

**CONGRATULATIONS FOR CHOOSING WORD WEB VOCABULARY,  
A NEW —AND BETTER — WAY OF PRESENTING VOCABULARY,  
NOT AS AN ADDITIONAL SUBJECT,  
BUT AS THE INTEGRATING ELEMENT OF YOUR LANGUAGE ARTS CURRICULUM!**

You've opened your package, you're looking at your classroom set, and you're wondering what you're supposed to do. Here's a jump start to getting you up and running. Find the pre- and post-tests (they are one and the same) that should be with your order. Have students work these on the first day. Their answers will give you insight into their word knowledge and are for your information only; there's no need to discuss them with the class. Use these to evaluate your students' progress when they take the posttest.

Next, find your teacher's manual. Sit down for five minutes and read the introduction, including the pages that appear in the students' books. These contain a lot of information and insider tips to which I hope you will return again and again. The flow charts will help you see the cadence of the vocabulary lessons.

Each lesson is intended to last one week. Once you have completed the third lesson, I believe you and your students will feel the rhythm of the lessons and know the level at which each works best. At this point, I would expect that you will not need more than fifteen minutes a day to cover all the activities.

Now, look at the symbols and their explanations on the inside front cover. These are integral to the program and will keep the interest of your students (and you) at a high level throughout the year. Now, you're ready to turn to the first lesson. You'll notice the students' pages are at a reduced size and that support material for you fills up the rest of the page.

In all lessons, you'll find that I provide the type of guidance that I believe will assure you that you are not going to be burdened by adding Word Web to your curriculum. Of course, you will want to study the web of words — semi-, demi-, hemi- if you're using Volume I, or the Latin prefix "du-" if you're working with Volume II — and their definitions. When your first class arrives, have them repeat the steps you took: reading their introduction and looking at the symbols on the inside front cover. Reassure students that they can easily return to this site when they cannot remember the meaning of a particular element. Allow a full class period on the first day to familiarize students with the program and its features. **HOWEVER ...**

as I caution you in your manual, before students look at the first web of words, have them close their books and see how many words they can provide that relate to the first root(s). Once they've finished, have them open their books. Go over each of the web words and their definitions with them. Explain the various learning levels and their accompanying symbols. Since I cannot be in the classroom with you, you will have to decide the levels at which your students can best work. If you are teaching elementary grades, start everyone off at the beginner's level. If your students are middle schoolers, they will probably be ready for beginner-intermediate or intermediate levels.

High school students may be able to enjoy the intermediate-advanced, advanced, and in some cases, the challenge levels, although ESL and special-ed students, regardless of grade, may need the words at the beginning level. You and they will find out in a short time just where each of them can work comfortably. Because I have learned that no classroom has students with the same abilities, I provide the different levels of difficulty — a subjective assignment on my part. Do not discourage students who want to do work at a higher level than you might think appropriate.

On the first day, give students a chance to share ideas on sentences they could write. Assign a certain number of sentences for them to write before class the next day. Now, you're ready to follow the teacher's guide with plans for the rest of the week, the Real World Word and the Wicked Word of the Week. You should also obtain science and social studies words from colleagues to include with each lesson. Note that after every five lessons, there is a review lesson. This gives students a chance to catch up on their writing, make corrections, share ThinkLink answers and so on, and for you to check their work.

**So, what about my promise that Word Web will not be a new or independent subject for you and your students but rather the integrating element of your language arts? Here's how you integrate Word Web's vocabulary into your language arts program:**

- tie appropriate words to spelling rules and previous spelling lessons
- ask students, when applicable, to provide different parts of speech to word where plausible, as semiprofessionally (adv) for *semiprofessional*; monopolize (v) for *monopoly*, etc.
- show students how prefixes and suffixes help them understand how to spell some words
- ask students for synonyms, antonyms or homonyms of words whenever applicable
- relate relevant words to recently-read literature, by asking questions such as: "Was So-and-so a *vital* person?" "Who acted in a *divisive* way, or did anyone show *malice* in such-and-such a story?"
- apply current vocabulary words to literary or historical figures with which students are familiar
- help students decide which type of reference material best suits research of a word
- hold students to correct punctuation, capitalization, grammar, etc., in their work; **insist on corrections**
- require students to answer all Think Links in complete sentences
- encourage students to utilize vocabulary words in themes and essays they write for other assignments
- use the reminders that appear on many of your teachers' pages

**Introduce or review, then assign the following to your students' vocabulary sentence writing:**

- **mechanics:** capitalization, punctuation (especially of dialogue), apostrophes (particularly possessives)
- **spelling demons**
- **sentence types:** declarative, interrogative, imperative, exclamatory; simple, compound, complex, compound-complex sentences; avoiding run-on and incomplete sentences
- **sentence parts,** including agreement of subject and verb
- **parts of speech:** nouns, pronouns, verbs, adjectives, adverbs; require students to use the active voice, rather than passive, in their sentences
- **pronouns:** correct usage of first and third person, agreement of pronouns and antecedents
- prepositions and prepositional **phrases**; **clauses** and phrases: introductory, subordinate, interrupting and misplaced; dangling modifiers
- **types of writing:** narrative, expository, descriptive, persuasive
- **literary techniques:** alliteration, metaphor, simile, personification, hyperbole, onomatopoeia
- **confusing homonyms and word forms:** its - it's; to, too, two; their, there, they're; whose- who's; who - whom; whoever - whomever; lie - lay; woman - women and other irregular plurals
- **confusing pairs:** choose - chose; clothes - cloths; desert - dessert; effect - affect; loose - lose; principal - principle, etc.

When students are **speaking and listening**, expect students to: enunciate clearly; express themselves clearly when answering questions or explaining ideas; agree / disagree with others' answers by thinking critically; avoid "and uhs," "you knows" and extraneous "likes"; follow directions; appreciate others' words and ideas, including answers to quizzes, Think Links and other research.

That about does it, except for the literature you need to cover. To continue to receive ongoing help, contact me, Elinor Miller, at [emiller@seepub.com](mailto:emiller@seepub.com) and subscribe to my bimonthly newsletter, **Ellie'sWord**. If you are not already a subscriber, send your name to me, and I'll add it to the mailing list. You can opt out at any time.

**HAVE A GREAT SCHOOL YEAR!**