THE WORD STUDY THAT STICKS Companion

Classroom-Ready Tools for Teachers and Students, K-6

Includes 20 New Lessons

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PAMELA KOUTRAKOS

Thank you

FOR YOUR INTEREST IN CORWIN

Please enjoy this complimentary excerpt from *The Word Study That Sticks Companion* by Pamela Koutrakos. Use these activities with your young readers to expand their word learning.

LEARN MORE about this title, including Features, Table of Contents and Reviews.

Word Family Trees

Day____

Why?

- To see connections between words

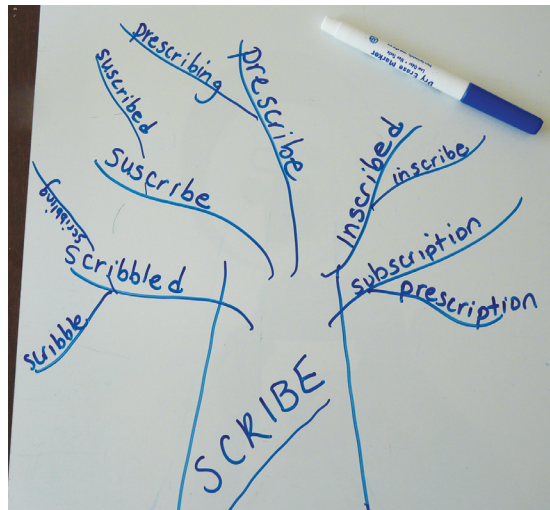- To recognize and appropriately use different forms of words when we read, speak, and write

You Need:

Word study notebook and a pencil

How?

1. Choose a word. Write the base word on the tree trunk.

2. Think of different forms of the word (consider affixes).

3. Jot these "word relatives" on branches of the tree.

Looks Like:

Bonus *The accompanying lesson can be found on page 222.*

Tech Tip *Students can do different versions of Word Family Trees digitally by creating mind maps, word splashes, and word clouds using apps such as MindMaple, Sketchboard, Wordle, and ABCya!*

Pattern Introduction: Nice to Meet You!

Why?

To learn word patterns

You Need:

Word study notebook and a pencil

How?

1. 👀 Watch the teacher begin to sort.

2. 💭 Think: Why is the teacher sorting this way? How are the words alike and different?

3. 💬 Join in! Share your ideas: "I notice . . . " Help sort the words.

Looks Like:

Bonus *The accompanying lesson can be found on page 232.*

Pattern Introduction: Now I Know!

Day ____

Why?

- To better understand word patterns
- To prepare to transfer word learning

You Need:

Word study notebook and a pencil

How?

1. Share ideas from Guess the Pattern.

2. Listen and watch as the teacher sorts the words.

3. Think: How is the teacher sorting these words? What similarities and differences do I see?

4. Join in. Share where words belong *and* why the word is being placed into that column.

5. Jot a few key points to remember about the pattern.

Looks Like:

Tech Tip *There are templates for SMART Boards (check out Smart Exchange) and other similar interactive whiteboards that can help you create a sorting table and digital word cards. Words can be dragged into the correct columns. If a student tries dragging a word into the incorrect column, the word will "bounce back" to signal that another try is needed.*

WORD FAMILY TREES

Bonus Lesson 4

What?

Students generate and identify related words and word forms.

How?

1. Explain that knowing one word can help you spell and better understand many other words. Share that today's routine helps students explore the family trees of different words.

2. Model choosing one word. Write the word in the "trunk" of a tree. Use think aloud to consider different affixes that can be added to the word. Brainstorm other miscellaneous words that can be made (using a root, creating compound words . . .). Add each word to a different branch of the tree.

3. Ask students to help you create a second word tree. Ask partnerships to brainstorm related words that you could add as branches and leaves. Review the process used.

4. Remind students when they might choose this routine. Provide a minichart (p. 98) for students to glue into the Resources section of notebooks or access digitally.

Optional: Ask students to go back and try this routine with some of the words they are currently studying. Coach and provide feedback as students work. Reflect on the experience: celebrations and challenges.

Why?

- This routine fosters the transfer of word learning beyond the words currently being studied.

- By delving into affixes and roots, students take word learning to the next level.

Tips:

- Students can write the part of speech of each new word on a "leaf" attached to the word branch.

- Students can create a visual hierarchy of words: grouping similar types of words as leaves on one branch. (The image below shows this.)

- Students can follow up by speaking or writing with the different forms of the word.
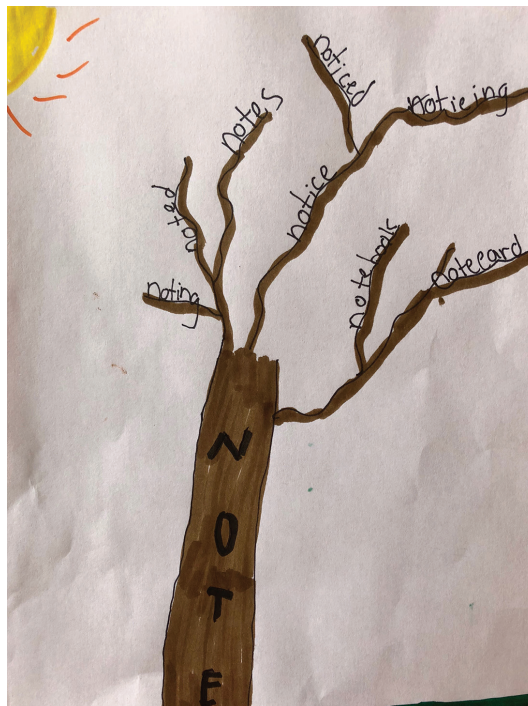
So much was learned about the seemingly simple word *note*.

PATTERN INTRODUCTION: NICE TO MEET YOU!/NOW I KNOW!

Bonus Lesson 12

What?

In this routine, the teacher introduces the pattern(s) being studied.

How?

1. Set up a pocket chart, or create a digital sorting chart that everyone can see. Gather students. Share that now you will be introducing the word study pattern(s) the class/group will be focusing on for the remainder of the cycle. Tell the students that this will be done as a "game" with three rounds.

2. Round 1: Ask students to watch you sort/ categorize the words. While you do this, they should think about what the words (in the same column) have in common . . . and what makes them different from the words in the other columns. (Have them try to figure out your sorting strategy.) Add a few words to the digital chart or pocket chart.

3. Round 2: Continue to sort additional words, asking students who has a theory about where they think each word belongs. As students are successful, flip over the sort "headers," and unveil the pattern features. Pause to explicitly explain the pattern. Summarize pattern learning as each new word is sorted.

4. Round 3: Finish by having students sort the remainder of the words. Each time a student places a word into a column, they explain why it went there . . . and why it did not go somewhere else.

5. Review the pattern again, and discuss additional words that include this pattern. Remind students when they might choose this routine. Provide a minichart (p. 136) for students to glue into the Resources section of notebooks or access digitally.

Why?

- By gamifying a closed sort and adding an extra helping of inquiry, students are motivated and think deeply throughout the routine.

- Students benefit from the explicit pattern introduction and learning the "why" behind studied patterns.

Tips:

- The pattern is introduced after students have a chance to explore the meaning of words being studied.

- The pattern is introduced *after* students have had the opportunity to sort words in a variety of ways.

Round 3 of Nice to Meet You! asks students to show their understanding of the introduced pattern.