



### Opening Discussion:

1. Have students brainstorm a list of words that begin with the affix/root of the week (teacher can make a list at the front of the room as students share). Ask students if they can figure out what they think the word part might mean, based on the list of words they have come up with.
2. Watch the lesson intro video as a class.

### Instruction:

1. For the first few lessons, and as needed, review that many word parts such as affixes and roots have been borrowed from other languages like Greek and Latin. These word parts help form the meaning of many English words. Each week, we will be focusing on a group of word parts so we can figure out the meanings of a lot of words that use them, which will help us become better readers and writers.
2. For the first few lessons, and as needed, remind students that another important part of becoming a strong reader and writer in English is sight words. Review or introduce that sight words are words that come up very often and don't always "play by the rules" of sounding out. It's very useful to study them because it'll make reading and writing faster, so we'll be working on a few sight words every week, too.

### Activity (choose 1 per lesson):

#### • **Guess My Word**

- » Students take turns choosing a vocabulary word for other students to guess. Teacher may ask to know the student's word in case the student needs support.
- » Students who are guessing take turns asking questions about the word. Clues should elicit only a yes or no response from the student in the chair. Teacher should model this, unless the class has practiced. (eg. Does your word have the prefix hexa? Is your word plural? Does your word mean 'make again'?)
- » Student calls on three classmates to guess the word.
- » Teacher may want to assign points to the audience for each word they guess correctly.



## Level 4 Spelling and Vocabulary Routine

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- **Draw a Word**

- » Students choose or are given a word to draw on paper. Students should do a “quick sketch.” Teacher will first model drawing simply or using stick figures, emphasize that this is not art class, and set a timer for 3-5 minutes.
- » Students share illustrations in whole group, small groups, or pairs.
- » Teacher may have students compare and contrast how students drew the same word or have students guess each others’ words based on the illustrations.

- **Vocabulary Charades**

- » Teacher writes vocabulary words on scraps of paper and puts the scraps in a bag.
- » Students blindly choose a word from a bag.
- » Students take turns acting out the word on their paper for audience members to guess, or can be played in pairs or small groups.

- **Headbands**

- » Teacher has prepared vocabulary word cards on index cards or sentence strips. Teacher passes out one word to each student. Students should not look at their word.
- » Without looking, each student takes vocabulary word and holds it up on his or her forehead so that classmates may see the word.
- » Students walk around the classroom, holding their card to their head, and ask each other about their word to figure it out. Students may only ask questions that elicit a yes or no response. Teacher will want to model good questions (eg. Does my word have the prefix hexa? Is my word plural? Does my word mean ‘make again’?)

- **Four Corners**

- » Teacher selects four (or more) vocabulary words and writes them, one word per paper. Teacher posts words in the corners of the classroom (or far enough away from each other for students to need to move between).
- » Teacher has students begin in the middle of the room and orients students to where the words are located in the classroom.



## Level 4 Spelling and Vocabulary Routine

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» Teacher gives students clues. Students listen to the clue and move to the word that matches the clue. Teacher might use the sentence frames, “Move to the word that means \_\_\_\_\_; Move to the word that is the opposite of \_\_\_\_\_; Move to the word with the prefix/suffix \_\_\_\_\_.” Clues do not need to have only one correct answer.

» For variety or to make the game more fun, teacher may ask students to do different movements (eg. hop, dance, swim) to move to the next word.

### Independent Practice:

Students work individually on Spelling and Vocabulary activities on a computer or device.

### Closing (choose 1 activity per lesson):

#### • Group story

- » Going around the room in order, each student contributes 1-2 words to a story.
- » The story can be about anything, but it must make sense.
- » Students try to work in the week’s practice words as often as possible (points may be awarded).
- » A talking stick/stuffed animal may be passed around to mark whose turn it is to speak.
- » Try to keep the pace somewhat quick!

#### • Practice something new

- » Teacher asks for student volunteers to identify one of the practice words that was new to them.
- » Challenge the class to give examples of that word in a sentence.

#### • Which one’s our word?

- » Teacher/students write words on the board and the rest of the class tries to identify which words use the affix with the meaning taught (ex: untie, undo) vs. those that don’t (ex: uncle, unicycle)



## Level 4 Spelling and Vocabulary Routine

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- **Finger-writing challenge**

- » Teacher challenges students to check the spelling of one of the practice words, then, covering the word up, students use their index finger to write the word in “air letters.”
- » Students should watch their finger as they write.
- » Students may check the spelling again if they forget.
- » For variety/to make it more fun, teacher may ask the students to finger-write on the desk/seat/something red/etc.

### Homework

Handouts may be assigned for extra practice using one of the available templates.