

The Word Collector

by Peter H. Reynolds

Jerome collects something very special, and it isn't bottle caps, stamps, or baseball cards. He collects words—big words, small words, and all the words he finds fun and interesting. What new words will you collect today?

Want to read more books like this one? Visit your local or school library to check out more!

Create Successful Reading Habits

Academic language is a critical component of vocabulary development, oral language, and developing a student's ability to read, think, speak, and write about a topic. By guiding students to develop their academic language skills, teachers can mitigate some of the challenges that students encounter when learning to comprehend text.* Students should engage in a variety of activities that purposefully support the development of their academic language. Inferential language instruction can be helpful when learning about figurative language because it supports a student's ability to think critically, make inferences, connect ideas, and determine the deeper meaning of the text.

* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

SCIENCE OF READING – PURPOSE OF ASSESSMENTS

Assessing students is critical for identifying specific literacy needs. There should always be a purpose for assessments. The **four main purposes for assessments are:**

1. **Screening** helps to identify who is at risk for not meeting grade-level learning goals.
 - usually administered in the fall, winter, and spring of a school year to identify students at risk for reading and spelling difficulties
2. **Progress Monitoring** determines if the intervention is fixing the problem.
 - administered frequently to check for adequate student growth
 - used to determine instructional needs and to make instructional decisions
3. **Diagnostic** assessments assist in identifying specific needs and what should be taught.
 - measure students' proficiency in reading skills
 - used to design effective instructional interventions
 - can be informal, criterion-referenced, or norm-referenced
4. **Outcome Measure** assessments help to determine if students are meeting expected levels of performance.
 - can be criterion- or norm-referenced
 - **Norm-referenced** assessments measure a student's performance in comparison to the performance of same-age students on the same assessment and are designed to document gains in performance. The FAST Assessment is an example of a norm-referenced assessment.
 - **Criterion-referenced** assessments measure what a student knows and does not know at the time, and the results are compared to grade-level standards. An end-of-unit test is an example of a criterion-referenced assessment.

Assessment data, combined with other relevant information, are used to determine the most efficient and effective way to increase student outcomes. Assessment data can be used to plan instruction, determine the composition of small groups, and evaluate progress.

WORD WORK – WORD ANALYSIS

When your students read longer words, help them look for and identify **base words** and **suffixes**. Guide students in identifying word parts to decode multisyllabic words and then blend the parts to read the whole word fluently.

ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

When students try to decode unfamiliar multisyllabic words, they can use word analysis to help them break apart the word. Guide students in identifying **base words** and **suffixes**.

- **Base words** are single words that cannot be broken into smaller word parts and still have meaning, like the word *friend*.
- A **suffix** is a word part that is added to the end of a **base word**, like *-ly* in the word *friendly*. **Suffixes** have meaning and will change the meaning of the **base word** when added.

Here is an example of how to identify **base words** and **suffixes** using the following words from the book.

perfectly (p. 4)
eagerly (p. 23)

wonderful (p. 8)
powerful (p. 21)

stringing (p. 12)
pulling (p. 27)

Morphology: Identifying Base Words

- Point to the word *perfectly*. Say the word, and ask students to repeat it.
- Cover the **suffix** *-ly* with your finger and say, "What is the **base word** in *perfectly*?" (*perfect*)
- Then say, "Point to the **suffix** in *perfectly*." (*-ly*)
- Say, "Now run your finger under the whole word, and read the word parts together."
- Repeat the steps for the words *wonderful* and *stringing*.
 - The **base word** in *wonderful* is *wonder*. The **suffix** is *-ful*.
 - The **base word** in *stringing* is *string*. The **suffix** is *-ing*.

Morphology: Identifying Suffixes

- Point to the word *eagerly*. Say the word, and ask students to repeat it.
- Cover the **base word** *eager* with your finger(s) and say, "What is the **suffix** in *eagerly*?" (*-ly*)
- Then say, "Point to the **base word** in *eagerly*." (*eager*)
- Say, "Now run your finger under the whole word, and read the word parts together."
- Repeat the steps for the words *powerful* and *pulling*.
 - The **base word** in *powerful* is *power*. The **suffix** is *-ful*.
 - The **base word** in *pulling* is *pull*. The **suffix** is *-ing*.

Morphology Base Words and Suffixes Extension

- Now ask students to locate other words in the book with the **suffixes** *-ly*, *-ful*, and *-ing*.

ELL and SWD suggestion:


Explicitly teach the terms **base word** and **suffix** to students. Then create many opportunities for students to apply this knowledge to unknown words they encounter. Use pocket charts, word strips, or index cards with **prefixes**, **suffixes**, and **base words** written on them to guide students in manipulating and blending the word parts.


TALK ABOUT NEW AND INTERESTING WORDS


ELA.2.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.


ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.

Tier 2 vocabulary words can be used for explicit vocabulary instruction. When teaching vocabulary, it is important to create and share student-friendly definitions that are appropriate for the level of your students. Help students make connections to the word by providing contextual information that relates to the text being read and builds upon their background knowledge. Here are some examples of Tier 2 vocabulary words from the book:

 **jumbled** (p. 15): If you **jumble** things, you mix them out of order. Jerome accidentally **jumbles** his words when he slips, and they all go flying.

 **delighted** (p. 20): When someone is **delighted**, they feel very happy. Jerome makes songs from the poems he writes and **delights** his friends when he sings them.

 **eagerly** (p. 23): If someone is **eager**, they are very excited to do something. Jerome **eagerly** collects more and more of his favorite words.

 **scurrying** (p. 30): If you **scurry**, you run with quick, short steps. When Jerome empties his collection of words into the wind, the children **scurry** to collect them.

ELL and SWD suggestion:

Multisensory instruction can be utilized to engage various sensory pathways. Incorporate music as an example of rhythm and melody. Consider using instruments, sounds, and music that represent the culture(s) discussed in the text. Encourage ELL students to think of a word or word phrase in their native language that corresponds to the meaning of the word in English.

READ FOR MEANING – IDENTIFY AND EXPLAIN THEMES

ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.

- Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.
- Clarification 3: For character, students will describe characters' traits, feelings, and behaviors.

ELA.2.R.1.2: Identify and explain a theme of a literary text.

As you read, use this graphic organizer to guide students in thinking about **plot structure**—specifically characters and events—to identify and explain the **theme** of a story.

Finding Theme	
How does Jerome use his word collection at the beginning of the story?	
What events happen that cause Jerome's actions to change?	
How does Jerome use his collection at the end of the story?	
What lesson does Jerome learn?	

Before – Introduce Theme

Say to students, "A **theme** is an underlying message, or big idea, that the author wants you to take away or learn from reading a story. Many times, the **theme** is not stated right there in the book, and to figure it out, you need to dig deeply into the events and characters' actions. Today while we read, we are going to identify the **theme**, or big idea, of this story. To help us identify the **theme**, we are going to think about how the characters behave, the events that happen, and the lesson that the characters learn."

During – Discuss Plot Structure and Story Elements

- Who is the main character in the story? What does he collect? (p. 3)
- What do collectors do?
- Why does Jerome like to collect words?
- Where does Jerome find new words to collect? (p. 4 - 6)
- Where does Jerome put his new words when he collects them? (p. 11)
 - After reading page 11, stop and complete the first section of the graphic organizer with students.
- What happens when Jerome trips and spills all of his words on the ground? (p. 15 - 16)
- What does Jerome notice as he begins to string the **jumbled** words together? (p. 18)
 - After reading page 18, stop and complete the second section of the graphic organizer with students.

READ FOR MEANING – IDENTIFY AND EXPLAIN THEMES

- What does Jerome use his newly grouped words to create? (p. 19 - 20)
- What words are Jerome's most powerful? (p. 21 - 22)
- What does Jerome want to do with his collection of words? (p. 25)
- How does Jerome share his words with the world? (p. 28)
- How does Jerome feel after he shares his words with the world? (p. 32)
 - After reading page 32, complete the section of the graphic organizer to describe how Jerome uses his collection at the end of the story.

After – Find the Theme

- How does Jerome's use of his word collection change from the beginning of the story to the end of the story?
- What lesson does Jerome learn?
 - Complete the lesson section of the graphic organizer.
- What is the **theme**, or big idea, that we learn from this story? (*Identified themes may vary slightly based on class discussions but could include: It is important to be kind to everyone. You are never too little to do big things. You shouldn't assume things about people.*)
 - Write the identified theme on the graphic organizer.
- **Writing prompt:** After identifying the theme of the story, use a writing prompt to guide students in explaining how the theme applies and connects to their lives. For example, if the theme you discuss is that it is important to be kind, ask students to explain why it is important to be kind to everyone. Or ask them to write about a time they were kind to someone.

ELL and SWD suggestion:

To help students understand and identify plot structure, provide three sentence strips with events that happen in the beginning, middle, and end of the story. Support students in reading the sentences and sequencing them in the correct order.