

# Word Study

by

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# Word Study

Word Detectives – Model how to be a word detective when you come to a word you don't know. First, look around the word for clues. Does the sentence give you some information? Check out the sentence before and the sentence after for clues. Look in the word. Do you see a root word, prefix, or ending? Look up the meaning of the word in a dictionary.

## Where Do You Go When You Don't Know?

Brainstorm other strategies for learning the meaning of a word. You could ask the teacher, ask a friend, do an internet search, look in a thesaurus, go to the library, etc.

Singular and Plural - Write the name of common classroom objects on the board. Cover the end of a fly swatter with white paper. Write the letter "S" on the paper as shown. Children take turns adding the "s" to the end of the words and saying the plural. Can they use it in a sentence?

***Hint!*** You can do similar activities using an interactive whiteboard.

Singular and Plural (*KISS YOUR BRAIN* CD -Tune:  
"This Old Man")

One is book, 2 are books.

One is cook, more are cooks.

Add an "s" to the end of a word

Makes it plural, haven't you heard?

One is toy, two are toys.

One is boy, more are boys.

I'll say a word, then you add an "s."

You make it plural - do your best!

Car        Star

Dog       Log

Cat        Hat

Ball       Wall

Coat       Boat

Tree       Bee

Now you know what plurals are for.

Add an "s" when there's two or more!



Get to the Root of It - Write root words on the board.  
Print “s”, “ed”, and “ing” on index cards. Attach the cards to a ruler. Children come up and place an ending by a word and read it. Can they use it in a sentence?

Endings (*TOTALLY READING* CD)

Endings, endings, have you heard?

Put them at the ends of words.

S, ed, ing.

Are a few of the endings you might read.

I'll say a word and you add “s.”

Come on now and do your best

Play (Children say, “Plays.”)

Work

Show

Jump

Help

Paint

Look

Laugh

Now I'll say a word and you add “e-d.”

It might sound like /ed/ or /t/...

Play (Children say, “Played.”)

Work..

Here comes “i- n-g.”

At the end of the word it says “ing”...

Play (Children say, “Playing.”)

Work...

Say What? Say sentences using incorrect tense. Children shout, “Say what?” when the teacher speaks incorrectly. Children then take turns repeating the sentence with correct grammar.

Do You Notice? - Write words with similar endings, prefixes, suffixes, etc. on the board. Ask children, “Do you notice anything about these words?” Your students will be much more likely to focus on something they “discover” for themselves. Let them take a marker and circle the similarities.

Prefixes & Suffixes - Write root words on the board. Write prefixes on index cards with a green marker. Write suffixes with a red marker. Pass the cards out to the children. If they have green writing, they place their card in front of the root word and read. If they have red writing, they place their card at the end of the word and read.



***Hint!*** Use yellow for circling root words on a language experience chart, green for prefixes and red for suffixes.

# Visual Graphics for Vocabulary

Four Square - Use a 4 square for learning new vocabulary words. Fold a sheet of paper into fourths. Open. Write the vocabulary word in one square, the definition in another, draw a picture in the third, and write a sentence in the fourth.



T-Chart – Use a T-chart for antonyms, synonyms, singular and plural, etc.

Singular	Plural
dog	dogs
book	books
toy	toys

Brochure - Tri-fold a sheet of paper to make a brochure. Children write the word on the top section, the definition in the middle, and a sentence in the bottom section.

Web Words – Write commonly used word in the middle of the web. Brainstorm all the other words that can be used in place of that word.



Prefix/Suffix Web – Write a prefix or suffix in the middle of a web. Write root words coming off the center. Children add the suffix or prefix and say the word.



# We're Great!

This activity can nurture vocabulary, oral language, and self-esteem, Sing this song to the tune of "Turkey in the Straw."

We're great, but no one knows it.  
No one knows it so far.  
Some day they'll realize how wonderful we are!  
They'll look at us, and point at us,  
And then they'll shout, "Hurray!"  
Let's cheer how we're wonderful beginning with

A.

*(Cheer these letters and words.)*

- A- We're awesome.
- B- We're brave.
- C- We're creative.
- D- We're dynamic
- E- We're enthusiastic
- F- We're fantastic.
- G- We're gifted
- H- We're honest
- I- We're imaginative
- J- We're joyful.
- K- We're kind.
- L- We're lovable
- M- We're magnificent.
- N- We're nice.
- O- We're outgoing
- P- We're polite.

Q- We're quick.  
R- We're responsible  
S- We're special.  
T- We're terrific.  
U- We're unique.  
V- We're valuable.  
W- We're wonderful.  
X- We're excellent.  
Y- We're youthful  
Z- We're zany!  
AA-

*\*Ask the children to describe what different words mean. Can they help you think of actions for each word?*

*\*Use sign language as you sing the song.*

*\*Pass out index cards with letters for children to hold up as you sing. (You could also use letter vests or letter pops. Letter pops are magnetic letters glued to craft sticks. Letter vests are giant letters with strings attached so children can wear them.)*

On the front of the notebook or pocket folder write "We're Great!" Write a different letter of the alphabet on each page. Show children the dictionary and ask if they know what it is. Explain that words are written in there in alphabetical order (ABC). When people want to know how to spell a word or want to know what a word means they look it up in the dictionary. Tell the children that you want them to help you make a

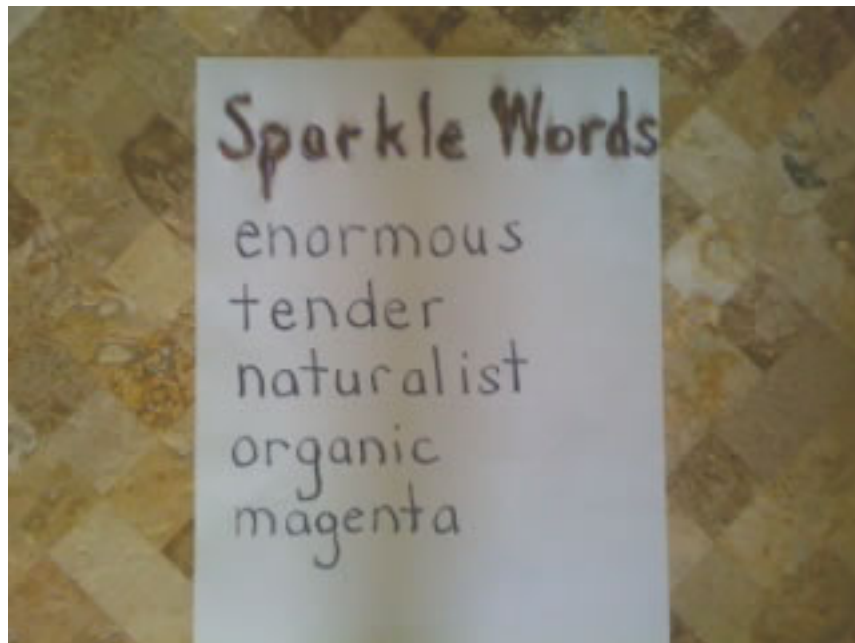
special dictionary with WONDERFUL words that describe special people just like them! Use the words from the song to start your dictionary. Add words that children suggest.



# Sparkle Words

On a poster write “Sparkle Words” with glue and then sprinkle glitter over the words. When reading a book or teaching children a new song take time to explain some of the words that they might not be familiar with.

Explain that the more words you know, the more “sparkle” and interest you can add to what you say or write. Write the words on your poster to help the children remember them. Practice using the words in different contexts and get excited when your students use the words.



# We Really Like You!

Let children brainstorm words that describe friends. Write special words on index cards and place them in a sack. You will need enough cards for the number of students in your class. Let one child at a time choose a word. Use the word as you sing this song to the tune of "We Wish You a Merry Christmas."

We like you because you're special word.  
We like you because you're special word.  
We like you because you're special word.  
We really like you!



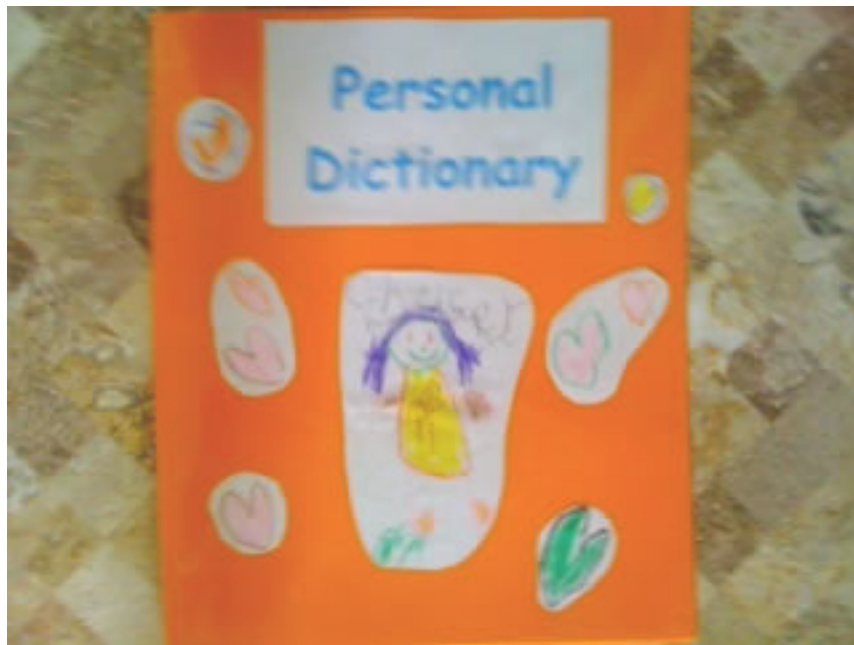
Pin the word to the child and call them by that word all day.

If a child isn't behaving appropriately ask, "Do I need to take your word away from you?" They'll be doing the right thing in no time!

Think of a positive adjective that begins with the first sound in each child's name. Write these on the board and read over them together. For example, Adorable Angie, Kind Kara, or Super Scott.

# Personal Dictionary

Children will develop “word ownership” with their personal dictionaries. Each child will need a pocket folder. Prepare pages for their dictionaries by writing two letters at the top of each page. Write high frequency words under the appropriate letters to get them going. As new vocabulary words and spelling words are introduced, children can add them to their books. If children want to learn new words, encourage them to include them in their dictionaries.



# Class Pictionary

Integrate phonics, vocabulary, and dictionary skills with a class pictionary. As you introduce different letters write them on a large sheet of paper. Invite children to cut out pictures that begin with that sound and glue them to the page. (This would make a great homework assignment.) Label the pictures on each page. When you have made a page for each letter, put them together in alphabetical order, make a front and back cover, hole punch, and you'll have a great book.

*\*Be sure and put children's photos and names on the appropriate pages in the book and encourage children to use the book when they do independent writing.*

# Surprise Bag

Put interesting objects and toys in a gift bag. The teacher holds the surprise bag and sings this song to the tune of "I Had a Little Turtle."

I have something in my bag.  
It's something you all know.  
Tell me all about it  
With lots of words we'll grow.



The teacher selects one object and says, “Tell me some words that describe this object.” After several children have suggested words, say, “Tell me more.” “Who can tell me more?” “More?”

## Picture Talks

Choose an interesting picture from a magazine, calendar, the newspaper, etc. Tape the picture to a large sheet of paper and ask, “Who can tell me one word about this picture?” Write the word and then draw a line from the word to the picture. Encourage the children to continue to tell you words that describe the picture as you write them and create a web. Read over the words as you complete the lesson.

*\*Ask comprehension questions about interesting photos, famous works of art, illustrations in books, etc. What do you think the people are saying? What do you think happened before the picture was taken? What do you think is going to happen next?*

The End