



# Word of the Day

## Super Duper Words

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Primary Concepts®

**PUBLISHERS NOTE:** The table of contents pages are linked to the lessons. If you click on an entry, you will go to that page in the ebook. You can also use the pages on the left to navigate through the book.

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Word of the Day: Super Duper Words

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# Word of the Day

*Word of the Day* books are designed to help young children develop an appreciation for interesting vocabulary words. The goal is to set a foundation for a lifelong love of words. They are also intended to introduce young children to a way of building their oral vocabularies one word at a time, a routine that will serve them well for the rest of their lives.

Setting this foundation for word learning in the primary grades is important because as early as fourth grade, children's reading comprehension skills suffer from poor word knowledge. While many of today's children are developing oral vocabularies at a prodigious rate, others are falling far behind.

With *Word of the Day* books, children learn to enjoy using more sophisticated words in their daily discourse. They learn that people are impressed when they use a word like *drowsy* instead of *tired* or *sparkle* instead of *shine*. These reactions motivate children to begin incorporating new words into their lives, words they encounter at home, from TV, or in their reading—not just the words that they learn from this book.

*Super Duper Words*, as the name implies, are especially long words (words with multiple syllables and more than ten letters). Most of us still remember the longest word we ever learned as a child, be it a made-up word such as *supercalifragilisticexpialidocious* or a real historical word such as *antidisestablishmentarianism*. Capturing the joy of using these super duper words is what this book is all about. Words were specially chosen that children can begin to use immediately in their daily conversations.

## Word Story

Children who are familiar with *Word of the Day* will recognize the Wordly family. Each lesson is introduced with a story about the Wordly family in which the word of the day comes into play. Get started with the lesson by reading the story. Write the word of the day on the board, saying the word aloud. Have the children repeat the word and then break it into syllables, clapping for each syllable they say. You can mark the syllables with slashes.

Then have the children clap the syllables again, this time making soft claps for all the syllables except the one that has the most emphasis. Underline that syllable.

pan/de/mo/ni/um

Ask the children if they can figure out the meaning of the word from the context of the story. Reread the story as necessary, and summarize its meaning in words the children can understand.

### **Talk About It**

Ask your students questions like those listed that get them to use the word in different situations.

### **Making It Meaningful**

Suggestions are provided for active ways for children to build meaning. Sometimes you might have the children find examples of the word in the

classroom. Other times, they might act out the word or draw pictures to show the word. These short activities are intended to help children remember the word in a context they understand.

### **Next Steps**

After you have introduced the new word, challenge the children to find a way to use it several times over the next week, either at home or at school. Brainstorm some ways the children can do this.

### **Assessment**

Assess children's appreciation for super duper words by listening to them talk and noting whether they are trying to use more sophisticated vocabulary in their oral language.

# investigation

(in•ves•ti•ga•tion)

## Word Story

Mrs. Wordly breezed into the kitchen and said, “My investigation into who spilled the lemonade last night is done! I found a clue.” She went on to say that she found the cat’s toy nearby and figured out that the cat had knocked over the glass of lemonade.

In an *investigation*, you find out as much information as you can.

## Talk About It

- ✧ In what kinds of jobs would people do investigations?
- ✧ Have you ever done an investigation? What were you trying to find out?
- ✧ What are some words used with investigations? (mystery, clues, evidence)

## Do It

Pretend you are a detective doing an investigation in our classroom. Look for clues that show what the students in our class are learning. Then tell about the clues you found and what they might mean.

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# rambunctious

(ram•bunc•tious)

## Word Story

The youngest Wordly boy is quite rambunctious around his two best friends. The boys are noisy and very active. They always seem to leave a mess wherever they go. It’s as if a small tornado is whirling past!

Someone who is *rambunctious* is wild and noisy.

## Talk About It

- ✧ Do you know anyone who is rambunctious? Describe that person.
- ✧ Are you ever rambunctious? When?
- ✧ What might you call someone who is the opposite of rambunctious?

## Act It Out

Pretend you are feeling rambunctious. You have a lot of wild energy inside and can’t keep it from bubbling out. Show how you would look, move, and act. When I come around and “pop” you with my finger, all the rambunctious energy will slowly drain out.

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