

Dear Teacher,

The Student Book of Knowledge Students build their own book of Tier 1 words

Building this book will expand your students' vocabulary by hundreds of words and will add to their pool of background knowledge... all while having fun!

What is it? The *Student Book of Knowledge* is a 58-page workbook that the students build throughout the year. The great thing about **this** workbook is that the students actually do **ALL** the work, not just fill in a few blanks per page like other workbooks. To build their book:

- **They** complete a Table of Contents throughout the year as they build their book;
- **They** sketch or trace up to 44 common objects and label their parts;
- **They** write hundreds of semantic associations for the objects they drew;
- **They** record wise sayings and common expressions and what they mean.

Why have each child build their own book?

- It gives them pride of ownership for a book that took them months or even a whole year to complete;
- They experience the drawing and labeling themselves (better for retaining the information)
- It is evidence of their learning;
- It is bound, so later you can go back and add more labels to support other lessons. (Ex: spelling lesson about plurals; hoof — go back to the horse page and add hooves);
- It gives them a huge bank of specific nouns to help them comprehend what they read and to make their writing more interesting and descriptive.

To get started:

- 1.** Print and bind a book for each student and one for you, or put in 3-prong folders with clear covers. Binding it makes it seem more like a real book.
- 2.** Explain that they will be building their very own *Book of Knowledge*. Show them some pictures in *The New Book of Knowledge* or *Family Learning Time* so they'll see how important it looks.
- 3.** Model filling out the cover with your name (explain the apostrophe s).
- 4.** Students fill out the cover with their names.
- 5.** Model filling out the Title Page with your name as author, illustrator, and don't forget the year and your name as copyright holder.
- 6.** Students fill out their Title Page.
- 7.** Explain the following:
 - a.** They must be precise when adding entries to their *Student Book of Knowledge*
 - i.** Write labels on the horizontal
 - ii.** Spell all words correctly
 - iii.** Draw lines carefully, barely touching the part being labeled (they like doing that)
 - b.** They must keep their book in class until you send it home at the end of the year. (Keep them accessible to the students, but not in their desks.)

How to build their books: (Most teachers teach one object per week)

1. After reading a story in your reading series or as a read aloud that features a certain object (Ex. horse), you will explicitly teach that object and its parts. You can do this in a variety of ways: by showing the picture of the object on the ELMO and labeling its parts (see Appendix A in *The New Book of Knowledge*); drawing and labeling the object on the board; or showing and discussing the object and its parts in guided reading groups. (See suggestions below)
2. The students can either draw in their books and label while you are teaching it, or draw and label in a vocabulary center. (See *The Book of Knowledge Vocabulary Center* book at www.makereadingfirst.com for center ideas and ready to use materials.)
3. Also discuss semantic associations for the object (Ex: where a horse stays – barn, stall, corral, ranch, etc; what a horse eats; how it moves- walks, trots, gallops, bucks...; what sounds it makes, etc). You write the semantic associations and the students copy it on the back of their previous entry. So the semantic associations and the object with labels are on facing pages. By adding semantic associations, you will be building background knowledge of the object and giving the students the words they need to think, talk, and write about the object. Also, they will understand more when they read about it. (Hundreds of semantic associations are included in *The New Book of Knowledge* teacher resource book.)
4. A couple of times a week, put a common expression on the board and discuss its meaning and when it might be used. Model adding the expression and meaning to the back of **your** copy of the *Student Book of Knowledge*. Students copy into their books. (*The New Book of Knowledge* includes over 100 common expressions listed so you don't have to think of them. Of course you will think of others to add)

To make this concept effective, you must:

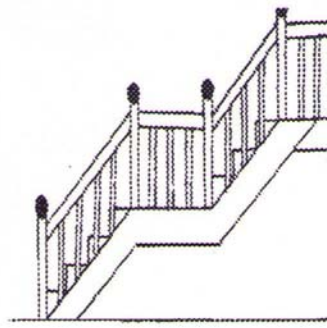
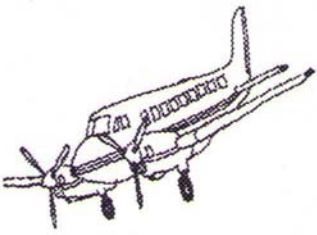
- revisit the entries often (for ideas see *The Book of Knowledge Vocabulary Center* at www.makereadingfirst.com);
- manipulate the information in different ways (for ideas see *The Book of Knowledge Vocabulary Center*);
- have students use the object and labels in their writing (see *The New Book of Knowledge* for mini-lessons and suggested activities for using *Book of Knowledge* entries to improve writing)

Suggestions and more information:

Sometimes before teaching an object I activate my students prior knowledge. We make a semantic web using one color marker. Then at the end of the week, we add our new knowledge to the web using a different color marker. It's amazing to see how much they've learned!

Looking for everything you'll need to help your students build their own book all in one place? *The New Book of Knowledge* is a wonderful resource for you. It has over 50 objects with parts labeled, over 100 common expressions, mini-lesson ideas for using your students' Book of Knowledge entries to improve writing, over 100 additional entry ideas, a list of books for each object, a list of semantic associations for each object, and ELMO friendly pictures - without labels.

You could actually have students use a 1-subject spiral notebook or the black and white composition book as their *Student Book of Knowledge*, but they seem to like drawing or tracing on plain paper instead. That is understandable. That's why I created this official *Student Book of Knowledge*.



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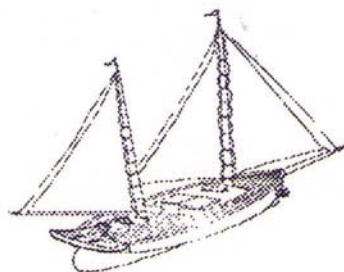
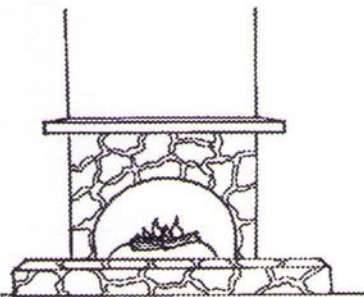


BOOK

OF



KNOWLEDGE



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Book of Knowledge

Written by: _____

Illustrated by: _____

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Wise Sayings and Common Expressions

Common Expression	Meaning
1.) You can lead a horse to water, but you can't make him drink.	You can give someone something, but you can't make him take it. Teachers lead their students to knowledge (teach things), but they can't make their students learn. It is each student's choice.
2.)	

Conjugation Chart - (Conjugation of Verbs)

	Singular (one)	Plural (more than one)
1st person	I	We
2nd person	You	You
3rd person	She He It	They

What We Call Male (boy), Female (girl) and Baby Animals

Animal	Male	Female	Baby
bear	boar	sow	cub
chicken	rooster	hen	chick
deer	buck, stag	doe	fawn
duck	drake	duck	duckling
horse	stallion	mare	foal, colt, filly
lion	lion	lioness	cub
cow	bull	cow	calf
pig	boar	sow	piglet

Common Abbreviations That You May Hear, Read, or Want to Use Yourself

Abbreviation	What it Means
A.S.A.P.	As soon as possible
R.S.V.P.	French – respondz s’il vous plait = “Please respond”
etc.	et cetera –on and on, continue (the list of like things)
Blvd.	Boulevard
St.	Street
Ave.	Avenue
Rd.	Road
Hwy.	Highway
ht.	height
wt.	weight
CD	Compact Disk
D-ROM	Compact Disk - Read Only Memory
LCD	Liquid Crystal Display
KB	Kilobyte – one thousand bytes - (exactly 1,024 bytes)
MEG	Megabyte – one million bytes - (exactly 1,048,576 bytes)
GIG	Gigabytes – one billion bytes – (exactly 1,024 megabytes)
LAN	Local Area Network
RAM	Random Access Memory
MHz	Megahertz
JPEG	Joint Photographic Experts Group
WIFI	(Wi-Fi) Wireless Fidelity
PDF	Portable Document Format and Portable Document File
PIN	Personal Identification Number
POP3	Post Office Protocol, Version 3
LED	Light Emitting Diode
VCR	Video Cassette Recorder
DVD	Digital Video Disk
MP3	MP EG Audio Layer 3
in.	inch
ft.	foot or feet
lb.	pound
oz.	ounce
abbr.	abbreviation