Argue



Arguing students are not always something teachers want to hear in their classroom. However, the original meaning of the word *argue* is to give one's opinion on a view to someone with a differing view. In this use of the word *argue*, the meaning is closer to the meaning of the word debate. Thus, the word *argue* has both an emotional connotation as well as a civil and professional one.

Students may encounter both uses of the word in the stories they read in the classroom. They may read a narrative where an individual is seen arguing with their classmates, or maybe they will find an expository text on differing political view points that spark arguments among passionate people.

Follow-Ups

• How might arguing with a friend or sibling be different than arguing with other students in a debate?

• What are some emotions you might feel while arguing with a sibling or friend? What might you be feeling while arguing in a debate?

• What are some things you might argue about when you argue with your friends or siblings? What are some topics that students may be asked to argue about in a debate?

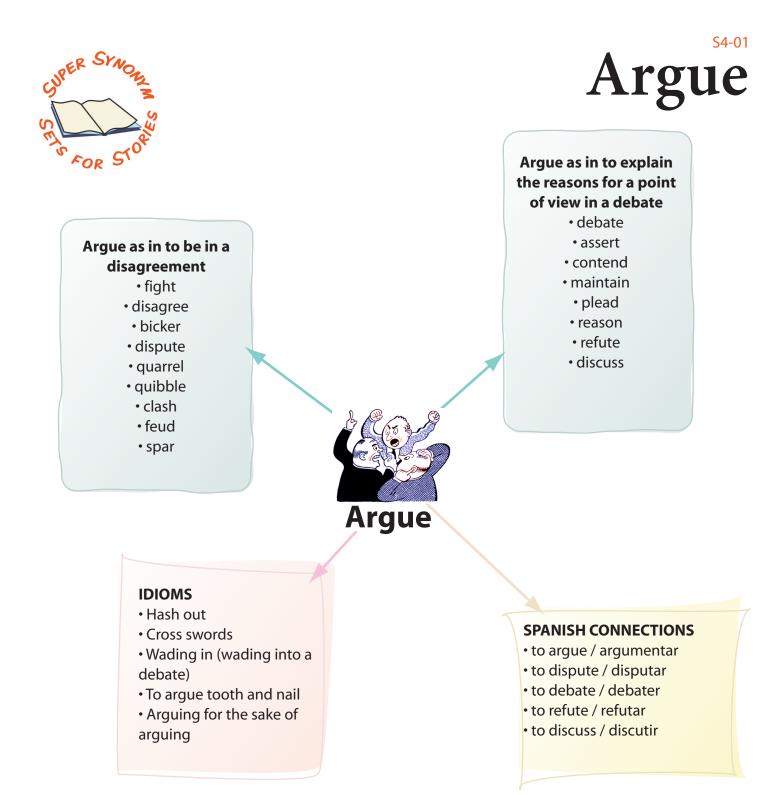
The Spanish Connection

The word *argue* originally came from the Latin word *argutari* for prattle, and the Latin word *arguer*, meaning 'make clear, prove, accuse.' *Argue*, as in to explain the reasons for a view in a debate, has a Spanish cognate—*argumentar*. To *argue*, as in to be in a disagreement or quarrel, does not have a Spanish cognate.

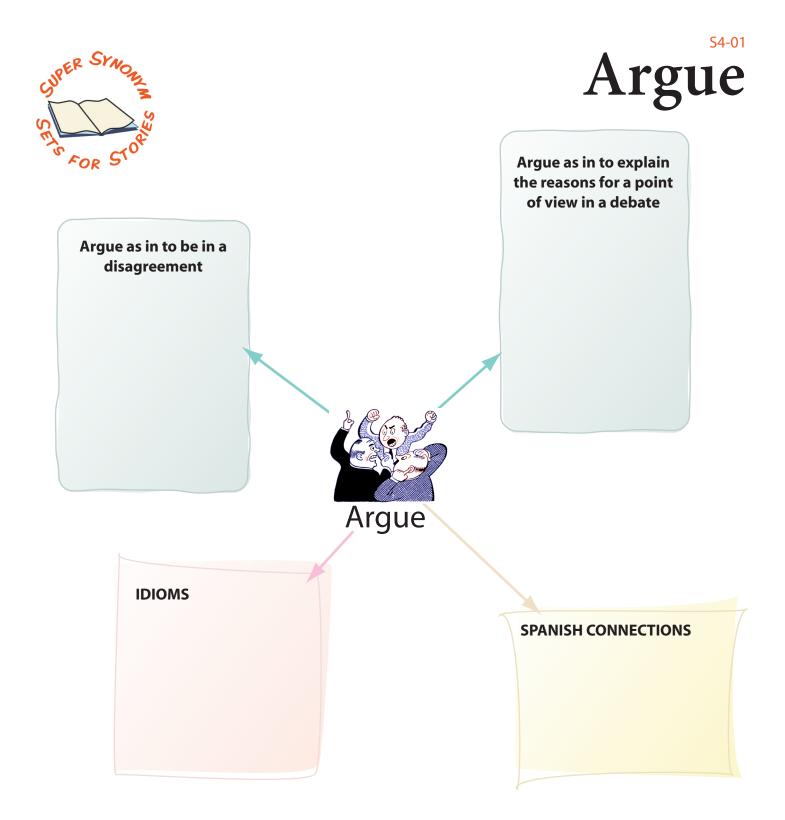
Word Changes

Argue has two common meanings in use. The subtle difference may be hard for some students to detect. The key is in the emotion behind the argument and the topic of discussion. An argument between siblings and friends tends to include barbs of a more personal nature, such as "Timmy hurt my feelings when..." An argument in a debate or in a court of law tend to include barbs that are more fact based, such as, "With 90% of the school population living more than 5 miles from the school, it is important to provide school bus pick-ups and drop-offs."

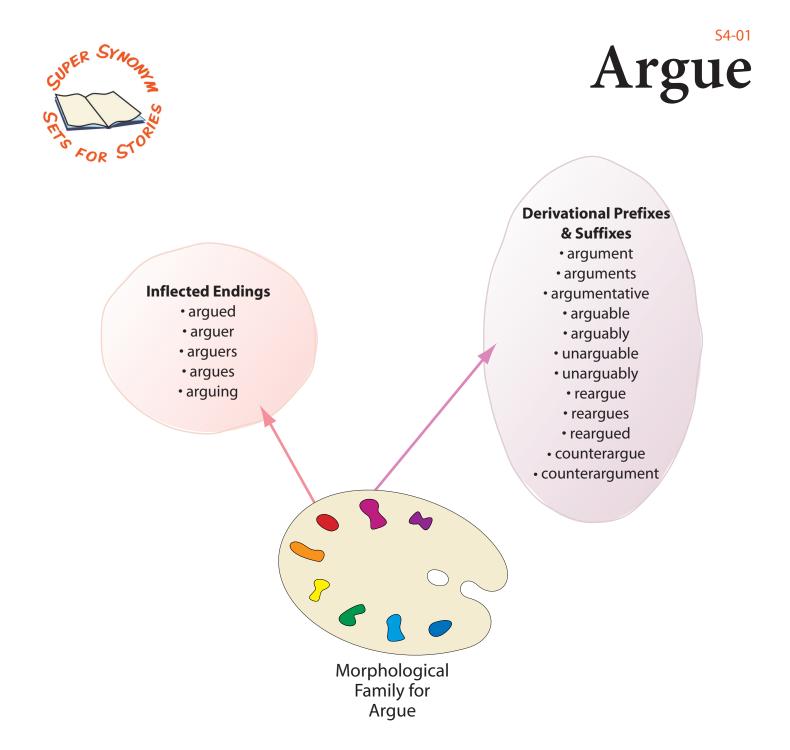




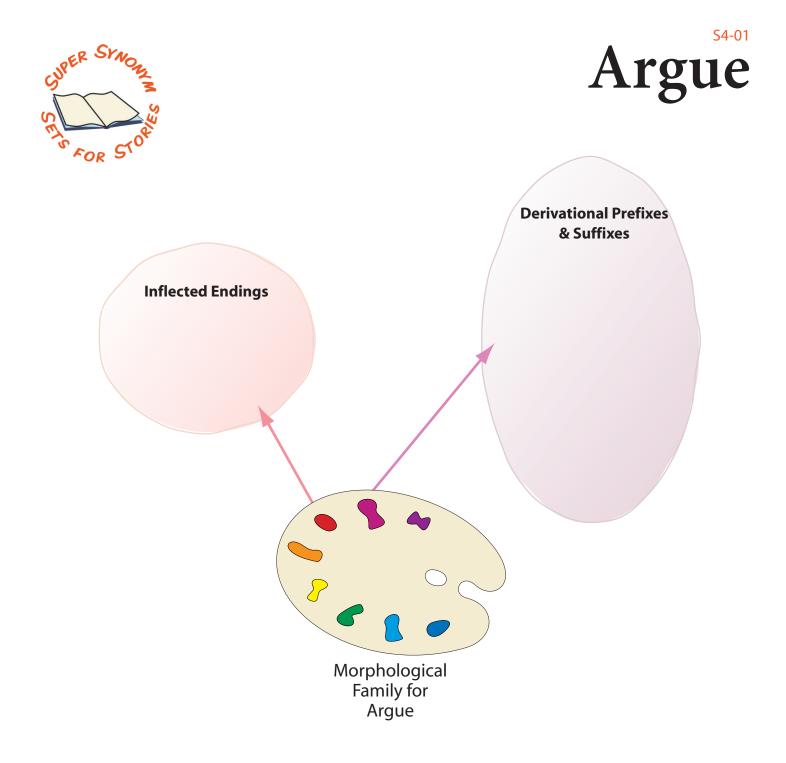














Guess



Guessing is a part of the educational process for students. As students learn new material, they try to apply it to the things they are learning, or even to other areas of knowledge. For example, a student may have just learned that all plants need sunlight, air, water, and soil to live. When asked which might be more important, the student may *guess* that sunlight, air, and water are more important than soil because they know that some plants live on tree bark, like orchids.

Within narrative texts, characters may experience the same educational process of *guessing* as students in the classroom do; although, the context may not be within a classroom. For example, a character may *guess* what is for dinner or *guess* which road is the safer road to travel on, neither use of *guessing* takes place at a school.

Guess can be used as both as noun and as a verb. As a verb, to *guess* means to form an opinion or answer to a question or situation that the person isn't sure of. For example, a princess may say, "I'm guessing this apple is poisonous and I will not eat it."

Guess used as a noun in a reply is used to show that the person isn't sure of their answer. For example, a prince may say, "I guess we should take this road because it looks like the safer road to travel on."

Follow-Ups

- How is guessing on a test question different from knowing the answer?
- When a person says, "I'm guessing it's 3pm," how likely is it that it's 3pm?

The Spanish Connection

The word *guess* comes from the Middle Dutch word *gisse*. The Spanish word for the verb *guess* is *adivinar*. *Guess* and *adivinar* are not cognates, but there are synonyms and related words that have Spanish cognates. For example, *conjetura* is the Spanish word for conjecture.

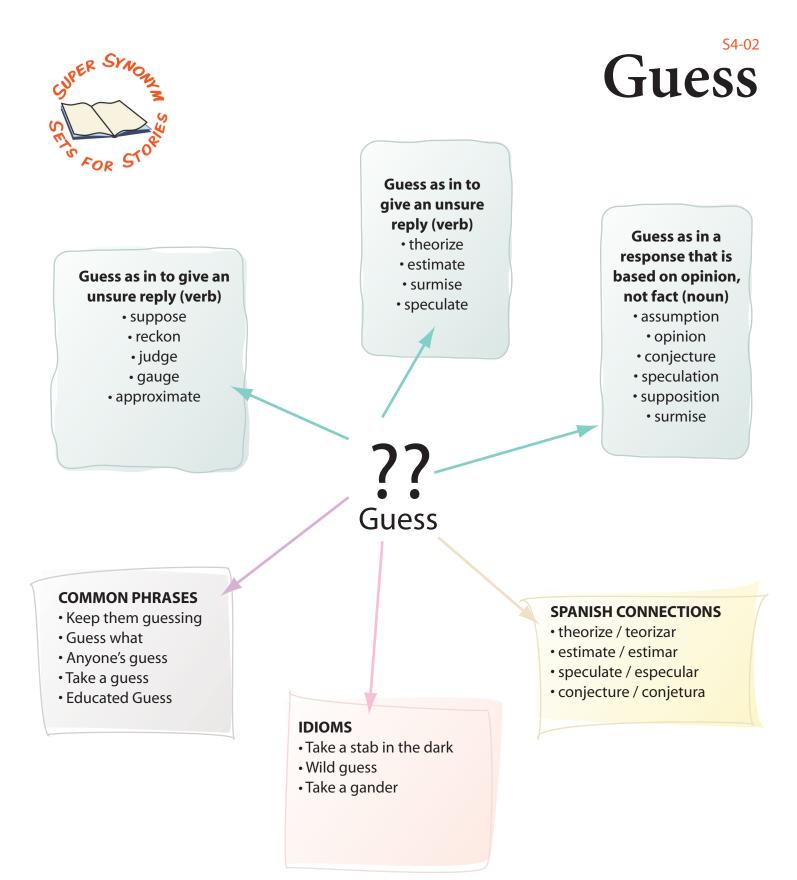
Word Changes

When scientists and other professionals make a *guess* in their work they do so with thought and consideration. That is because most often scientists and other professionals may be asked to explain their *guess*.

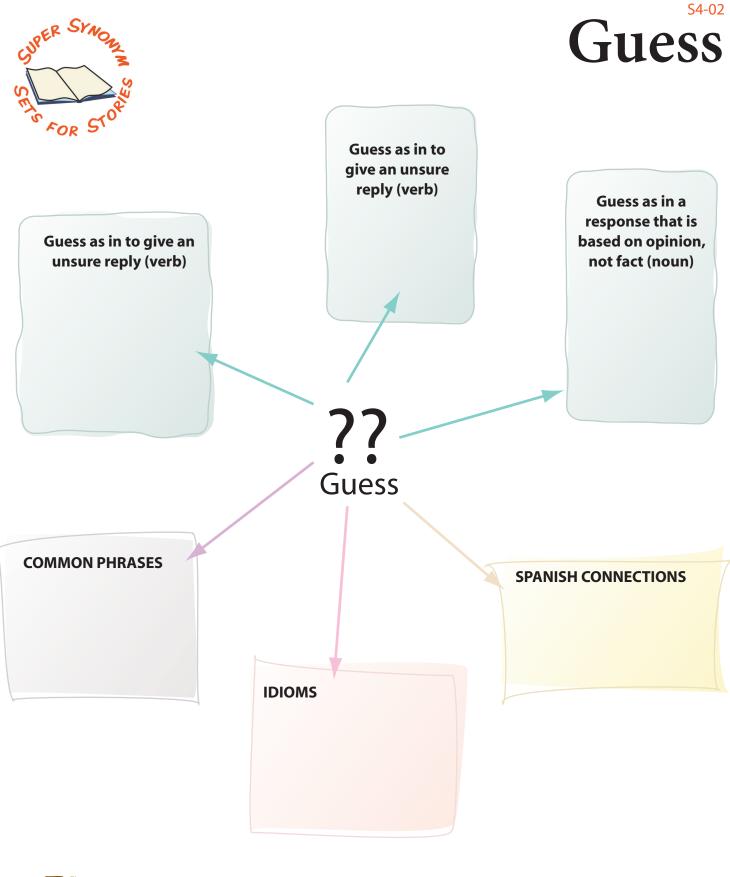
An interesting thing to note is that some synonyms of the verb *guess* are morphological or derivational family members of synonyms of the noun *guess*. For example, a person can speculate on an experiment's outcome, or a person can form a speculation on an experiment's outcome—speculate and speculation are derivational family members.

"To take a stab (in the dark)" is guess when you have no idea of the accurate answer. It was first used in an American magazine in 1895 to mean, "to make a blind attempt to answer a question." The meaning is still the same today. The mental image is that of a person in a dark room bumping into furniture and walls to find something they can't see.





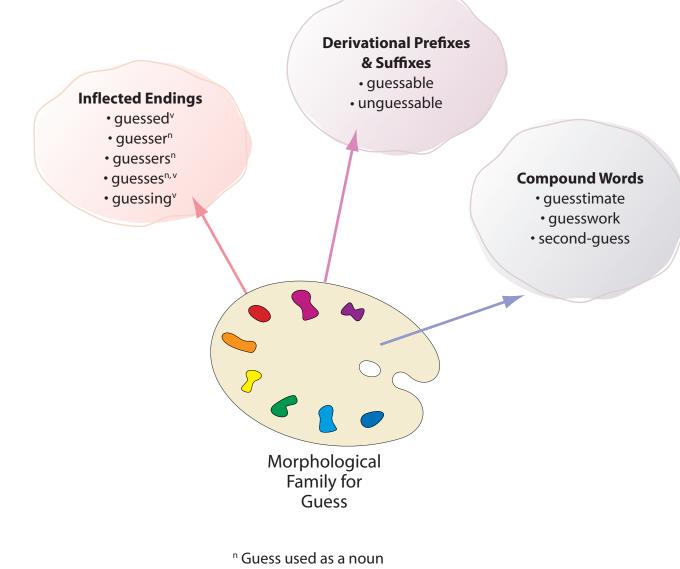










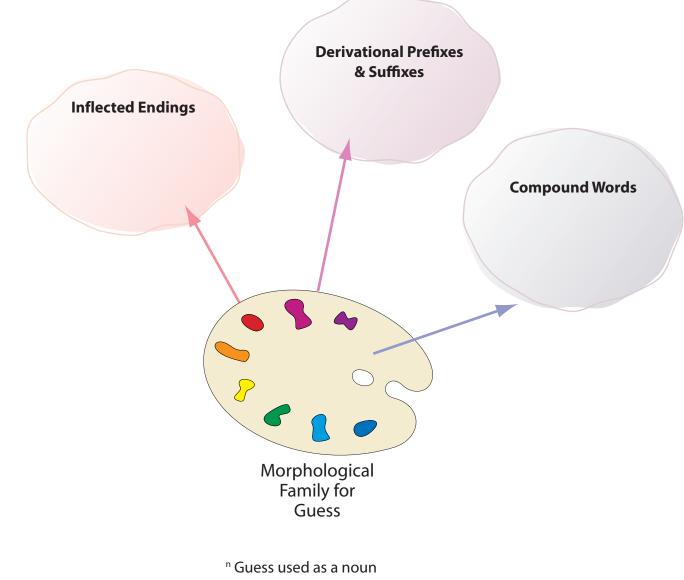


^v Guess used as a verb









^v Guess used as a verb



Stay



Stay can have many meanings in the books and stories we read. A young hero may *stay* the course and reach his or her goal through persistence. Or characters might *stay* in exciting new locations on vacation or on an adventure. *Stay* can be used as both a noun and a verb.

When a young hero *stays* the course to reach a challenging goal, *stay* is used as a verb. It means that the young hero is continuing on his mission to reach his challenging goal.

If characters are remaining in an exciting new location, *stay* is being used as a noun. For example, "we intend to stay in the Amazon for two months."

On the other hand, if the word *stay* implies a location of a temporary place of residence, *stay* is being used as verb. "While we are in the Amazon we stay with family."

Follow-Up

• How is being asked to stay in one place different than staying at home?

• How is continuing in a place or situation different than enduring the same place or situation?

• Is *stay* being used in the same way when discussing a vacation location and your home?

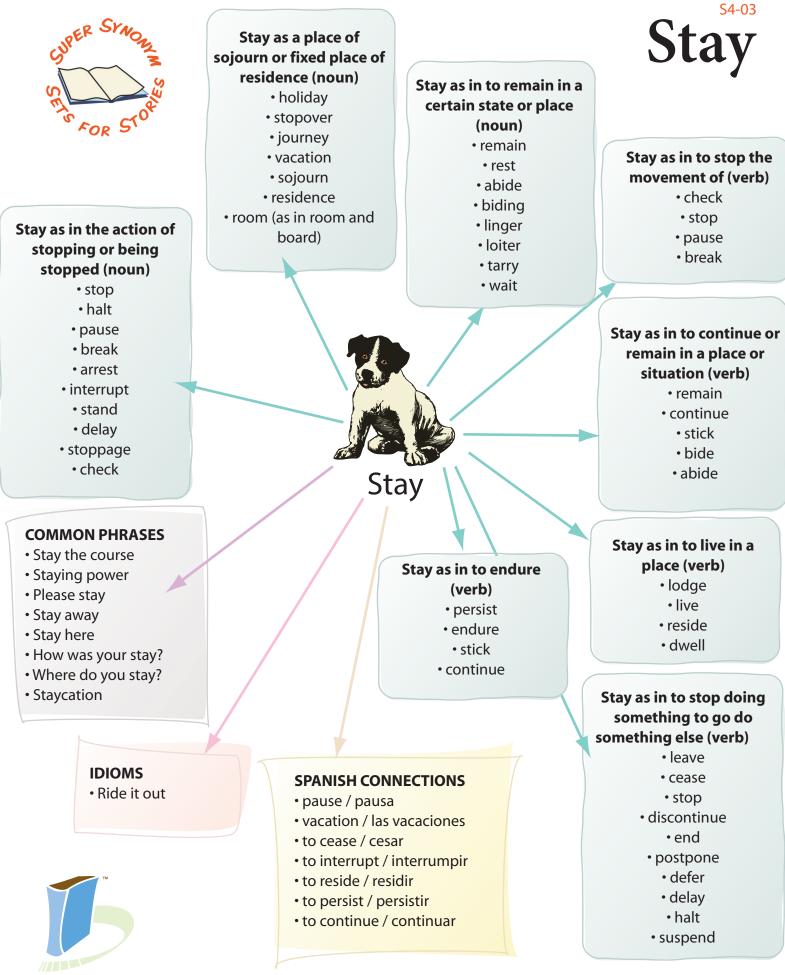
The Spanish Connection

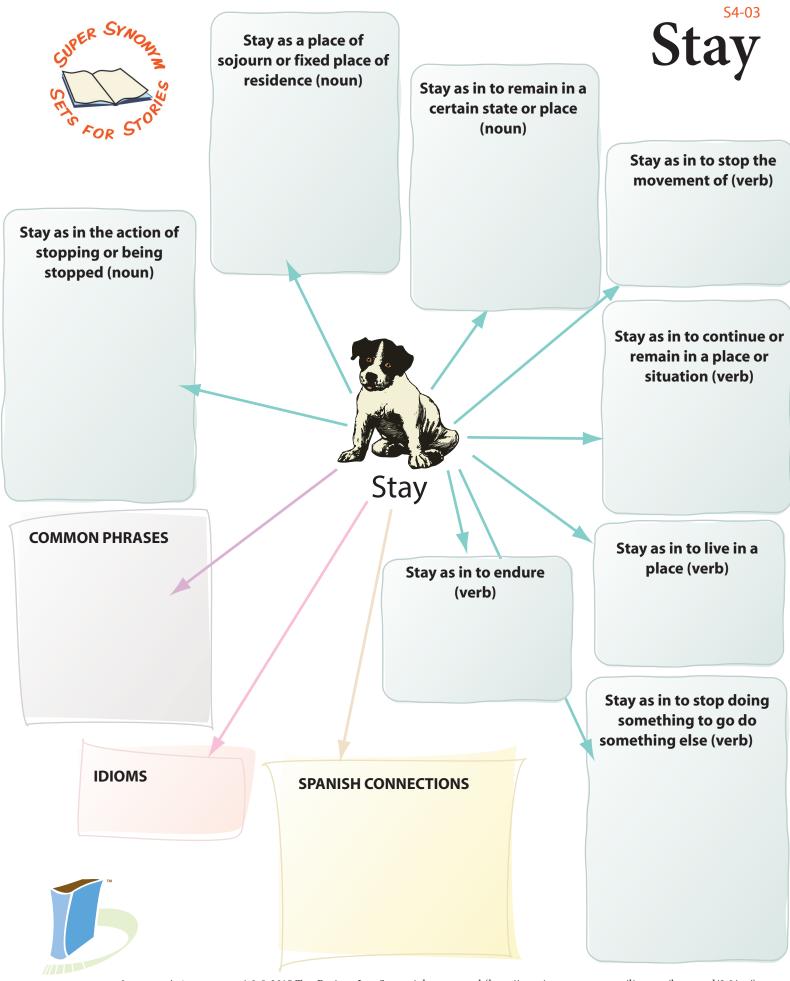
The word *stay* comes from the Old French word *estais*. The Spanish word for *stay* is *quedarse*. Although *stay* and *quedarse* are not cognates, *stay* has many synonyms that are. For example, the verb *to reside* and *residir* or the verb *to persist* and *persistir*.

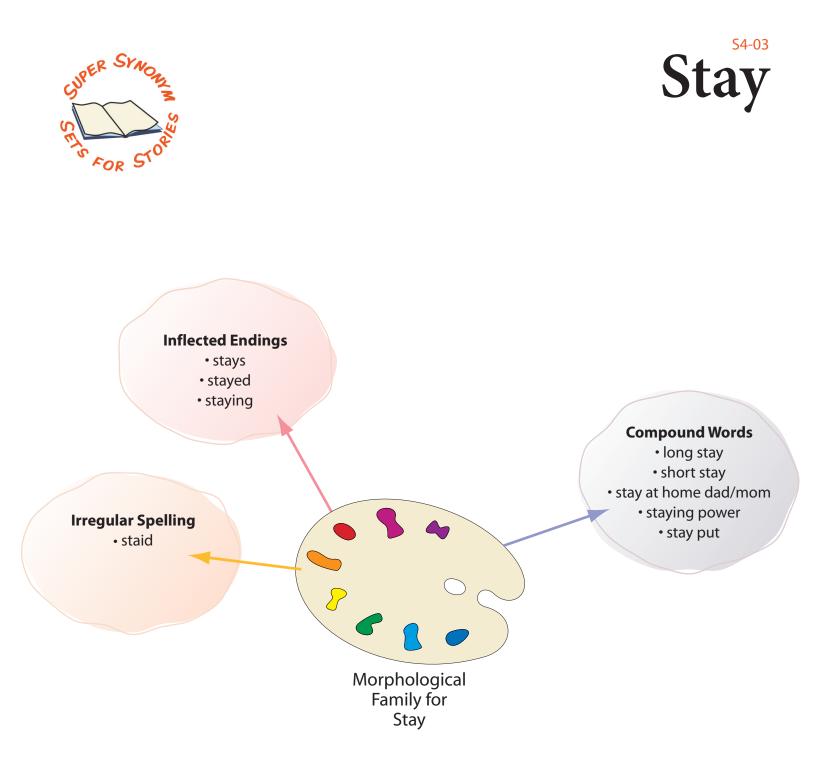
Word Changes

There are many subtle differences in the how the word *stay* is used that may be confusing to students. Three general themes categorize the differences in definitions that may be noticed: stopping movements/actions, remaining/continuing, and living/residing. In each theme the word *stay* can be used as a verb and a noun.

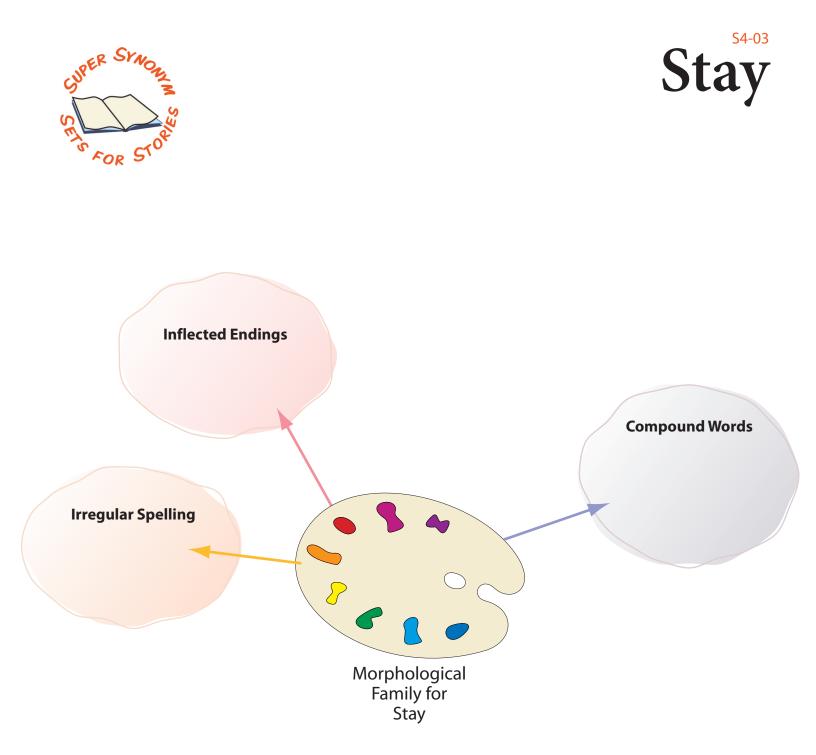














Stop



Stop is a word we use everyday that has multiple meanings. Just as the word *stop* has multiple meanings in our everyday lives, the word also contains the same complexity within the stories and books students encounter on a regular basis.

Stop can be used both as a noun and a verb. For example, students may read stories that follow a character on a journey. The character may make a stop for a few days and rest in a foreign place. Here, *stop* is used as a noun. Students may also encounter stories about detectives who stop people to ask them question about a mysterious crime. In this case, *stop* is a verb. Another common use of the word *stop* in literature is when a character prevents, or stops, another character from doing something. This use of the word is also a verb.

Follow Up

• What is the difference between stopping after being in motion (like in a car) and stopping as in to stay in a location for a period of time (like a vacation)?

• When you stop to talk to a friend are you trying to prevent them from going somewhere or doing something, or are you asking them a question?

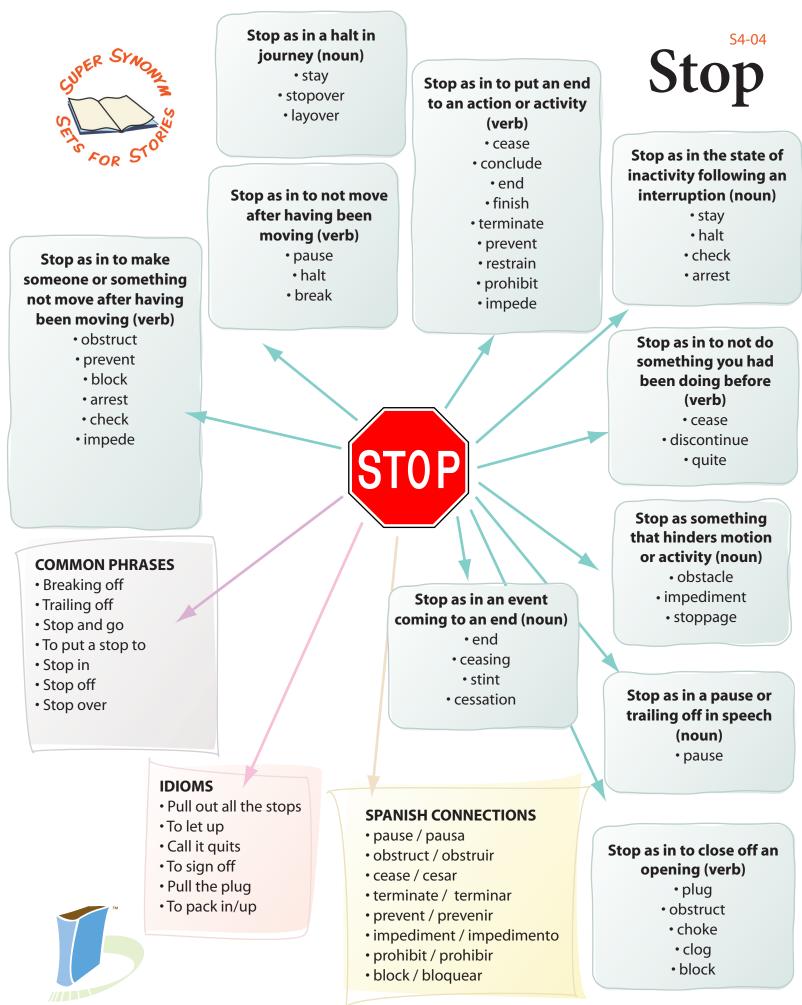
The Spanish Connection

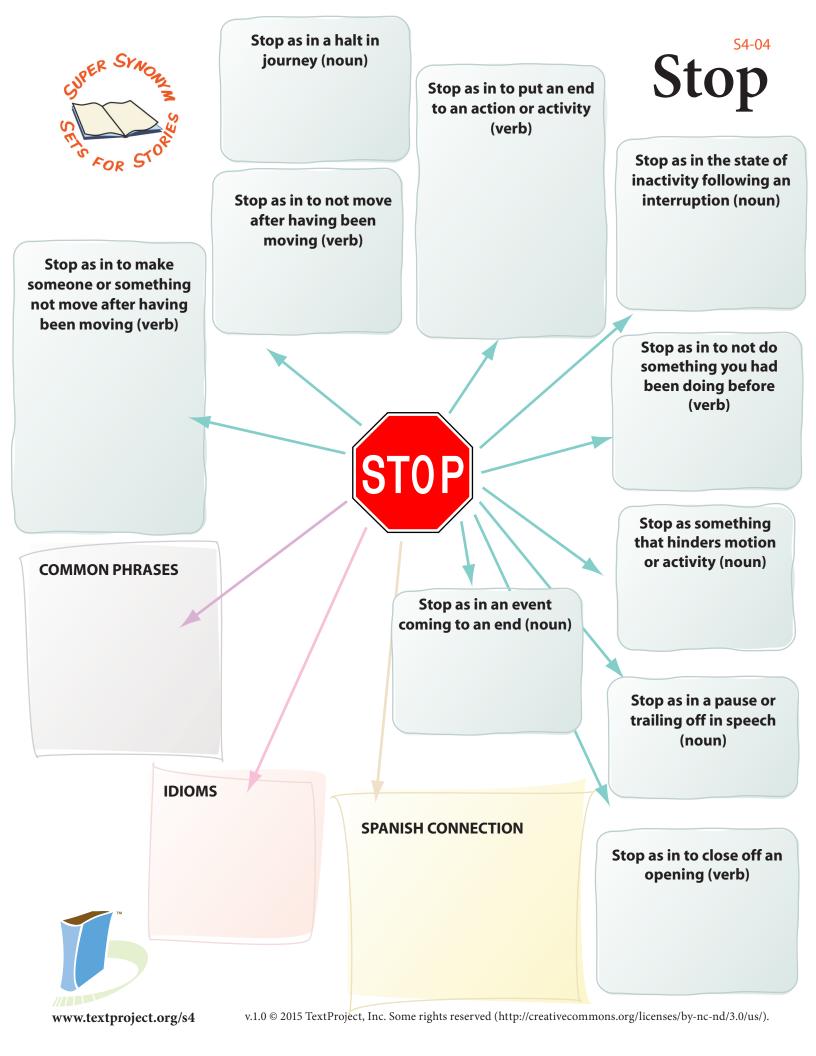
The word *stop* originates from the Middle Dutch and Middle Low German word *stoppen*, meaning to plug up or close. *Parar* and *detener* are two Spanish verbs that encompass many of the English definitions of the word *stop*. These words are not cognates of the word *stop*; however, many synonyms of *stop* have Spanish cognates. For example, a synonym for *stop*, as in to close off an opening, is block. The Spanish cognate for block is *bloquear*.

Word Changes

The idiom "to pull out all the stops" means to make all possible efforts to successfully reach the indented outcome. You would not guess that the definition of *stop* in this case means to close off an opening, but the origin of this saying is linked to the construction of organs, a musical instrument. The sound of an organ is produced as wind passes through large pipes. Stops are used to control what tones are played. Pulling out all the stops in an organ allows all tones to be played at once. When a person is *pulling out all the stops*, they are trying to make a big impression with lots of details.

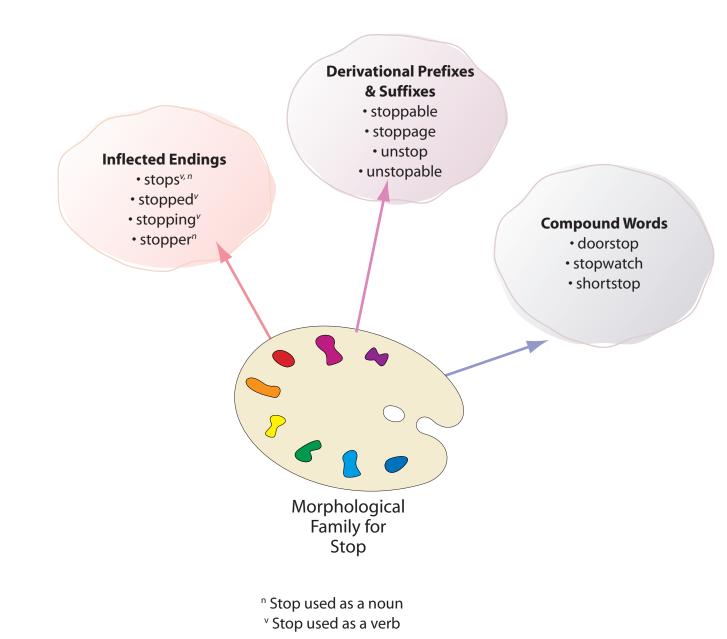






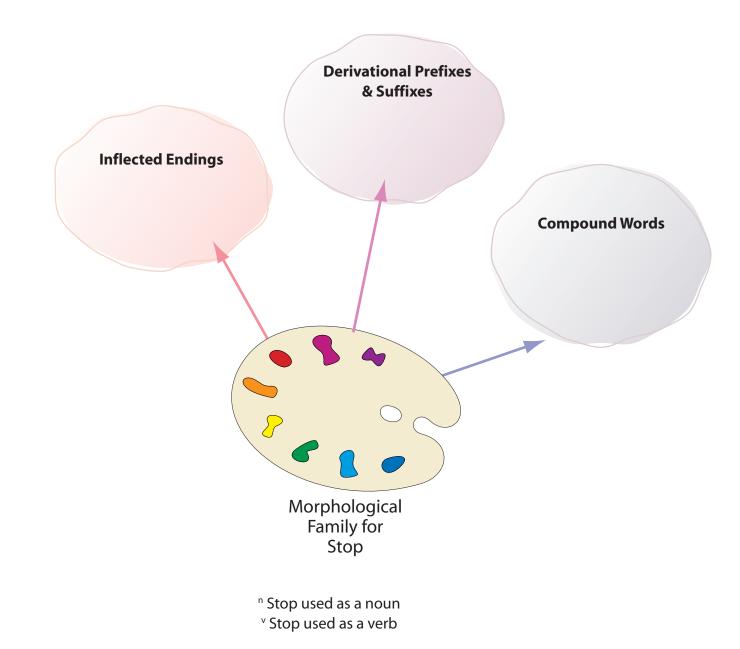












Funny



The meanings of the word *funny* can be loosely separated into two groups: humorous and non-humorous. This simple distinction is often referred to as "*funny* ha-ha or *funny* peculiar." Students may be more familiar with the word *funny* in reference to things that are humorous or silly than the non-humorous meanings, such as curious or odd.

Students may encounter both definition categories in the texts they read. A fictional young hero may look for a villain in an abandoned house and something might feel funny about the house. In this context, the meaning of *funny* is not humorous; rather, *funny* means that something feels unusual or odd. This feeling may help the hero find and defeat the villain. In a different story, the class clown may say a funny joke in front of her classmates at school. This use of the word *funny* refers to the humorous use of the word.

Follow-Up

• Have you ever felt that something was not quite right even if you didn't know why you felt that way? Describe the situation and how you felt.

• How has a funny character in a story you have read acted around other people?

The Spanish Connection

The etymology if the word *funny* begins with the word *fun. Funny* is the word *fun* with the suffix of *-y. Fun* originates from the word *fon*, meaning to be foolish or make a fool of. The word *fon* has not been used since the 15th century. The suffix *-y* descends from Old English and generally means "having the qualities of." Interestingly, it was not until the early 1800's in the American South that the word *funny* evolved from its comical, foolish origin to also mean strange or odd.

Neither *fun* nor *funny* have a Spanish cognate, but some relevant synonyms do. For example, the cognate of comical is *cómico*.

Word Changes

In the 1870's, comic strips in the newspapers in Canada and the United States began to be called *funnies*. During the 1920-1950's it was common to say "see you in the funny papers," as an ironic farewell or goodbye.

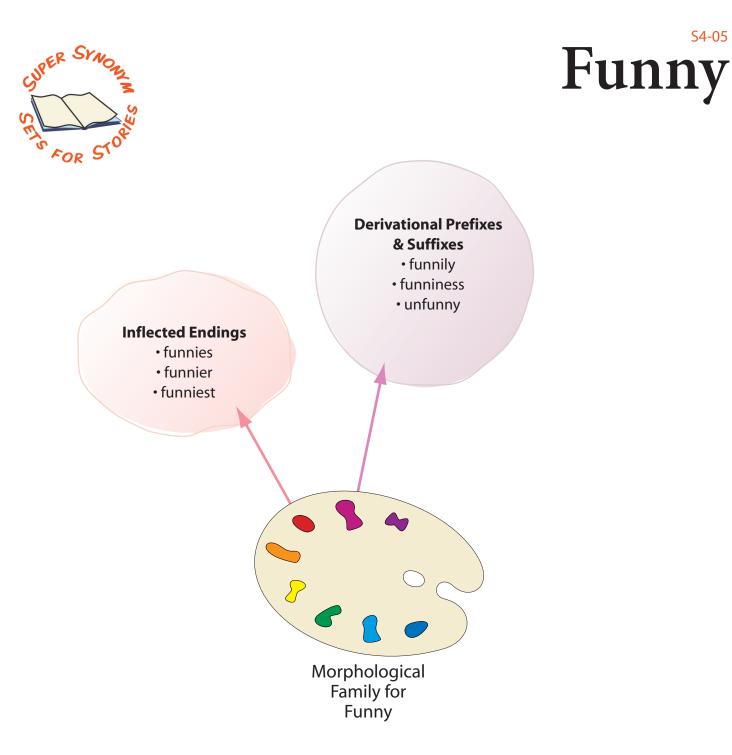










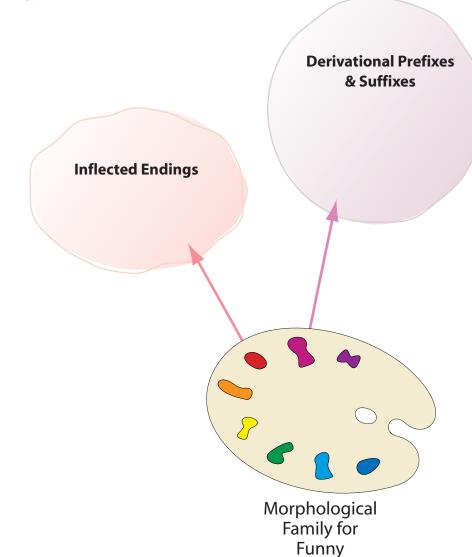




S4-05









Mad



The word *mad* is used in several different ways in American society. Three ways the word is commonly used are in reference to a person's excitement, anger, or mental instability.

Narrative texts often focus on the emotional development of the characters within a story. Students may encounter characters that are experiencing being *mad* in different ways. For example, the Mad Hatter in the classic novel *Alice's Adventures in Wonderland* is portrayed as being mentally unstable. This is different than a young girl who is *mad* about butterflies. This does not mean she is mentally unstable because of butterflies or that she is angry at butterflies. Rather, it means that she is excited about butterflies and wants to know everything about them.

Follow-Up

• How is feeling mad about something you don't like different than feeling mad about something you do like?

• How could you distinguish between a person who was angry, excited, or mentally unstable?

• Have you ever felt a connection to a character in a story you have read that was mad about something?

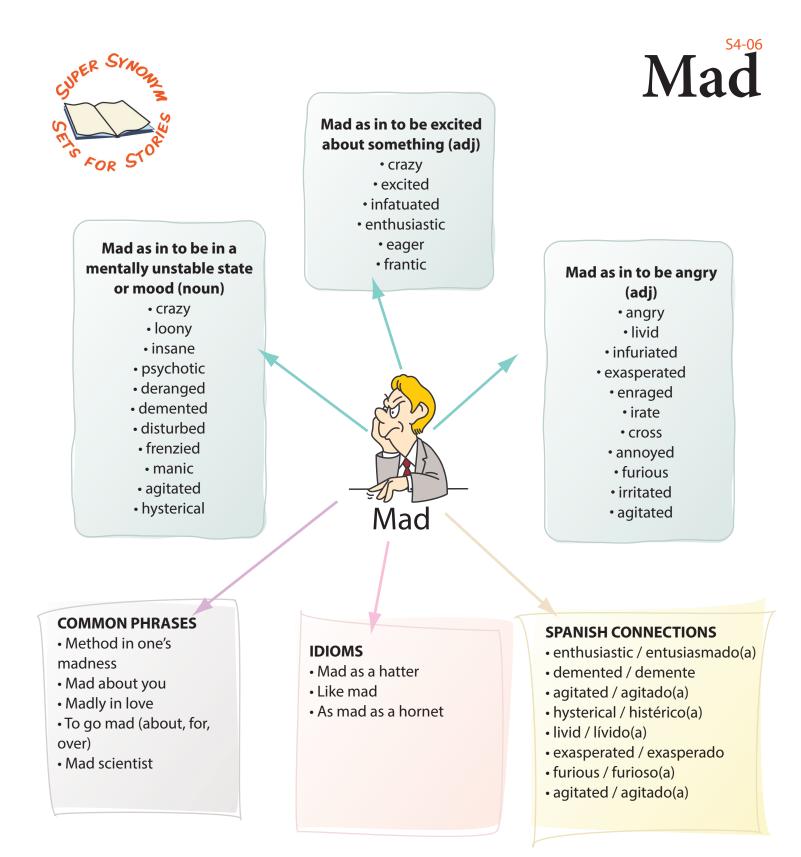
The Spanish Connection

The word mad comes from the Old English word *gemæded*, the past participle of *gemædan*, meaning to render insane. The word *mad* is also related to the Old High German word *gimeit*, meaning silly or crazy and the Old Norse word *meitha*, meaning to hurt or damage. *Mad* does not have a Spanish cognate, but many of its synonyms do.

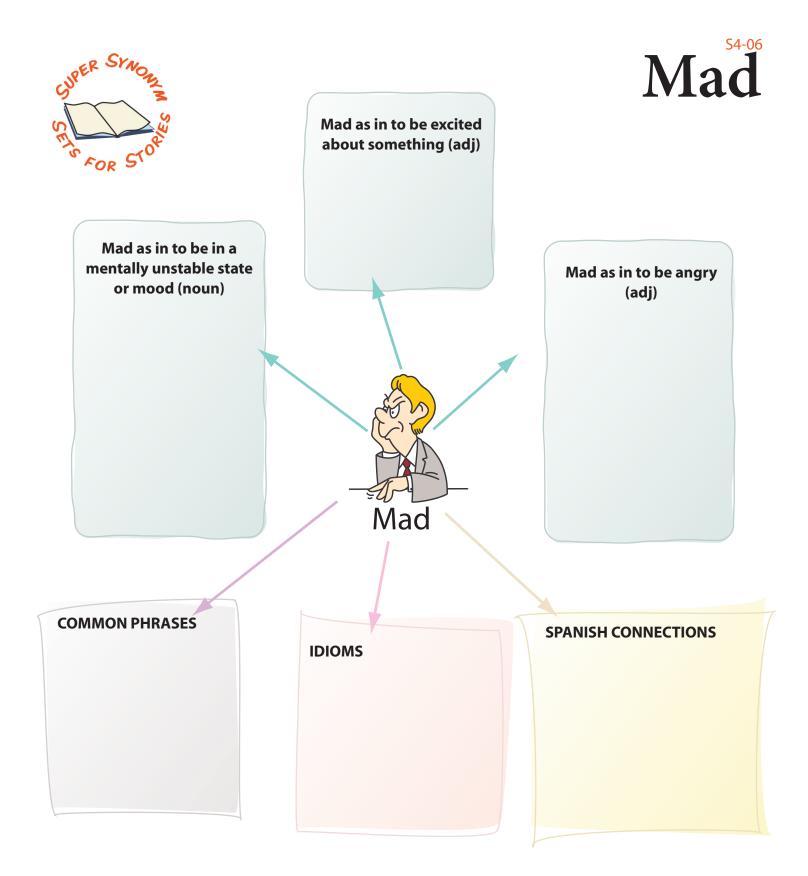
Word Changes

Interestingly, the Mad Hatter in *Alice's Adventures in Wonderland* is inspired by the idiom "mad as a hatter." In the 18th and 19th century, Englishmen used a poisonous metal called mercury in the process of making hats. Hat makers would slowly lose their memory and appear to become crazy as the toxins built up in their bodies.





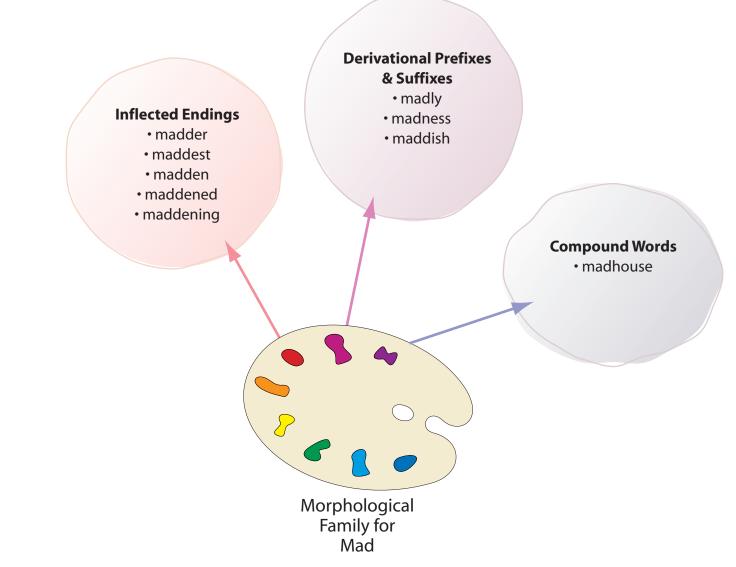








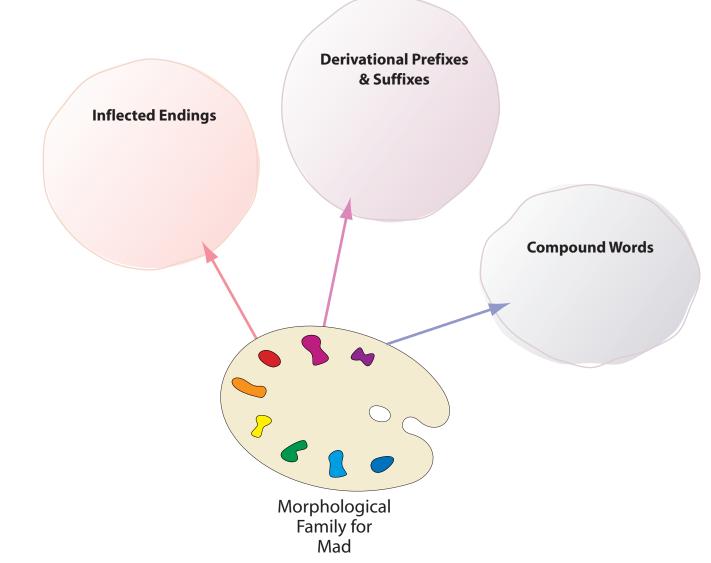














Brave



The word *brave* has three primary definitions that students may encounter in the texts they read. The underlining commonality of these definitions is courage. Firemen and women are described as brave, as an adjective, as they run into burning buildings because they are courageous. A person who wears a brave, showy purple lipstick to go with a Halloween outfit is also courageous. This use of the word *brave* is also an adjective. However, the word *brave* is used as a verb when describing an army that braves its enemies in battle. The army is also considered courageous.

Follow-Up

- Have you ever felt brave? What were you doing and how did you feel?
- How is being showy or making a display different than being heroic?
- How has a character in a story you have read been brave?

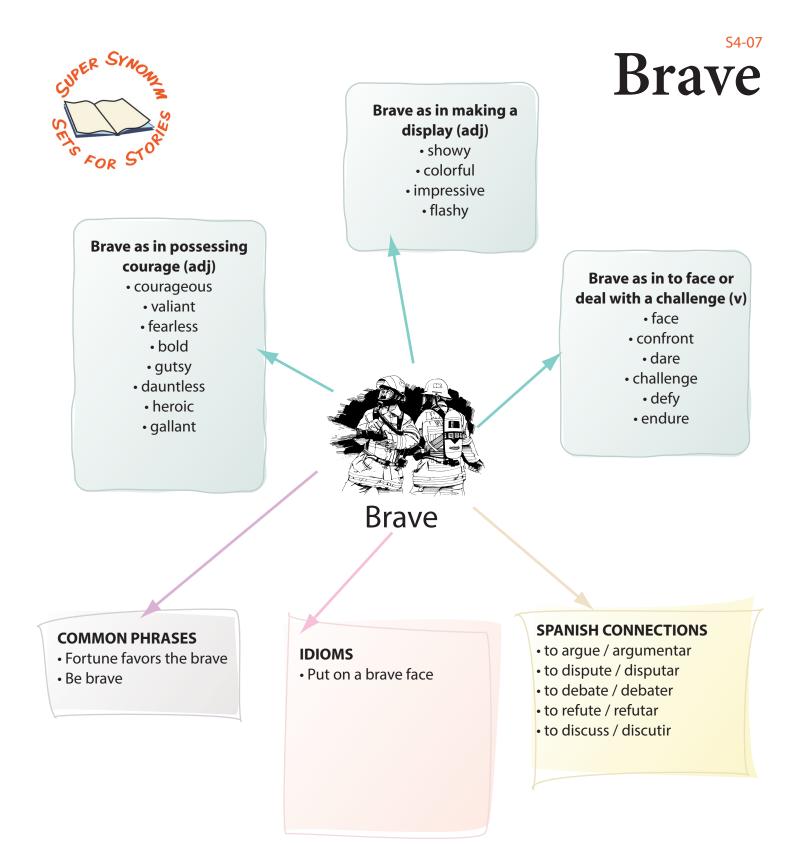
The Spanish Connection

Brave is considered a Middle French word that was adapted from the word *bravo*, meaning gallant in Italian, savage in Spanish, and barbarous in Portuguese. The word *brave* does not have a Spanish cognate.

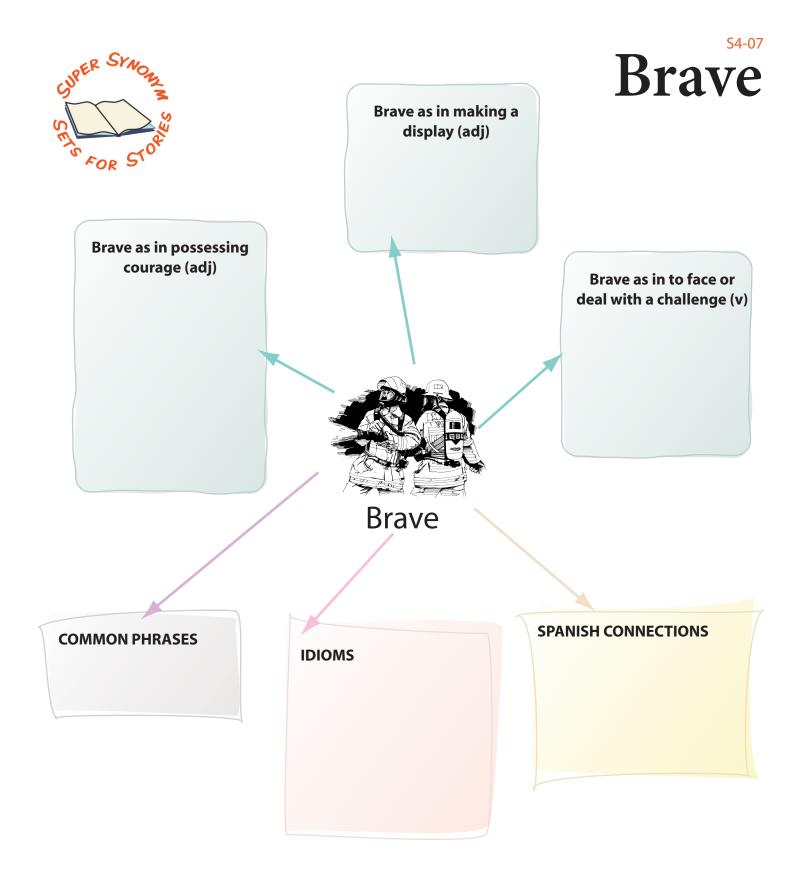
Word Changes

Many dictionaries list *brave* as a noun, meaning a Native American warrior. It is important to recognize that this label emerged with the descriptions of early explorers and developed as colonization and settlement evolved. *Brave* is not what Native American warriors self-identified as. With over 500 tribes and many different nations and languages, the term for a warrior was actually very specific to a tribe, nation, or language. It also perpetuates the idea that all tribes had warriors or fought frequently.





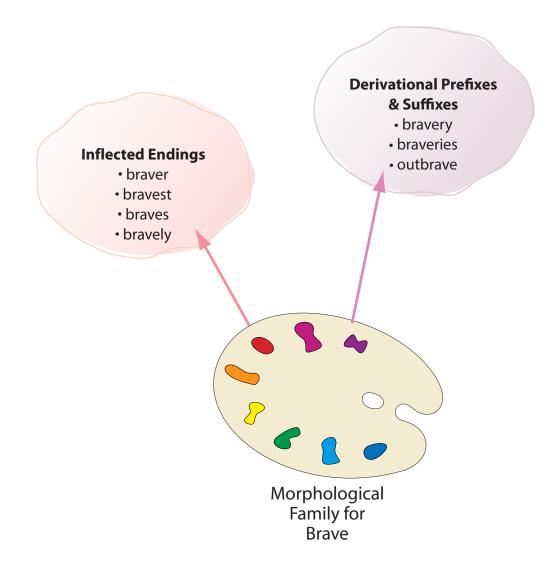








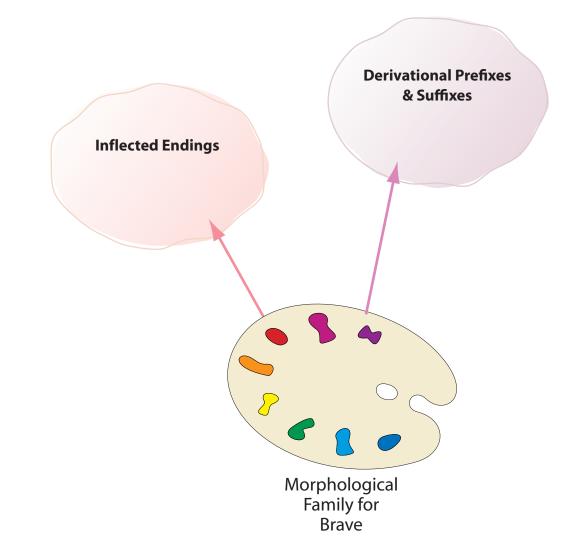














Shy



The different ways that the word *shy* is used can be categorized into three themes: anxious, suspicious, and deficient. *Shy* is primarily used as an adjective to describe how someone is feeling or looking. When *shy* is used as a verb, its meaning relates to movement; however, the cause of the movement is linked to a feeling of anxiety or suspicion.

Students may encounter each of these themes within the texts they read. Although being shy is often thought of as a negative trait, students may encounter an unconventional hero who uses their shyness as a strength by developing their observational skills. Or maybe students will read a text about a rabbit who shied away from a garden patch because a farmer was harvesting crops.

Follow-Up

- How is being distrustful different than feeling anxious?
- Have you ever felt shy in a large group of people? How did you feel?
- How might being shy be a strength and not a weakness?

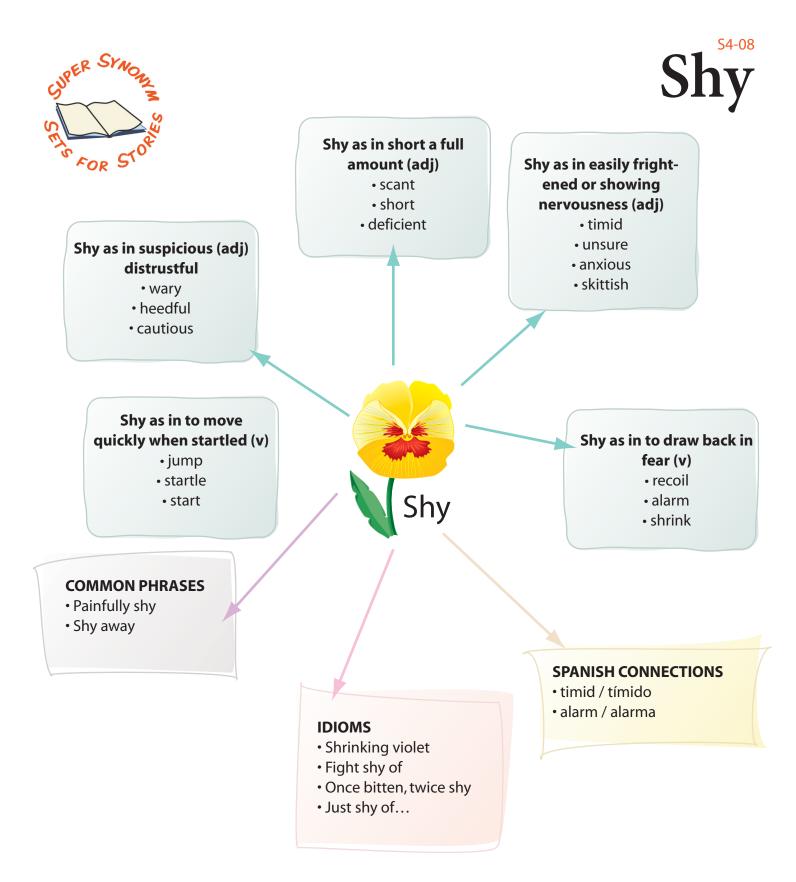
The Spanish Connection

The origin of the word *shy* can be traced back to the Old English word *scéoh*, in connection to Middle High German *schiech* and various other words in Middle Dutch, Middle Danish, and Norwegian, all meaning timid. Although *shy* does not have a Spanish cognate, *timid* does—*tímido*.

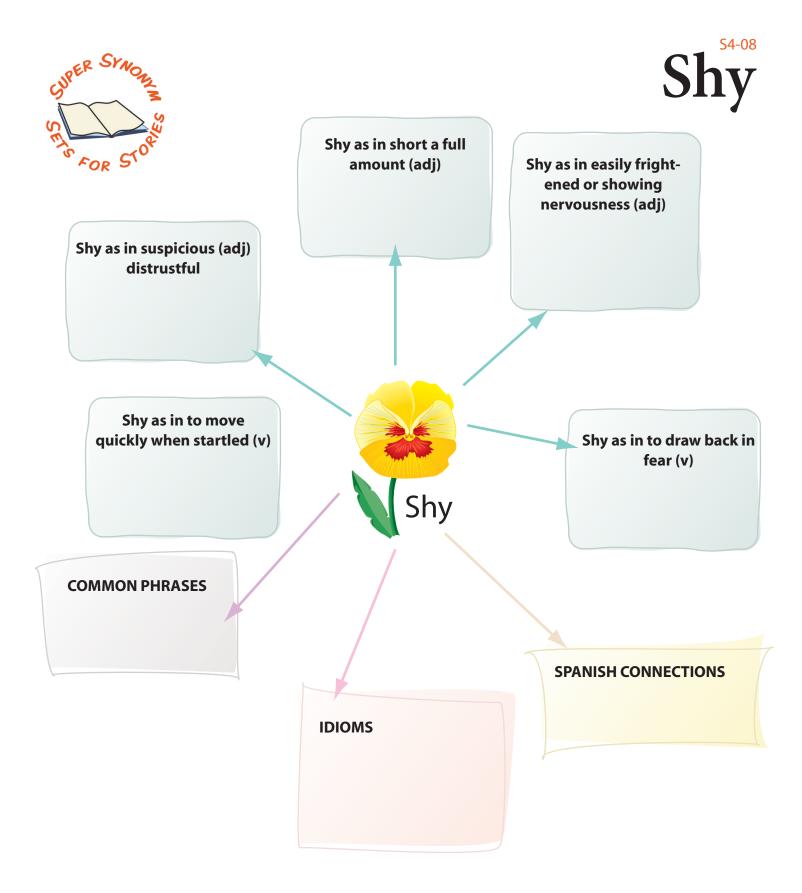
Word Changes

Although students may not be familiar with the idiom "shrinking violet," they may be familiar with some of the visual representations of this phrase. For example, the two *shy violets* in Disney's *Alice in Wonderland* in the garden scene. Or the character Shy Violet from the late 1980's TV show, *Rainbow Brite*. A more current example is the character Violet from Disney Pixar's *The Incredibles*. Although it is difficult to trace the origin of the idiom, it gained popularity in the late 1800's in both Europe and North America, possibly because violets were, at the time, the third most commercially grown flower.





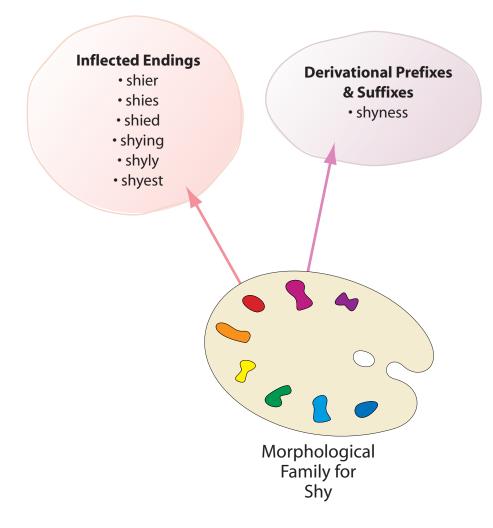








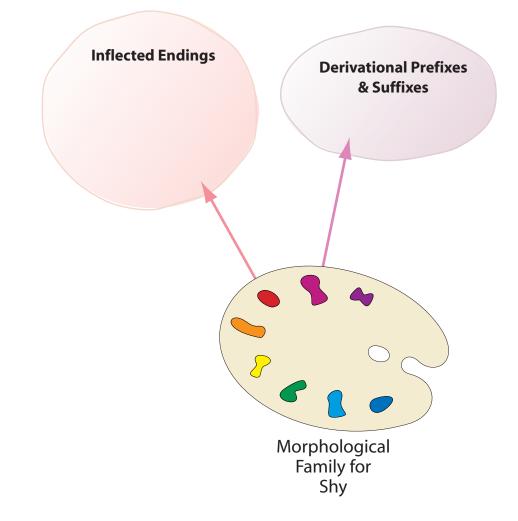
















Smart they read. Two general

Students may encounter the word *smart* in many of the texts they read. Two general themes are present in the definitions students may be exposed to: intelligence and appearance. Being *s*assy, witty, bright, and alert all embody different subtleties among the definitions of *smart* that are associated with intelligence. Being fashionable or trim both describe the nuances within the definitions of *smart* that are associated with appearance. Many of the uses of the word *smart* and associated synonyms can be used as both adjectives and verbs.

Students may read a story about a bold young hero who pushes against authoritative figures that don't believe in the hero's abilities or the validity of a current quest. The authoritative figure might be a parent that says, "Don't get smart with me, dragons don't exist." Students may pick up a text about a young businesswoman who is an accountant for a local business. She dresses smart for work in order to look neat, trim, and professional.

Follow-Up

• How is being intelligent different from being calculating? Can you be both at the same time?

- How is being witty different from being elegant?
- How could being called smart be a negative comment or a positive one?

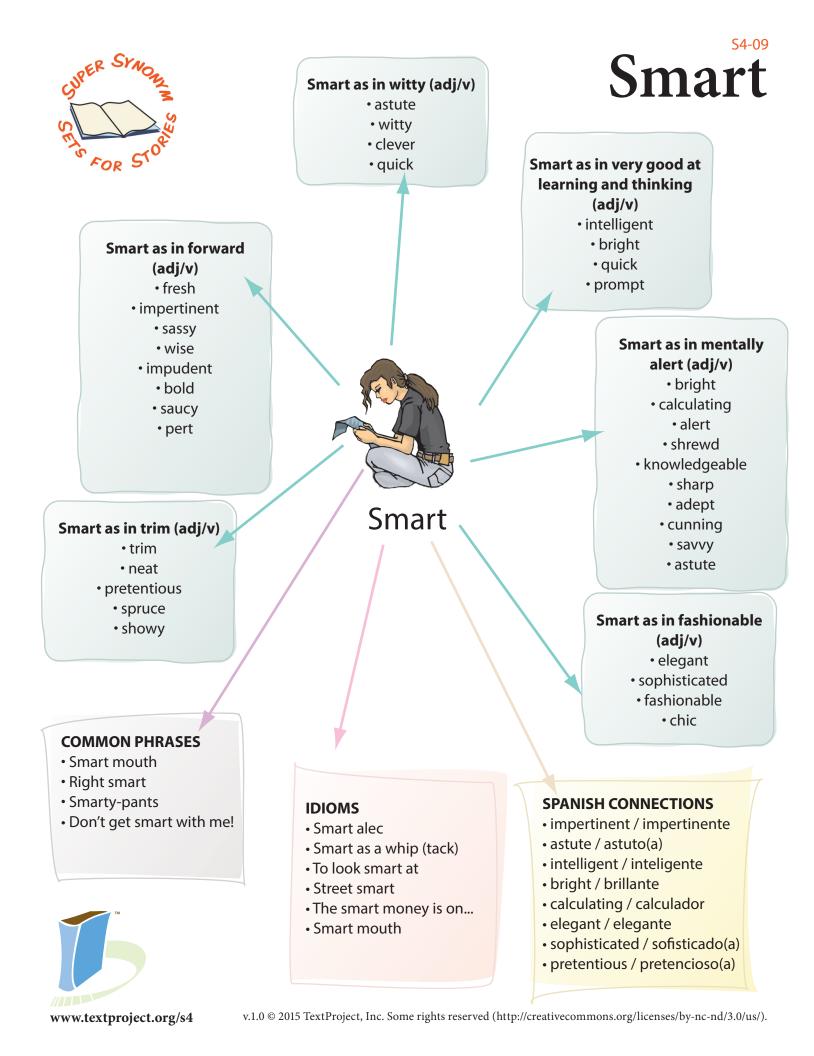
The Spanish Connection

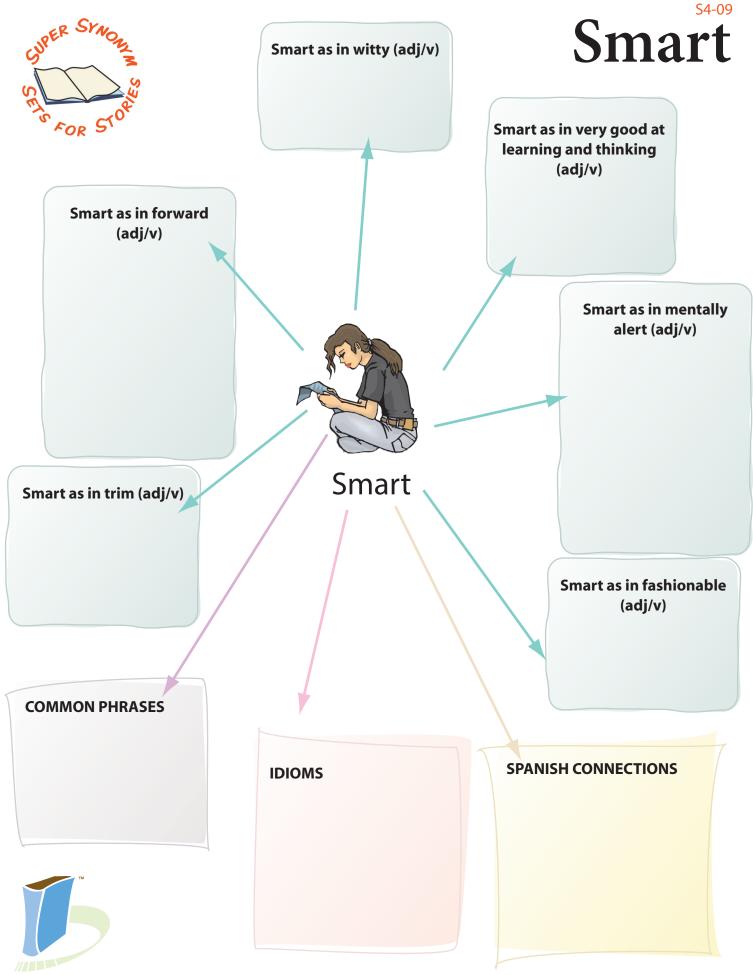
Although students are primarily taught the intellectual definitions of *smart*, the word originates from the Old English word *smeart*, meaning painful. In this way, *smart* was used as a noun, a physical wound or sore, and a verb, to be hurt or in pain. Although these uses of the word *smart* are still relevant, they are uncommon to students and they also do not have a Spanish cognate.

Word Changes

In today's high tech world, the word *smart* is now being used to describe certain devices, such as phones. This use of the word smart refers to a non-living thing that is capable of "independent" and intelligent action. The use of the word *smart* in this way dates back to the late 1940's with the development of the first computers. Since then, technological advancements have led to the creation of machines and devices that can perform increasingly skilled tasks.



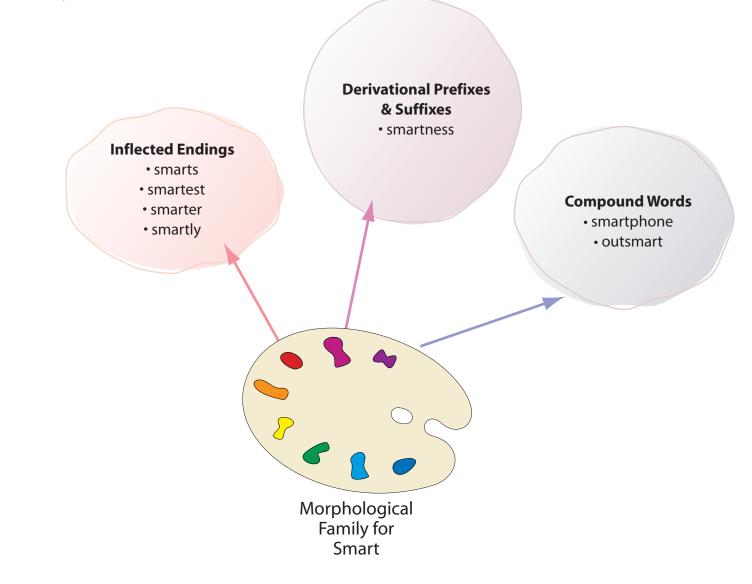




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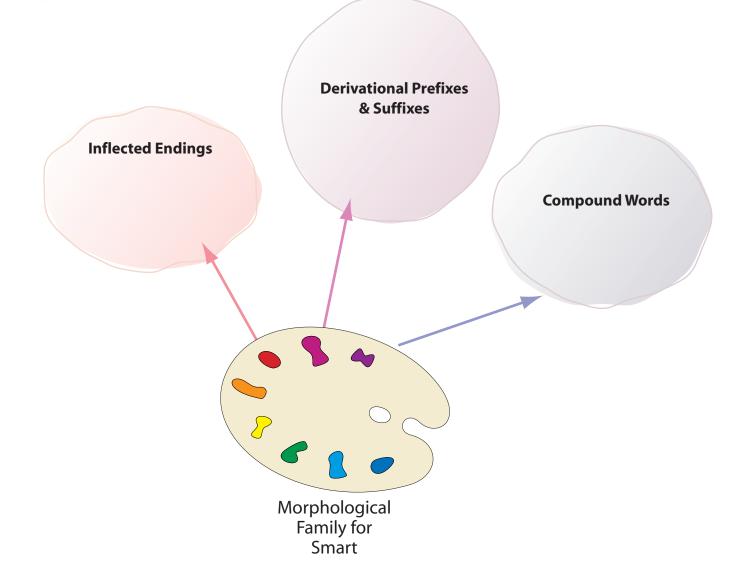
Smart















S4-10



The word *selfish* has one meaning—being self-centered. Many children's texts emphasize *selfishness* as a negative trait. However, it is important to recognize all emotions, even the negative ones. Students may encounter texts where characters are *selfish* and the lessons within these texts often include encouraging children to develop compassion, gratitude, and sharing skills.

Dr. Seuss is among many popular authors whose stories conclude with such lessons. His story *How the Grinch Stole Christmas* portrays a grumpy, selfish character, the Grinch, who tries to steal Christmas gifts from others in order to ruin Christmas. The story ends as the Grinch learns his lesson and is no longer greedy and selfish.

Follow-Up

• Have you ever known someone who was selfish? Were they selfish all the time or only in certain situations?

• Is there ever a time when being selfish could be a positive thing?

The Spanish Connection

The word *selfish* is the word self, descendant of the Common Germanic word, with the suffix *-ish*, meaning "of or belonging to a person or thing." The first use of the word *selfish* was by Presbyterians in the year 1641. The Spanish word for *selfish* is *egoísta*. *Egoísta* is not a Spanish cognate for *selfish*, but it is a cognate of the word egotistic, a synonym.

Word Changes

The word *selfish* includes the root word *self* and the suffix *-ish*. In this context, *self* is not being used as a suffix, as it often is (e.g., herself, himself, oneself, etc.). *Self* as a suffix forms singular personal pronouns. *Self* as a root word refers to the characteristics of a person and what makes them unique.

Some idioms relating to being *selfish* are connected to greed. For example, the idiom "cash in on" means to exploit a situation and this carries the negative connotation that the person "cashing in on" the situation is being greedy or *selfish*. Other idioms are more closely linked to the concept of selfishness. Having "an ax to grind" refers to having a *selfish* reason for doing or saying something.





Selfish as in being overly concerned about oneself without considering others (adj)

• greedy

self-interested

self-centered

self-absorbed

self-infatuated

egotistic

egotistical

stingy

ungenerous

parsimonious



IDIOMS

ER Sr

An ax to grind

• In it for oneself

Cash in on

SPANISH CONNECTIONS

• egotistic / egotista





Selfish as in being overly concerned about oneself without considering others (adj)



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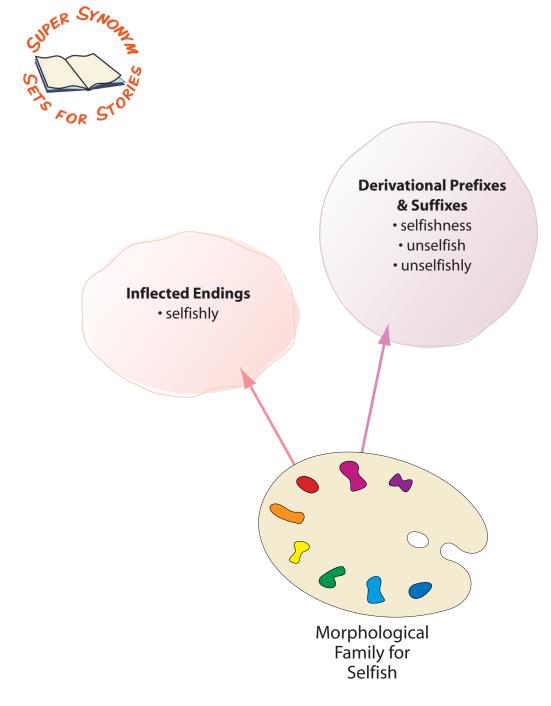
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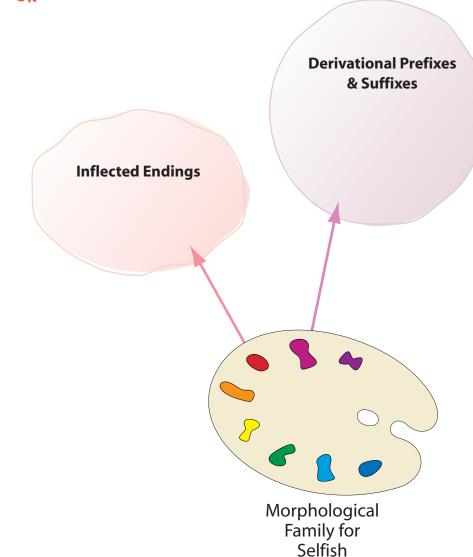














S4-11

Look



There are all sorts of looking that takes place over a school day. Students look up when there is a loud noise, they look out of the window, and they look for their books when it's time to change subjects.

Look can be used as both a verb and noun. The most common use of *to look* is the process of using the eyes to see something. However, there are several other common uses for *to look*.

Look can also be used as a noun. For example, a teacher may ask to take a look at a student's assignment.

Follow-Ups

- What is the difference between staring and glancing at a book?
- Would you imagine or observe a science experiment unfold?
- How is glancing at a book different than browsing a book?
- What does it mean to rubberneck or gawk?

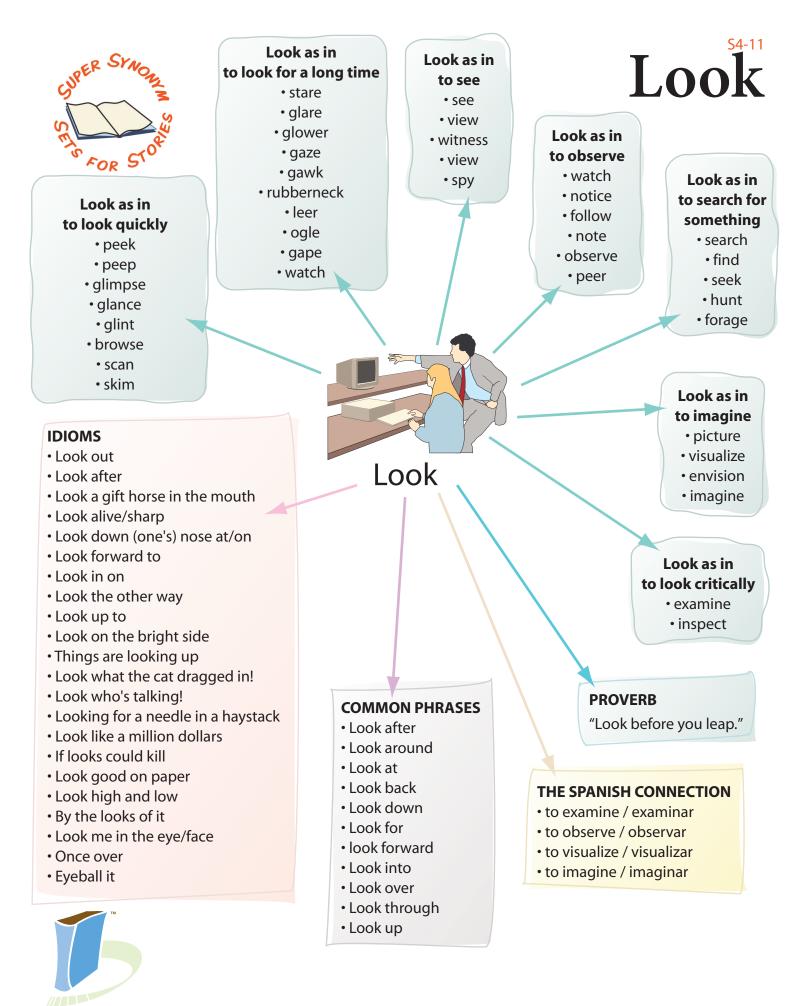
The Spanish Connection

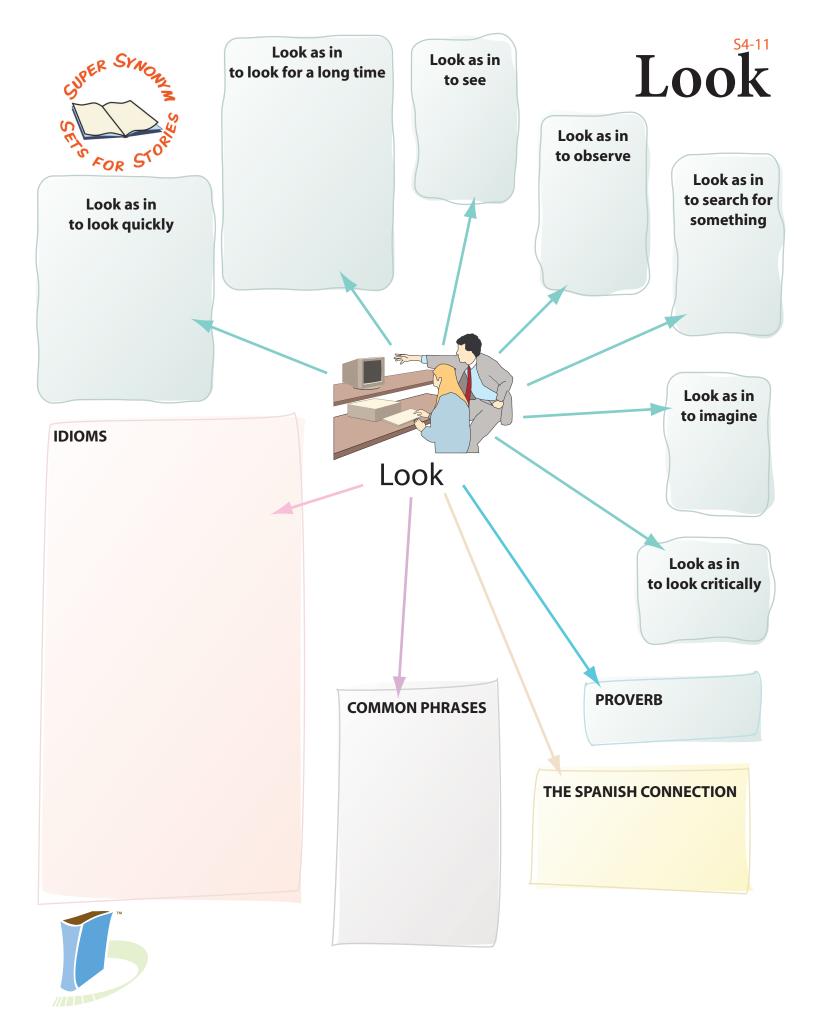
The word look is an Old English word lócian. The Spanish word for to look is *mirar*. *Look* and *mirar* are not cognates. However, some synonyms for *look* have Spanish cognates.

Word Changes

The different ways a person can *look* at something are also reflected in many different idioms and common phrases. A person who is complacent about something is "looking the other way." A person who is being optimistic is "looking on the bright side." Someone who looks great "looks a million bucks."

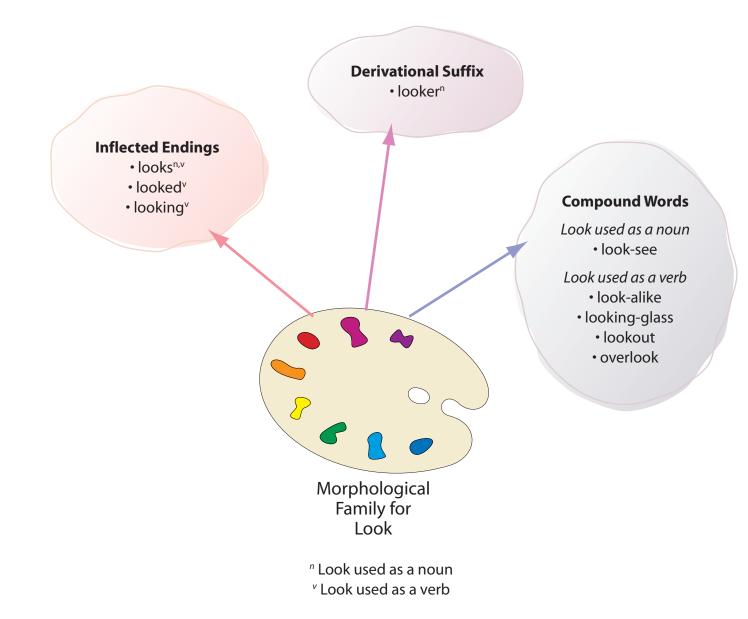








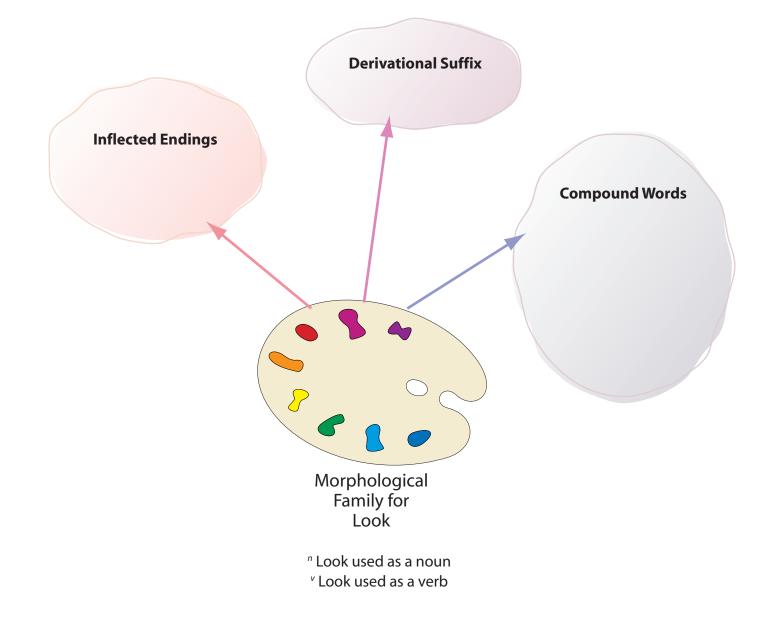
















Нарру

Happy is a very common word, but it does have some subtleties in the ways it is used. Happy is primarily used as an adjective to describe an enjoyable or contented feeling. Students feel happy when they earn a good grade on an assignment. A child feels happy if she receives a gift that she wanted for her birthday. A dog is very happy when his family comes home at the end of the day.

In some uses, however, *happy* conveys a meaning closer to satisfaction or acceptance rather than joy. To say, "The performers were happy with the audience turnout," suggests that the attendance was sufficient but a higher turnout would have been even better. "I am happy with this batch of cookies" most likely means the cookies are acceptable in appearance or taste, but are not quite as good as the baker had hoped.

Happy sometimes means "willing," as in "I would be happy to cut the grass for my brother this weekend." You might not mind helping your brother, but mowing the lawn probably is not a blissful activity for you. Yet another subtle use for *happy* is "fortunate" or "convenient." A happy accident is an event that was unexpected but turned out to be beneficial. Happy appears as part of many greetings as well, such as "Happy Birthday!" and "Happy New Year!"

Happy shows up in many colorful phrases and expressions, and it has many synonyms, making it an excellent word to explore on a word line.

Follow-Ups

- What is the difference between being happy and being ecstatic?
- When might we use the word *happy* when we actually mean appropriate or suitable?

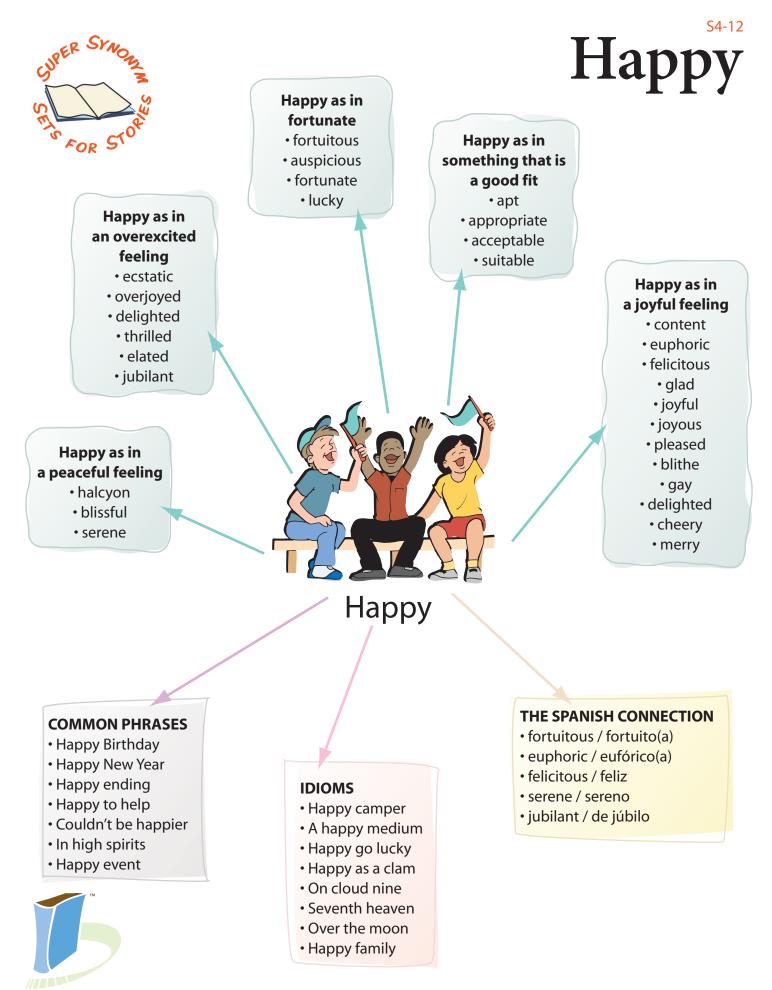
The Spanish Connection

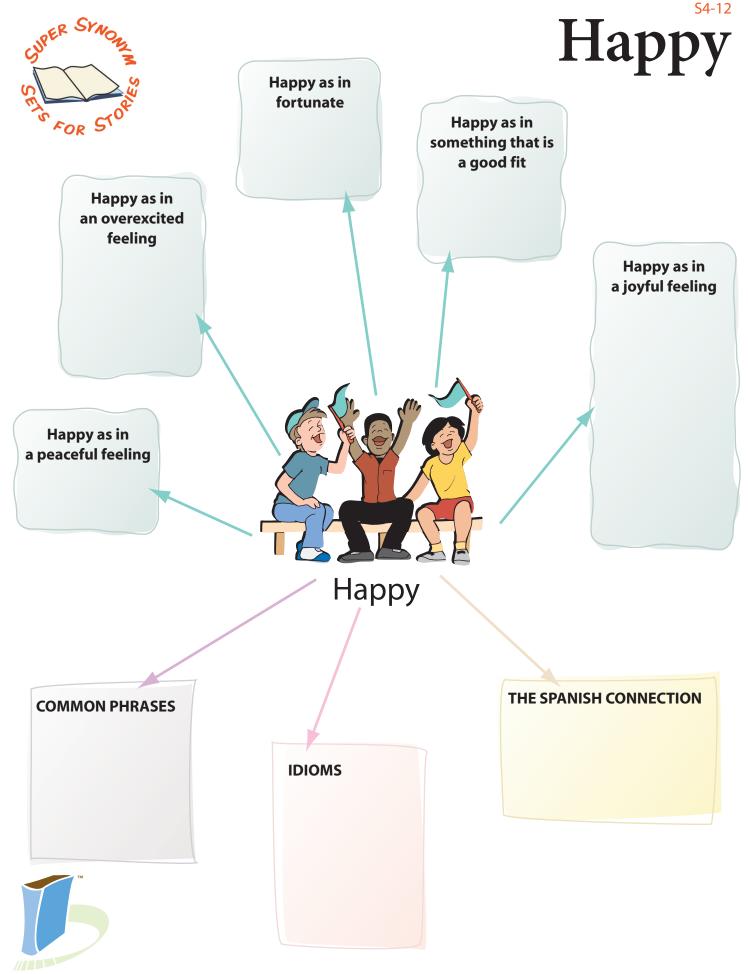
The word *happy* comes from an Early Middle-English word, *hap*. It is believed that hap is an adaptation of an Old Norse word, *happ*, which means chance, or good luck. The Spanish word for happy is *feliz*. Although *feliz* is not a cognate of *happy*, *feliz* is related to other words in English such as *felicity* or *felicitous*.

Word Changes

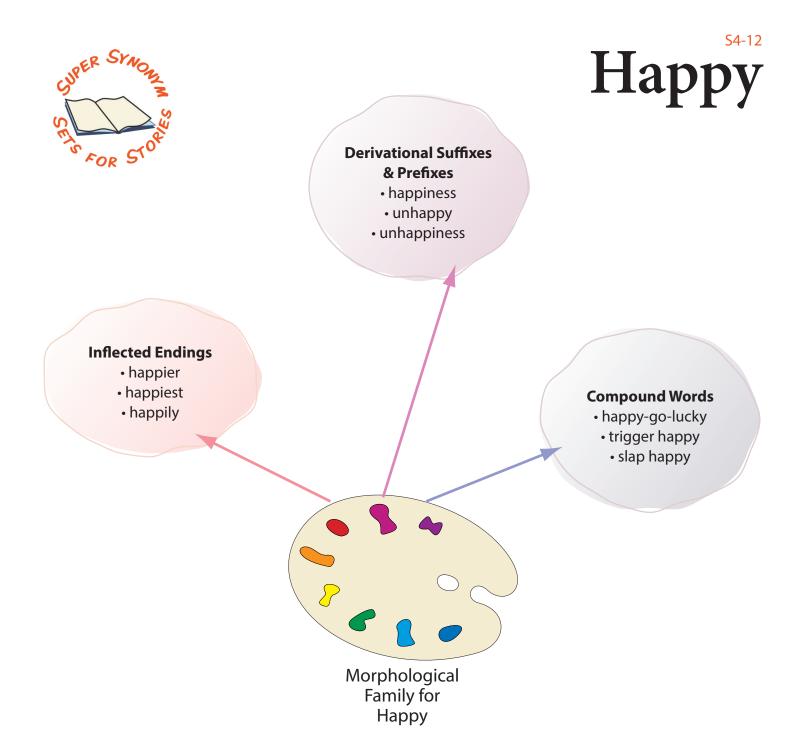
When *-happy* is added to the end of a word, as in money-happy or clothes-happy, the idea is one of excessiveness or spontaneity. A money-happy person is one who cares too much about money. A clothes-happy friend may impulsively buy more clothes than he can use because he is fascinated by new fashions.



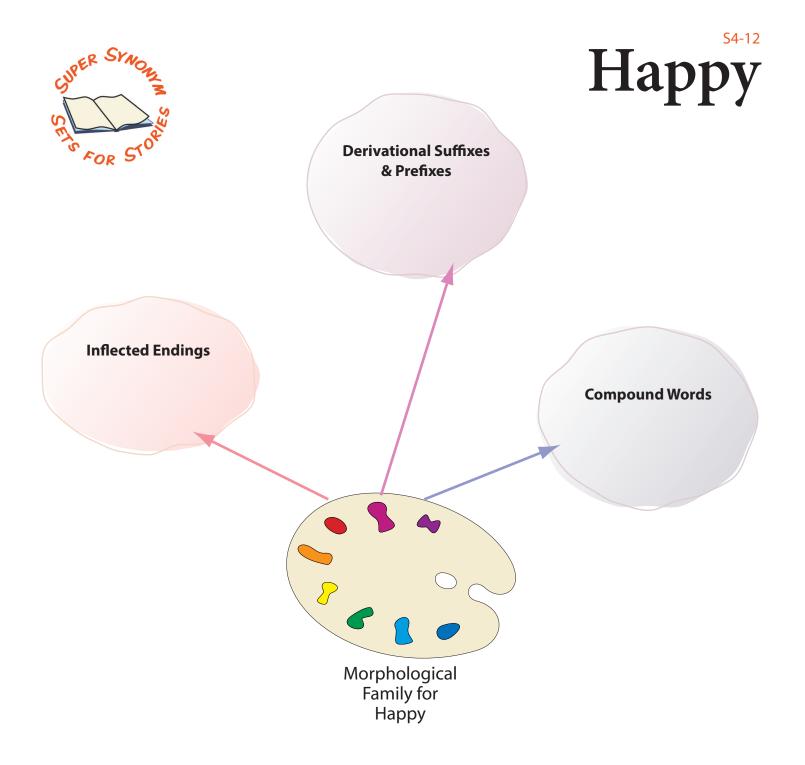




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Sad



Sad, like its opposite, *happy*, is an adjective generally used to describe feelings, although in this instance the feelings are those of sorrow or unhappiness. A person will feel sad if a good friend moves far away, or if a family member is very sick. *Sad* can also refer to situations that are considered unfortunate. When heavy rains caused the dam to break and flood the town, it was a sad day for everyone. *Sad* can describe something that is in deplorable or shabby condition, such as the sad state of the economy or the sad appearance of a run-down neighborhood.

In more casual or informal usage, *sad* is often used to mean pathetic or inadequate. If a student waits until the last minute to complete a project, it might look pretty sad compared to those of others in the class. A movie sequel might be a sad attempt to recreate the excitement of the first film. The basketball team's lackluster performance was a sad sight.

The many synonyms for *sad* make it a very worthwhile word to explore. Consider the differences in meaning between words such as *blue*, *down*, *gloomy*, *depressed*, *melancholy*, *woebegone*, or *inconsolable*.

Follow-Ups

- What is the difference between being sad and being somber?
- If someone broke their last pencil, would they feel despondent?
- When might someone feel heartbroken?
- What might you say to a friend who is sad?

The Spanish Connection

The word *sad* is a cognate of the Old Dutch *sat*. The Spanish word for *sad* is *triste*. Sad and triste are not cognates. However, a few synonyms of *sad* do have Spanish cognates. One example would be *melancholy* and *melancolía*.

Word Changes

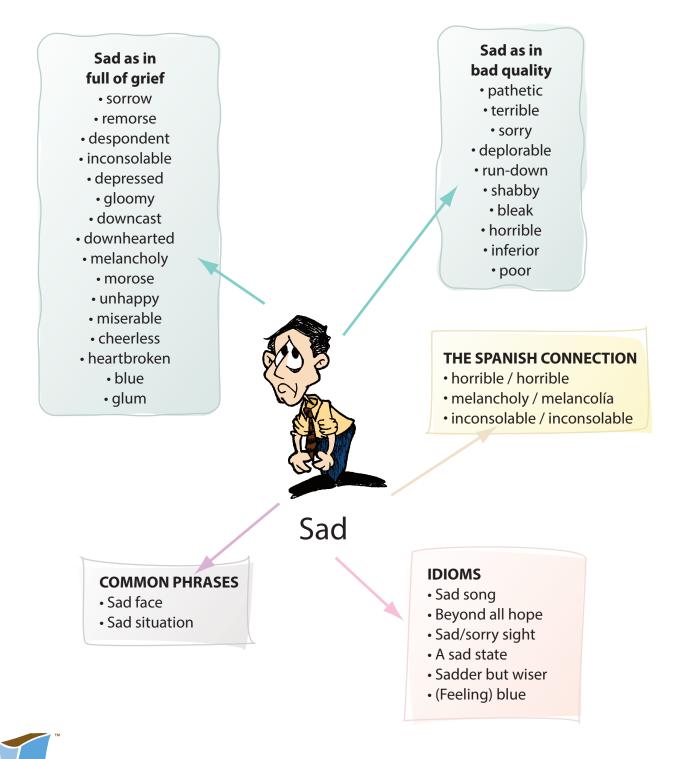
People do not always use the most precise or accurate words in their speech and writing. Sometimes they do not know the best word, or they do not think about trying out new words. It is common, for instance, for people to say they are depressed when in reality they are only a little sad.

Sometimes people purposefully want to embellish a story they are telling to make it more interesting and colorful. Many of the synonyms for *sad* can add richness and meaning to conversation or writing.



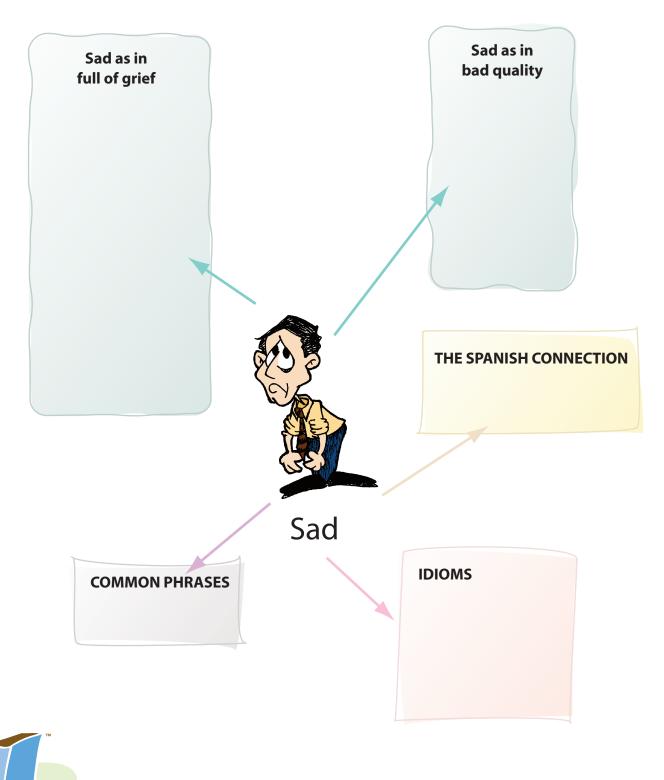






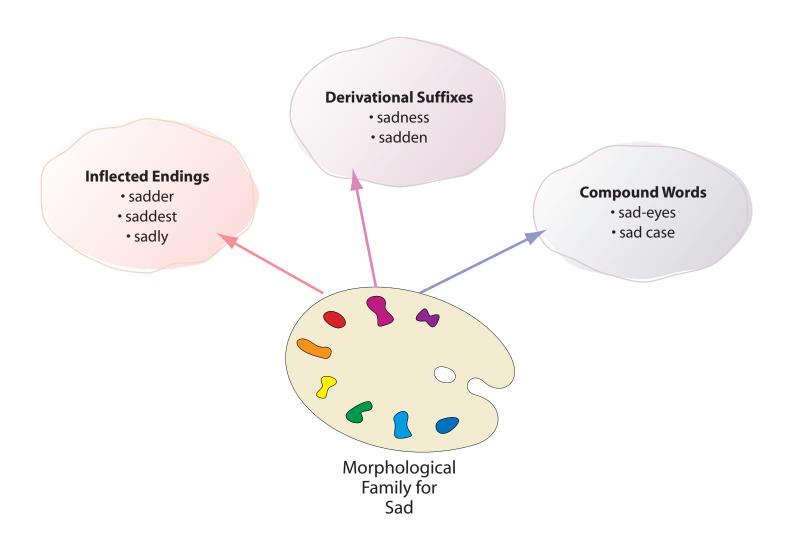








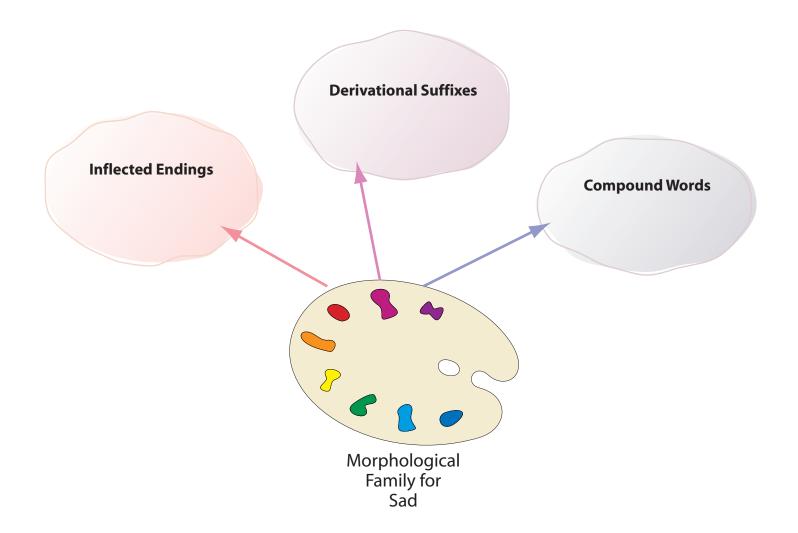
















Said



Said is the past tense and past participle form of the word *say*, and it is an unavoidable term for anyone using the English language. Meaning to speak, utter, declare, or express, *said* and *say* could appear in nearly any sentence where one person is conveying information to another. The instructions said this was the proper way to assemble the bicycle. The government report said everyone should eat more fruits and vegetables. Rosa said she would arrive at 4:00 p.m. If anything, the word *said* might be overused, since it is a neutral word that does not necessarily provide much contextual information. Everyday communication can be made more accurate, or more engaging, by using the many synonyms of said.

Follow-Ups

- When might someone murmur or whisper? Shout or bellow?
- What is the difference between mumbling, "I am glad to see you," and squealing, "I am glad to see you"?

• Imagine different situations in which someone says "hello," answers "hello," whispers "hello," yells "hello," and screams "hello."

The Spanish Connection

The word *said* comes from an Old English word. But the word *said* can be found in many different languages as well. The Spanish word for *said* is *dije*. It is not a cognate for the word *said*. But many of the synonyms for *said* do have Spanish cognates.

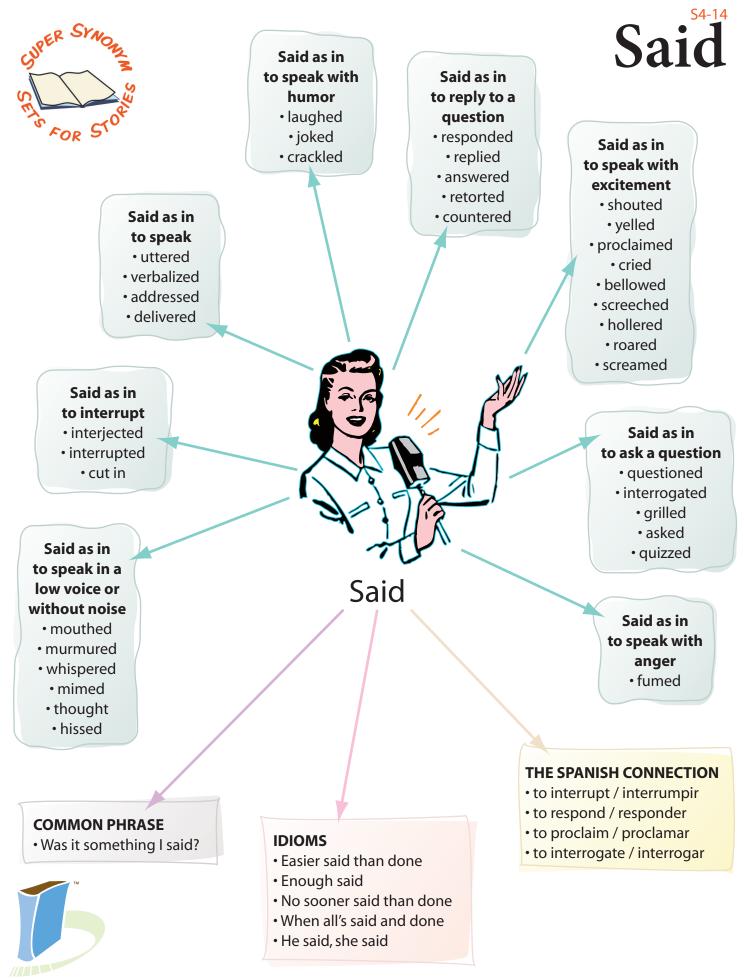
Word Changes

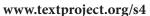
• There are few derivational and inflected endings for *said*. Most members of the morphological family are derived from *say*.

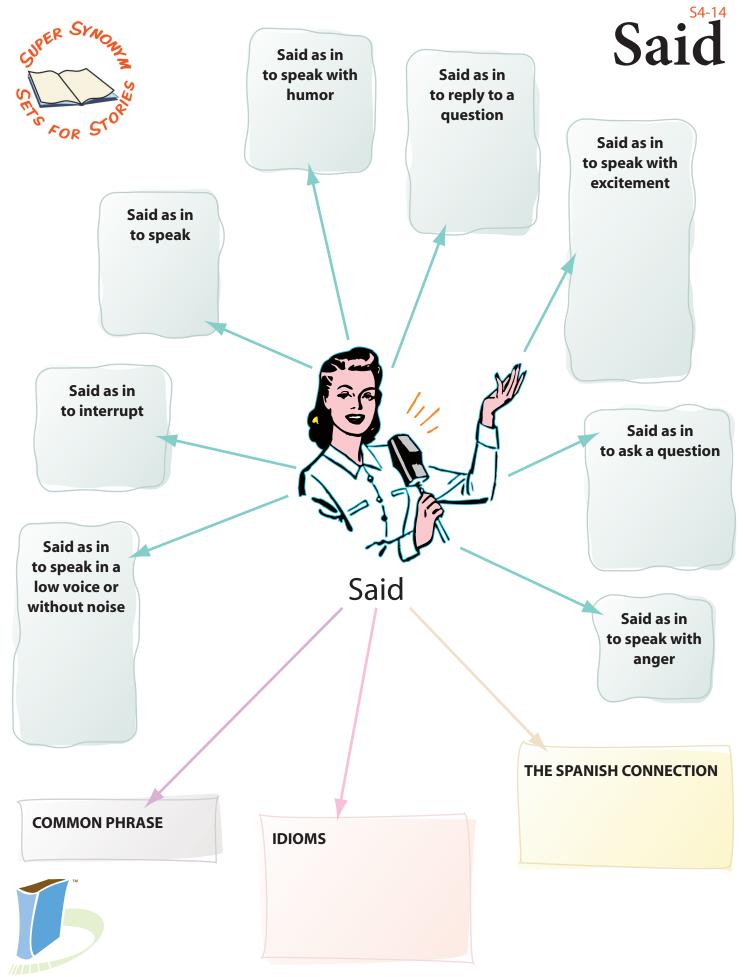
• The idiom "when all is said and done" carries the idea of "after everything has been considered," or as a phrase setting up a summary statement or end result. For example, "I spent 20 minutes explaining what happened to the book, but when all was said and done, I still had to pay the library fine." Losing our luggage was very inconvenient, but when all was said and done we still enjoyed our vacation.

• One very specific use of *said* as an adjective occurs in legal language meaning something or someone that has already been mentioned (or the aforesaid). For example, a rental contract between a landlord and a tenant might mention each by name in the first sentence. Then in the rest of the contract, they would be referred to as "said landlord" and "said tenant."





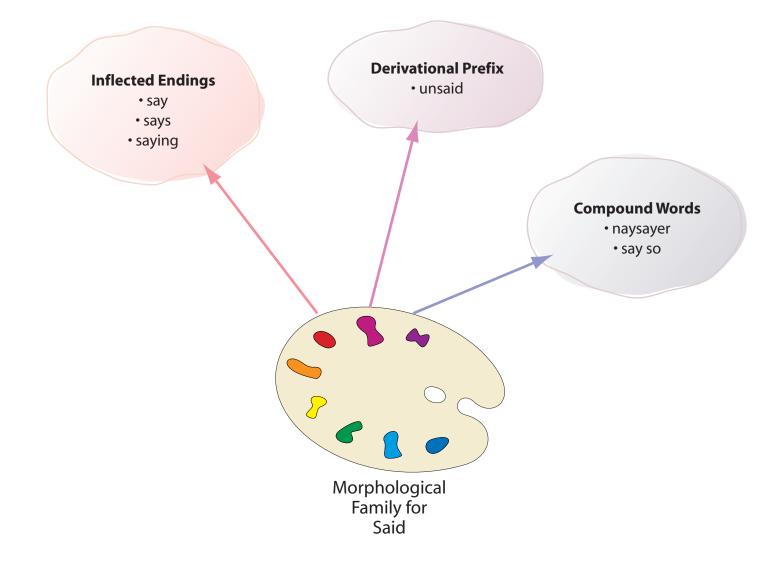




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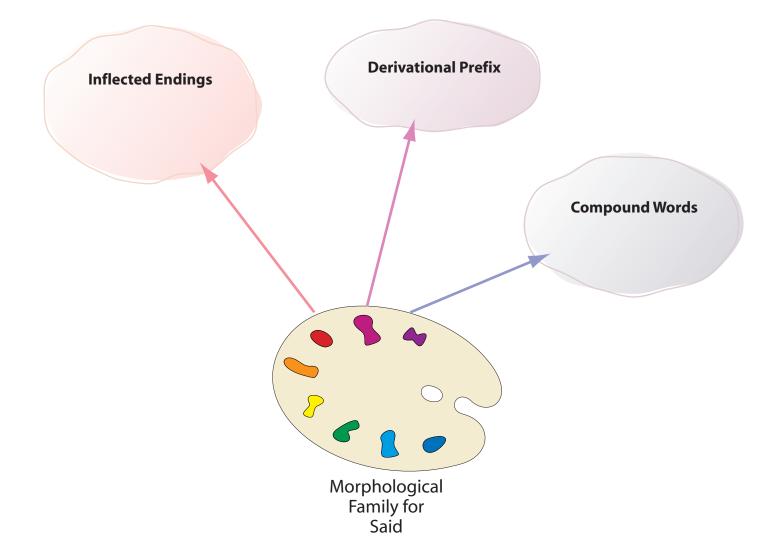














Think



Let's think about ways to use the word *think*. In a classroom, regardless of the activity, the primary goal is to encourage students to think. *Think* is most often used as a verb meaning to focus one's mind on something, to use one's mind to connect ideas. It can also mean to hold certain beliefs or opinions. Teachers may ask their students to think about the solution to a math problem. Teachers may also use techniques to help show students thinking processes. Thinking can be as simple as deciding what to wear for the day, or it can be as complex as pondering the meaning of life. Thinking may take only a split second of inspiration, or it may require an extended process of reviewing and revising over many years, as with a scientific breakthrough.

Although most common as a verb, *think* also appears on occasion as a noun and even an adjective. Informally, one might say, "This situation has really confused me. I need to take a walk and give it a good think." As an adjective, *think* is used in combinations such as think tank, think piece, and think session. These expressions all convey the idea that an expert, or a group of experts, is focusing deeply and analytically on an issue.

Follow-Ups

• When choosing a present for someone special, do you want to think you have a good gift, or know you have a good gift?

• When thinking of a solution on a math test, do you want to perseverate on a single problem?

• What is the difference between brainstorming and researching a problem?

The Spanish Connection

Think comes from the Middle English *thenken* or *thinken*, and it is related to the Dutch and German *denken*. The Spanish word for to think is *pensar*. *Think* and *pensar* are not cognates. But some of the synonyms for *think* do have Spanish cognates.

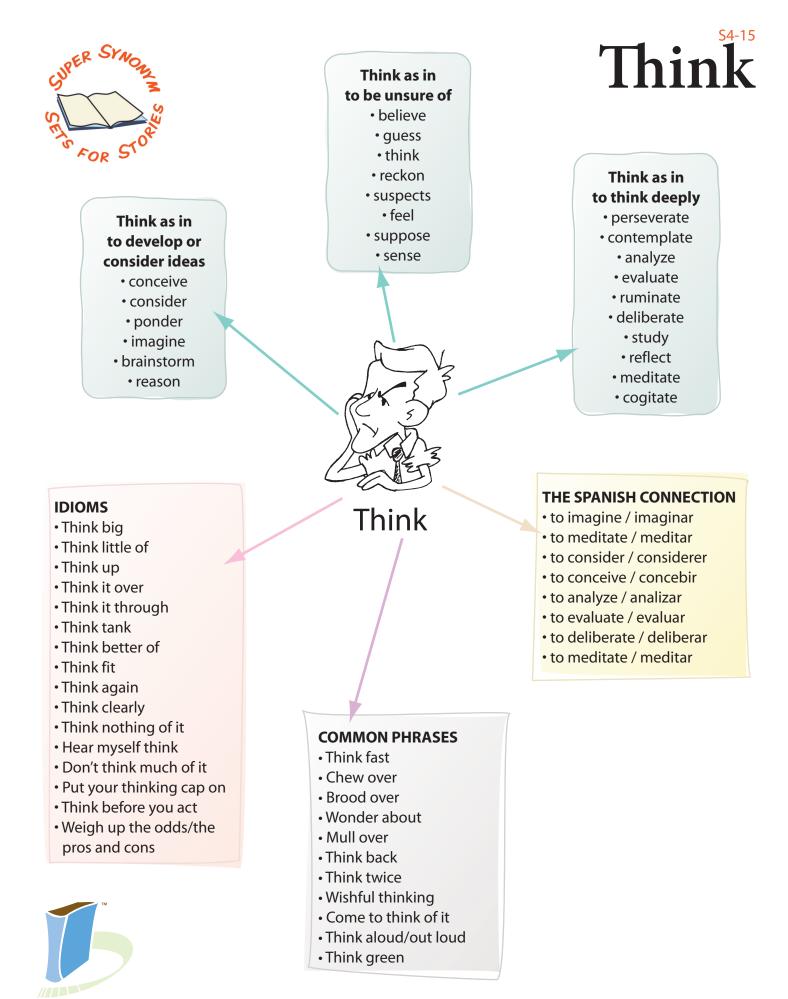
Word Changes

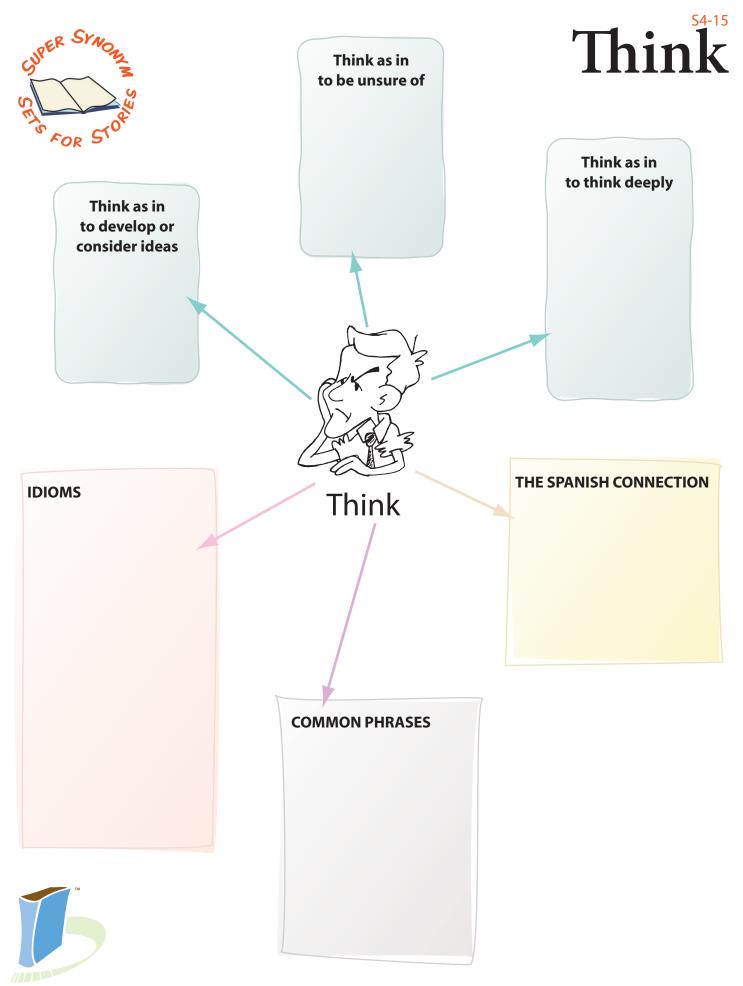
• The past tense and past participle of *think* take an unusual form: thought. The word thought can be used as a noun and as a verb.

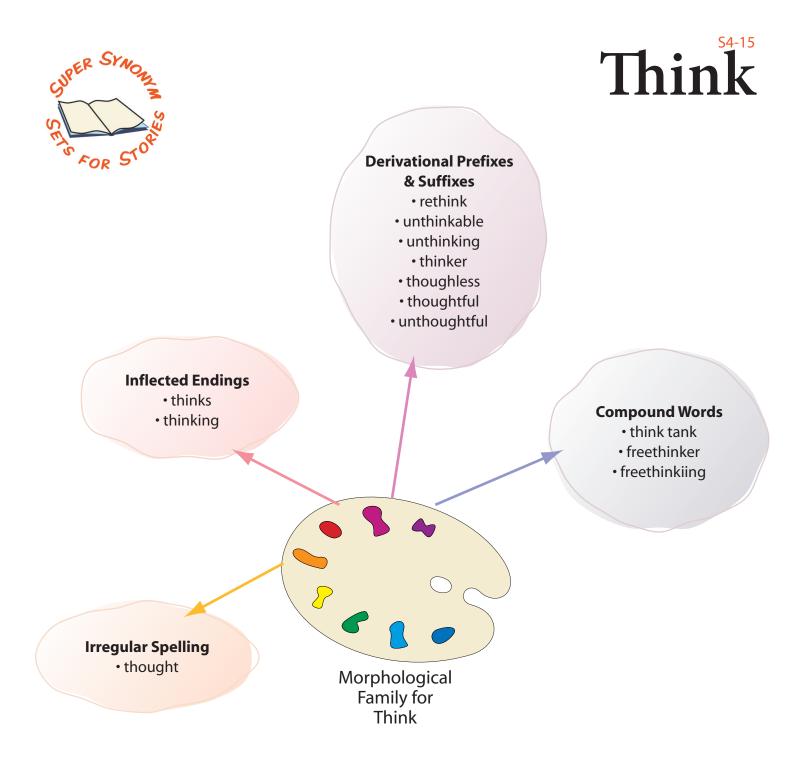
• *Think* can be used as a term to direct people's acts and thoughts. For example, the phrase "Think green" is a suggestion for people to consider changing their behaviors to help the environment. Using refillable water bottles and cloth grocery bags are ways for people to "Think green."

• A *think tank* refers to an organization or institution where a group of knowledgeable or experienced people study and write about specific problems, often political or economic issues.

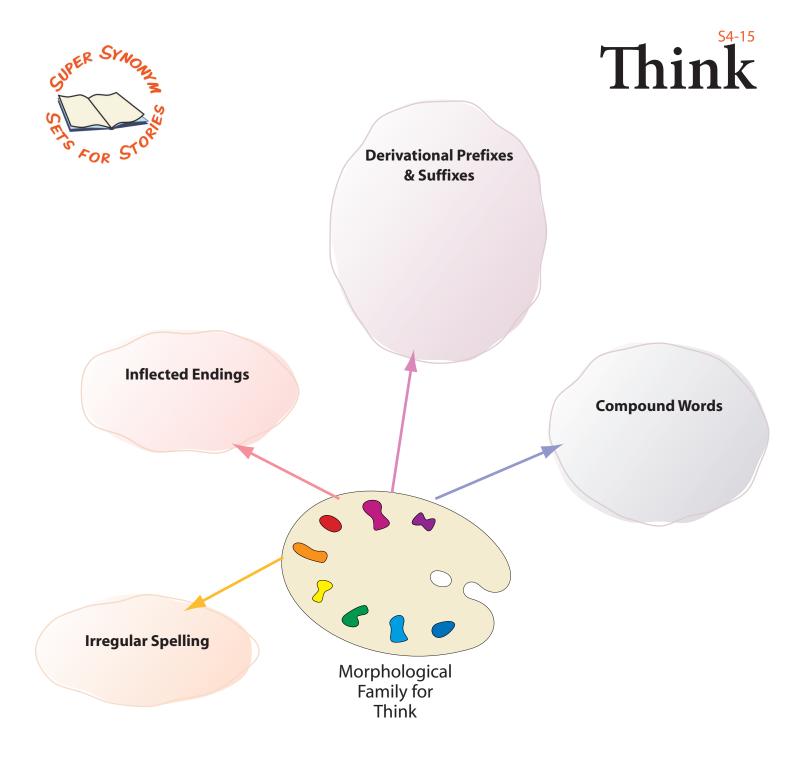














Go



Go is a word commonly used in literature and students will encounter many of its definitions. Many uses of this word involve leaving a location or being in movement. Most people have to leave their home to go to work or school. When you travel to a friend's house you are going somewhere.

Another use of the word *go* relates to people's body or behavior. For example, *go* as in to lose bodily strength or *go* as in energy or spirit. Narratives often focus on characters that are full of spirited energy because they can have unusual or interesting lives full of rich lessons. Other stories may highlight the changes a body can *go* through, like losing ones hearing or eyesight.

Follow Up

• How could the word *go* be used to describe losing your eyesight or being enthusiastic about something? Do these uses of the word *go* have anything in common?

• How is departing from your house different than fleeing your house?

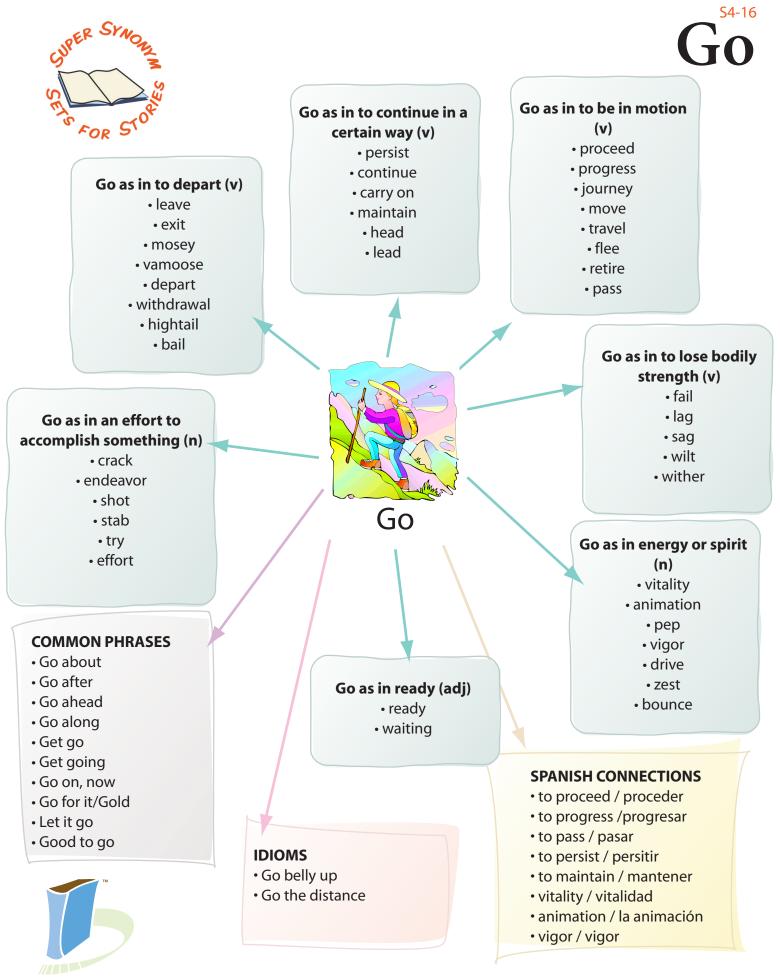
Spanish Connection

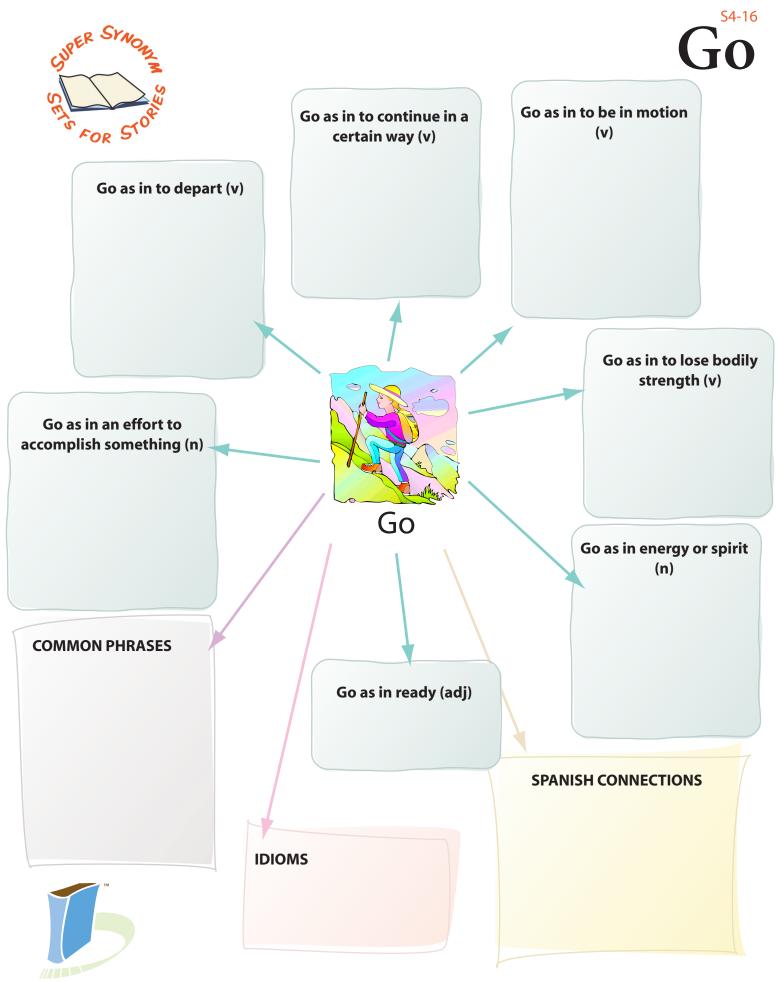
Go does not have a Spanish cognate. The word *go* originates from the Old English word *gán*, relating to the Middle High German word *gân* and the Dutch word *gaan*. *Go* may not have a Spanish cognate, but many synonyms of *go* do. For example, the cognate of *proceed* is *proceder*.

Word Changes

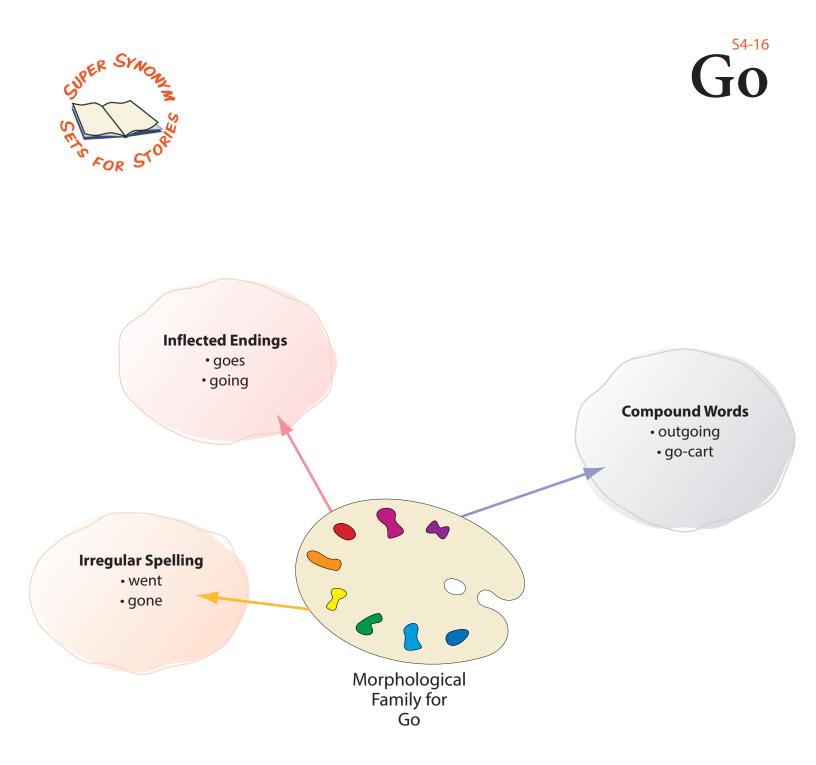
Went and *gone* are also connected to the word *go* because *go* is often used as an irregular verb. *Went* is the simple past and *gone* is the past participle of *go*. For example, "Frankie went to the library after school on Wednesday" or "Frankie had gone to the library many times before he checked out a book." Students will encounter *went* and *gone* in literature, too.





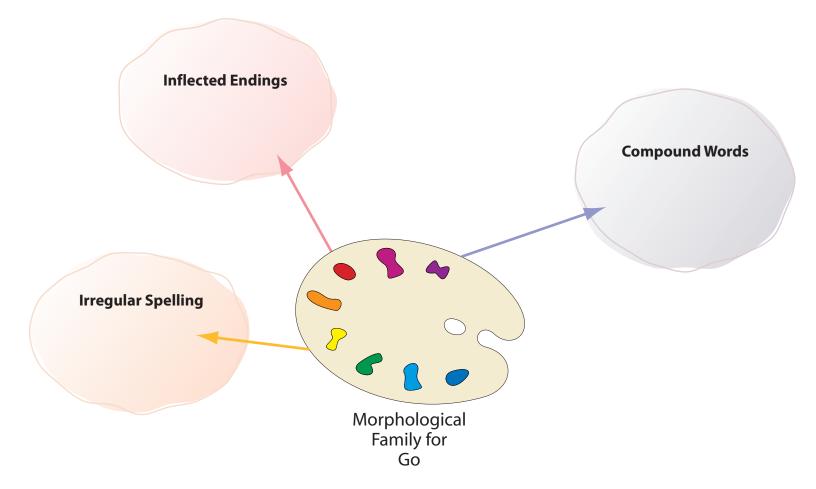


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Hope is a concept that most students will be familiar, which will help them when they encounter the word in their readings. *Hope* may show up in texts in a variety of ways. For example, a character might hope to improve their situation or a hope to go on vacation.

Hope can be used as both a verb and a noun. When used as a verb, *hope* is the act of wanting something to happen and believing that it will. For example, perhaps a young boy hopes he will get ice cream for dessert. When used as a noun, *hope* can be used in two ways. First, *hope* can mean a feeling or sense that what is desired is possible. For example, a character might say, "It is my greatest hope that we achieve everlasting peace." Second, *hope* can symbolize a person or thing around which expectations are centered or an inspirational figure. For example, in desperate need of rain, a farmer might think, "A big storm is our last hope if we are to have a harvest."

Follow up

- What's the difference between hope as a feeling and hope as a person or thing?
- When we hope for something, does it always happen?

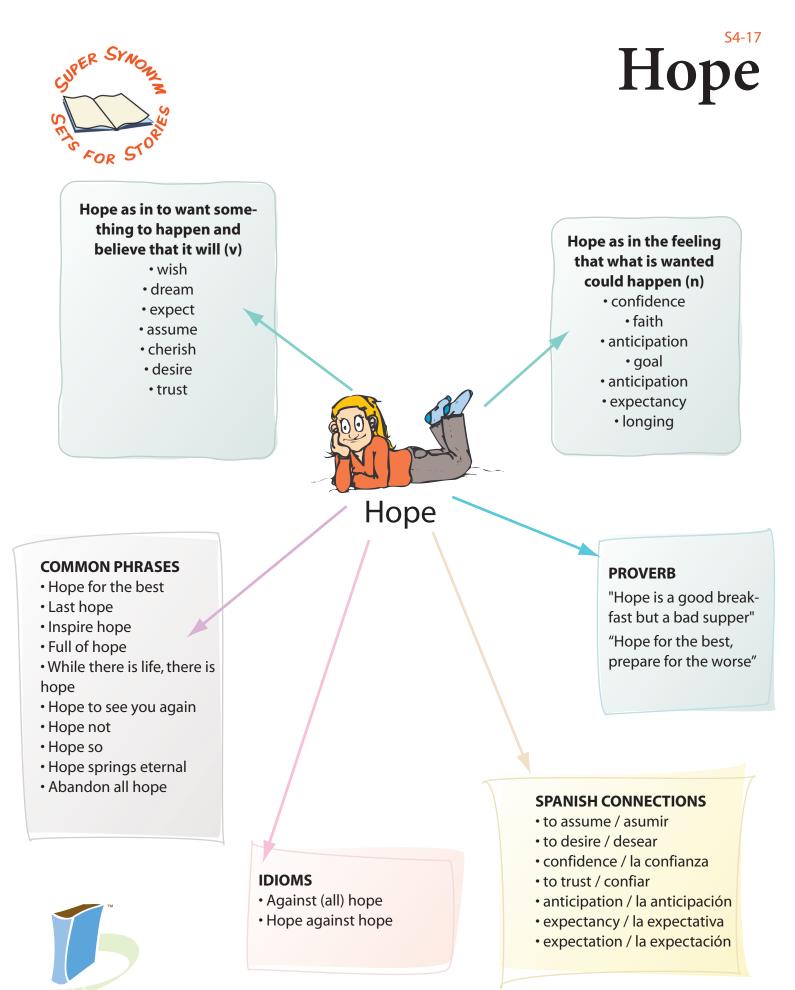
Spanish Connection

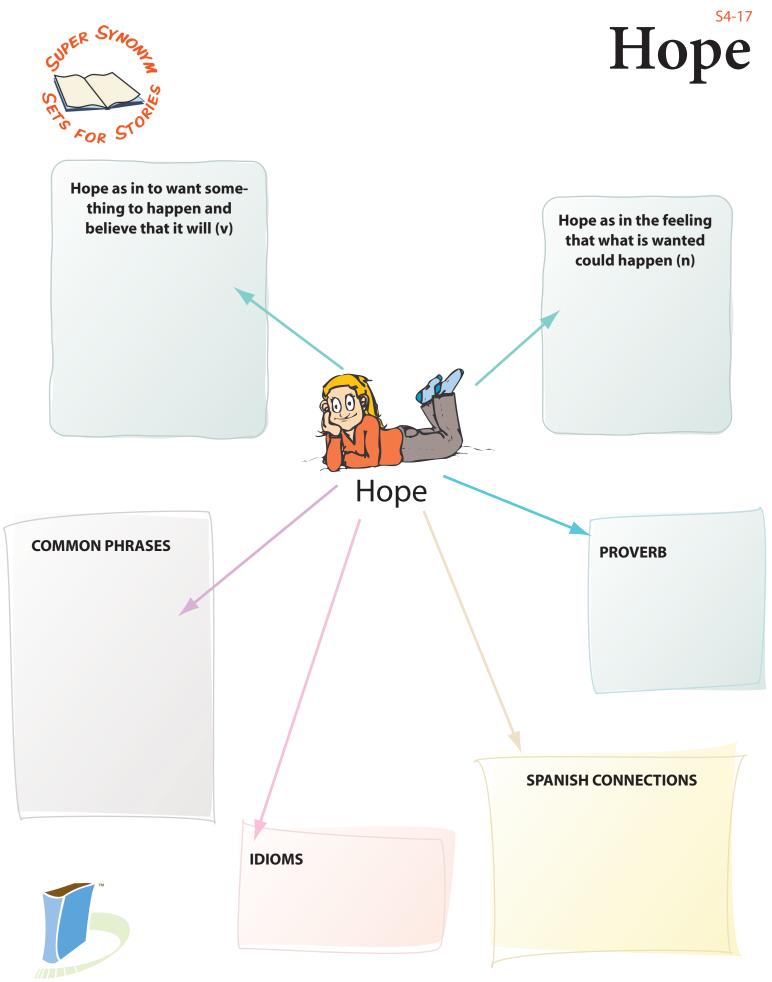
The word *hope* originates from the Old English *hoppian* and the Middle English *hopien* and *hopen*. Although the word itself doesn't have a Spanish cognate, several of its synonyms do. For example, *to assume* in Spanish is *asumir* and *to desire* is *desear*.

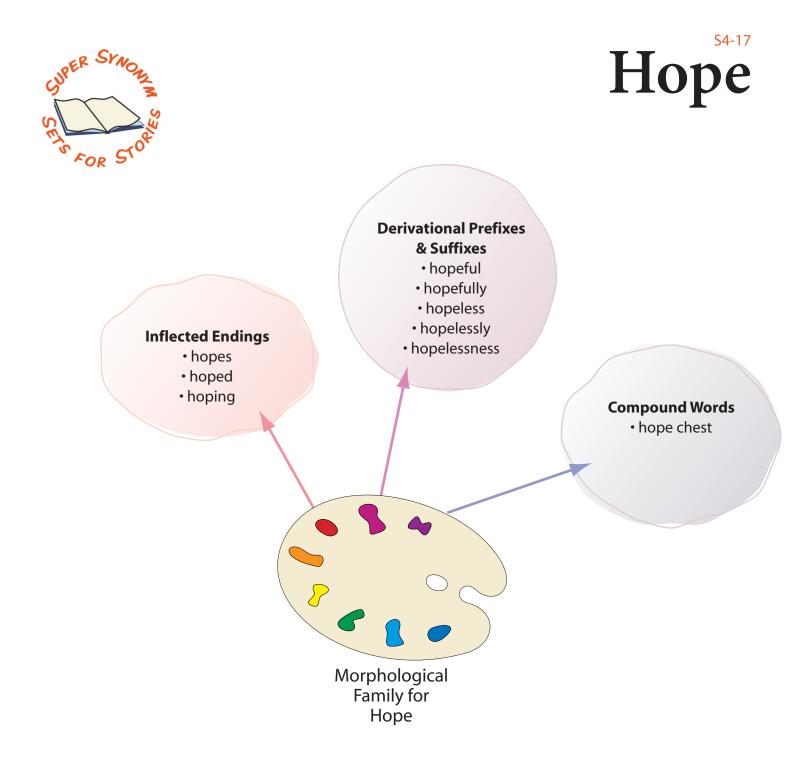
Word Changes

Hope covers a wide ranging emotion from a desperate desire to a passing goal. This is evident in the many common phrases and idioms for *hope*. For example, when someone *hopes against hope* they know it is unlikely that their wish will come true. Someone who is said to be *full of hope*, is someone who is full of potential in reaching their goals.

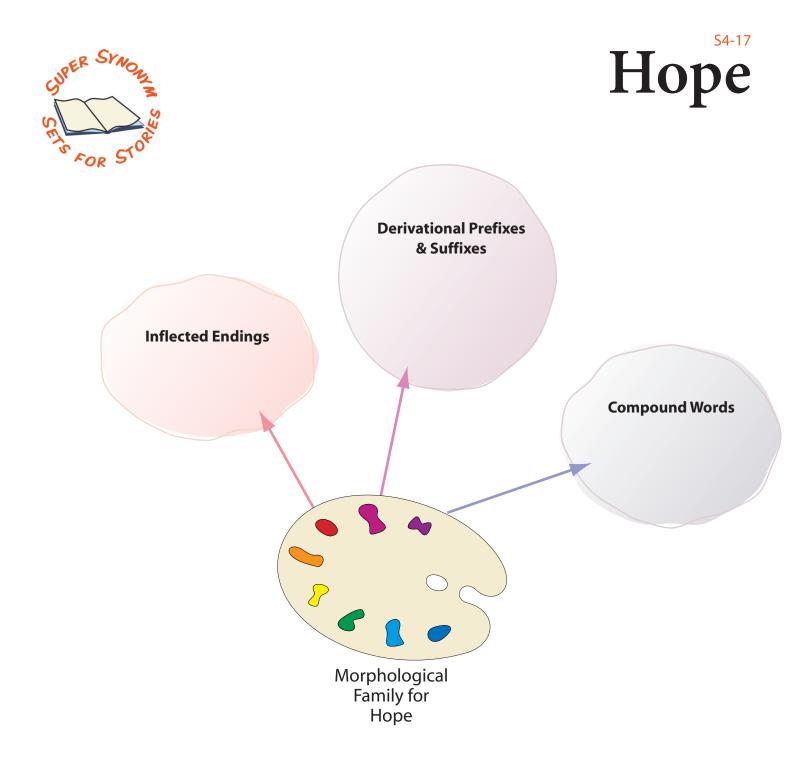














Send



There are three general themes among the various definitions of the word *send*: going, delivering, and emitting. Students may encounter all of these definitions in the texts they read. They may read a story about a parent who sends his or her child to school by force because the child does not want to go. Or a student may read a story about a teacher who sends a student home with the class pet. In these cases, *send* refers to the child going to school or going home with the class pet.

Many definitions of *send* articulate the nuances of delivering something. Different definitions convey the delivery of a message, action, or object whether by person or some other means (like through the mail). A student may read a story where a person has sent a message to another person or maybe the person receives a package sent from their grandparents in the mail. These are example of the word *send* relating to the theme of delivery.

Send as in to emit may be encountered in stories with loud noises. For example, the girl sends out a cry for help or the dog sends a loud bark through the house.

Follow Up

• What kinds of things do we send via delivery?

• What other things might we send, or emit, in addition to sound? (HINT: think of other senses- i.e. send a shiver down my spin.)

The Spanish Connection

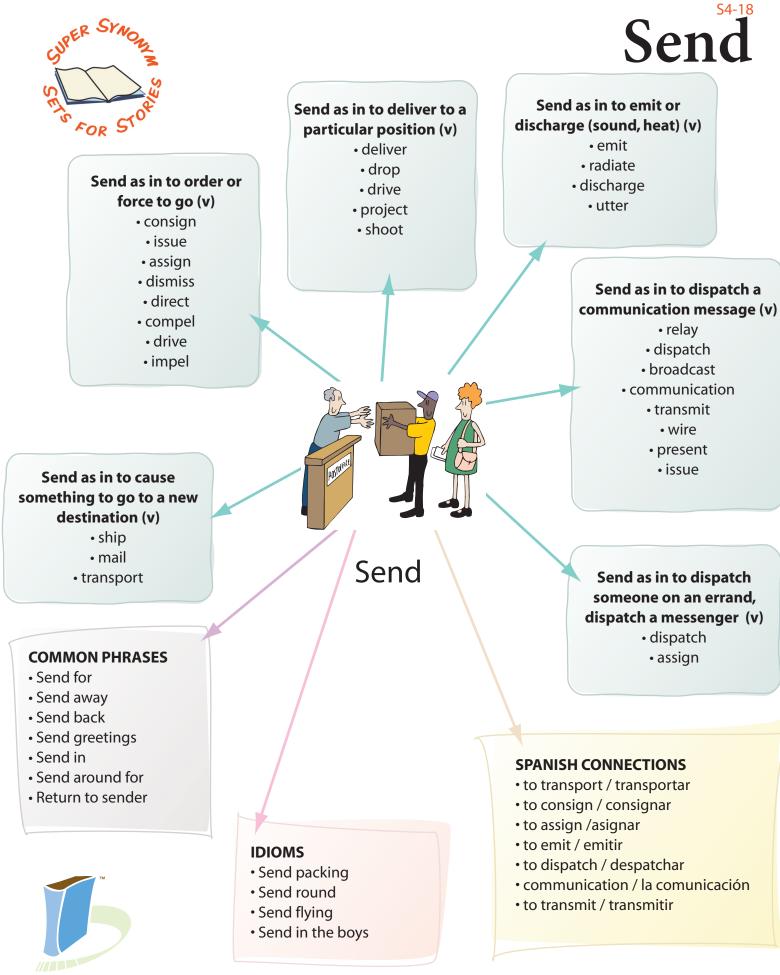
The word *send* is Germanic in origin and is related to the Old English word *sendan*, the Dutch word *zenden*, and the Low German word *senden*. *Send* does not have a Spanish cognate, but many synonyms of *send* do. For example, a synonym for the definition of *send* "as in to emit or discharge" is the word *emit*. The Spanish cognate of *emit* is *emitir*.

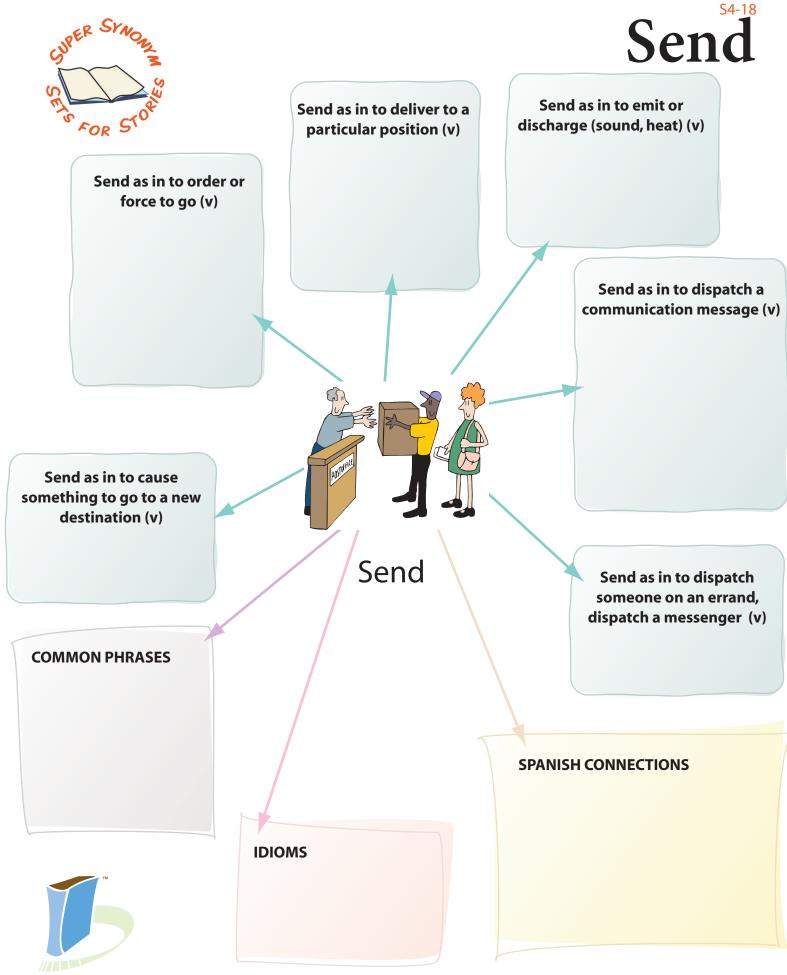
Word Changes

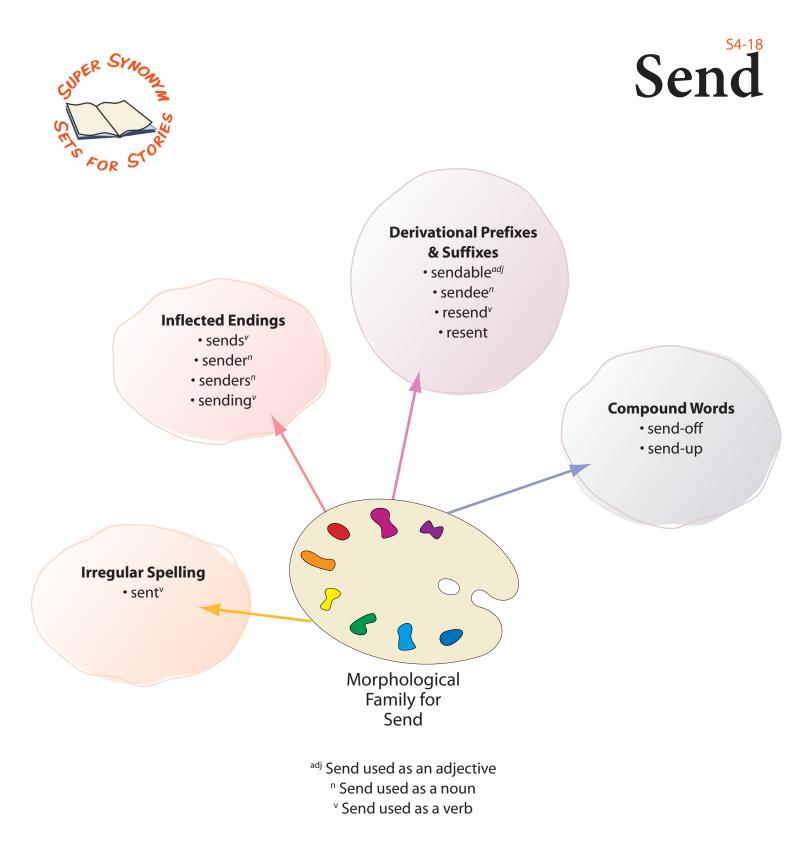
The past tense of *send* is the word *sent*, an irregular verb. This may challenge beginning or struggling readers, but providing definitions and examples of when each word is to be used will be helpful.

Resent is a homograph. *Resent* can mean to have sent something, or it can mean to be angry or upset. The main difference is that *resent*—simple past tense and past participle of send—is pronounced as [ree-sent]. Where as *resent*—to be angry or upset—is pronounced as [ri-zent].

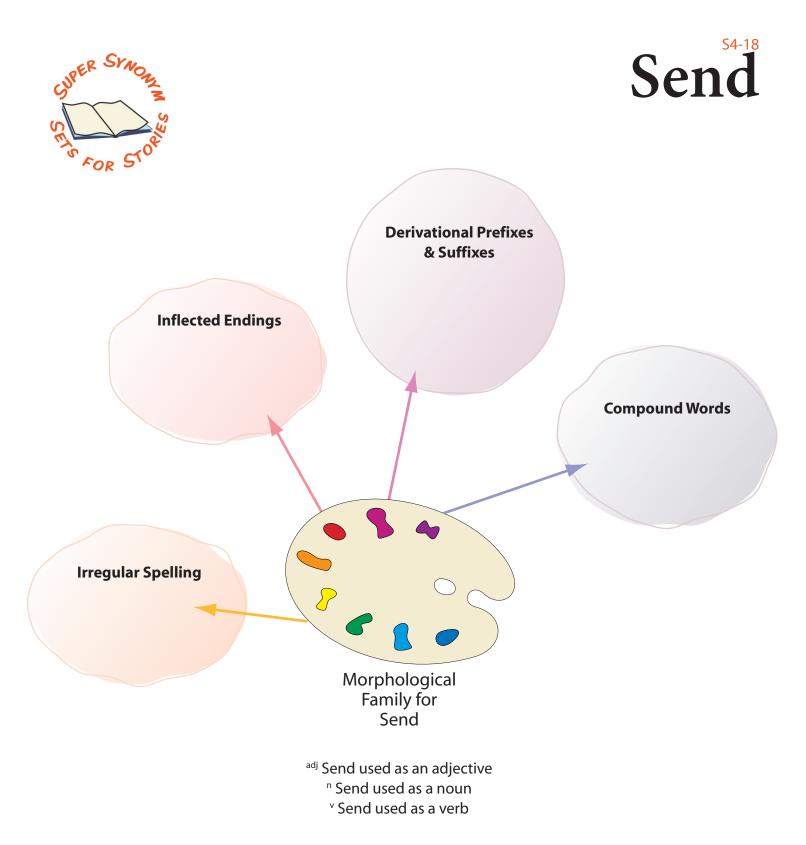














Start



The books and stories students encounter may include many different uses of the word *start*, both as a noun and verb. As a noun, *start* may be used to describe a location or time of the day in connection to something *starting* or beginning. For example, when friends go to a movie that starts at 8pm, *start* refers to when the film will begin. If an athletic race starts at a park and finishes down the road, *start* refers to the location the race began. As a verb, *start* can mean to a sudden movement. For example, a horse may start at the sound of a horn. *Start* can also be used as a verb when used to describe something leavening or departing, "the kids started out the door on their way to school."

Follow-Up

- How is starting a conversation different than starting out a door?
- How is starting a new project different than continuing a project?

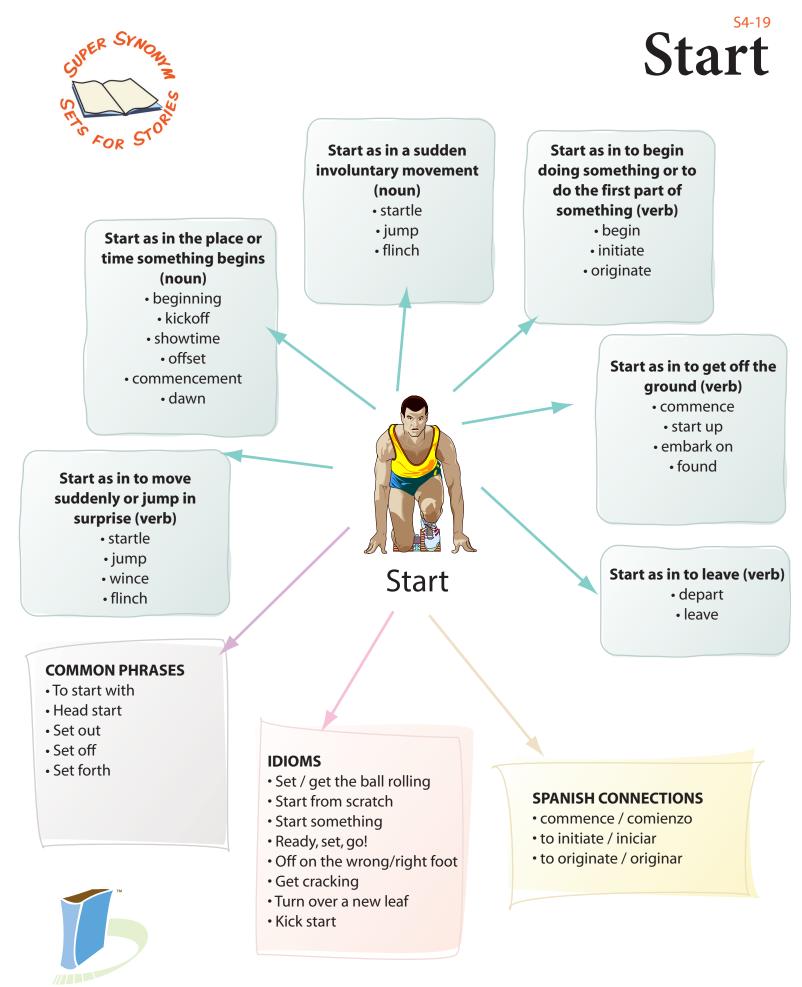
The Spanish Connection

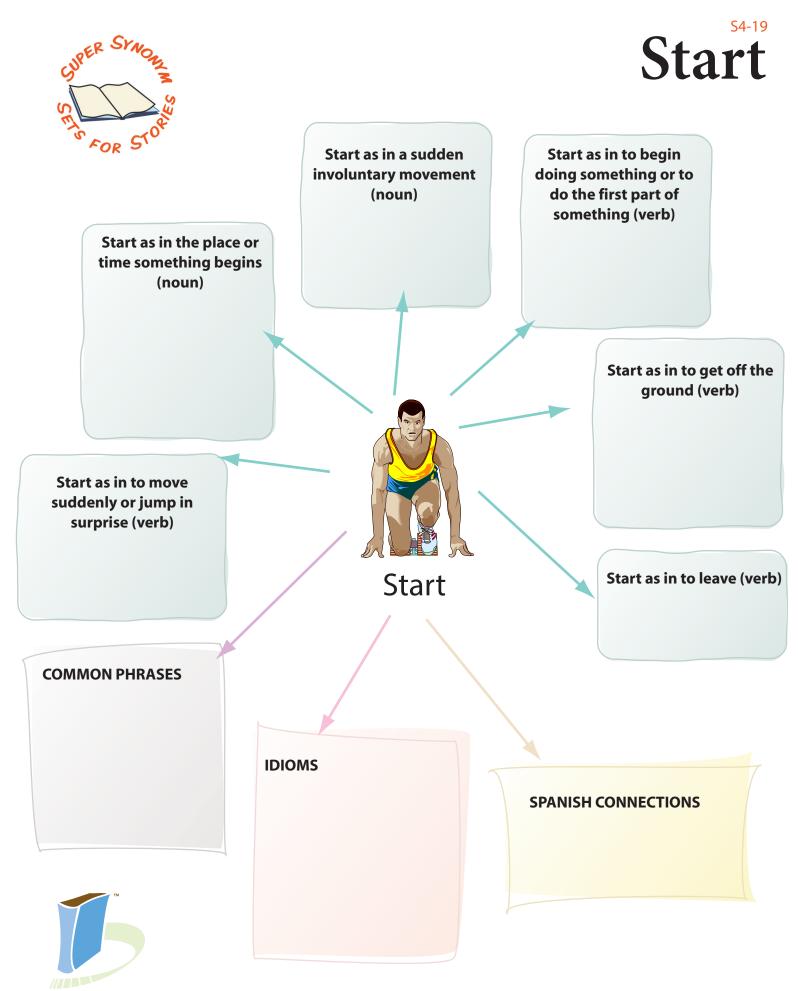
The etymology of *start* can be traced back to the Middle English word *sterte* and the Old English word *styrtan*, which may correspond to Middle High German *sterzen* (also *starzen*). *Start* does not have a Spanish cognate, but some of the word's synonyms do; for example the word *initiate* and *iniciar*.

Word Changes

You may hear someone say they are *turning over a new leaf* in their life. This means that they are changing their behaviors or attitudes to have a fresh start and new beginning. The saying originated in the 16th century when the pages in a book were called "leaves." When a person turned over a leaf they weren't turning over a leaf from a tree that had fallen on the ground. Instead, they were turning over a page in a workbook during a school lesson. Over time, the saying began to mean what it means today.

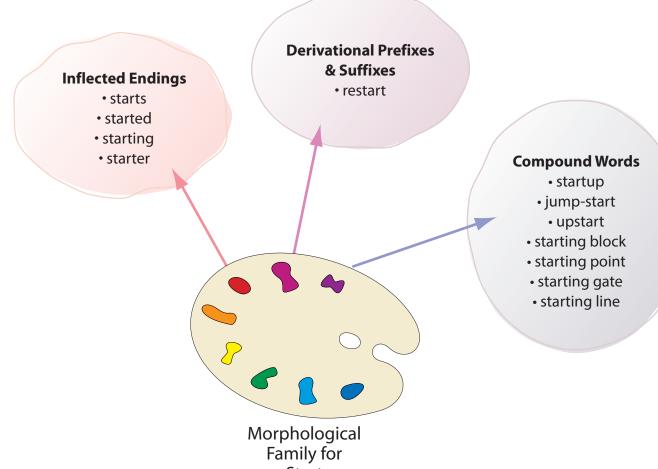










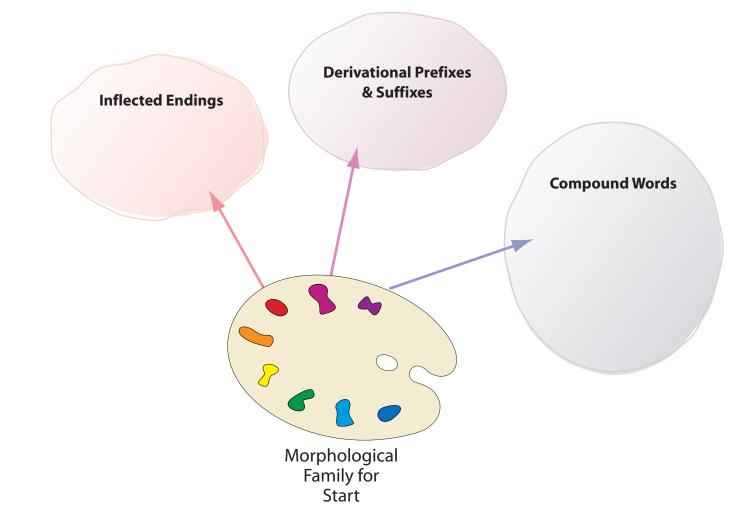














Fear



Fear is an emotion that is experienced by most people, but the nuances of the word may be hard for students to grasp. *Fear* can refer to alarming feelings in general or towards something specific, like a spider. In both of these cases *fear* is used as a noun. As a verb *fear* can mean to regard something with apprehension or awe. For example, a ruler might be feared because of her power. She might be held in revere or dreaded depending on how she rules her people.

Follow Up

- Is there a difference between having a phobia and being afraid of the dark?
- How is being regarded with fear different then being regarded with awe?

Spanish Connection

Fear does not have a Spanish cognate. The word originates from the Old English word *fáran* meaning to terrify. This definition is connected to the Old English word *fáer* meaning a sudden calamity or danger and the Old Norse word *fár* meaning misfortune or plague. Although *fear* does not have a Spanish cognate, some of its synonyms do. For example, the word the spanish of *apprehension* is *la aprehensión*.

Word Changes

The idiom "heebie-jeebies" relates to a state of *fear* or anxiety and was first used by the American cartoonist W. B. DeBeck in the 1920s. The cartoon read, "You dumb ox – why don't you get that stupid look offa your pan – you gimme the heeby jeebys!" The phrase quickly became popular and was even used in what is considered the first improvisation in lyrics by famous jazz artist, Louis Armstrong in 1926. This type of improvisation is now known as scat singing. The phrase is still used today convey a sense of anxiety or fear.



