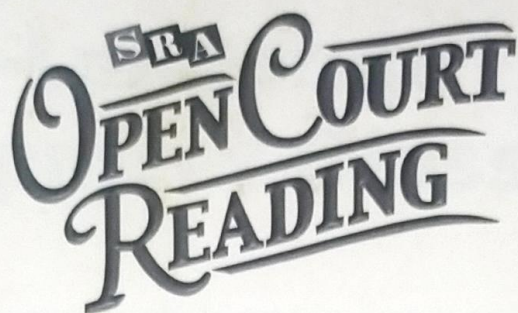


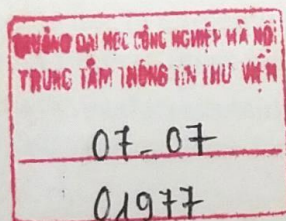
English-Language Development Glossary

admiring • amazing
bright • climb • energy
escalator • fuzzy •
heard • jump • lost
mattress • save •
searching • shopper
ent • topple • upstairs
waited • watchman



English-Language Development Glossary

K-6



GIFT OF THE ASIA FOUNDATION
NOT FOR RE-SALE



QUÀ TẶNG CỦA QUỸ CHÂU Á
KHÔNG ĐƯỢC BÁN LẠI



A Division of The McGraw-Hill Companies

Columbus, Ohio

www.sra4kids.com

SRA/McGraw-Hill

A Division of The McGraw-Hill Companies



Copyright © 2002 by SRA/McGraw-Hill.

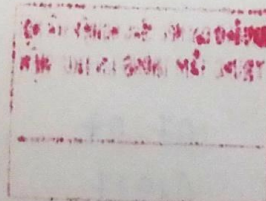
All rights reserved. Except as permitted under the United States Copyright Act, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher, unless otherwise indicated.

Send all inquiries to:
SRA/McGraw-Hill
8787 Orion Place
Columbus, OH 43240-4027

Printed in the United States of America.

ISBN 0-07-572105-8

9 DBH 07 06



English-Language Development Glossary

Introduction

The *English-Language Development Glossary* is a unique reference manual compiled from abstract English words found in the *Open Court Reading* series. It has been designed to assist the ESL student, or any teacher, in explaining the meaning of these English words. It is filled with suggestions in the forms of pantomimes, demonstrations, explanations, drawings, and student participation that will help to explain these English words.

English-speaking students and second-language students alike can benefit from learning the meaning of abstract words that form the backbone of English sentences.

About the English-Language Development Glossary

- The *English-Language Development Glossary* contains many of the words found in the *Student Anthologies*, and the *Blending* and the *Word Knowledge* sections of the Teacher's Editions of *Open Court Reading* Grades K–6.
- It is not a dictionary. It does not contain every word or word form in the English language.
- Explanations of words are determined by the reading selections. Not all meanings for each entry word have been supplied.
- Many suggestions provide sample sentences, as well as suggestions for pantomime or demonstration.
- Most word forms are compiled under the base word. This should assist teachers in quickly locating the word or words that they need to explain. These compilations also will assist the teacher in explaining the various forms of the word. There may be occasional exceptions to these base-word compilations, as in the words *is* and *was*.
- If a word that you need to explain does not appear in this *English-Language Development Glossary*, look for synonyms or antonyms of that word.

- a** ♦ Pick up a book and say "A book." Then pick up two books and say "Two books." Lead students in finding a thing and then two things. Lead students in sentences. If it will be helpful, explain that a means "one."
- aah** ♦ Pantomime saying "aah" while looking surprised.
- abandoned** ♦ Toss a puppet aside and walk away from it. Say "I have abandoned [Patches]. I don't want it anymore."
- ABC's** ♦ With your hand, make a circling gesture around all of the alphabet letters either on the wall or written on the chalkboard and say, "These are the *abc's*."
- able, ability** ♦ Pantomime not being able to do various actions and then explain, "I am not able to ____." Contrast this with being able to do something and explain, "I am able to ____." Then say, "I have an *ability* to do ____, but I don't have any *ability* to do ____."
- aboard** ♦ Show a picture of a train or ship. Have a puppet try to get on a train or ship; tell students that the puppet is going aboard. Have students pantomime going aboard a train or ship. —all aboard, once you have explained the individual words in this phrase, you can explain that people know when to get on a train or ship because they will hear someone call "All aboard." Draw a picture of a ship on the chalkboard with people waiting to board. Call out, "All aboard!" Erase the people waiting to board and draw them on the ship.
- abolish, abolition, abolitionist** ♦ Draw a "No Pushing" sign on the chalkboard (one child pushing another with a diagonal line through them). Have the students pantomime pushing. Point to the sign on the board and say "No pushing allowed in school!" "Our rules abolish pushing in school." "We enforce rules for the abolition of pushing in school." "I am an abolitionist. I enforce rules to get rid of pushing in school."
- about** ♦ 1. Hold up a book and say "The book is about ____." Repeat with other examples, such as television shows or movies. 2. Make sentences, such as "How about reading a story" and "What about having lunch? I don't know about you, but I'm hungry." 3. Open a book to the last few pages. Then say "I have read this much of the book. I am about finished with the book." 4. Tell a puppet, "Look about the room and tell me what you see." Then have the puppet look around and list a few things that it sees. Repeat with students. 5. Ask a student to say *about* what time it is without looking at a watch of clock. *-about to*, ask the students what happens just after the activity you are doing at the moment. Then tell them that that activity is just *about to* begin.
- above** ♦ Look up at the ceiling of the classroom and say, "The ceiling is *above* us."
- abrupt** ♦ Play "Simon Says" where students must come to an *abrupt* stop. Pantomime driving a car and coming to an *abrupt* stop. Contrast this with coming to a gradual stop.
- absolute, absolutely** ♦ 1. Have a puppet tell an *absolute* truth about its actions over the past few moments. For example, have a puppet sit on a desk and say "I sat on a desk." Contrast by having the puppet sit on the desk and say "I jumped on the desk." 2. Have one puppet ask the other, "Do you like

chocolate?" or other similar questions. Have the other answer, "Yes, *absolutely!*" Explain that *absolutely* means "Yes! Yes! Yes!"

absorb ♦ Pick up a dry sponge and show students how dry it is. Then put it in a bowl of water and say, "Look how fast the dry sponge *absorbs* the water."

absurd ♦ Have a puppet say something silly, such as "I can fly!" Then make the puppet fall down. Say "It is *absurd* to think a puppet can fly like a bird!"

abundant, abundantly ♦ Tell students, "We have a lot of food." Then tell them, "We are *abundant* with food." Finally, tell them we are *abundantly* fed. Repeat the series with other examples. Lead them in sentences.

accelerating ♦ Have students pretend to drive around the classroom, slowly at first, then gradually moving faster and faster. Say "You are *accelerating*."

accents ♦ Say, good morning to the students using a variety of *accents*, such as British, French, Spanish, New York, Texan, etc.

accept ♦ Explain that *accept* means to agree that something can happen or that something is true. Show two puppets fighting to be the line leader. Tell the puppets that if you let one be the line leader today, the other can do it tomorrow. Ask the students if they think the puppets will *accept* this plan.

accident, accidentally ♦ Bump into something or drop something and say, "I did that by *accident*." Contrast that with throwing something down deliberately. Say, "I dropped my book *accidentally*."

accompany ♦ Tell students you are going to sing song and you want them to *accompany* you on classroom instruments or by drumming on the tables while you sing.

accomplished, accomplishing ♦ 1. Have students name people who are very good at what they do. Say, for example, "[Michael Jordan] is an accomplished [basketball player]." 2. At the end of a school day, say "We accomplished a lot today." 3. Help students through an assignment. While they are working, say "We are accomplishing lots."

accord ♦ —*on own accord*, have a puppet erase the chalkboard for you without your telling it. Then have the puppet clean up a mess on your desk without your saying anything. Use as many examples as needed. Say "It is cleaning on its own accord. I didn't even ask it to."

according ♦ Have students move their hands *according* to your directions.

accounting ♦ Show a page from your checkbook register or do some simple *accounting* on the chalkboard.

accurate, accuracy ♦ 1. Ask a student to walk to your desk while two puppets watch. Ask each puppet to tell you what it saw. Have the first puppet give an *accurate* account. "Jose got up and walked to your desk." Tell the puppet, "That is *accurate*." Have the second puppet say "Jose walked over to the bookshelf." Tell the puppet, "That is not *accurate*." 2. Draw a bull's-eye on the chalkboard. Have students throw wadded paper at the center. Praise *accuracy*.

accusing ♦ Have a puppet accuse you of taking something from it. Say "[Fluffy] is *accusing* me of taking something from it?"

- ache, ached** ♦ 1. Used as a metaphor meaning “strong but frustrated desire,” it combines the feeling of pain from an *ache* (pantomime a stomachache) and the feeling of wanting something badly (pantomime strong desire, perhaps using a puppet to show the feeling). Give sentences, such as “I *ache* for a good friend,” using body language for emphasis. 2. Show an old injury and explain that the injury hurt; it *ached*.
- achieve** ♦ Pantomime a scene of a puppet climbing a mountain. When it reaches the top of the mountain, explain to the class that it *achieved* its goal.
- acknowledge** ♦ Ask a student to say something to you. Answer him or her. Then say “When I answer you, I *acknowledge* you.”
- acres** ♦ Show students pictures of farms of varying sizes. Estimate for them the *acreage* of each. If this is not sufficient, have them measure the size of the playground and tell them how much *acreage* that is. Then help them figure out how big ten *acres* would be and so on.
- across** ♦ Walk across the floor. Have students walk *across* the floor. Draw a circle on the board and demonstrate moving *across* it. Have students push a pencil *across* their desk.
- act, acting, acts, actor** ♦ 1. Do some *acting* out of words, such as *sad* and *happy*, and explain that this is *acting*. 2. Have students *act* out roles in a short pantomime. Explain that they are *acting*, and that they are called *actors* when doing so. Ask who watches T.V., and explain that *actors* play those roles. Give examples of *actors* students may be familiar with. Ask students to name other *actors*. 3. Explain this sense of *act* by having one puppet exclaim to another, “We’ll miss our ride! *Act* fast!” Have the second puppet urge “*Act! Act!*” until the first runs or does some other action.
- action** ♦ Have students perform various *actions*, such as putting away their pencils, standing up, sitting down, running in place, etc.
- activity** ♦ Walk around the room asking students what *activities* they are doing now, and have done so far that day.
- actual, actually** ♦ 1. Have each student hand you an item of his or her choice. Contrast by drawing an enormous version of each item on the chalkboard. Then draw the actual size of the item. 2. Hold a small object behind your back. Have students guess what it is. Then tell them what it actually is. Repeat this with various objects.
- adapting** ♦ Give each student a manila folder. Explain that its original purpose is to hold sheets of paper. Have students roll the folders into tubes and use them as telescopes or megaphones. Say “We are changing our folders into other things. We are *adapting* them for other uses.”
- add, adding, added, addition** ♦ 1. Place a few paper clips in a pile and invite students to *add* another one. 2. Lead students in *adding* piles of paper clips. Help them make past tense sentences. 3. Demonstrate an *addition* problem. Have students recite simple *addition* facts.
- adequate** ♦ Distribute a pile of paper clips to each student. Have them take turns filling a paper cup with paper clips. When the cup is full, say “That’s an

adequate number of paper clips to fill the cup." Then give students an *inadequate* number of paper clips to fill the cup.

adjourned ♦ Explain that a meeting that is *adjourned* is one that is stopped for a while. Say, "We will *adjourn* this meeting until tomorrow morning."

adjustable, adjust, adjusts ♦ 1. Demonstrate with a belt. *Adjust* the belt to different circumferences by moving the buckle to different holes. Say "This belt is *adjustable*, so it can fit people; I can *adjust* the belt to fit different people." 2. Read a passage very softly. Ask how many students could hear you. *Adjust* your reading volume until they can hear you easily. Say "I needed to *adjust* my voice so you could hear me better."

administration ♦ Have students work in committees to plan something for the class. Each committee can select a person to be in charge. Say "[Tuan] is in charge of *administration* of this committee."

admire, admired, admiring, admiration, admirer ♦ 1. Go about the room and *admire* students' displayed work. 2. Say to a student, "I like your picture." Say to the class, "I am *admiring* her picture," and "I *admired* her picture." Have students imitate. 3. Show *admiration* of the artwork done by some of your students. Say to the class, "I love this picture. I *admire* it. I am showing *admiration* for it."

admit ♦ Walk by your desk and nonchalantly knock a book off. Act surprised and say "Who knocked my book off the desk?" When students accuse you, say "You're right! I *admit* I was the one who did it."

adobe ♦ A structure made from sun-dried clay and straw. Show students a picture of an *adobe* and a picture of a traditional house.

adopt, adopts ♦ 1. Show a picture of a baby and say that it has no mother. Explain that you wish to be its mother and that you will *adopt* it. Pantomime filling out forms, talking to people, and then taking a baby home. 2. Pick up a doll or stuffed animal and say to it, "I am going to take this baby home to live with my family." Then say to students, "This is how the teacher *adopts* the [baby]."

adore ♦ Describe people or things you like, love, and *adore*. For example, say "I like my neighbor; I love my mother; I *adore* my son." Use body language to emphasize *adore*. Ask students for examples.

adrift ♦ Show a picture of a boat tethered and one *adrift*. Explain that sometimes when you are daydreaming your thoughts are also *adrift*.

advance ♦ Ask for a few volunteers to help you. Divide them into two groups, and have one small group *advance* while the other retreats.

advantage, disadvantage ♦ Ask students to tell you good and bad things about dodgeball. Write them down on the chalkboard in columns labeled "*Advantages*" and "*Disadvantages*." Offer a few examples if students have difficulty. Then go through the list saying, "Dodging the ball is an *advantage*" and "Getting out is a *disadvantage*." Repeat for the rest of the list. Have students repeat the sentences with you. Tell students that *dis-* means "not."

- adventure** ♦ Show pictures of skiing, riding a roller coaster, or other acts that students might think of as an *adventure*. Have a couple of puppets go on an *adventure*, perhaps hiking up a trail and seeing a rabbit. Make it exciting and fun. Tell students that the puppets had an *adventure*. Ask students if they have ever had an *adventure*.
- advertisements** ♦ See *commercials*
- advice** ♦ Have a puppet tell you it wants to start a business. Say "Well then, let me give you some *advice*. Here's what you should do..."
- advise** ♦ Have one puppet say to another, "I'd *advise* you to get your homework because if you don't, you will be in trouble tomorrow."
- affectionately** ♦ Hold a teddy bear close to you *affectionately*. Ask students if their parents have any pet names for them. Say, "These are names they call you *affectionately*."
- afford** ♦ Have one puppet give another puppet a dollar for a box of cookies. Say "The puppet can *afford* the cookies." Contrast this with something the puppet cannot afford.
- afraid** ♦ Hold up a toy snake, spider, or other "scary" object. Lead students in pantomiming being *afraid* by shaking and shrinking from it. Contrast this with acting *brave* and approaching it.
- after** ♦ Line students up to take turns at making a mark on the chalkboard. Explain repeatedly, "[Yen] is after [Ana]." Say, "Tomorrow is *after* today. The afternoon is *after* the morning. 2:00 is *after* 1:00." See before.
- afternoon** ♦ Draw a clock on the chalkboard with the hands set at 12:00 P.M. Explain that the time in the middle of the day, lunchtime, is called "*noon*," and that the time *after* lunch and before dinner is called *afternoon*. Have students recite 12:00 noon, 1:00 P.M., 2:00 P.M., etc. up to 6:00 P.M.
- afterthought** ♦ Tell students the agenda for today's lesson, leaving one item out. Then say "There's one more thing. I thought of this after I told you the rest of the plan. This item is an *afterthought*."
- afterward** ♦ Have a puppet write its name on the board. Then have the puppet go to visit another puppet. Tell the class, "[Sparky] wrote his name on the board; *afterward* he went to play with [Fluffy]."
- again** ♦ Have students raise their hands. Then have them raise their hands *again*.
- against** ♦ Place one object *against* another. Tell students, "The eraser is *against* the scissors." Lead students in placing one object *against* another.
- age** ♦ Ask a student how old she is. Prompt as needed. Then say "Your *age* is ____." Repeat with another student. Then change the question to, "What is your *age*?"
- agent** ♦ Set up a scene in which one student is a movie star, another student is a movie producer, and you are negotiating on behalf of the movie star. Pantomime the salary negotiation with the producer. Say "I am the *agent*. It is my job to get the best deal for my client."