

# The Word Collector

## The Word Collector

Book by Peter H. Reynolds

Ages: 4-8; Grades PreK-3

Themes: Self-esteem, Writing

### SUMMARY

People collect all sorts of things: stamps, coins, art, bugs, rocks. Jerome collected words, lots of them. He collected big and small words, art and science words. As Jerome's collection grew, he began to meticulously organize them, until one day a slip-up jumbled the entire thing. As Jerome collected his collection, he saw words together that he hadn't previously thought of before, and his collection became poetry and song. And poetry and song connected feelings and people until Jerome's word collection became much more than he had ever imagined.

### Common Core Connections:

#### CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### CCSS.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### CCSS.ELA-Literacy.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### OBJECTIVES

- Students will define, sort, and use words in context.
- Students will write poems or songs.
- Students will use sequencing to analyze how Jerome changes in the story.

### BEFORE VIEWING ACTIVITIES

Discuss collecting with students. Guiding questions:

- Do you collect anything? What?
- Does anyone you know collect anything?
- Why is your collection important to you?
- What do you learn from your collection?
- Do you ever share the items from your collection with anyone else?
- How long have you had your collection? How did it start?

After the discussion, tell students that they will be watching a movie about a boy who collects words. Encourage students to watch and listen for ways that the boy uses his collection.

Set the purpose for viewing: We're going to watch a movie about a boy who collects an unusual thing - words. As you watch, pay attention for words you know and words you don't. Use this T-Chart to record words you hear. Use the left column to record words you know, or have heard before, and use the right column to record words that are new to you. You don't have to write down all the words in the movie - there are a lot! - but try to record at least five in each column. After watching the movie we'll share some of our words and work together to find definitions.

Remind students that we can figure out the meaning of unknown words by using the clues from the other words on the page and the illustrations. Model an example from a familiar text using the following procedure:

- 1) Read aloud a page from a familiar text that has an unknown vocabulary word.
- 2) Think aloud while reading: "Hmm... I don't know the word \_\_\_\_\_. Let me see if there are any clues in the text or the pictures to help me."
- 3) Emphasize reading textual clues that help the reader figure out the unknown word and think aloud about how the clues help.
- 4) Point out any illustrations that may provide additional clues.
- 5) Propose a definition and model substituting the word in the sentence from the book to confirm that it makes sense.

Introduce the words multi-syllable, transporting, and scurrying from the movie. Encourage students to watch and listen for clues to help them figure out the meaning of these words. Revisit the words after viewing the movie.

### AFTER VIEWING ACTIVITIES

Revisit the lists of words that students made while watching the movie. Have them engage in the following sharing protocol:

- Partner up.
- Share your "Words I Know or Have Heard" lists with each other. For every word that you have in common with your partner, place a check mark. Reinforce the definition for each word with each other.
- Share your "Words I Don't Know or New Words" lists with each other. For every word that you have in common with your partner, place a check mark. If there are words that one partner knows and the other one doesn't know, the first partner should share her working definition with her partner.

Follow up on the sharing activity by having each partnership contribute one unknown word to a shared class list. Then, model different

strategies that students can use to determine the meaning of unknown words:

- Resource texts (dictionary, thesaurus)
- Context clues
- Morphology

Student can work in pairs or small groups to use strategies to determine the meanings of some of the unknown words. Post definitions as students determine them. (CCRA.R.4)

Supply students with magazines, newspapers, and scissors. Divide the students into groups of 4 or 5. Each student should search through his or her magazine or newspaper for words. They should cut the words out and put them into the appropriate shoe box. After students have collected a reasonable amount of words in each box, give groups the opportunity to share some of the words that they found. Using the words, students work together to create a poem. Provide time for students to share their "Found Word Poetry." (CCRA.W.4)

Discuss with students why and how Jerome changed throughout the story. Begin with a sequencing activity. Write the main events from the story on sentence strips:

- Jerome collected words that he heard, read, and saw.
- Jerome organized his words into books.
- Jerome slipped, dropped his books, and all of his words got mixed up.
- Jerome began arranging his words in new ways to create poems and songs.
- Jerome shared his poems and songs with others.
- Jerome gathered his words and lugged them up a big hill.
- Jerome threw his collection into the wind.
- Children began collecting Jerome's words from the breeze.
- Jerome felt incredibly happy.

Pass the sentence strips out to students, or display them. Challenge students to put the strips in the correct order to reflect the events in the story. (Tip: To scaffold this activity, add temporal words such as first, next, or after that, to the sentences to indicate when in the story the event took place.) Then, ask: "At what point in the story did Jerome change?" Students should identify the sentence strip that says: Jerome gathered his words and lugged them up a big hill. Discuss with students why this was a turning point for Jerome. Conclude the discussion with an interactive writing activity in which students contribute ideas to write a summarizing sentence (ex: In the beginning of the story, Jerome loved collecting words and keeping them organized in books. He changed because he discovered how powerful it was to share his thoughts, poems, and songs with others. At the end of the story he released his words to the wind. Sharing his words with other children brought him great joy.). (CCRA.R.1, CCRA.R.2, CCRA.R.3)

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