

TITLE: Getting Familiar with the Word Lists: Patterns & Inferences

LEARNING OBJECTIVES: By the end of the lesson, students will have become more with the words for the (local, regional or national) round through a sorting exercise, and have practiced identification of word meaning and spelling rules through an origin rule inference presentation at the end of the lesson.

TIME: 1 hour

GRADES: 6th-8th or 9th-12th

MATERIALS:

Copies of word list (either local, regional or national)

- You can have one copy per group of students
- You can have a copy for every student

Notebooks (for students)

Pencils (for students)

Board & Chalk

You must have done Lesson 2: Getting Familiar with the word lists: Word Origin to do this lesson effectively. Students should bring their materials from the last lesson.

PROCEDURE	TIME	DETAILS
<p>Review & Motivation Review Warm-up</p>	<p>10 mins</p>	<p><i>You MUST do Lessons 1 & 2: Getting Familiar with the Word Lists: Word Origin</i> Students were supposed to learn the correct spelling and part-of-speech for at least 2 words in each part-of-speech category from the last lesson. Have each student work together to make a list on the board for all of the parts of speech. Then go around the room and ask each student to say a word and its part of speech and then spell the word. Repeat once more for a 2nd word.</p> <p>Write the letter a on the board. Have students raise their hands to make a list of words that start with 'a'. Now ask students, "Does apple mean 'not pple'? does this make sense? Why or why not?" (answer: what is a pple? It is not a word. So it cannot be not a pple. Apple is one whole word) Now ask students, "apart. Does apart mean 'not part'? does this make sense? Why or why not?" (answer: Yes, it makes sense because apart means to be away from the whole or away from something. It is a part that is not near another part or makes up a bigger piece of a whole) Tell students, "This is what you are going to learn to be able to do to help you spell words with word origin. Today, we are going to look at the word we sorted by origin and try to see patterns or shared information and make lists so we can see some rules that are place based on word origin"</p>
<p>Presentation Word origin patterns & rules</p>	<p>5 mins</p>	<p>Mini Lecture: Tell students, "English has rules, but there are also many exceptions. Knowing origin helps us get a little bit better at knowing the most common rules that we will see in words. When we look at a word, we should look at each letter and the combination of letters. We should see if we see anything familiar about the order of the letters and the sound it makes." Write in the board, "century, centigrade, center" Ask students, "what do all of these words have in common?" (answer, cent). Ask students, "if all of these words have cent in them, it is possible they all have meanings that are close to each other. What could cent mean that makes these words close to each other?" (answer, cent means 100. It is latin. Words with cent in the are related to 100 or 100%.) Tell students, "century means 100 years. Centigrade is the measure of the temperature on a scale of 100 and sets of 10s. Center means that you are 100% exactly in the middle of everything. These words are all related to 100 because they all have cent and are latin origin". Write on the board, "Scent"</p>

		<p>Ask students, “what is this words translation?” (answer, it means smell, the smell of something) Ask students, “does it mean 100 or 100%?” (answer, maybe, it could mean 100% of the smell, but sometimes smells are mixed together) Tell students, “Scent is not spelled the same way as the other words. It has an s on the front. It actually comes from the latin origin word sentire, which means smell. It is NOT the same as the other words, but it does have cent in it. If we know the origin of the word and then we know the words definition, we can decide how we should spell it correctly. So we need to see patterns in words for how they are spelled, how they are pronounced, and their definitions. Patterns can be in the beginning of a word, the middle, or the end.”</p>
<p>Practice Sorting the word list</p>	25 mins	<p>Students will practice their understanding of origin and meaning by sorting the (local, regional, national) word list words. You can assign each group one page of the word list or the whole list. You can also break this up over 2 days if there are too many words, or more!</p> <p>Students sorted their words by origin on the last lesson. Now they should look at their words and see if they see any patterns. Do the words start with the same letters, end with the same letters, etc? Do the words have definitions that mean close to the same thing and some letters that are the same?</p> <p>Students are going to try to come up with their own rules about words in each origin group based on figuring out patterns that they see from reading the words.</p> <p>Repeat this until all words are sorted into categories of patterns to the best of the students’ abilities. It is possible that categories are big and have smaller categories under them.</p> <p><i>YES, this IS a lot of writing. But this will help students start to memorize the words without knowing they are starting to memorize them. They will see the words over and over as they review the list, and they will write the words, and they will then do a production activity with the words. This is memorization and learning through repetition and categorization.</i></p>
<p>Production Sharing what we saw and our guesses</p>	15 mins	<p>Now turn the classroom into a discussion group. Give each group individual student 5 minutes to prepare a small presentation on one pattern that they saw in their words. They should try to guess what the pattern means and share this guess with the class.</p> <p>Have each group or student come to the board and write their set of words and the pattern they saw. Then they should explain to student what they think the pattern means and how either the origin, definition or part-of-speech affects the spelling of the words in their list. <i>They are just making educated guesses. In future lessons we will help you teach students about different rules for the origins of words and groups of words in those rules.</i></p>
<p>Conclusion Next lesson and Studying</p>	5 mins	<p>Tell students to keep their notebooks and to use this to help them study. Tell them where they can find the word list online in case you did not print one copy for every student in the lesson. Tell students to look up 2 lists that they made in a dictionary or on the internet to try to figure out the rule for the origin. For instance if they sorted words that ended in ious, they should google, “origin of words that end with ious” or look for this information in a dictionary.</p>
TEACHERS’ NOTES		
<p>WHAT WENT WELL:</p>		
<p>CHALLENGES:</p>		
<p>RECOMMENDATIONS:</p>		