

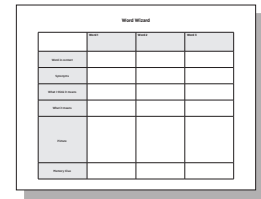


Let's get students excited about words by making word-learning fun! The Word Wizard matrix is fun if you select words to learn that are important, interesting, and that students are likely to encounter.

After investigating the words with this strategy, students will be more likely to remember and use them. Once students are fairly familiar with the Word Wizard, they'll be able to use it in pairs and then on their own with unfamiliar, interesting, or intriguing words that they choose. It's a great precursor to Frayer.

Pink: Design, Story, Symphony, Play, Meaning

Wagner: Critical Thinking and Problem Solving, Leading by Influence, Initiative, Agility/Adaptability, Oral Communication, Accessing and Analyzing Information, Curiosity and Imagination



See page 87

STEP-BY-STEP

Teacher Prep

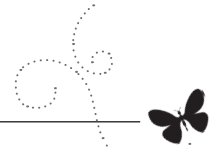
- As you preread a text, select three meaningful words that are important, interesting, and/or appear somewhat frequently. It's just fine to use one or two words.
- Write one word in each Word box at the top of the matrix (see Notebook template).
- Write or type the sentence where you found each word in the box below the word. It may be helpful to also write the sentence that comes before or after the original sentence. You can also write your own contextual rich sentence. I find this is faster and seems to work better.
- Duplicate one copy of the Word Wizard matrix for each student (page 87).

Explain

- Just do a quick introduction to the Word Wizard matrix. Show the matrix on the SMART Board/overhead and briefly explain each cell in the first column.
- Move right to modeling and keep your presentation lively and at a reasonable pace. In other words, have some fun with it. (See Notebook template for a silly example.)

Model

- This is the important part. We suggest that you carefully model the first word and use a Think Aloud (see page 3) as you do. The stronger your Think Aloud, the more powerful the teaching.
- To begin, read the first word and read the word in context.
- Show students how you would use a thesaurus to find synonyms that you write in the next cell. The Notebook template is linked to dictionary.com. The synonyms should be words with which students are familiar. If you are not using a SMART Board, have a few students on computers and/or a few students with dictionaries and thesauruses.
- Use the context and your synonyms to write what you think the word means in the next box. Students will create their own definitions. Here's another excellent place to Think Aloud.



Mary Says,

"Here's a note of caution. There is no one method or graphic that works for teaching all words. Please try out the words you select to be sure they fit this graphic."



Jane Says,

"Try to avoid selecting words that represent unfamiliar concepts. Some background knowledge will help students be very successful using this strategy on their own."

- Now, find the word in the dictionary and compare the student created definition with the dictionary definition. Invite the students to revise their definition, being careful to keep it in their own words. Make sure the definition corresponds to the way the word is used in the sentence.
- The fun factor increases here. You get to draw a picture that represents the word. It doesn't have to be a work of art, but your sketch should be representative of the word's meaning in some way.
- And this is the best part—the memory clue. Write a key word or phrase that will jog your memory and cue you to the word's meaning. Your memory clue can be silly, serious, or personal. For example, if your word is “dilemma,” your memory clue could be “two lemons.” Di- means two, and a dilemma is two difficult, or sour, choices.
- Be sure to explain your rationale for your memory clue.

Guide

- Now move to the next word. Begin by reading the word alone, and then read the word in rich context.
- From this point, have the students help you. Ask them to find information or suggest what to write in each cell.
- Consider having students come to the SMART Board to write synonyms or draw the picture, and so on.
- Be sure the memory clue is explained clearly to everyone.

Practice

- Since this is a fairly straightforward strategy, students—working in pairs, perhaps—should be able to fill in the column for the next word with minimal guidance. Just circulate to lend a hand when needed.
- Don't forget to have students share their work! If you have a document reader, project student work for all to see.

Applications and Examples

- Add a “bonus” row that asks for the word's origin. Here, students can write the word's origin and what the word meant a long time ago. This often helps students remember how the word is used today.
- Check out the Online Etymology Dictionary website at www.etymonline.com
- Add a row where students write the word in an original sentence. This, of course, only happens after students have had plenty of opportunities to learn the word and all of its meanings. In other words, you shouldn't ask students to write a word in a sentence until they have a strong understanding of the word.
- Create a Word Wizard Wall where you display student-selected words. To get a word on the Word Wizard Wall, students have to fill in a column for their word. Challenge them to see who can find the most interesting words, bring them to class and add them to the Word Wizard Wall.
- Have students use the Word Wizard to teach their favorite words to the class.