

.....
operation lexicon
.....



william
SHAKESPEARE

Kimberly Bredberg, MFA



How to Use This Guide

For the Teacher

Operation Lexicon will not only enable your student to acquire new vocabulary, but will simultaneously improve all areas of communication. Utilizing vocabulary introduced each week, students will exercise creative writing skills as they craft imaginative micro-stories. As students explore the collection of words in this Discovery Guide, they will begin to appreciate the potential of singular words!

Overview

Each week is divided into three days of word explorations that include:

- Word definitions
- Example sentences from the works of the author.
- Sentence crafting opportunities
- Copy work
- Micro-story writing opportunities

Skills Addressed

- Vocabulary acquisition
- Complex sentence writing
- Creative writing
- Contemplative attention to detail
- Handwriting practice
- Self-guided work

For the Student - Day 1 & Day 2

- **Read** the first word for the day, and its definition. If you need help with pronunciation, you have several options:
 - 1) Look up the word in a printed dictionary and refer to its phonetic notation. At first you may need help understanding the symbols, but as you practice this skill, the pronunciation symbols will become more familiar, and soon you will be able to pronounce any word you find!
 - 2) Use a computer based dictionary with audio pronunciation to help you learn the correct way to say the word.
 - 3) After trying on your own, if you're still not sure, just ask for help!
- **Copy** the word and its definition, thinking carefully about it as you write. Think about how it sounds and what it means.
- **Read** the example sentence slowly, contemplating how this word is just the right word in this particular sentence.
- **Copy** the example sentence, thinking carefully about it as you write.
- **Craft** an original sentence of your own using the word in an appropriate way.
- **Repeat** for the next word.

Day 3:

- **Choose** your favorite word from Day 1 or 2. In the space provided, write the word and the reason you chose it.
- **Create** your own 150 word micro-story using as many words as you can from Day 1 and 2. If you need help getting started, use one of the story starters found on page 2, and read the example story on page 3.

Week 1: Day 1

addle • *something rotten or putrid.*

Copy the word and the definition here:

EXAMPLE SENTENCE:

“Thy head is full of quarrels as an egg is full of meat, and yet thy head hath been beaten as addle as an egg for quarreling.”

(Romeo and Juliet III, i, 21-23)

Copy the sentence here:

Craft a sentence of your own here

ado • *a fuss, especially about something that is unimportant.*

Copy the word and the definition here:

EXAMPLE SENTENCE:

“We’ll keep no great ado, a friend or two.”

(Romeo and Juliet III, iv, 24)

Copy the sentence here:

Craft a sentence of your own here

Week 1: Day 2

allay • *to relieve or alleviate, to diminish or put to rest.*

Copy the word and the definition here:

EXAMPLE SENTENCE:

*"...This music crept by me upon the waters, / Allaying both their fury and my passion /
With its sweet air."*

(The Tempest I, ii, 394-396)

Copy the sentence here:

Craft a sentence of your own here

austerely • *severely in manner or appearance, seriously, sternly.*

Copy the word and the definition here:

EXAMPLE SENTENCE:

"If I have too austerely punished you, / Your compensation makes amends..."

(The Tempest IV, i, 1-2)

Copy the sentence here:

Craft a sentence of your own here
