

## TITLE: Getting Familiar with the Word Lists: Origin

**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 learned at least 5 new words as demonstrated by a small word origin game at the end of the lesson.

**TIME:** 1 hour

**GRADES:** 6<sup>th</sup>-8<sup>th</sup> or 9<sup>th</sup>-12<sup>th</sup>

**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

PROCEDURE	TIME	DETAILS
<p><b>Review &amp; Motivation</b> Review Warm-up</p>	<p><b>10 mins</b></p>	<p><i>If you did Lesson 1: Getting Familiar with the Word Lists: Parts-of-speech</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 studentswork 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 2<sup>nd</sup> word. <i>If you did not do Lesson 1, start here. If you did Lesson 1, continue here.</i> Write the word origin on the board. Ask sudents, "what does origin mean?" Get answers in English or native language. Write the definition of origin on the board, "Noun: the point or where something begins or is from". Tell students, "today we are going to talk about the origin of words and how it affects spelling in English. Let's first think about our language. What do we know about the origins of our language?" Have students share some of their knowledge about the history of their language. Tell students, "this history affects how we speak and our alphabet, the sounds we make. It is the same for English"</p>
<p><b>Presentation</b> Getting Familiar with origins</p>	<p><b>5 mins</b></p>	<p>Mini Lecture: Tell students, "English is a language that has been influenced by many different cultures and other languages. The words in English use sounds and letter combinations from other languages. When you know the origin of a word, you can solve some difficult problems you might face with the sound a word makes vs. the letters it uses. This is because English is NOT a phonetic language. Georgian however is an example of a phonetic language. This means what you hear, you write. The sound is always one letter. In English though, combinations of letters and the order of letters changes the sound. To solve these complicated changes, origin helps you". Write on the board: elephant, elefant. Ask students, "which is the correct way to write this word?" Answer: elephant Ask students, "what is the translation of this word (to make sure all students know)?" Ask students, "how do you know that elephant with a p and h is correct? " See if any students can answer. Tell students, "The answer is, origin. Elephant comes from greek. Greek did not have the letter f. Instead, this language used ph as the symbol for the sound, f. This is true in many words that are greek origin! When you are in the spelling competition, you can ask for the origin of a word,</p>

		and this will help you determine some spelling rules that are special and make special sounds in words, like elephant!”
<b>Practice</b> Sorting the word list	25 mins	<p>Students will practice their understanding of origin 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>Have students take a notebook page and ALL students must write all of the categories of origin they see for their set of words (if it is all of the words, then all). (example (greek, latin, English, Spanish)</p> <p>After 5 minutes, have each group member share one origin from their list and create a master list on the board for students to use during practice.</p> <p>Now have the groups take one origin category and write each word under the category heading from their list. Each time they write a word, they should make a small mark next to the word so they know it is done. Repeat this until all words are sorted by the correct origin.</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>
<b>Production</b> Part-of-speech recall	10 mins	<p>On the board, write 5 categories of word origin. Start with Latin, Greek, Spanish, German, and French. Keep students in groups or let them work alone, it is your choice. Give the students 5 minutes to work as a big group on reviewing all of the words from their lists and their different origins. This is especially important if you divided the list up between students. After 5 minutes, have them sit down.</p> <p>Next, Each student will come to the board and using the word list, find a word that is from one of the 5 origins you have written on the board. They will say the word to the class (help with pronunciation). Students must raise their hand to guess or say the origin. If they are correct, the person who selected the word now turns around and writes it in the category of origin on the board. If the guess was incorrect, the student should call on another student. They should repeat until the correct category is guessed and then write the word in that category. Then another student comes to the board and repeats the same process that is written above. Every student should get a chance to be the teacher and call on students and write on the board. For smaller groups, have them come up more than once.</p>
<b>Conclusion</b> Next lesson and Studying	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 practice trying to remember at least 2 new words from each origin category to review for next lesson.</p>

### TEACHERS' NOTES

**WHAT WENT WELL:**

**CHALLENGES:**

**RECOMMENDATIONS:**