

The American Heritage® Children's Dictionary

— About This Guide —

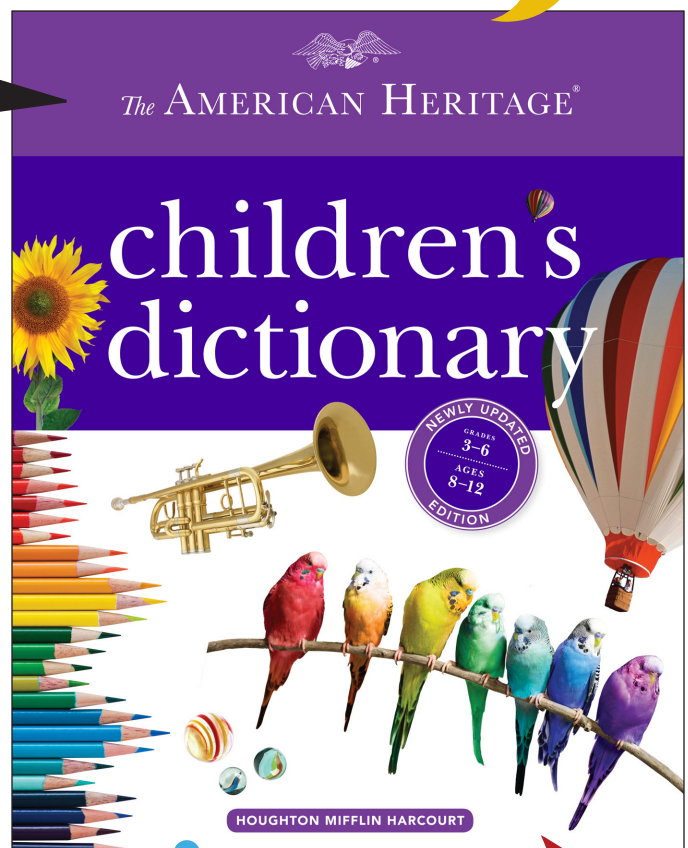
A CURRICULUM GUIDE FOR A DICTIONARY?!

Really? Other than having children practice putting things in alphabetical order, what do you do? Since dictionaries serve such a wide range of ages and abilities, what activities serve the full range of students in, say, an elementary school? In addition, many schools, both public and private, must justify all activities given to students based on Common Core State Standards (or similar). How can teachers possibly use an activity guide for a dictionary and justify it?

THE AMERICAN HERITAGE® CHILDREN'S DICTIONARY, however, is jam-packed with features, graphics, illustrations, photographs, history, and, of course, words. For those thinking that dictionaries are becoming obsolete with the various online tools for spelling and word usage, this activity guide insists that you reevaluate the purpose of this dictionary. It is so much more than a spelling and usage reference book. Did you know, for example, that the words *coach* and *tutor* have a connection and that *coach* (as in, say, a baseball coach) started as a slang term?

We have structured this guide so that the activities are easily adapted for beginning students, intermediate students, and those students with a good command of language play. We think of beginners as students who have had little or no experience with reference books. They may have smaller vocabularies and will probably have much smaller reading and writing

A curriculum guide
for a **dictionary**?!



Really?

YES!

About This Guide

vocabularies. They may have trouble putting things in alphabetical order or may need to see an alphabet chart to find things. Finding things in the dictionary can be problematic because of troubles recognizing correct letter sounds. Intermediate students should know how to alphabetize, but may still be learning parts of speech. They will have more experience defining words by context and using picture cues to figure out vocabulary. While silent letters and tricky vowel/consonant combinations will cause trouble (*ough*, etc.), they should be able to find most words in a dictionary easily. Advanced students will be able to easily navigate a dictionary. They will understand parts of speech. Their command of vocabulary, including idioms, compound words, etc. will make finding words in a dictionary much easier. These categories, obviously, are fluid. If your students are used to celebrating mistakes and fixing them, even beginning students will enjoy some of the so-called advanced activities and vice versa. Taking a simple alphabetizing activity and turning it into a race, for example, is a way for advanced students to have fun with a beginning activity. And since we expect you to modify these activities, if necessary, to meet your needs, we hope that you see this approach as providing useful suggestions that can be implemented without much trouble. Many of these activities and discussion questions have been classroom tested. The goal is to provide teachers with activities that may be used with students easily!

It is our hope that this guide will be something that spurs teachers and students to use the *American Heritage Children's Dictionary* eagerly. Students who use dictionaries efficiently and effectively will produce better writing and better ideas. Using a dictionary wisely improves our ability to communicate. And we all know the value of excellent communication skills! As with any guide, take these ideas and adapt them to fit the needs of the young people with whom you work.

Curriculum Connections: Reading, Writing, and Researching

THIS GUIDE HAS BEEN WRITTEN in alignment with the common core state standards, especially the foundational reading skills: <http://www.corestandards.org/ELA-Literacy/RF/3/>. Those familiar with these standards will recognize that this guide will also help with the English Language Arts standards: <http://www.corestandards.org/ELA-Literacy/L/3/> as well as providing assistance with any of the writing standards concerned with grammar, word choice, and other usage questions. Consider, for example, this third grade standard (CCSS.ELA-LITERACY.RI.3.4.) from reading informational texts (in the “Craft and Structure” section): “Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.” Teachers may use this guide with confidence that they are covering required content, especially if this guide is used in conjunction with daily reading and writing exercises.



Prereading Activity

WHILE WE DO NOT EXPECT STUDENTS TO READ a dictionary from cover to cover or to write or deliver summaries of this book, there are several things to consider before having students dive into a dictionary.

Prereading Activity

Beginner:

HAVE YOUNGER STUDENTS MAKE PREDICTIONS and come to a group consensus for what a dictionary is and how it may help us. Share a wide variety of dictionaries, thesauruses, glossaries, indexes, and other alphabetical organizing structures with the class. Have a discussion on how they are the same and how they are different.

Practice finding words that would be included or would not be included on a dictionary page that had the following guidewords at the top: **hiker | hippopotamus** (page 368).

Read a story such as *Noah Webster and His Words* by Jeri Chase Ferris (Houghton Mifflin, ISBN 978-0547390550).

Intermediate:

Have intermediate students (and even advanced students) also come to a consensus about what a dictionary is and how dictionaries may help. Do the same sharing.

Assign different teams to find online biographical information about Samuel Johnson, Noah Webster, James Murray, Robert Cawdrey, Richard Mulcaster, William Lloyd, and other early lexicographers.

Bring in the earlier edition of this dictionary to compare with this one. Have students compare how these two books are the same and how they have changed. Have students discuss why dictionaries change and have them predict how long a dictionary should last.

Advanced:

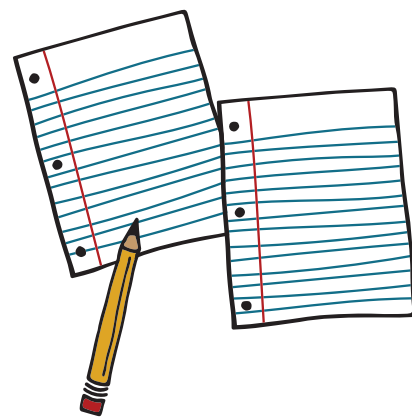
All students should come to a group consensus as to the purpose and the benefits of a dictionary. This group should also be able to distinguish the differences between an online dictionary and a print dictionary and cite pros and cons of each.

How many different types of dictionaries can this group discover? If you need to provide hints, you may suggest foreign language dictionaries, science dictionaries, dictionaries that are specific to various trades and professions, etc.

Share a dictionary in, say, Chinese or Arabic that does not use a Roman alphabet and has absolutely no English. What can students determine about its structure?

Have students look up early dictionaries from other countries. What is the earliest dictionary ever written? Where is it from?

Do dictionaries from other countries function the same way as dictionaries from the United States?



Prereading Activity

Discussion Questions

THE FOLLOWING QUESTIONS MAY BE USED as reflective writing prompts or they may be used as targeted questions for class discussion and reflection. These questions are not broken into ability levels because all students should be able to formulate a response. As always, however, teachers may need to rephrase questions to meet the needs of specific students.

- ◆ What is the point of a print dictionary when we have computers, smartphones, and other devices?
 - ◆ Our world is home to billions of people with a wide range of cultural and ethnic backgrounds who are brought up with a variety of beliefs. Do dictionary teams, such as the group that put together this dictionary, need to keep this information in mind? Why or why not? Why would the editors of this dictionary include the Geography and Maps sections (pages 872-882) if they did not want you to think about a cultural context?
 - ◆ What words that are spelled the same way have the most different meanings? For example, the word *run* means “to move on foot quickly” or “to pass something through, over, or along something else” or “a slope or track.”
 - ◆ Are some words inappropriate? Should they be in the dictionary? Why or why not?
 - ◆ Should there be a bad spellers’ dictionary?
 - ◆ How do you find a word when you do not know how to spell it?
 - ◆ Do you know what guidewords are? Can you look at guidewords in a dictionary and immediately tell which words will NOT be on that page?
 - ◆ How do we decide what a word means? Make up a word—*splinch*, for instance—have the class define it. (There will be activities using this idea later. For this question, the focus is on recognizing that word definitions are consensus-driven and fluid).
- ◆ Who decides which words to add or remove from dictionaries? How should we decide when to add or when to remove a word from a dictionary? In about 1871 the word *computer* was in a dictionary. However, its meaning was “*someone who computes.*” Do you know of any words that mean something very different today?
 - ◆ How many different ways can you tell me that something is nice without using the word *nice* and without repeating yourself?
 - ◆ About how many different words do you think you know? How many different words do you know how to write? How many of these are you sure that you spell correctly?
 - ◆ Stuck all the way on the very last page (883) before the three pages of credits is a single-page summary of various measuring systems. Why did the editors include this page? What other vignettes or summaries would you recommend for the next edition of this dictionary? Or should the geography, map, and measuring inserts be removed? Why? Should the section on phonics and spelling remain or be removed? Why?



Basic Activity: (All Students)

IF YOUR STUDENTS HAVE MADE PREDICTIONS about the purpose and use of a dictionary, read the How to Use Your Dictionary section and come to a class consensus for your own definition. In this section, if we inspect the word *nest*, we see that it has four different numbered definitions. Have students write a prediction for what the numbers mean.



Pronunciation Activity: (All Students)

JUST BEFORE PAGE ONE (page x) there is a pronunciation key. This key is repeated on the very last endpaper at the back of the book. There are 47 different sounds. If possible, have students record themselves independently going through these 47 sounds saying just the vowel or consonant sounds, without vocalizing the sample words. Pick a few of these videos or audio recordings and randomly select samples to play for the class. Have the key posted or given to students as a handout and have them identify which sound is being vocalized. Regardless of your class demographics, have a discussion about how accents, speech impediments, vocal tones, etc. provide flavor to our speech patterns. It should be clear that some of the sounds are much easier to identify than others. If you have a speech pathologist in your community, ask this person to come share with your students information about sound acquisition, how sounds are made, and common articulation errors. To add interest, after you have finished exploring student pronunciation key files, have them record it again, but from different points of view. For example, how do you think you would read this key if you were ninety years old, if you were three, if you were missing your two front teeth, if you were a parrot, etc. Have some fun!



Beginning Students: (Optional)

IT MAY BE USEFUL TO REVIEW SYLLABLES. Spend some time practicing with students clapping out the syllables in their names. For each syllable of their first and last names, students clap once. The word *dictionary* has four claps/syllables. Practice clapping out other words. Then show that these claps relate to the spaces in the pronunciation guide. The word *aardvark* on page one is shown: (**ärd**ˈvärkˈ) or two claps. If this goes well, try adding a louder clap where the accents go.

This clapping activity also works very well with the Phonics and Spelling section of the book (pages 863-871).



Activities

Parts of Speech Activity

Beginning:

IN MANY AREAS OF THE COUNTRY, kindergarten through second grade is the time to learn parts of speech. Since learning is fluid and since students are complex individuals with much on their plates, less experienced students may need to review, especially adverbs and adjectives. Provide students with red, orange, blue, green, brown, yellow, purple, and black pieces of paper. Have them label these papers like this:

Red: Verb

Orange: Adverb

Blue: Noun

Green: Adjective

Brown: Preposition

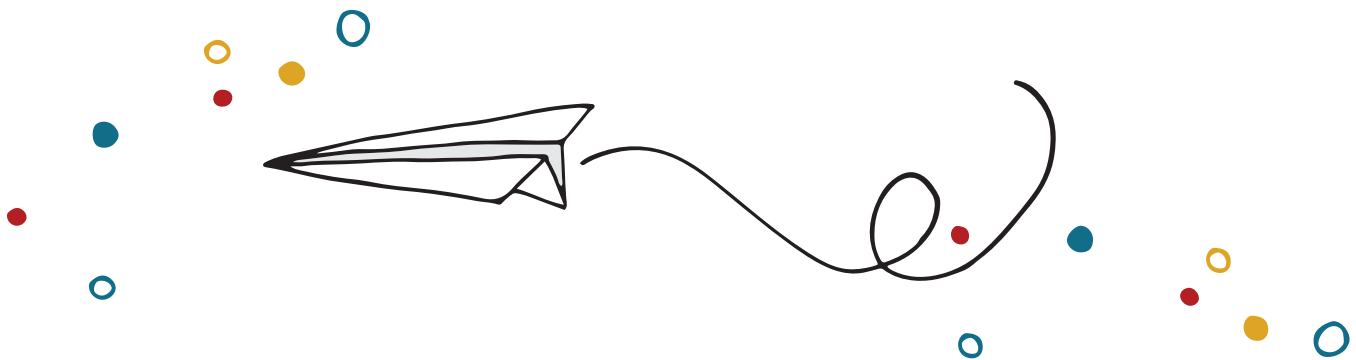
Yellow: Conjunction

Purple: Indefinite Article (a, an)

Black: Definite Article (the)

Make a list of words to read to your students from all of these eight categories. Read a word and have students hold up the correct color sheet. At first, make these words pretty straightforward, but then add words that could be either nouns or verbs (*love, double, pop, hit, etc.*). Allow students to argue (politely) and decide without your help until the activity is finished and then review and correct as necessary in a whole-group setting.

Next find a passage from a book (or write your own to copy) and distribute to students (make sure to make the print bigger than normal). Hand out red crayons. Tell students to circle only the verbs. If you need to differentiate this, you may tell the class (or specific students) the number of verbs they should be able to find. *“If you do this correctly, you should have just six red circles.”* Remove the red crayons and pass out blue crayons. Repeat with students finding all of the nouns. You may wish/need to stop after finding just nouns and verbs. Continue with other colors as interest and ability dictates. Have students compare their work with other students in groups. Provide the groups with a blank copy to come up with a group consensus. When the activity is done, show the one that you have done (showing all the colors). If your classroom has a word wall, you may wish to color code the words on this wall as well.



Intermediate:

Do both of the same activities, but make the practice word list more open to interpretation, with words that can function as several different parts of speech depending on context. Have students write sentences using the words to illustrate why it is, say, a verb or a noun or other.

For the passage, choose a longer passage (but still copy it so that the print size is big enough to annotate easily). Pass out red and blue (or red and orange) crayons first. Then pass out green and orange crayons (or blue and green). Pass out the other four crayons. As with the beginning students, have students compare their work and arrive at a group consensus. Note: one of the points of this activity for this group is to have students visually see the connection between various parts of speech AND to see the connection that adjectives have to nouns, adverbs have to verbs, etc. We see this activity as one that is beneficial to repeat, targeting various combinations. What will students learn, for example, if you ask them to underline ONLY definite articles and nouns?

Advanced:

Either skip the colored paper activity or choose words that can be four different parts of speech. Have students predict which part of speech is most common for that word. Students can color



code the word card: for example, students may measure and color a card 70% blue (because this word is most often a noun), 20% is colored red (to reflect the prediction for its use as a verb), 8% colored green, and 2% colored orange.

Another option is for students to be given a time limit to come up with at least five different words that can be a noun, verb, adverb, or adjective.

For the written piece, provide a somewhat longer piece of writing with a more sophisticated structure, including idiomatic phrases and unconventional usages (but still make the print size easy to annotate).

Have students write a skit using the parts of speech as characters. Emphasize that as much as possible, the characters should have dialogue featuring their speech part. If one character represents, say, an adverb, that character *could* lovingly or forcefully use adverbs repeatedly. The problem to solve in these skits could be related to entry words, compound words, homographs, variant spellings, or other items from the front matter of the dictionary—but encourage creativity. For extra credit, create sounds and music that match and are consistent for each part of speech.

Pro Tip:

This activity is much faster and more effective if you have access to a document camera, smart board, projector, etc. Simply put the text under the document camera and project it. Use the pen tool to highlight the verbs. Save this document. Do the same for the other parts of speech. Save different merged combinations (nouns and verbs, definite articles and nouns, nouns and adjectives, adverbs and verbs, etc.). Save one with every word colored or underlined.



Activities

Visual Literacy Activity

THIS DICTIONARY IS JAM-PACKED with photographs, illustrations, graphics, and other visual materials that help people more clearly understand any given word or concept. Let's create some wordless dictionaries that illustrate and define various words.

Beginning:

Give each student or group of students a confidential wordlist (remind them not show anyone), with the size of the wordlist determined by the amount of time available. Using old magazines, online collages, original drawings, old photographs, or other wordless materials, have students find pictures that clearly define the words on their wordlists. Students will make a picture dictionary that defines the words on their lists without writing a single word (no pictures with words either). Make sure the list includes words that are in the dictionary. When the books are complete, students will trade books and have other students predict the words each student was attempting to define with just pictures. For example, let's say that our list has just three words: *home*, *plant*, and *animal* (for beginning students, focusing on concrete nouns may be a good starting point). The student's book would have three pages. Page one would be the animal page, page two would be the home page, and the last page would be the plant page (alphabetical). This student would pass her book to another student and the person receiving the book would try to guess that this picture book is defining the words *animal*, *home*, and *plant*.



Intermediate:

This activity should include nouns and adjectives and maybe some straightforward verbs, such as *run* or *jump*.

Advanced:

Have this group concentrate on using pictures to define verbs, including verbs like *perplex* or *soothe* that will be almost impossible for others to guess.

All Students:

Now have all students examine several pages of the *American Heritage Children's Dictionary*. What words have visuals connected with them? Why? Not every word can have a picture. What are other words that could have included a picture? Are there visuals of anything other than nouns? Differentiate this by having students discuss, write, or critique the strengths and weaknesses of the words selected to illustrate. Advanced students, using Animoto or iMovie (or similar), could make a video dictionary of various verbs (like *perplex* and *soothe*). Students could play the video or slideshow and students would try to guess the verb.

Have a discussion with students about the differences between a published dictionary like the *American Heritage Children's Dictionary* and a personal dictionary. Remind students of times in which you (or they) have struggled with a definition because the words used to define the entry word are not known. Have them go back to their picture dictionaries and write personal definitions.

Pro Tip:

Rolled burrito books are a fast and easy way to make a fairly long book without needing anything other than paper and a pair of scissors. There are lots of online resources showing how to make these. It also affords a quick opportunity to do a math measurement lesson!



Dictionary Game Activity

All Students:

IN GROUPS OF FOUR OR FIVE STUDENTS PER GROUP, have one student browse the *American Heritage Children's Dictionary* until they find a word that no one in the group knows. Each person writes a dictionary entry, being careful to not show anyone else what is written. When done, all definitions are passed to the person selecting the word. The person selecting also writes down the dictionary definition on the same paper as everyone else. Then this person mixes up all the definitions and reads them one at a time, including the actual definition. Students then privately vote for the definition they believe is correct. The person selecting the word receives a point for every person that does NOT vote for the real definition. This person also receives a twenty point bonus if no one selects the correct definition. Each person receives five points for everyone who guesses their bogus definition (and a twenty point bonus if everyone guesses their definition). Students lose five points for guessing the wrong definition. Rotate the dictionary so that everyone has a chance to find a word. If students have trouble finding a word, the teacher can have a list of words prepared to use just in case. Play to one hundred and adjust the points to either speed up or slow down play. Teachers may adjust this to add points or remove points for those formatting the definition exactly as it would be in the dictionary. Add these words to your word reference materials, if appropriate.



Activities

Parts of Speech Poetry Activity

Beginning:

HAVE STUDENTS WRITE VERB POEMS. Many teachers struggle with students who lack variety with word choice. For example, the words *go* and *move* are generic verbs that can be replaced with more descriptive ones like *gallop* or *skip*. If you do not have one, you may wish to create a verb wall or a verb journal, where you put engaging verbs on display for the class. This activity works very well using animal cards, but it does not have to be limited to animals. In this activity, students will select privately their own animal. If you do not have animal cards, write the names of about 40 or 50 animals on a scrap of paper and place them in a hat. You want a lot more names than you have students. Students will draw an animal card and then they will browse through the dictionary or your verb wall looking for verbs that describe their animal, which they will arrange into a poem. Students may not use the name of the animal in their poem. As much as possible, the poem should **ONLY** contain verbs. For example, I draw a diamondback rattlesnake card. I look through the dictionary and then compose:



Slithering, slinking, silently sliding

Glittering, shimmering, shining

Flickering, tasting, hissing, rustling

Striking!

Poisoning

Swallowing

Digesting

Resting

Shedding.

Hiding.

Who am I?

(Or, if you would rather not use so many present participles:)

Bark, bark, barking.

Fetch!

Run, run, running.

Sniff, sniff.

Run!

Jump, dance, yip.

Growl, speak, bark.

Throw.

Run, find, chew.

Return, repeat, return, repeat...

Squirrel! Game over.

You may wish to decide on a minimum number of verbs and a maximum of other parts of speech. (“*You must have at least five different verbs and no more than five other parts of speech.*”) You may wish to have students list the page number in the dictionary for the verbs used in the poem, just to make sure that students are taking advantage of the resource. Have students read their poems to classmates. Their classmates try to guess the animal. Note: many students will think they have won if no one guesses. Some animals may be harder to describe than others and will be very hard to guess. The object, however, is for students to know the animal by the verbs selected.

Intermediate and Advanced:

Do this same activity, but vary the number of verbs required. Do it again, but this time have students only use adjectives. Perhaps have the advanced students try to do an adverb poem. Make a list of all the different verbs and then find synonyms for them in the dictionary. Add these verbs and synonyms to your verb wall, word wall, or word journals.

Pro Tip:

Once students have their verb poems completed, use that writing as the foundation for writing a descriptive piece about the animal or subject using the same verbs. This is obviously a time to review nouns, direct objects, and other grammar essentials.



Activities

Make-Believe Entry Word Activity

MANY STUDENTS DO NOT RECEIVE ALL THE BENEFITS of this dictionary because they have never really learned how a dictionary entry works. Students often do not understand how to use the pronunciation guide and have not practiced using it with words they may not know quite so well. Let's practice reading, using, and writing dictionary entries.

All Students:

Provide your class with the following words (or make up your own):

splickernits

jangledoop

flohnert

kronkle

weeft

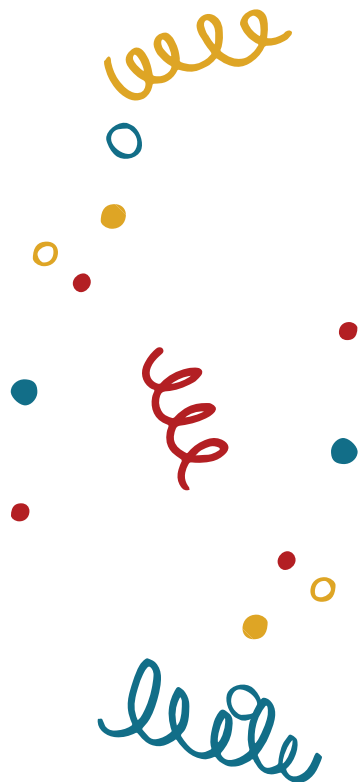
yublersty

pagrinly

zekindral

omp

blundance



Students will use these words eventually to practice writing definitions, as per the model on the sample pages.

Beginning:

Using the sample pages in the front matter (pages viii and ix), review the basic entry format. Make sure students understand what schwa (the symbol ə), other marks above the letters, accent marks, and bold font mean. Test this by having students practice using the pronunciation guide for words from the dictionary that are difficult to pronounce correctly. After this, have ready several pronunciation variations of polysyllabic words that are easily recognized by your students. Only one of these variations will be the one from the dictionary that is correct. The others will accent the wrong syllable, indicate a long or short vowel sound that is incorrect, add or delete syllables, or make other similar sorts of errors. For example, say you have four different pronunciations for the word *department*. One of them may have the accent on the first syllable instead of the second. One may have the “a” pronounced as if it were an “o.” One could read this word as if the “t” were silent. And the final one would be as shown in the dictionary. Show each pronunciation guide and then read a few according to the key. Have the students pronounce the correct version (you may wish to read the wrong pronunciations first and have the student fill in the correct one as you show it on your board or handout). When students are comfortable reading words according to the pronunciation guide, have them inspect the remaining pronunciation variations and circle the correct pronunciations independently.

Now have students look at the make-believe word list (adjust the length to meet the needs of the class and the clock). Have students think about what they know about parts of speech and invent definitions for these words. It may be helpful to state that these beginning students need to have at least four nouns and four verbs (the final two of the ten words on the list may be choices). Make sure students read the section called Sample Pages (pages viii – ix) for models of how to craft the entry, includ-

ing writing sample sentences. Entries must be in alphabetical order. You may also require students to invent a *Vocabulary Builder*, *Spelling Note*, *Word History*, or *Synonyms* feature to complement this fabrication.

Intermediate:

Do the same work that the beginning students are doing and have students add a justification for the pronunciation guide (Why is this vowel long or short? Why are the accents where they are, why was it assigned to its given parts of speech category, and what about the spelling or pronunciation or other factors dictated the make-believe definition?) You may wish to require that students have at least one adverb and one adjective, in addition to verbs and nouns. You may wish to focus this list based on current class projects or focal points, e.g. “...all of these words must bear some relationship to our science work on habitats.”

Advanced:

You should have this group do the same work, but the pronunciation review may be very short or completed in a way that provides work on other essentials. For example, your students are working on point of view. For instance, you might tell them, “Pronounce this word as if you know that you are correct but expect everyone to assume you are wrong. Pronounce this word as if you are an educated pirate.” In any event, this part of the activity may not need as much attention to the pronunciation. However, if your students are ESL students or have various speech impediments, etc. you may wish to spend more time in this area.

For the word list, you may wish to have students assume that all words are nouns, adjectives, verbs, and adverbs and define accordingly. Advanced students should be able to justify all parts of their entries for all parts of speech. Have advanced students spend some time inspecting etymologies in a larger dictionary like the *American Heritage Dictionary of the English Language*, fifth edition.

Pro Tip:

A fun way to work with pronunciation guides is to do dramatic readings. Begin this with a discussion of stress. Focus on the OTHER meaning of stress that most students will know better. “*Company is coming over and our house is a mess. I am stressed out! Our words are like that too and this pronunciation guide shows you the part of the word that each unique word cares about the most.*” Then read these words, overemphasizing the stressed syllables. You may even have students write short skits or vignettes making up reasons why the word is stressed where it is.



Activities

Daily Vocabulary Building Activity

All Students:

DOES YOUR CLASSROOM HAVE A JOB CHART? Are students given different jobs to do each week? If so, you may wish to add a Word Finder job. Every morning for a week, the Word Finder has the job of looking through the dictionary and finding X number of words to add to your classroom word wall or other word resources. The student presents the words selected, explains why they were chosen, uses them in a sentence, and inserts them into the book in the proper alphabetical order. Depending on your school and your curriculum, you may even wish to target the search to help provide background for a particular topic under investigation. Or you may simply allow students to add words they love and just want to know, regardless of the reason. Students who develop a regular habit and routine for using a dictionary are much more likely to use a dictionary on their own. Many authors counsel those wishing to become writers to read every day, write every day, and invest in dictionaries, thesauruses, and other word books. Providing students with many opportunities to use the dictionary will pay huge dividends down the road.

It may be useful to use this job or this activity to have a class discussion on the importance of building their vocabularies. Perhaps each person could set a goal of learning at least one new word a week or one new word a day or whatever is comfortable for each student. Teachers should also participate!

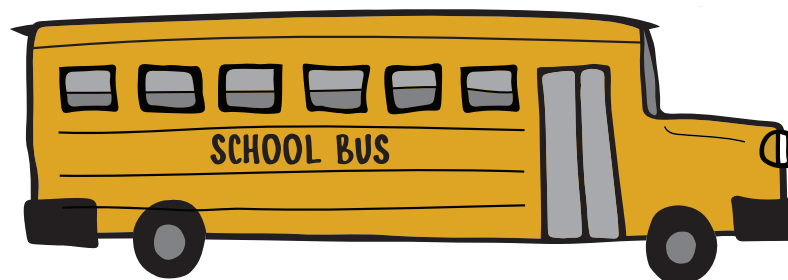
Pro Tip:

The success of this activity is related directly to the motivation of the student. If the student is doing this simply because it is an assignment, it will not be as effective. If students are doing this for themselves and not for the teacher, this activity will be more useful and more valuable. Your enthusiasm about building your own vocabulary will definitely help sell students on building their vocabularies. Find a time for students to share new words and glory in their sounds or meanings or unusual spellings or anything that piques the interest of the students!

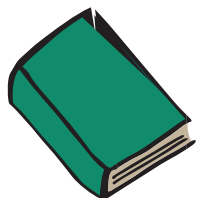


THIS GUIDE WAS CREATED BY ED SPICER, a retired teacher from Allegan, Michigan. Spicer won a 2016 Outstanding People for Education award from the Allegan County School Board Association. He has taught the Graduate Young Adult Literature class for Grand Valley State University and served on the Printz committee, the Caldecott committee, and many other book committees for the American Library Association. Ed has written more than 30 curriculum guides for students of all ages.

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Additional Material



A Sampling of Books Featuring Dictionaries or Words: (for both teacher and student)

The American Heritage Dictionary of the English Language, Fifth Edition. ISBN: 978-0544454453, published by Houghton Mifflin Harcourt.

Barretta, Gene; *Dear Deer: A Book of Homophones*. ISBN: 978-0312628994, published by Square Fish.

Bryant, Jen; *The Right Word: Roget and His Thesaurus*. Illustrated by Melissa Sweet. ISBN: 978-0802853851, published by Eerdmans Books for Young Readers.

Chambers, William & Findlater, Andrew; *Chambers's Etymological Dictionary of the English Language*. ISBN: 978-1345468496, published by Arkose Press.

Ferris, Jeri Chase; *Noah Webster and His Words*. Illustrated by Vincent X. Kirsch. ISBN: 978-0544582422, published by HMH Books for Young Readers.

Gwynne, Fred; *The King Who Rained* (and other titles by Gwynne). ISBN: 978-0671667443, published by Aladdin.

Johnson, Samuel (Jack Lynch, editor); *Samuel Johnson's Dictionary of the English Language*. ISBN: 978-0802714213, published by Walker Books.

Murray, K.M. Elisabeth; *Caught in the Web of Words: James Murray and the Oxford English Dictionary*. ISBN: 978-0300089196, published by Yale University Press.

Schotter, Roni; *The Boy Who Loved Words*. Illustrated by Giselle Potter. ISBN: 978-0375836015, published by Schwartz & Wade.

Winchester, Simon; *The Professor and the Madman: A Tale of Murder, Insanity, and the Making of the Oxford English Dictionary*. ISBN: 978-0060839789, published by Harper Perennial.

Wood, Audrey; *Elbert's Bad Word*. Illustrated by Don Wood. ISBN: 978-0152013677, published by HMH Books for Young Readers.



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