Vocabulary activities - Stage 3

1. Before reading a text, students brainstorm predicted vocabulary using the clues from the front cover, title, prior knowledge of the author or from scanning the text for sub-headings, diagrams and so on. Add any unfamiliar and important vocabulary to this brainstorm during reading and use the dictionary to define the words.
2. Students have 5 minutes to find the biggest word they can using 7 consonants and 4 vowels (for example) chosen at random. These can be set up on cards and drawn out, or students may choose.
3. Headlines: Students use a thesaurus to improve upon a range of headlines:
	* 1. a. Elephant found in school yard.
		2. b. New type of honey bee found.
		3. c. People get sick from food.
		4. d. Farmers need dogs to help with sheep.
		5. e. Computers stopped working in schools.
4. Students select one or more of the large words from the list and find as many smaller words within them. The words can be made by shuffling around the letters.

For example, in the word ‘because’, we can find the words: be, cause, sauce, see, use and so on.

jurisdiction sustainability parliament collection kindness

astute condescending fruitful endeavour intrigue

maintain audience auditorium generation misfire

1. Students read a text; this could be a newspaper article, a novel or a short story. They then choose a word that is not familiar and complete the following word web.
2. **Make a word**: Students play with the base words, Greek and Latin roots, prefixes (found at the front of the base word) and suffixes (found on the end of a base word) and create as many words as they can. Appendix 1 has many examples. Students define any words they are unsure of.
3. **Word choice**: students choose a passage from a text they are reading and highlight, underline or place a sticky note under 5-10 words that were challenging, unusual or important in the text. Students write a suggestion above with a word that might be a better choice.
4. **Cloze passage**: Students complete cloze passages that have a particular focus with word choice, for example, tense, subject-verb agreement, adjective, pronoun or particular words that might be technical terms or important new language.
5. Students select two synonyms and analyse the subtle differences between them using this model.

Word 1:

Definition:

Word 2:

Definition:

What is the difference between the two words?

Use word 1 in a sentence.

Use word 2 in a sentence.

1. **Odd one out**: Students brainstorm a list of three words that are connected in some way and add a fourth word that is the ‘odd one out’. For example, strawberry, raspberry, banana and blueberry. Whilst all are fruits, the banana is the only one not a berry. Another example might be cotton, polyester, wool and linen, where polyester is the odd one out as it is the only man-made fibre. Students should use a glossary and dictionary to make the odd one out less obvious. Share with a family member or learning partner.
2. **Word cline**: Students brainstorm vocabulary on an image or adjective such as ‘hilarious’ or ‘ecstatic’ using sticky notes or on paper. Place the words on an incline as a word cline from least like their word to most, using a dictionary to help determine the subtle difference in their words to help with ordering.

## Appendix 1

These resources are designed to be printed and manipulated for Activity 6 Make a word. They are not suitable for online learning.

### Word play – base words

| Level 1 | Level 2 | Level 3 | Level 4 |
| --- | --- | --- | --- |
| step | read | loyal | form |
| jump | state | grow | judge |
| take | live | human | argue |
| see | stand | north | legal |
| like | flow | train | agree |
| help | friend | joy | happy |

### Word play – suffixes

|  |  |  |  |
| --- | --- | --- | --- |
| **s**(plural) | **ion**(act or process) | **al**(having characteristics of) | **en**(made of) |
| **ed**(past tense) | **tion**(act or process) | **ial**(having characteristics of) | **ic**(having characteristics of) |
| **ing**(present tense) | **ible**(can be done) | **ness**(state of) | **ive**(adjective form of noun) |
| **ly**(characteristic of) | **able**(can be done) | **ous**(having qualities of) | **eous**(having qualities of) |
| **er**(person) | **y**(characterised by) | **ious**(having qualities of) | **ative**(adjective form of noun) |
| **or**(person) | **ful**(full of) | **ment**(action or process) | **itive**(adjective form of noun) |
|  |  | **ward**(in the direction of) |  |

### Word play – prefixes

|  |  |  |  |
| --- | --- | --- | --- |
| **un**(not, opposite of) | **dis**(not, opposite of) | **im**(in or into) | **trans**(across) |
| **re**(again) | **en**(cause to) | **in**(in or into) | **super**(above) |
| **in**(not) | **em**(cause to) | **mis**(wrongly) | **semi**(half) |
| **im**(not) | **non**(not) | **sub**(under) | **anti**(against) |
| **ir**(not) | **under**(too little) | **pre**(before) | **mid**(middle) |
| **il**(not) | **over**(too much) | **inter**(between) | **mono** (one) |
|  |  | **bi**(two) | **mono** (one) |
|  |  | **super**(more, better) | **post**(after) |

### Word play – Latin and Greek roots

A root is a part of a word that carries meaning but cannot stand alone.

|  |  |  |  |
| --- | --- | --- | --- |
| **aud**(hear – Latin) | **ast**(star - Greek) | **bio**(life - Greek) | **cept**(take – Latin) |
| **dict**(speak or tell – Latin) | **geo**(earth – Greek) | **graph**(write - Greek) | **ject**(throw – Latin) |
| **min**(little or small – Latin) | **ped**(foot – Latin) | **phon**(sound – Greek) | **port**(carry – Latin) |
| **scrib/script**(write – Latin) | **spect**(see – Latin) | **tele**(from afar – Greek) | **tract**(pull – Latin) |
| **logos**(study of – Greek) | **anti**(against – Greek) | **hydr**(water - Greek) | **bene**(good) |