By Dorothy Grant Hennings
Recommended for grades 3/4 or higher

The wraparound teacher’s guide to Words Are Wonderful, Book 1, includes the reduced and annotated pages from the student book along with extensive teaching suggestions, comprehensive objectives correlated with state standards, and the word list and word elements presented in the student book. Each lesson also provides enrichment activities, a Book Spot with reading and resource suggestions, and activities for students with varied needs, abilities, and learning styles, including verbally talented learners, visual learners, auditory learners, and ESL students.

The Teacher’s Edition pages for Lesson 22 are provided here for you to use.

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Recommended Companion Material
See our Companion Material recommendations on page 8 for great materials that complement Words Are Wonderful.
The Special Verb Ending -Ed

WORD LIST
captured, granted, provided, published, received, recognized, respected, transported; biography, editor, merchant, volume

SPECIAL VERB ENDING
-ed (to indicate action in the past)

OBJECTIVES Students will be able to
• Recognize the letters -ed on the ends of verbs and perceive that action is happening in the past.
• Distinguish between verbs that end in -ed and nouns they use in writing.
• Explain why Phillis Wheatley was special.
• Use the lesson words in speaking and writing.

TEACHING PLANS

Opening Measures
◆ Ask students what they think of when they hear the words slavery and freedom. Write both words on the board. As students volunteer their thoughts, develop two side-by-side webs on the board. Add a few ideas of your own, and use words such as captured, transported, and granted her freedom. You might remark, “Some slaves were captured. They were taken against their will and by force. They were transported far from their homes.” As you interject your ideas, add captured and transported to the web. Talk also about the fact that enslaving others is not right and that all people have a right to freedom—a right to be free.

◆ Talk about what we mean by biography. Tell students that they will read to themselves a biography of a very special person named Phillis Wheatley. Have the students chorus her name and clap the syllables of her first and last names. Suggest that students read the selection, “Phillis Wheatley—From Slave to Poet,” to find out why Phillis Wheatley was so special. Before students begin, encourage them to find West Africa and Boston, Massachusetts, on a globe or wall map.
Instructional Measures

- After students have read the selection, complete the questions in Activity A as a shared-writing activity with the whole class. Ask students to suggest sentences, and have them cooperatively and interactively compose a paragraph; record their sentences on the chalkboard. Then erase the board and let students write their own answers in their books.

- Assign Activity B for students to complete individually. You may use it to assess students’ growing ability to use context clues. Review the answers as a class. Ask students to work in pairs to complete the sentences in Activity C, and invite volunteers to come forward to share their sentences. Suggest that the volunteers read their sentences in random order (saying “blank” in place of the highlighted word so that listeners can guess the correct word).
Instructional Measures, continued

After students have completed Activities B and C, distribute cards printed with the lesson words and have students come forward to display them. Ask students first to chorus the words, emphasizing the syllable units. Ask students holding cards to sort themselves into two groups according to the two special kinds of words they see. (-ed verbs and nouns). As a class, make up sentences with the -ed verbs to show action that happened in the past. Encourage verbally talented students to lead. Use the word sort to segue into Activity D, which reinforces students’ ability to recognize that -ed verb endings indicate action in the past.

See Byrd Baylor’s *Hawk, I’m Your Brother* (New York: Scribner, 1976). This is a good read-aloud story based on the idea that no one has the right to enslave someone else. In this case, the boy frees his hawk so it can soar high over the mountains. You can use the book as part of your introductory measures or to talk about granting freedom, recognizing that other people have the right to freedom, and respecting others. Also note David Adler’s *A Picture Book of George Washington Carver* (New York: Holiday House, 1999) for a biography of a man who was once a slave.

INDIVIDUAL LEARNING STYLES AND PERSPECTIVES

- Good readers may want to read a more comprehensive biography of Phillis Wheatley. See Merle Richmond’s *Phillis Wheatley* (New York: Chelsea House, 1988). The fifth-grade reading level is appropriate for verbally gifted students. Check a local or regional library for the book.
- Students with a strong interest in words can make a chart of irregular verbs that form the past tense without the -ed ending. Suggest that they use this pattern:

  Today I come.  Yesterday I came.
  Today I go.  Yesterday I went.
  Today I see.  Yesterday I saw.

  Encourage ESL students to participate in this activity;
• Provide time for students to try the crossword puzzle in Activity E on their own. Then suggest that they work in pairs to help one another with difficult words and to verify their answers. Make a transparency of the puzzle so that students can add the correct words as the class reviews the answers together.

oral practice with irregular verbs is especially important for them.

• Students may want to check a dictionary to learn the difference between the words provided and granted.

➤ For visual learners Ask students to highlight with a colored marker the -ed endings on the word cards in the Instructional Measures (Activity C). Students can arrange the cards on the Word Wall so that the -ed endings are aligned vertically.

➤ For critical thinking Ask students, “Why is it wrong to enslave someone else? Why is it wrong to take away someone’s freedom? Do we have the responsibility to ensure that people all over the world are free?” Students can provide reasons and develop one-paragraph essays.

➤ For auditory and ESL learners For a quick review activity, suggest that auditory learners lead the class in chorusing the words the visual learners have posted on the Word Wall. Suggest that as students chorus the words, they add the pronoun I before each past-tense verb, as in I granted and I captured. Ask students to volunteer sentence endings, such as I granted him his freedom and I captured an enemy agent. Stress clear pronunciation so that ESL students have a good model. Also urge ESL learners to join the verbally talented learners to devise irregular verb charts.
Instructional Measures, continued

- Suggest Activity F as a drama option for students to try in small groups.

Closing Measures

✔ Activity G is useful for review and/or assessment.

✔ You may also want to dictate these sentences as a listening-for-meaning activity and ask each student to record on a piece of paper the word that best fits in each blank. Ask a volunteer to list the new words on the chalkboard for students to choose from:

- captured
- granted
- transported
- provided
- published
- received
- respected
- biography
- editor
- merchant
- volume

E • N • R • I • C • H • M • E • N • T • S

Poetry Writing

Suggest that students write “Freedom is . . . .” poems. Have students compose several lines, each starting with the words “Freedom is . . . .” Or they can compose lines that alternate between “Freedom is . . . .” and “Slavery is . . . .”

Sentence Explanations

Ask students to explain the meaning of each of these sentences:

- In the story the old man granted the girl three wishes.
- She granted me everything I wanted.
- I said to myself, “Grant me the strength to do what is right.”
- The movie transported me to the world of make-believe.
- When Tracy’s family moved to another state, all their belongings were packed and transported in a big truck.

- The camera captured clear pictures of the event.
- The prisoner was recaptured after he tried to escape.
- The editor worked on a biography that an author had written. Later, the volume was published by a big company.

Past-Tense Meanings

Read the following sentences aloud to the students. Ask them to select the correct verb to use in each of these sentences involving time relationships:

- Today I (grant, granted) her wishes.
- Yesterday she (receives, received) the honor she had earned.
- Just yesterday I (recognize, recognized) how important it is to know how to read a map.
- Today I (provide, provided) her with a new box of colored pencils.
1. After you have written a story, you might want to work with an ________ who will help you make your story better. (editor)

2. I ________ my friend for trying to do the right thing in a difficult situation. (respected)

3. The government agents ________ the spy who had given out secret information. (captured)

4. My friend had a book of her poems ________ by a company in New York. (published)

5. The truck ________ the boxes of grapefruit from Florida to Massachusetts. (transported)

6. The girl ________ an award for helping people during a fire. (received)

7. Her book was a large ________. It took up a lot of space on my bookshelf. (volume)

8. The President ________ a pardon to the man. That meant he did not have to spend the rest of his life in prison. (granted)

9. My mother ________ the fact that I wanted to try to do the job by myself. (recognized)

10. I read a ________ about the life of Indira Gandhi. (biography)

11. The ________ sold goods to people all over the world. (merchant)

12. At our family picnic, Kate ________ salad and juice, and Judd cooked all the hot dogs. (provided)

▲ Suggest that students write informational paragraphs about personal freedom, respect for others, and independence as alternative options for Writing Workshop in Activity H.
Recommended Companion Material

EPS offers a wide range of products and programs that complement the vocabulary development activities in *Words Are Wonderful*. We recommend the following series to help young readers gain an understanding of the important elements of the English language.

**Game Plan: Building Language Skills with Games**
Recommended for grades 4–8

*Game Plan* is a new series of reproducible sourcebooks for teaching important elements of the English language. Designed for middle school LD or reluctant students, the books teach language arts skills in cooperative, interactive, and meaningful ways. Each volume provides mini-lessons, student worksheets, and skills-based games. *Game Plan* is a great supplement to the middle school reading and writing curriculum.

**Search and Sort: Discovering Patterns in Sounds, Letters, and Words**
Recommended for grades K–4

Word sorting is an excellent way for children to learn the patterns of language. *Search and Sort* contains over 200 pre-designed, reproducible word and picture sorts that can be incorporated into any curriculum. These hands-on activities build students’ decoding, spelling, and critical thinking skills while encouraging cooperative and interactive learning.

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