

Middle School and High School

WORLD HISTORY WORD SORTS

Brain Efficient Word Sorts

*Using the Brain's Natural Ability for
Patterns, Rhymes, and Rhythms
to Improve Reading and Spelling*

democracy
autocracy
theocracy
aristocracy

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WORLD HISTORY WORD SORTS

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Teacher's Guide

Introduction

World history textbooks contain some of the most difficult words for students to read and understand. At-risk students often are so discouraged in their attempts to read the textbooks that they stop trying to read and become behavior problems. Average students also are often discouraged.

World History Word Sorts uses the brain's natural ability for patterns, rhymes, and rhythms to improve multisyllable word reading and spelling. It is based on the idea that the brain is highly efficient and organizes information by patterns. Working with predictable word patterns allows students' brains to do much of the work for them.

World History Word Sorts is unique as it organizes important and high frequency words (words chosen from middle school and high school world history textbooks) by identical word endings. By analyzing the words, students learn clusters of words that share common elements: *inflation*, *population*, and *civilization*, for example. In *World History Word Sorts* students learn words elements that appear in thousands of other words, thus improving their general reading and spelling abilities.

Teaching Multisyllable Words in Consistent Patterns is Brain Efficient.

Teaching multisyllable words in consistent patterns is brain efficient, as expressed in the following research findings about the brain.

- Multisyllable words are like music, they have natural rhythms that can make learning them easier. "Accent structures in words naturally make a sort of melody."¹ The rhythmic feature creates less demand on the brain. ²
- Brain research shows that a similar word pattern can prime the next word if it has a similar pattern and accelerate reading. Rhyming words are especially powerful.³

World History Word Sorts does not contain all the difficult words found in world history textbooks. By mastering the frequently used word patterns chosen for the word sorts, students find it easier to decode difficult words.

Presenting the Program

FOR THE TEACHER:

Words for each of the 28 Word Sorts are found in the word box at the top of each Word Sort page.

Page 1, Word Sort 1 (All Word Sorts have the same instructions as Word Sort 1.)

Instruction 1. Read the words in the word box aloud with all students reading aloud with you. In each row, read the words from left to right. The words are divided into syllables to make it easier for students to read and spell multisyllable words. Read the words slowly emphasizing the syllables as the students read with you.

Discuss general word meanings with students. Students tell words with which they are familiar. (Additional vocabulary work can be done later depending on the group.)

Instruction 2. Students write the words under the correct ending spelling patterns. They use the words in the word box from left to right and put a check or a dot next to each word after writing it, without marking across the words. Going in a left to right order is necessary to make the rhyming and similar sounding words appear in a brain efficient order.

Instruction 3. When the students have completed writing the words, read the words in the word box with them again. This time have them draw an arc or a loop under each syllable as you read the words at a challenging pace emphasizing each syllable.

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Page 2, Using the Game Board / Answer Key (All Game Board pages have the same instructions.)

Instruction 1. Using the Game Board /Answer Key, students check their answers and make corrections. Ask students to read the words with you as you read the words under each spelling pattern. Or you may have students volunteer to read the words.

Instruction 2. Students cut out their words to be used for a word matching game on the game board. They can work alone or with a partner.

Instruction 3. After students practice matching the word cards to the game board, they practice speed word matching to strengthen automatic word recognition. Speed word matching works well with students in pairs or in cooperative groups. Students in the pair or group that completes the word sort matching in the shortest time are the winners. Give bonus points or prizes to the winners. Also, students use their Word Sort cards or the Game Board cards for a variety of games with which they are familiar, such as “Concentration,” and other activities.

Instruction 4. Practice reading the words down. Then practice reading the words across.

Vocabulary Development Suggestions

Ask students to put words together based on relationships, and have them describe the relationships. For further vocabulary development, students work in groups. Assign each group a few Word Sort words for which to find dictionary definitions to share with the class, or add your vocabulary activities.

Page 7, Timed Reading Word List 1 (All Word Lists have the same instructions as Word List 1.)

Timed reading increases student reading speed and automatic word recognition. The words are grouped by specific visual, sound and rhythmic patterns.

Instruction 1. Before the timing, you and all students read the words aloud together.

Instruction 2. Then individually, students read as many words as they can in one minute aloud softly to themselves or to you or to a student partner. If students finish reading the words, they start again at the beginning and add to the total number of words they have already read. One point is subtracted for each missed word. Students write their scores on the lines. (Limit or have no interruptions of oral timed reading. If students need help say the word and let them continue reading.)

References

(1) Levitan, D.J. (2009). *The World in Six Songs* (p.25). New York: Penguin Books.

(2) Levitan, D.J. (2009). *The World in Six Songs* (p.172). New York: Penguin Books.

(3) Dehaene, S.D. (2009). *Reading in the brain* (p. 42). New York: Viking/Penguin Group.

For timed reading practice, ***25 Graded Reading Passages*** (for science and social studies at approximately grade 3 through grade 10 readability levels) is offered at

www.StrugglingReaders.com.

-WORD SORT 1, GAME BOARD / ANSWER KEY-

char<u>ter</u>	lab<u>or</u>	popul<u>ar</u>
ruler	manor	regular
trader	traitor	secular
explorer	juror	similar
invader	ancestor	dollar
crusader	emperor	scholar
	governor	calendar

WORLD HISTORY WORD SORT 2

✓ ex por ter pro tec tor cap ture im por ter neigh bor pri son er
 dic ta tor mix ture spec ta tor la bor er glad i a tor tor ture
 lib er a tor sur ren der ad ven ture com man der in den ture
 cul ture con quer or sculp ture com mon er

● Write the words under the correct spelling. (Write each word as one word.)

-er

-or

-ture

<u>exporter</u>	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

-WORD SORT 2, GAME BOARD / ANSWER KEY-

exporter	protector	capture
importer	neighbor	mixture
prisoner	dictator	torture
laborer	spectator	adventure
surrender	gladiator	indenture
commander	liberator	culture
commoner	conqueror	sculpture

WORLD HISTORY WORD SORT 3

✓ a stron o mer sur vi vor a strol o ger struc ture phil os o pher
 suc ces sor Scrip ture o ppres sor am bas sa dor lit er a ture
 au thor ge og ra pher leg is la ture car tog ra pher man u fac ture
 for eign er ag ri cul ture war ri or ex e cu tion er ar chi tec ture

● Write the words under the correct spelling. (Write each word as one word.)

-er

-or

-ture

astronom <u>er</u> _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____
--	--	--

-WORD SORT 3, GAME BOARD / ANSWER KEY-

astronomer	survivor	structure
astrologer	successor	Scripture
philosopher	oppressor	literature
geographer	ambassador	legislature
cartographer	author	manufacture
foreigner	warrior	agriculture
executioner		architecture

WORLD HISTORY WORD LIST 1

(Lesson Review 1, 2, 3)

A



<u>ruler</u>	border	charter	
trader	invader	crusader	
explorer	exporter	importer	
prisoner	laborer	surrender	
commander	commoner	astronomer	
astrologer	philosopher	geographer	cartographer
foreigner	executioner		

B

SCORE ____ TIME ____



<u>manor</u>	labor	juror	
visitor	ancestor	emperor	
governor	protector	neighbor	
dictator	spectator	gladiator	liberator
conqueror	warrior		
survivor	successor	oppressor	
ambassador	author	orator	sculptor

C

SCORE ____ TIME ____



<u>popular</u>	regular	secular	
similar	scholar	calendar	
<u>capture</u>	mixture	torture	
adventure	indenture		
culture	structure	Scripture	
literature	legislature	manufacture	
agriculture	architecture		

SCORE ____ TIME ____

WORLD HISTORY WORD SORT 4

✓ vil lage suf frage doc u ment voy age ge og ra phy hos tage
 mon u ment bi og ra phy pun ish ment bon dage phil os o phy
 re sent ment oc cu py a mend ment jus ti fy ex cite ment
 Car thage a dorn ment scar ci ty lan guage

● Write the words under the correct spelling. (Write each word as one word.)

-age

-ment

-y

<u>vill<u>age</u></u>	<hr style="border: 0; border-top: 1px solid black;"/>	<hr style="border: 0; border-top: 1px solid black;"/>
<hr style="border: 0; border-top: 1px solid black;"/>	<hr style="border: 0; border-top: 1px solid black;"/>	<hr style="border: 0; border-top: 1px solid black;"/>
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<hr style="border: 0; border-top: 1px solid black;"/>	<hr style="border: 0; border-top: 1px solid black;"/>	<hr style="border: 0; border-top: 1px solid black;"/>

-WORD SORT 4, GAME BOARD / ANSWER KEY-

village	document	geography
suffrage	monument	biography
voyage	punishment	philosophy
hostage	resentment	occupy
bondage	amendment	justify
Carthage	excitement	scarcity
language	adornment	