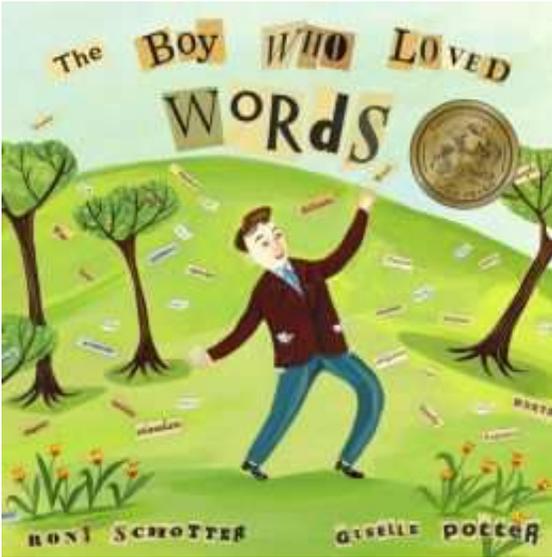


June 2014

Dear Colleagues,



This month we are excited to share a story about a young boy, Selig who loves words and everything about them, including the way they taste and sound. Most of all, he loves the way the sounds stir his heart and make him feel whole. *The Boy Who Loved Words* by Roni Schotter engages readers of all ages and celebrates language through one boy’s passion.

Selig, the main character in the story, collects words as a hobby and enjoys it thoroughly until kids at school start teasing him calling him names like “oddball and Wordsworth.” While upset, Selig dreams of a genie who tells him he is a “Voidsvoith” and needs to find a purpose for his words. Selig hits the road and finds many people that need words in their life. On his journey, he encounters a poet, a baker, and quarrelling neighbors. In the end, he finds true love in Melody and together they send language and music into the world.

This book can be used in a variety of ways, especially during word study. Your students can really explore and research rich vocabulary and the origin of words to deepen and expand their vocabulary word banks. We can also discuss Selig as a character who **“remains open to continuous learning”** which is our Habit of Mind for the month of June.

This month the entire school community will focus on one **Common Core Reading Standard in Literature: Standard 4** related to Craft and Structure, and one **Instructional Shift in ELA, Shift 6: Academic Vocabulary** which encourages students to constantly build transferable vocabulary they need to access grade level text.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Ask and answer questions about unknown words in a text.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

In continuing to push our student’s thinking by asking higher level questions connected to Danielson’s Component 3b, using Thinking Maps to organize our thoughts, and increase our academic vocabulary knowledge, the Teacher Leaders Team worked very hard to put together a list of examples of thinking map activities, higher order thinking questions, and vocabulary words to help support your work.



PUBLIC SCHOOL 154Q

Tara B. Davidson, PhD
Principal
Danielle LaPorte
Assistant Principal

75-02 162nd Street
Flushing, NY 11366
Phone 718-591-1500
Fax 718-591-8751
25Q154@schools.nyc.gov

Thinking Maps	Possible Activities
Circle Map	<ul style="list-style-type: none"> ➤ Create a circle map of words that are important to you. ➤ Create a circle map of the word passion. ➤ Create a circle map of Selig.
Bubble Map	<ul style="list-style-type: none"> ➤ Describe Selig. ➤ Describe Melody.
Double Bubble Map	<ul style="list-style-type: none"> ➤ Compare and contrast Selig and Melody. ➤ Compare and contrast Selig from the beginning of the story with Selig at the end of the story.
Tree Map	<ul style="list-style-type: none"> ➤ Create a tree map of the story elements. ➤ Create a tree map of the adjectives, verbs, and nouns in the story. ➤ Create a tree map of prefixes and suffixes. ➤ Create a tree map of student's favorite words and have them add to it as they discover new favorite words.
Brace Map	<ul style="list-style-type: none"> ➤ Break apart various words in the text to identify prefix, suffix, and base words.
Flow Map	<ul style="list-style-type: none"> ➤ Put the story in sequential order from beginning to end.
Multi-Flow Map	<ul style="list-style-type: none"> ➤ Create a partial multi-flow map with the event "the poet struggling to find the words." ➤ Create a partial multi-flow map with the event "meeting the genie in his dream."
Bridge Map	<ul style="list-style-type: none"> ➤ Create a bridge map with the relating factor "changed (character's name)'s life". The genie changed Selig's life in The Boy Who Loved Words as Mr. Bellavista changed the young girl's father's life in The Summer My Father Was Ten.

As we continue our school wide goal of growing our student's academic vocabulary, it is very important that our students gain a strong understanding of the meaning of the words below in different contexts, as well as be able to use them in speaking and in writing. Our hope is that throughout the month you reinforce the meaning of these words, as well as others in the book and have your students engaged in various activities around them.

<i>The Boy Who Loved Words</i> Vocabulary Words			
Aflutter	Limber	Spry	Lozenge
Tantalizing	Dusk	Stirring	Proclaimed
Harmony	Oddball	Clamber	Rhapsody
Licorice	Slumber	Scrumptious	Luscious

Happy reading! We can't wait to see what your students do with all these juicy words!

Sincerely,

Dr. Davidson, Mrs. LaPorte, and the Teacher Leaders Team