyze, and extend vocabulary and word knowledge. All units include such prospects for vocabulary building.


4.

The recurring *Wordsmith Says* and *Word Mysteries and Histories* inserts provide etymological lessons to extend word understandings. In Levels 7 and 8, the *Wordsmith* expands to become a regular section in the units.

The Wordsmith Says:

Don't confuse the look-alike words—

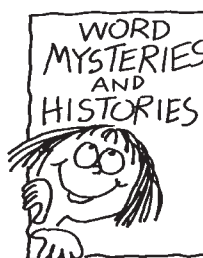
vocation	From Latin <i>vocare</i> , meaning “to call”—one’s calling; the way a person makes a living.
avocation	The prefix <i>a</i> is a variant of <i>ab</i> , meaning “away” or “from”—what one does away from work.
vacation	From Latin <i>vacare</i> , meaning “to be empty or free.”



Level 6, Unit 21,
page 182

WORD MYSTERIES AND HISTORIES

You, yew, and ewe are homophones. Yew is the only one with an expected spelling; you and ewe have unexpected spellings for /ü/-/yü/. The yew is an evergreen tree that can live for centuries. Its tough, elastic wood became famous for its use in bows for archers. You, of course, is a pronoun. A ewe is a female sheep.



Level 4, Unit 15, page 142

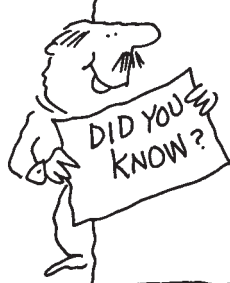
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5.

In some cases, the *Did You Know* inserts provide word building, too.



The most frequent spelling pattern for /sh/ is *ti*, as in *information*, spelling /sh/ about 53% of the time. About 25% of the time *sh* spells /sh/, as in *wish*. Other /sh/ spelling patterns include *ce* (*ocean*), *ci* (*special*), *ss* (*pressure*), *si* (*mission*), *sci* (*luscious*), and *ch* in words with a French origin (*machine*). The least common spelling pattern for /sh/ is a single *s*, as in *sugar* and *sure*, the only two words and their word forms that spell /sh/.

- Ask students to explore the spelling pattern for /sh/. Create a chart for the collection of students' /sh/ words.

Level 5, Unit 10,
page 88

6.

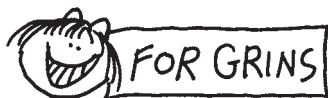
The middle grade activity called *In Other Words* helps students make inferences about word meanings as they write in their own words the meaning of proverbs and famous quotes.

Have students write **IN OTHER WORDS** : Pretty is as pretty does/cost a pretty penny/sitting pretty.

Level 6, Unit 4, page 28

7.

A vocabulary analysis feature in upper grade Sourcebooks, *For Grins*, pokes fun at words, the result being that students think about words in new, humorous ways.



Have students redefine in rhyme: a little bit afraid. (*Slight fright!*)

Why was 6 afraid of 7? Because 7-8-9!

Level 6, Unit 2, page 16

8.

Class Books require students to apply their vocabulary skills in writing. Check your Sourcebook Table of Contents for the reference section titled *Class Book Projects* for an abundance of novelty book-making ideas.



9.

Word webbing activities provide students opportunities to expand their word horizons. Here students begin with a Core Word, such as *money*, and brainstorm to record topics for research, writing, and reporting.



Level 3, Unit 22, page 213

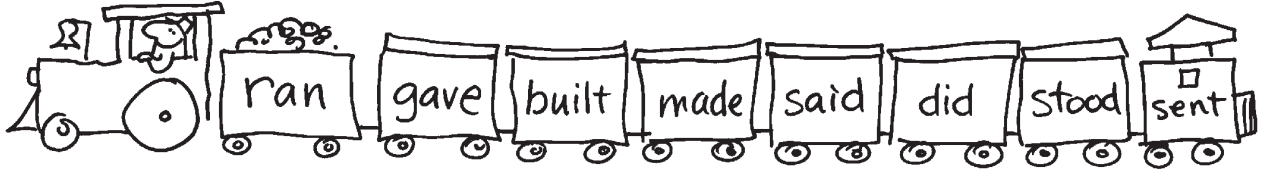
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10.

Projects with words proliferate throughout all levels that provide vocabulary enrichment through word collections. For instance, this irregular verb bulletin board illustrates students' discoveries of past tense verbs that do not follow the *ed* rule. And to how many cars will this train grow? There are over a hundred possibilities!



Level 3, Unit 28, page 275

11.

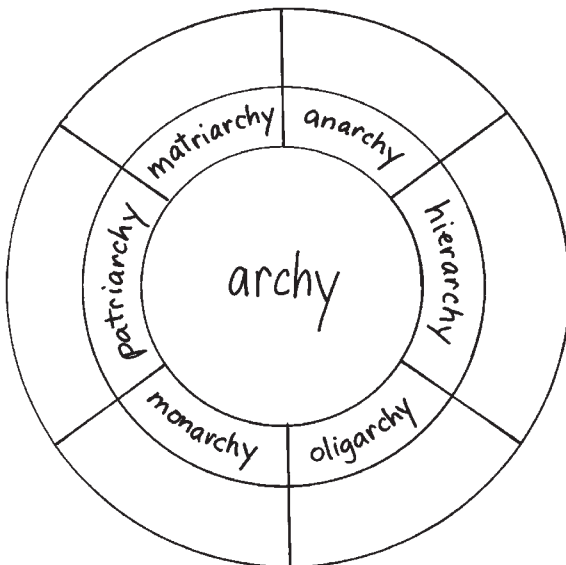
Powerful vocabulary analysis exercises are word analogies, often included in the Take-Home Task blackline master components of the program or among the activities in the optional student Practice Books (remembered : forgot :: ended : _____).

12.

Crossword puzzles at all Sourcebook levels have substantial vocabulary-building attributes. They're a favorite among word puzzles for all ages!

13.

Manipulatives are a confirmed avenue for learning. For vocabulary development, the Sourcebooks offer extensive examples that include making words from letter cards and creating and using word wheels and reference aids.



Level 8, Unit 7, page 57



Level 8, Unit 7, page 58