

GOOD YEAR BOOKS

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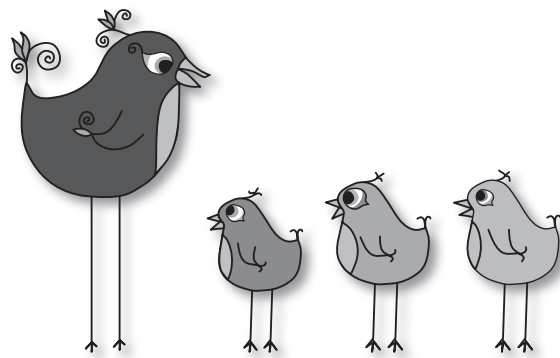
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WOW! WORDS

Building Children's Powerful Oral Vocabularies (Ages 4-7)

by Babs Bell Hajdusiewicz



Dedication

Thank you to my treasured educator friends—Gail Blasser Riley, Linda Lott, Sylvia Harvey, Mary Ann Chapman, the late Mary Carter Smith, Meg Green, Eliah Perez, and others far too numerous to mention—for their ongoing support and encouragement in my determination to bring to print this body of work that shares decades of my observations of children’s successes with *WOW! Words*. Special thanks to my editor, Bobbie Dempsey, and to Helen and Howard Fisher, for their unending patience and belief in me and my passion for time spent with children, teachers, and parents.

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Copy Editor: Mindy Poder
Proofreader: Justin Coffey
Musicians: Donald Milton III and Travis Vaughn III

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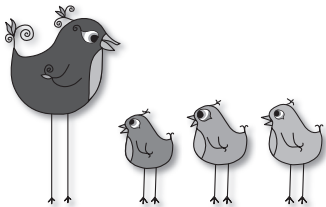
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HOW TO USE THIS BOOK

This collection contains 144 WOW! Word lessons, which are intended to enrich the listening and speaking vocabularies of young children ages 4 through 7. The lessons appear in four groups of 36 lessons each, allowing for one new word each week for each age group—4s, 5s, 6s, and 7s—throughout a school year. Each lesson focuses on the oral introduction of one WOW! Word or *Word Of the Week*.

In a WOW! Word's lesson, you'll find a variety of suggested ways to model the word's use orally all week long as children go about everyday activities in the classroom or at home. Many teachers and parents report how they practice a casual introduction of a week's new WOW! Word each Monday by simply speaking the word or one of its forms within the context of their morning greeting or while going about any routine activity or discussion. Using the word orally as often as three times each day during the week helps children gain confidence in using the word in their own speech. Ideally, each successive week's WOW! Word joins continued and ongoing use of previous weeks' words such that children's vocabularies increase gradually and consistently.

Each lesson's comprehensive ideas and suggestions provide various ways to incorporate the WOW! Word throughout the year. This ongoing modeling allows you to add to children's listening and speaking vocabularies a minimum of 36 meaningful and useful big words during the year. The lessons present ways to stimulate children's awareness of comparable big words they hear others speak, words they, too, could use in conversations.

Additionally, you will find that the many practical and comprehensive ideas and suggestions aid you in using the words and lessons in differentiated instruction that best meets the needs of your children, individually and collectively. Numerous activities involve children's use of

pictures and photographs that are readily available in old magazines and newspapers. The visual emphasis helps very young children and special-needs students associate oral language—words and sentences they hear and speak—with knowledge embedded in that language. Additionally, pictures help children call on their life experiences and use imagination to organize and express thoughts and ideas orally to tell stories about what they think is happening in a picture or photograph. Children also gain practice in the use of oral language and mastery of grammar skills in word forms and verb tenses as they talk about what they think may have happened before or after a pictured event.

This book is designed so that the WOW! Words lessons may be presented corresponding to children's ages or in another sequence that suits your individual needs. To assist you in locating particular words, the WOW! Words lessons are arranged in alphabetical order within the four age groups. Look for the following categories (included as appropriate to each WOW! Word) to help you present each word orally to your young listeners and speakers:

- Pronunciation
- Here's What It Means
- Synonyms
- Figuratively Speaking
- Forms of the Word to Share
- Talk & Share
- Focusing Talk™
- Hands-on Activity
- WOW! Rhyme™

In this book's back matter you will find tools to assist you in organizing and/or displaying the WOW! Words as you present them. You will find patterns to duplicate and cut out to create and display any one of four WOW! Words characters. Adding a segment or link to a character each week not only supports and encourages children's

interest in using WOW! Words; it can also help your organization of words as you introduce them. In addition, a displayed character may well offer you a visual prompt to use the words in your daily conversations and interactions with children.

You may also want to maintain a collection of pictures to help children visualize and integrate a WOW! Word in daily conversations and interactions. For example, a picture of a person who's eager to open a package can help to illustrate *anticipate* (5s); a picture of someone looking through a window helps illustrate *transparent* (7s).

The WOW! Words lessons are intended for use in enriching children's *listening* and *speaking* vocabularies. You will, therefore, want to focus on the oral language aspects of listening and speaking to avoid any expectation for children to read or write the big words, or WOW! Words. In the event that a child announces an ability to read or write a WOW! Word, you may want to respond, "Wow!" and move on. While such a response recognizes the child's excitement in having gained a new skill, it also maintains the integrity and age-appropriateness of this oral-only program. The letter to family members reinforces this focus on successes with oral vocabulary. Similarly, a lesson's mention of reading or writing is intended to point out opportunities for you to model for children how talk can be written and how print can be spoken.

Pronunciation

Following are some guidelines for your reference and ease in pronouncing each WOW! Word. Like most of us, children are apt to repeat a word exactly the way they first hear it. This is especially true when ears hear a word for the first time.

You'll find the guidelines for pronunciation especially helpful as you prepare to first introduce a WOW! Word. As in most dictionaries, the guidelines focus on the *sounds* one actually hears in a word. For example, the letter *k* represents the sound of *c* as heard in *cat*. Because these pronunciation guidelines are for your eyes only, for the purposes of this resource book, capital letters

are used to indicate a word's accented syllable, the part of a word you will emphasize orally, much like you might use the tone of your voice to help a listener pay particular attention to a word or name as you talk. And for your added ease, you will note an absence of special marks, such as accent and diacritical marks. You may, of course, consult a dictionary should you have any question about a word's pronunciation.

The following pronunciation guide will help you prepare to introduce each WOW! Word exactly as it sounds:

1. Schwa sound is spelled *uh*: *come* = *kuhm*
2. Long vowel sound is spelled as double letter *aa*, *ee*, *ii*, *oo*, *uu*. EXCEPTION: *oo* heard in *tooth* spelled *uu* for *tuuth*
3. Short vowel sound is spelled as single letter *a*, *e*, *i*, *o*, *u*: *a* heard in *bath*; *e* heard in *bed*; *i* heard in *ink*; *o* heard in *mom*; *u* heard in *nut*
4. Vowel sound heard in *ball*, *shawl*, *bought* spelled *aw* for *bawl*, *shawl*, *bawt*
5. Y's sound in *very* is spelled *ee* = *VAIR ee*
6. Y's sound in *why* is spelled *ii* = *whii*
7. R-controlled vowel sound is spelled *ur* as in *perk* = *purk*, *dirt* = *durt*. EXCEPTIONS: *pork* = *pork*; *park* = *park*
8. R-controlled vowel digraph sound of *air* is spelled *air* as in *airfare* = *AIR fair*; *clarify* = *KLAIR uh fi*
9. R-controlled vowel digraph sound of *ear* is spelled *eer*: *tier* = *teer*; *weird* = *weerd*; *cheer* = *cheer*
10. R-controlled vowel digraph sound of *ow* is spelled *ow*: *proud* = *prowd*; *hour* = *owr*
11. Diphthong sound of *aw* is spelled *aw*: *haul* = *hawl*; *crawl* = *krawl*; *awkward* = *AWK wurd*
12. Diphthong sound of *oi* is spelled *oy*: *boy* = *boy*; *noisy* = *NOY zee*
13. Schwa sound followed by *l* is spelled *uhl*: *able* = *AA buhl*
14. Sound of *x* blended with other letters, such as heard in *exaggerate* or *exceedingly*, is spelled *g*

followed by *z*: *ig ZA juh raat* or *k* followed by *s* = *ek SEE ding lee*

15. Sound of *u* heard in *view* = *yuu*

16. Sound of *qu* heard in *quick* = *kw*

Here's What It Means

Here you will find a helpful definition for the WOW! Word, along with its part of speech when used in context. Occasionally, you'll find a word can be used meaningfully in more than one way. In this case, additional uses are listed, along with corresponding part(s) of speech.

Synonyms

This section provides a list of selected synonyms and word phrases that have nearly the same meaning as the WOW! Word. During conversations, you will want to use these words and phrases interchangeably with the *Word Of the Week*. Such use not only helps children gain meaning from a new word; it also models the use of synonyms. In addition, your modeling of synonyms emphasizes the purpose and value of a reference book or online resource, such as a dictionary or thesaurus. While you'll find a long list of synonyms for some WOW! Words, other lists will be short. The lists will help you keep all synonyms meaningful, useful, and age-appropriate. As you and children interact using a WOW! Word, you will want to note in the margins of the lesson any additional synonyms or phrases that are especially meaningful and useful for children.

Figuratively Speaking

In some lessons, you'll find, as applicable, one or more figures of speech that will provide you with yet another way to use a WOW! Word's meaning in conversation with children. Figurative language is particularly helpful for children who are learning English as a second language. You will want to be mindful of how some figures of speech are common to a particular community or region of the country and how talkers and writers often coin new figures of speech—such as “Google it” to indicate a need to search the Internet to find

information on a topic. Thus, as you and children interact using a WOW! Word, you will want to note in the margins of a lesson any additional idioms or clichés that are especially meaningful and useful for children.

Forms of the Word to Share

Here you will find selected forms of a WOW! Word to assist you as you model use of the word in context. Each word form is listed with its part of speech when used in context. For some words, you'll find no list of forms. This is in keeping with this book's goal of presenting words that are meaningful and useful to the targeted age child. Occasionally, you'll find a word form can be used meaningfully in more than one way. In this case, each additional use is listed, along with its corresponding part(s) of speech. As with lists of synonyms and figurative language, you will find here word forms that children will find useful and meaningful in their daily conversations and interactions. Similarly, you will want to note in the margins of a lesson any additional forms your children suggest.

Another Meaning

A handful of lessons contain this section to help you sort out these words that have more than one meaning. You'll find the word's meaning, along with its classified part of speech when used in context. Experiences with multiple-meaning words are especially helpful for children who are learning English as a second language.

Talk & Share

Look here for examples of age-appropriate, meaningful, conversational sentences, each of which includes the WOW! Word or a form of the word. Ten sentences are provided as suggestions to help get you started in modeling the use of the word and its forms during everyday conversations throughout a year. Frequent modeling of the week's WOW! Word helps children add the word to their personal vocabularies for use at home or wherever they find opportunities for conversation. For example, modeling of a sentence, such as

“Albert Einstein had an analytical mind” (WOW! Word: *analyze*, 5s), sparked a kindergarten girl’s astute observation: “Jason has an analytical mind!” In addition, the sentences will stimulate you and your children to create new and different sentences, oral ideas you will want to write in the page margins for later reference in reinforcing a word’s concept.



Focusing Talk™

This section offers practical and easy suggestions for modeling the use of the WOW! Word during your daily conversations with children. Some of the suggestions focus on ways to present WOW! Word–related figurative language. Such experiences are especially helpful for children who are learning English as a second language. Other suggestions provide meaningful ways to converse with children using various forms of a WOW! Word. As you and the children “live” with a WOW! Word, its forms, and its meanings, you’ll want to jot in the margins your own ideas for Focusing Talk around the word. Many activities reference poems and songs that you will find listed in the Resources section at the back of this book. While you will find entire texts for many of the referenced materials, the resource lists will help you locate other recommended poems, books, or folklore.



Hands-on Activity

Look here for a WOW! Word-related activity that involves children in the practical use of the word, its forms, and the meaning of each form. You will notice some suggestions recommend the use of old magazines and newspapers. The ready access to such visual aids not only stimulates children’s awareness of print in their surroundings; such visual aids also help children associate pictured ideas with meaningful oral language they have heard and spoken. Numerous activity ideas will not only assist your planning to meet all your children’s needs in a multi-age setting; the activities are also well-suited for use in daily routines and in your learning centers. Again, some activities reference

poems and songs that you will find listed in the Resources section at the back of this book. While you will find entire texts for many of the referenced materials, resource lists will help you locate other recommended poems, books, or folklore.

WOW! Rhyme™

This final section of each lesson features a fun rhyme that focuses on the WOW! Word and/or one or more of its forms. You will find the WOW! Word’s meaning tucked into the context of each WOW! Rhyme. While some rhymes offer suggestions for singing to a familiar tune, you’ll find that each rhyme’s language and meter invite you and the children to say the rhyme as a chant or to singsong it. (To singsong a rhyme, merely add a springy dancing feel to your voice. And some rhymes, such as WOW! Rhyme: *discourage*, 5s, nearly dance on their own!) WOW! Rhymes make frequent use of humor and surprise, because these elements, along with rhythm and rhyme, invite children to want to hear a rhyme again to learn and then repeat its words. Indeed, repetition helps us all retain language we hear.

You may want to read, chant, singsong, or sing the WOW! Rhyme several times when you first introduce a WOW! Word. As you repeat the rhyme each day, invite children to join in to say it with you chorally. You’ll find other creative ways to utilize the WOW! Rhyme, such as to recite the rhyme during wait times or while transitioning from one activity to another. With repetition, children might choose to say the rhyme individually or chorally as you “take dictation” on chart paper, thereby modeling the writing of children’s spoken words on paper. Although there is no focus on children’s reading or writing the WOW! Words and WOW! Rhymes, your recording rhymes children have learned to say through repetition presents a valuable and not-to-be-missed opportunity—to model the very essence of reading and writing. This scribing of children’s talk is an excellent way to help children recognize that all print they see—in books, newspapers, magazines, computer screens, signage,

and so on—is simply talk that’s “written down.” Occasionally, as in the WOW! Words lesson for *threaten* (5s), a WOW! Rhyme not only helps children use the WOW! Word but also presents another big word in meaningful context.

Blackline Masters

Use the blackline masters beginning on page 164 of this book to help you record the introduction and ongoing use of each WOW! Word. The patterns are designed to help you create any one of four unique displays. With the addition of a new WOW! Word each week, your display might seem to grow during the year, as do children’s listening and speaking vocabularies.

Patterns are included to help you create: a train that may add a boxcar each week, a caterpillar that adds a segment, a family of ducks that adds a duckling, or a fish in a fishbowl that adds a bubble.

To create your display of choice, reproduce its first pattern, cut out the shape, and use markers or buttons, beads, craft items, and the like, to add facial features. Each successive week, reproduce the chosen design’s corresponding pattern, cut out its shape, and attach it in place to indicate the “new-word growth.” You may wish to write the new *Word Of the Week* on the added segment. Children may choose to mark dots or apply sticky

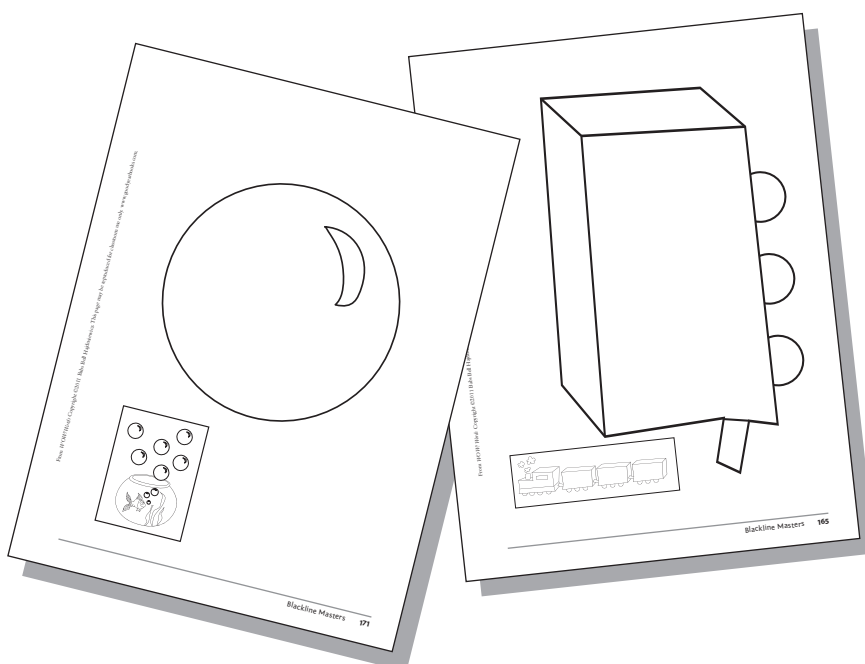
dots, stars, or the like to a segment to indicate each use of the WOW! Word they’ve heard themselves or others speak. Children might also indicate uses of a word vertically by attaching sticky notes to simulate a tail or added “appendage” that hangs down from the appropriate segment.

Creating a WOW! Words display promotes continued use of all familiar WOW! Words. Alternatively, you might record the introduction of WOW! Words on a classroom calendar.

In this section, you will also find a reproducible take-home letter for your ease in sharing WOW! Words with family members. You can copy and send home this letter as you introduce each new *WOW! Words* lesson.

Indexes

Various indexes at the back of the book help you locate specific information contained in this book. You will find all WOW! Words and their lessons indexed alphabetically, by suggested age group, and by theme and skill. You will also find an index of those recommended poems and songs for which complete texts are included. In addition, an Index by First Lines helps you locate WOW! Rhymes and their related WOW! Words. Additional poems and songs are similarly indexed.



Here's What It Means

adverb: for sure

Synonyms—*They have nearly the same meaning.*

- completely really
- definitely without a doubt
- positively

Figuratively Speaking

yep; yup; yes; you bet; it's so

Form of *absolutely* to Share with 4s

absolute (adjective)

Talk & Share

1. I absolutely cannot see from here.
2. I'm going to sit in absolute quiet.
3. Do you think that's absolutely true?
4. There are absolutely no crayons left in the box.
5. It absolutely cannot rain today!
6. I absolutely love snow!
7. What I told you was the absolute truth.
8. Yes, it's absolutely time to clean up.
9. I have absolutely no reason to believe that.
10. We need to feel absolutely safe.



**Focusing Talk:
Finding Absolute Truths**

Help children classify statements as “absolutely true” or “absolutely not true.” Model examples, as appropriate, such as “It’s hot outside today. That’s absolutely true!” or “It’s cold outside today. That’s absolutely not true!” With practice, have children initiate statements for others to classify as absolutely true or absolutely not true. Encourage interchangeable use of the words *false* and *not true*.



**Hands-On:
Making Absolute Shape
Identifications**

Provide paper circles and squares of differing sizes for children to sort into a group of circles and a group of squares. Model describing a shape as follows: “This shape is absolutely round,” or “This shape is absolutely square.” Have children follow your model to describe shapes as they use clothes hangers, string, and the paper shapes to create interesting mobiles. At other times, repeat the activity to include rectangles or triangles.

WOW! Rhyme: *absolutely*

It's absolutely true.
It is!
That's why I'm telling you.
It happened to me.
It did.
It did.
It's absolutely true!

Here's What It Means

adjective: to pay attention; to warn

noun: a warning

Synonyms—*They have nearly the same meaning.*

| | |
|-----------|-------------|
| attentive | intelligent |
| awake | watchful |
| aware | |

Figuratively Speaking

on the ball; with it; all ears

Forms of alert to Share with 5s

alerted (verb)
 alerting (verb)
 alertly (adverb)
 alertness (noun)
 alerts (verb)

Talk & Share

1. I'm too tired to feel alert today.
2. I'll throw you the ball when you seem alert.
3. I see that you are sitting alertly.
4. His alertness helped him jump out of the way.
5. Dad acted alertly and noticed that I needed help.
6. Your yell alerted everyone to the danger.
7. Please alert the teacher about that broken table leg.
8. A loud buzzing alerts us to pay attention to weather alerts.
9. Our dog alerted us to the burglar.
10. The weather report says we have an ozone alert.

**Focusing Talk:
Sounding an Alert**

Share “The Boy Who Cried Wolf” (“The Shepherd Boy and the Wolf”) (see Resources, page 174) and “Bird Alert” (page 175). Play music for partners to dance, and then stop and stand alertly when the music stops. One child asks, “What’s the alert?” as a partner responds with an alert, such as “Your cup could spill!” or “We have to go!” Invite children to offer alerts. Talk about how a vehicle with a loud siren alerts drivers to pull over and stop.

**Hands-On:
Acting Alert**

Provide paper, newspapers, and magazines. Help each child draw a sign, symbol, or word that alerts and informs people. For example, children may draw an EXIT or STOP sign, a bathroom door’s icon, or a red cross that notes the location of first aid equipment. Help children post their signs around the school or at home. At another time, have children draw or cut and paste pictures to illustrate people who are behaving alertly in particular situations.

WOW! Rhyme: alert

They almost bumped,
 but neither got hurt
 ’cause both of my friends
 were being alert.
 Yeah!

Here's What It Means

noun: lots of

Synonyms—*They have nearly the same meaning.*

more than enough

plenty

Figuratively Speaking

bushels of; oodles and gobs;

more than one can handle

Forms of *abundance* to Share with 6s

abundant (adjective)

abundantly (adverb)

Talk & Share

1. Today I felt abundant joy.
2. I see an abundance of advertisements on TV.
3. This store has abundant choices of cereals.
4. I feel abundantly sorry for saying mean words.
5. I can read an abundant number of words now.
6. The water supply here is not abundant.
7. One week of abundant rain increased the lake's depth.
8. A coat can hide an abundance of things.
9. Our baby speaks an abundant number of sentences.
10. I felt abundant sadness when my grandpa passed away.

**Focusing Talk:****Noticing Abundances**

Discuss how some things, such as blocks, sand grains, papers, beach pebbles, windows, and so on, can appear in abundance. Using a PMI (pluses, minuses, interesting) chart, help children list ideas as “Positive Abundance,” “Negative Abundance,” or “Interesting Abundance.” Plus and Minus ideas may include toys, friends, freckles, happiness, sadness, or healthy foods. Snowflakes or paper clips might be listed as Interesting ideas.

**Hands-On:****Making an Abundance**

Invite children to use scissors to change one sheet of scrap paper to an abundance of pieces of paper, or confetti. Encourage counting of the pieces as children cut. To repeat the activity, have children first plan how to cut through several thicknesses at a time for greater efficiency in making one piece of paper into a far greater number—an abundance. Children can give the confetti to owners of hamsters or other small animals.

WOW! Rhyme: *abundance*

We had an abundance of toys
till we shared with the girls and the
boys.
We abundantly cared
and abundantly shared.
Now we all have an abundance of
joys.

Here's What It Means

adjective: can be entered

Synonyms—*They have nearly the same meaning.*

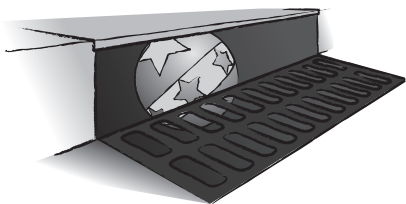
can get into reachable
not blocked within reach
passable

Forms of accessible to Share with 7s

access (noun, verb)
accessed (verb)
accessibility (noun)
inaccessible (adjective)

Talk & Share

1. My classroom is accessible from the side door.
2. The house hasn't been accessed because the door is locked.
3. The top of Mount McKinley is not easily accessible.
4. My teacher says my goal to finish this book is accessible.
5. Children have access to movies that are rated G.
6. Joey's ball went down the sewer and is now inaccessible.



7. The store announced a date for the new toy's accessibility.
8. I wish my grandparents had access to the Internet and e-mail.
9. The pool is accessible for anyone to swim after 3:00 each day.
10. Someone needs to limit my brother's accessibility to my room!

**Focusing Talk:
Discussing Accessibility
of Characters**

Share “Rapunzel” or *Tikki Tikki Tembo* (see Resources, pages 173–174). As appropriate, stop to ask children why the story's character is trapped, or not able to access a way out. Encourage children's responses in sentences using *accessible* and its forms. Similarly, invite children to predict ways the character might gain greater accessibility. Resume reading and have children use sentences to check on and report their predictions.

**Hands-On:
Blocking Access**

Have children hold hands in a circle to play “Cat and Rat.” One child, Cat, goes around the outside of the circle while Rat is inside. On a signal, Cat moves to tag Rat as children raise and lower their joined hands to block Cat's access. If Cat gains access to the inner circle, then children try to lock Cat inside, helping to protect Rat or to help Rat be inaccessible. When Cat tags Rat, both characters choose classmates to take their places.

WOW! Rhyme: accessible

This was once an accessible place.
But now—inaccessible space.
Too high in the air.
No ladder;
no stair.
No way we can access that vase!