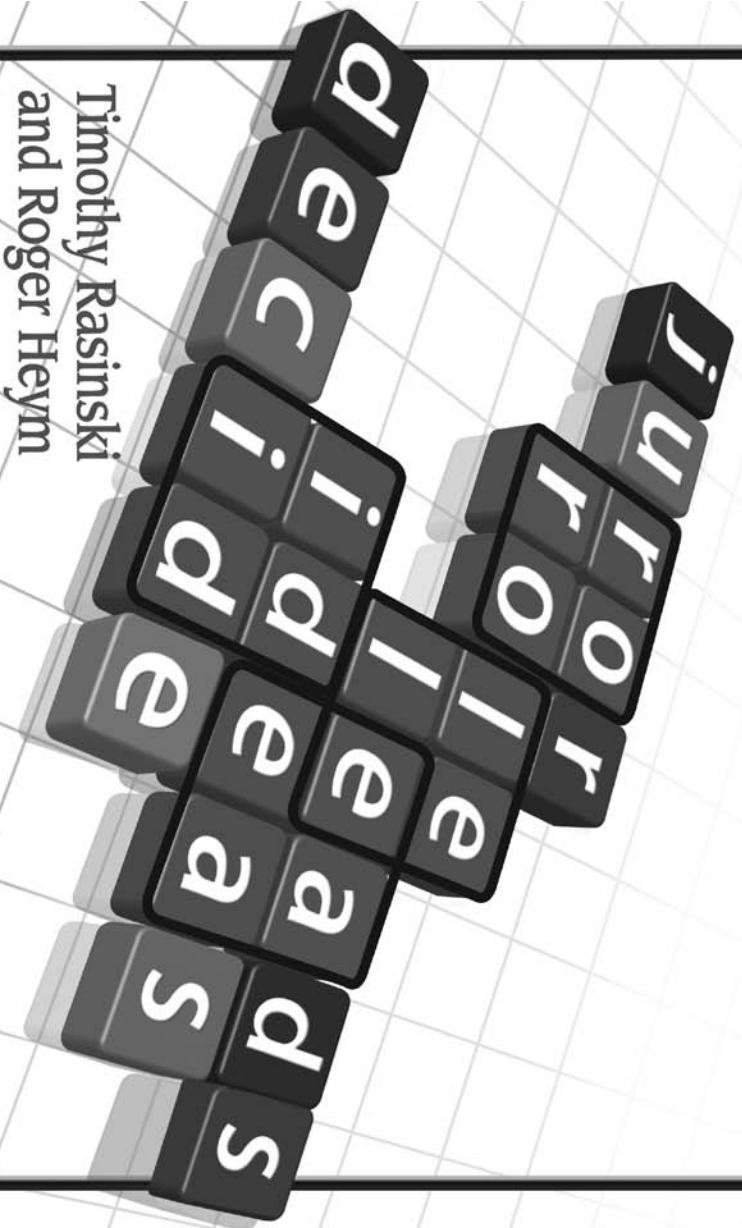


Grades
4-8

Word Steps

Making and Writing Content-Area Words



Timothy Rasinski
and Roger Heym

Authors

Timothy Rasinski and Roger Heym



SHELL EDUCATION

Table of Contents

Introduction and Research Base.....	5
The Word Steps Lesson Plan.....	8
Standards Correlations.....	12
Quick Start	13
Lesson 1: Shapes.....	14
Lesson 2: U.S. History.....	16
Lesson 3 U.S. History.....	18
Lesson 4: Books.....	20
Lesson 5: School Life.....	22
Lesson 6: Parts of Things.....	24
Lesson 7: Vocabulary.....	26
Lesson 8: Vocabulary.....	28
Lesson 9: Vocabulary.....	30
Lesson 10: Vocabulary.....	32
Lesson 11: Vocabulary.....	34
Lesson 12: Vocabulary.....	36
Lesson 13: Vocabulary.....	38
Lesson 14: Math.....	40
Lesson 15: Social Studies.....	42
Lesson 16: Social Studies.....	44
Lesson 17: Social Studies.....	46
Lesson 18: Social Studies.....	48
Lesson 19: Social Studies.....	50
Lesson 20: Social Studies.....	52
Lesson 21: Science.....	54
Lesson 22: How We Live.....	56
Lesson 23: Social Studies.....	58
Lesson 24: States.....	60
Lesson 25: Adjectives.....	62
Lesson 26: American History.....	64
Lesson 27: Vocabulary.....	66
Lesson 28: Vocabulary.....	68
Lesson 29: Geography.....	70
Lesson 30: Vocabulary.....	72

Lesson 31: Vocabulary	74
Lesson 32: U.S. Presidents.....	76
Lesson 33: Vocabulary	78
Lesson 34: U.S. History	80
Lesson 35: U.S. History	82
Lesson 36: Vocabulary	84
Lesson 37: How Things Happen	86
Lesson 38: State Government	88
Lesson 39: Science.....	90
Lesson 40: Vocabulary	92
Lesson 41: Writing.....	94
Lesson 42: Vocabulary	96
Lesson 43: Science.....	98
Lesson 44: Science.....	100
Lesson 45: Science.....	102
Lesson 46: Science.....	104
Lesson 47: Science.....	106
Lesson 48: Social Studies	108
Lesson 49: Social Studies	110
Lesson 50: Social Studies	112
Lesson 51: Mathematics	114
Lesson 52: Science.....	116
Lesson 53: Social Studies	118
Lesson 54: Science.....	120
Lesson 55: Vocabulary	122
Lesson 56: Vocabulary	124
Lesson 57: Vocabulary	126
Lesson 58: Vocabulary	128
Lesson 59: Vocabulary	130
Lesson 60: Vocabulary	132
About the Authors	135
References.....	136

Quick Start

If students need guidance to work the *Word Steps* puzzles, use the following procedures:

1. Choose the lesson you will teach. Duplicate the blank student worksheet by copying the first page of the lesson or using the printable copy from the CD.
2. Give each student a copy of the worksheet. Make a transparency or project a copy of the blank worksheet onto a whiteboard to be filled in as students are guided through the clues.
3. Read clue 1 with the students and help them determine the word for row one of the *Word Steps* puzzle. The second page of each *Word Steps* puzzle is a filled-in worksheet to be used as an Answer Key.
4. Fill in row 1 of the *Word Steps* puzzle.
5. Look at the shaded boxes with boldfaced text in them. Transfer these letters into the boxes directly below them. These letters will serve as additional clues to the next word.
6. Proceed to read the clues and fill in the boxes, transferring the grayed letters each time.
7. When all the boxes are filled in, work together to choose words that will appropriately fill the blanks in the paragraph found on each worksheet. Not all of the words will be used.

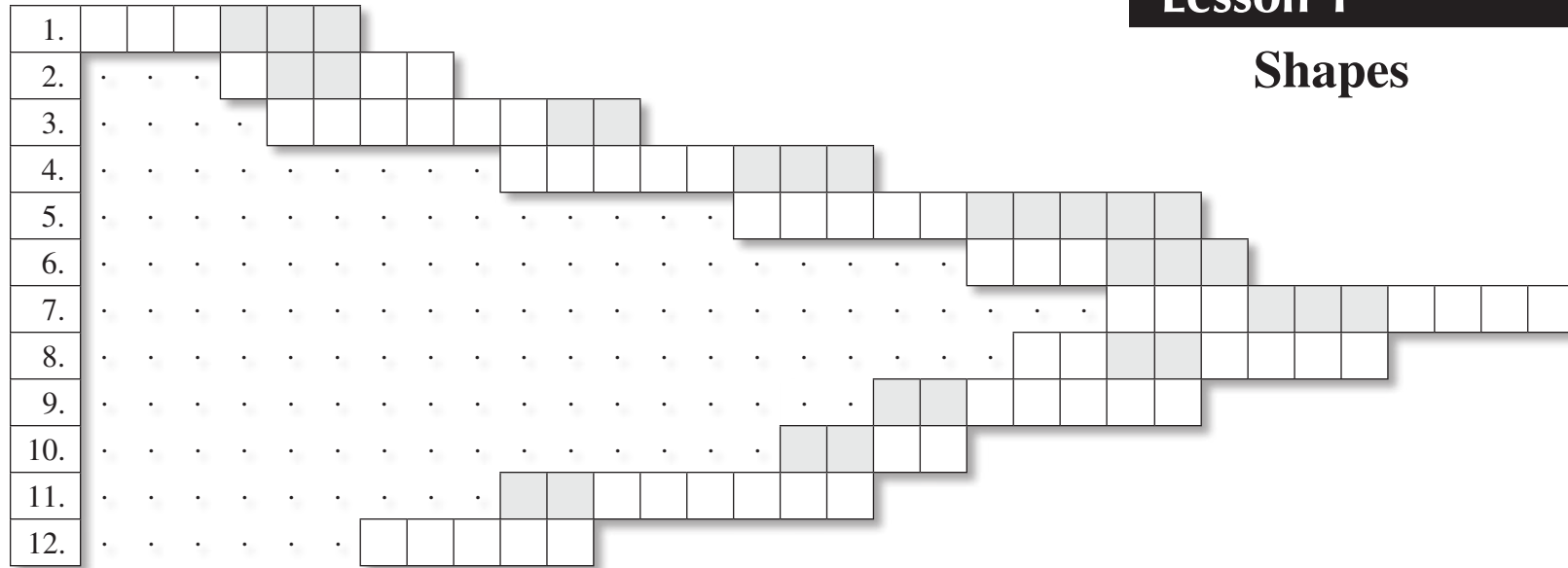
The 60 *Word Steps* lessons follow. Remember, the first page of each lesson is the student page. The second page is the Answer Key and can be used to guide the lesson.

1.	s	q	u	a	r	e																				
				↓	↓	↓																				
2.	.	.	.	a	r	e	n	a																		
				↓	↓	↓																				
3.	.	.	.	.	r	e	a	l	i	z	e	d														
					↓	↓	↓	↓	↓	↓	↓	↓														
4.	.	.	.	.	.	.	.	.	.	.	r	e	d	e	f	i	n	e								
											↓	↓	↓	↓	↓	↓	↓	↓								
5.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	i	n	e	v	i	t	a	b	l	e
																	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓

Name _____

Lesson 1

Shapes



Clues

1. a 4-sided shape with equal sides and 4 right angles
2. a large building to see concerts and sports, shaped as an oval or rectangle
3. to have finally fully understood
4. to give a definition of a word again
5. something that will certainly happen; unavoidable
6. a small square or rectangular pad of paper or a round medicine pill
7. stationery with a name and address that is often rectangular in shape
8. opposite of son, female related to her parents
9. put this in your ear to block out noise or to hear music
10. something one thinks or imagines; a plan
11. excellent, wonderful, very good
12. crunchy, easily broken, or invigorating, fresh air

Man With a Plan

The new _____ was built in the shape of a _____.

The designer came up with a very interesting _____ that he first wrote on his _____.

It was later sent out for others to see on his official _____.

His young _____ that it was a _____ design. It became _____ that it would be built as soon as possible.

Shapes

1.	s	q	u	a	r	e	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
2.	.	.	.	a	r	e	n	a	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
3.	.	.	.	.	r	e	a	l	i	z	e	d	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
4.	.	.	.	.	.	.	.	.	r	e	d	e	f	i	n	e	.	.	.	.	.	.	.	.	.	.	.
5.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	i	n	e	v	i	t	a	b	l	e	.	.	.
6.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	t	a	b	l	e	t	.	.
7.	l	e	t	t	e	r	h	e	a	d		
8.	d	a	u	g	h	t	e	r			
9.	e	a	r	p	l	u	g		
10.	i	d	e	a	
11.	s	p	l	e	n	d	i	d
12.	c	r	i	s	p

Clues

1. a 4-sided shape with equal sides and 4 right angles
2. a large building to see concerts and sports, shaped as an oval or rectangle
3. to have finally fully understood
4. to give a definition of a word again
5. something that will certainly happen; unavoidable
6. a small square or rectangular pad of paper or a round medicine pill
7. stationery with a name and address that is often rectangular in shape
8. opposite of son, female related to her parents
9. put this in your ear to block out noise or to hear music
10. something one thinks or imagines; a plan
11. excellent, wonderful, very good
12. crunchy, easily broken or invigorating, fresh air

Man With a Plan

The new _____ arena _____ was built in the shape of a _____ square _____. The designer came up with a very interesting _____ idea _____ that he first wrote on his _____ tablet _____. It was later sent out for others to see on his official _____ letterhead _____. His young _____ daughter _____ realized _____ that it was a _____ splendid _____ design. It became _____ inevitable _____ that it would be built as soon as possible.

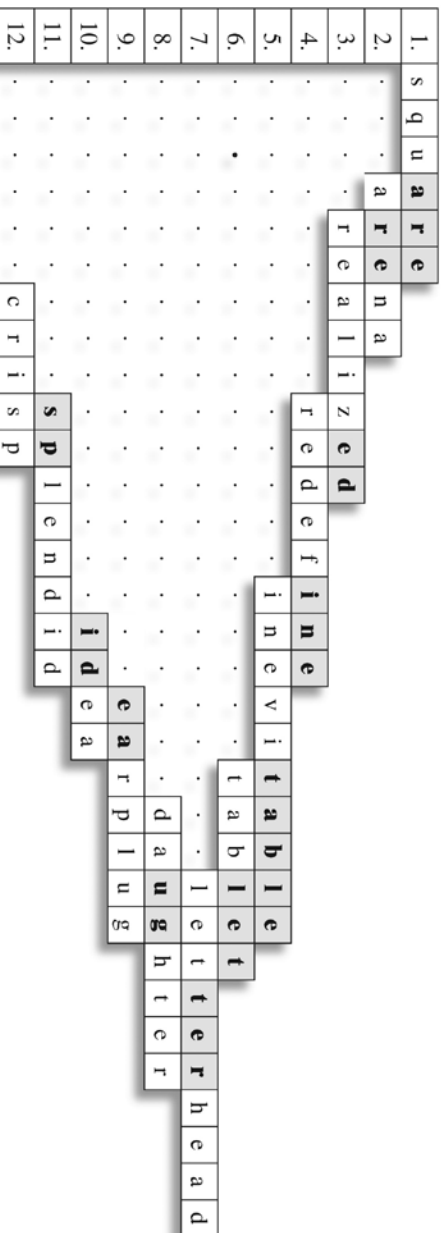
The Word Steps Lesson Plan

Overview

This book provides you with all you need to implement *Word Steps* lessons with upper-elementary and middle-grade readers. The lessons are organized around academic vocabulary concepts that are normal parts of upper-elementary and middle school content-area curricula. Each lesson is accompanied by a corresponding worksheet that students use in making a set of words. You simply need to make a copy of the appropriate worksheet for each student. Copies are provided on the enclosed CD for printing convenience. Additionally, you will need to make a transparency for yourself or project a copy onto an interactive whiteboard so that you can guide students in making the words that are part of each lesson.

Each brief lesson or activity begins with a key starter word that students are expected to know and master from a content area. From that first word, you guide students to use a highlighted portion of the first word to make a second word that is presented on the next step of the worksheet. A highlighted portion of the second word is then used to make a third word on the third step. Each new word is made from a highlighted element of the previous word until a final word is made. As students move from one word to the next, they are also presented with clues that focus their attention to the meaning of each word.

For example, in Lesson One, students begin with the word *square*. In the step below this first word, students use the *are* in *square* to make a word that means “a stadium used to present concerts and sporting events”—*arena*. In the next step, students will use the *re* in *arena* to make a word that means “to have become aware of something or to have understood something”—realized. The ten-minute lesson continues with a portion of one word used to make the next word on the step below.



The Word Steps Lesson Plan *(cont.)*

The lesson format is easy to follow; however, some of the words may be challenging for students. We purposefully included challenging words in each lesson because we wanted to build their vocabularies with words that they will often find in their academic studies—words that they will find useful in their own reading and content-area studies in the months and years to come.

In addition to providing a few letters for each new word from the previous word, we also provide letter boxes for each word to give students a clue as to the number of letters for each word. And for each word, we provide a definition or meaning clue to keep students' attention focused on the fact that each word they make has a specific meaning or meanings.

Adaptations for Struggling Students

Although we provide meaningful clues, we know that those clues may not be sufficient for many students. You should feel free to add your own clues or definitions to the mix or to simply give students the word and provide a sentence which helps to illustrate the meaning of each word. You can add additional support for each *Word Steps* lesson by strategically filling in some of the blank letter boxes in each worksheet before duplicating it for each student. The idea behind each *Word Steps* lesson is to provide teachers and students with a gamelike vehicle to help students gain access to word meanings and take note of how words are spelled. **Feel free to give students as much support as needed in order for students to be successful.**

Using Words in Context

To complete each lesson, we have also provided a short cloze passage (or set of sentences) in which students must choose words from the just-completed *Word Steps* lesson to fill in the blanks in the passage. In this way, students immediately apply some of the words they have just made into actual contextual reading and writing.

Once each lesson is complete, you and the students can add selected words to a classroom word wall to encourage students to use the words in their oral and written language. Students can also be asked to record the words in their personal word journals for continued study and reference.

The Word Steps Lesson Plan *(cont.)*

Sorting Words

One of the best follow-up activities for each *Word Steps* lesson is to have students sort or categorize the words in various ways. On a blank sheet of paper, students can be asked to draw one or more vertical lines to make two or more columns. Next, they label each column with a category specified by the teacher or another student. Then, students sort the words from the lesson into the appropriate categories by writing them in the appropriate columns. Categories might include the following:

Word Sort Ideas	
Nouns	Not Nouns
Verbs	Not Verbs
Words with Prefixes	Words without Prefixes
Compound Words	Not Compound Words
Science Words	Not Science Words
1–2 Syllable Words	3+ Syllable Words
Words with Silent Letters	Words without Silent Letters
Words with Consonant Blends	Words without Consonant Blends
People Words	Not People Words
Place Words	Not Place Words

As students become adept at sorting words, you may wish to have them name the categories. Students will display a surprising degree of creativity in learning various ways in which words can be categorized.

With each new sort, students not only gain added exposure to words, which is critical to their sight-word development, but they also analyze the words from a variety of perspectives. This gives them greater control over and knowledge about how the words are constructed (spelled) and what they mean.

The Word Steps Lesson Plan *(cont.)*

Assessment

You may wonder if the words from the *Word Steps* lessons can be used for assessment. The words in the lessons are certainly worth learning. It is also worth determining the degree to which students are mastering these words. Each week, students could be asked to spell and write brief explanatory definitions for a subset of words from the week's lessons selected by the teacher. Or, students might be asked to write an essay or a set of sentences using selected words from the week's lessons. High levels of student performance on the selected words should give teachers sufficient evidence that students are gaining control over all the words.

Be Consistent

As you can see, the lesson format is quick, simple, fun, and consistent. The general format for each lesson does not change, although the key concept and words for each lesson do. By being consistent from one lesson to the next, you are not spending your time explaining any new or unfamiliar procedures. Students know what to do and spend their time focusing on the letter-sound relationships for each word—the essence of phonics instruction. We are certain that, whether you work in a regular classroom setting or in an intervention reading program such as Title I or special education, regular use of *Word Steps* will help students develop a deeper mastery and appreciation of important words in their learning environment, and they will also discover that learning words can be enjoyable, engaging, and worthwhile.

Make It Feel Like a Game

Word learning is indeed worthwhile, and it can be taught in ways that are engaging and enjoyable. Teachers and students have told us that *Word Ladders* and *Making and Writing Words* feel like games played in the classroom. We take that as a compliment and hope that *Word Steps* will also become another fun and favorite word-building activity in your classroom. Think of all the games we play as adults that are word games—*Scrabble™*, *Boggle™*, *Password™*, *Buzzword™*, *Taboo™*, *Balderdash™*, *Bananagrams™*, *Quiddler™*, and many more. Those of us who like to play word games are very likely to be good readers and good spellers with strong vocabularies. We feel that the more that word study can feel like a game for students, the more likely it is that they will engage themselves in the important educational task of word learning.