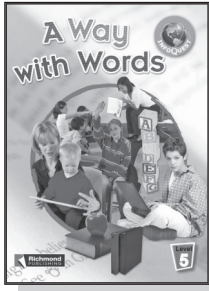


Student Book Notes—A Way with Words



Synopsis

A Way with Words highlights the importance of language as part of human culture. The book explores the growth of both oral and written language and how these have developed differences throughout the world.

Vocabulary Development

accent, dialect, hieroglyphic, instinctive, larynx, oral, scribe, sibling, slang, trachea, volume

Challenges in the Text

time line; graph

Cross-Curricular Connections

language arts; social studies; technology

Learning Outcomes

Students will:

1. be able to state why communication is essential to humans.
2. state why the development of the printing press was very important.
3. understand how the same language varies in different regions.

For Independent Readers

Provide these questions before students read the text:

- How are human and animal communications similar and different?
- How do children learn to talk?
- Which languages are most widely spoken throughout the world?
- How has language changed?

Visual Elements

Students have the opportunity to:

1. view sequential diagrams.
2. read diagrams with labels.
3. read diagrams with captioned text.
4. view double-page spreads.

Purposes for Reading

Possible choices include:

1. to learn about the way speech sounds are produced.
2. to learn about how language has changed in the past and is still changing.
3. to learn how technology has influenced language.

Critical Thinking

Students have the opportunity to:

1. sequence language development in chronological order.
2. form and justify opinions about the need for a universal language.
3. use the index and glossary to compose a crossword or word find puzzle.

Special Features

- Should everyone speak the same language? Read “What’s Your Opinion?” and decide.
- Check out “Profile” to discover who wrote a play about accents.
- Decode text messages with “Fact Finder.”

Guiding Learning

Before Reading

Discuss some colloquial language that students use. Take an example like “*awesome*.” Ask, *What would your parents have said?* Make a list of responses (*cool, groovy, etc.*) Then have students discuss why they think language changes.

During Reading

Key text to guide:

Pages 4–5: Read aloud and then highlight differences between animal and human communications. Point out the English word *Hello*, and have students find and comment on the other greetings as the reading progresses. (*The greetings are: p. 7 Thai; p. 9 Spanish; p. 11 Maori; p. 13 Esperanto; p. 15 Kiswahili (Swahili); p. 16 French; p. 19 Afrikaans; p. 20 Mandarin; p. 22 Italian; p. 25 Hebrew; p. 29 Hindi*)

Pages 6–7: Share read. Help students understand the diagram and the roles of the larynx, vocal cords, and trachea.

Pages 8–9: Have students read the body text before share reading the time line. Ask probing questions to establish students’ understanding of the order of development.

Pages 10–15: Have students read independently. When finished, discuss the graph on page 11. Then ask, *Do you think there should be only one world language?* Challenge students to justify their opinions.

Pages 16–23: Say, *Language is always changing. Read to the end of page 23 to find out how and why language has changed.* (Share read with students needing support.) When students have finished, discuss what they have found out. Help them understand the diagram on page 19 and why the invention of the printing press was highly important. Then have students interpret the text messages on page 23.

Pages 24–27: Say, *How was your name chosen? Who chose it?* After students have responded, have them read independently. Discuss the different ways children are named throughout the world.

Pages 28–29: Read these pages aloud as there is fun solving the riddles. Allow time for student pairs to write word staircases.

After Reading

Responding: Have students discuss what they have learned about language changes. Ask, *How might language change in the future?* Have them justify their responses.

Thinking Activity Master 1

A Puzzler: Using an Index and a Glossary

Demonstrate beginning a word find and a crossword puzzle by using the index or glossary. Discuss conventions involved, including “across and down” clues. Then students can compose a crossword puzzle or a simpler word find puzzle by using the book. Students can trade to complete a puzzler.

A Puzzler

Name _____ Date _____

Use the index and glossary in *A Way with Words* to find information and create a crossword or word find puzzle. Then trade this sheet to solve someone's puzzler.

Clues ACROSS

Clues DOWN

Nonfiction Assessment Record

Book Title: *A Way with Words*

Student _____ Date _____

<p>Say, <i>Read pages 4 and 5 silently.</i> Ask, <i>Why is communication very important to humans?</i></p>	<p>Did the student understand how much we rely on communication in a variety of forms? (Learning Outcome 1) <input type="checkbox"/></p>
<p>Say, <i>Read pages 6 and 7 silently.</i> Ask, <i>What does the larynx do to help us produce sounds?</i></p>	<p>Did the student display an understanding of the role of the larynx? (Purpose for Reading 1) <input type="checkbox"/></p>
<p>Say, <i>Read the time line on pages 8 and 9.</i> Ask, <i>Can you put the following child's language development events into the correct order? short sentences; 1,000 words; some nouns</i></p>	<p>Was the student able to use the language development time line to correctly sequence these events? (Critical Thinking 1) <input type="checkbox"/></p>
<p>Say, <i>Read pages 12 through 15 silently.</i> Ask, <i>Do you think there should be only one world language? Why/Why not?</i></p>	<p>Was the student able to form and justify an appropriate opinion? (Critical Thinking 2) <input type="checkbox"/></p>
<p>Ask, <i>Why does the speech of some people from different regions who speak the same language sound quite different?</i></p>	<p>Did the student understand the influences of dialect and accent? (Learning Outcome 3) <input type="checkbox"/></p>
<p>Say, <i>Read pages 16 through 19 silently.</i> Ask, <i>If you traveled back 1,000 years, why would communication be difficult?</i></p>	<p>Did the student display an understanding of the changing nature of language? (Purpose for Reading 2) <input type="checkbox"/></p>
<p>Ask, <i>Why was the development of the printing press very important?</i></p>	<p>Could the student form an appropriate generalization? (Learning Outcome 1) <input type="checkbox"/></p>
<p>Say, <i>Read pages 22 and 23 silently.</i> Ask, <i>How has technology changed written language?</i></p>	<p>Did the student mention "shortening of words" or something similar? (Purpose for Reading 3) <input type="checkbox"/></p>