

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

- 3.2 Beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.
- 3.3 Vocabulary.** The student uses newly acquired vocabulary expressively.

Beginning Reading and Writing

Instructional Strategies Playlist

- Declare the Category
- Scrambled Words

Vocabulary

Instructional Strategies Playlist

- Dictionary Scavenger Hunt
- Sort the Language
- Fact or Fib
- It's All Greek to Us

Item Types

Extended Constructed Response (10 pts)		Short Constructed Response (1-2 pts)	
Multiselect (2 pts)	Match Table Grid (2 pts)	Multipart (2 pts)	Hot Text (1-2 pts)
Inline Choice (1-2 pts)	Text Entry (1-2 pts)	Multiple Choice* (1 pt)	

the ways it may be tested on STAAR for this grade
* the ways it has been tested on STAAR for this grade

Student Expectations

- 3.2(A) demonstrate and apply phonetic knowledge by:
 - (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en
 - (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
 - (iii) decoding compound words, contractions, and abbreviations
 - (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts
 - (v) decoding words using knowledge of prefixes
 - (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants
 - (vii) identifying and reading high-frequency words from a research-based list
- 3.2(B) demonstrate and apply spelling knowledge by:
 - (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (R)
 - (ii) spelling homophones (R)
 - (iii) spelling compound words, contractions, and abbreviations (R)
 - (iv) spelling multisyllabic words with multiple sound-spelling patterns (S)
 - (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV (S)
 - (vi) spelling words using knowledge of prefixes (S)
 - (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants (R)
- 3.2(C) alphabetize a series of words to the third letter

Academic Vocabulary

abbreviation	decode	prefix	suffix
compound word	homophone	rhyme	syllable
contractions	multisyllabic		

Learning from Mistakes

Students may make the following mistakes:

- Focusing more on memorization than application
- Not understanding that patterns apply in both reading and writing

Dual Language Tips

- As a class, create Anchor Charts to demonstrate similarities between languages.
- Use physical movement when teaching multisyllabic words, contractions, and compound words.
- Create a class Anchor Chart or a personal Anchor Chart (student notebook) that includes prosodic and orthographic accents

Student Expectations (Spanish TEKS)

- 3.2(A) demonstrate and apply phonetic knowledge by:
 - (i) decoding words with a prosodic or orthographic accent
 - (ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x
 - (iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-
 - (iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents
 - (v) decoding and differentiating meaning of a word based on a diacritical accent
 - (vi) decoding words with prefixes and suffixes
- 3.2(B) demonstrate and apply spelling knowledge by:
 - (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable) (R)
 - (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent (R)
 - (iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents (S)
 - (iv) using accents on words commonly used in questions and exclamations (S)
 - (v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más (S)
 - (vi) marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses (R)
 - (vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (S)
 - (viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x (S)
 - (ix) spelling words with hard and soft r (S)
 - (x) spelling words using n before v; m before b; and m before p (S)
 - (xi) spelling words with sílabas trabadas (S)
 - (xii) spelling the plural form of words ending in z by replacing the z with c before adding -es (S)
- 3.2(C) alphabetize a series of words to the third letter

Instructional Implications

The focus of the *Beginning Reading and Writing* standards is the study of language through word structure. Students apply knowledge about patterns in words to support reading and spelling fluency. Understanding word structure helps students with pronunciation and spelling of new words.

When you teach this subcluster, remember to:

- Keep in mind that decoding (phonics) and encoding (spelling) are shared skills. Spelling is more kinesthetic and tactile and provides a framework for decoding to be internalized.
- Provide opportunities for students to practice word patterns through both reading and spelling interchangeably.
- Make sure that instruction and practice is fast, focused, and frequent.
- Provide learning opportunities that are more than memorization.
- Make sure students understand that decoding is ultimately for comprehension and spelling is for writing stories and essays.
- Allow students to apply new learning of patterns to authentic reading and spelling.
- Provide authentic, engaging, and relevant instruction and practice.

Vertical Alignment

The table below shows grade-level student expectations as well as one grade below and above. In addition to the role of text complexity, this serves as a way to see where we have been and where we are going.

Decoding (Reading)			↔	Encoding (Writing)		
Grade 2	Grade 3	Grade 4		Grade 2	Grade 3	Grade 4
2.2(B) demonstrate and apply phonetic knowledge by: (i) decoding words with short, long, or variant vowels, trigraphs, and blends	3.2(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en	4.2(A) demonstrate and apply phonetic knowledge by: (i) decoding words with specific orthographic patterns and rules, including regular and irregular plurals		2.2(C) demonstrate and apply spelling knowledge by:	3.2(B) demonstrate and apply spelling knowledge by:	4.2(B) demonstrate and apply spelling knowledge by:
(iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables	(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables		(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (R)	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (R)	(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (R)
(iv) decoding compound words, contractions, and common abbreviations	(iii) decoding compound words, contractions, and abbreviations			(iii) spelling compound words, contractions, and common abbreviations (R)	(iii) spelling compound words, contractions, and abbreviations (R)	
(v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV	(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts	(iii) decoding words using advanced knowledge of syllable division patterns such as VV		(v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word (S)	(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV (S)	(iv) spelling words using advanced knowledge of syllable division patterns (S)
(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est	(v) decoding words using knowledge of prefixes	(iv) decoding words using knowledge of prefixes		(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est (S)	(vi) spelling words using knowledge of prefixes (S)	(v) spelling words using knowledge of prefixes (S)
	(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants	(v) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants			(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants (R)	(vi) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants (R)
(vii) identifying and reading high-frequency words from a research-based list	(vii) identifying and reading high-frequency words from a research-based list	(vi) identifying and reading high-frequency words from a research-based list				
(ii) decoding words with silent letters such as knife and gnat				(ii) spelling words with silent letters such as knife and gnat (R)	(ii) spelling homophones (R)	(ii) spelling homophones (R)
				(iv) spelling multisyllabic words with multiple sound-spelling patterns (S)	(iv) spelling multisyllabic words with multiple sound-spelling patterns (S)	(iii) spelling multisyllabic words with multiple sound-spelling patterns (S)

Grade 2	Grade 3	Grade 4
2.2(D) alphabetize a series of words and use a dictionary or glossary to find words	3.2(C) alphabetize a series of words to the third letter	

Vertical Alignment (Spanish TEKS)

The table below shows grade-level student expectations as well as one grade below and above. In addition to the role of text complexity, this serves as a way to see where we have been and where we are going.

Decoding (Reading)			↔	Encoding (Writing)		
Grade 2	Grade 3	Grade 4		Grade 2	Grade 3	Grade 4
2.2(A) demonstrate and apply phonetic knowledge by: (i) decoding multisyllabic words	3.2(A) demonstrate and apply phonetic knowledge by: (i) decoding words with a prosodic or orthographic accent	4.2(A) demonstrate and apply phonetic knowledge by: (i) decoding palabras agudas, graves, esdrújulas, and sobresdrújulas (words with the stress on the last, penultimate, and antepenultimate syllable and words with the stress on the syllable before the antepenultimate)		2.2(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words (S)	3.2(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with an accent on the last and penultimate syllable) (R) (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent (R)	4.2(B) demonstrate and apply spelling knowledge by: (i) spelling palabras agudas and graves (words with the stress on the last and penultimate syllable) with an orthographic accent (R) (ii) spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent (R)
(ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x	(ii) decoding words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x			(viii) spelling words that have the same sounds represented by different letters, including ll and y; c, k, and q; soft c, soft x, s, and z; and soft g, j, and x (S)		
(iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-	(iii) decoding words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi-		(v) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (S)	(vii) spelling words with silent h and words that use the syllables que-, qui-, gue-, gui-, güe-, and güi- (S)		
(iv) decoding words with diphthongs and hiatus	(iv) becoming very familiar with the concept of hiatus and diphthongs and the implications for orthographic accents	(ii) using orthographic rules to segment and combine syllables, including diphthongs and formal and accented hiatus	(ii) spelling words with diphthongs and hiatus (S)	(iii) spelling words with the concept of diphthongs and hiatus and their implications for orthographic accents (S)	(iii) spelling words with diphthongs and hiatus (S)	
	(v) decoding and differentiating meaning of a word based on a diacritical accent	(iii) decoding and differentiating meaning of a word based on the diacritical accent		(v) spelling words based on the diacritical accent such as se/sé, el/él, and mas/más (S)		
(v) decoding common abbreviations			(iii) spelling common abbreviations (S)			
(vi) decoding words with prefixes and suffixes	(vi) decoding words with prefixes and suffixes	(iv) decoding words with prefixes and suffixes	(iv) spelling words with prefixes and suffixes (S)	(vi) marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses (R)		(iv) marking accents appropriately when conjugating verbs such as in simple and imperfect past, past participle, perfect, conditional, and future tenses (R)
				(iv) using accents on words commonly used in questions and exclamations (S)		
				(ix) spelling words with hard and soft r (S)		
				(x) spelling words using n before v; m before b; and m before p (S)		
				(xi) spelling words with sílabas trabadas (S)		
				(xii) spelling the plural form of words ending in z by replacing the z with c before adding -es (S)		

2.2(D) alphabetize a series of words and use a dictionary or glossary to find words	↔	3.2(C) alphabetize a series of words to the third letter
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Declare the Category

(adapted from the lead4ward playlist)

Purpose

Discover phonics and spelling patterns in words

Instructions

1. Create student groups of 2 to 5 students.
2. Create a deck of 45 word cards with a variety of phonics patterns. Make at least 4 cards with any 1 pattern.
3. Each player receives 7 cards, and the remainder of the cards are placed face down.
4. Players lay out their 7 cards face up.
5. The first player turns up a card from the deck and looks for a word in his/her hand to match in some way (e.g., sound or spelling pattern).
6. The match is laid down for all to see and the player announces, "Declare the Category." The player keeps the sorting category a secret.
7. The next player searches his/her cards for a similar match. A player can pass when they wish. If the player who set up the category does not agree with a player's match, he/she sends the card back.
8. The play continues until the last player places a card and declares the category. If the player declares the correct category, he/she keeps all the cards. If the player incorrectly declares the category, the previous player gets a chance to declare the category.
9. At the end of each round, each player is dealt cards from the deck to equal 7. The winner of the round turns up the card from the deck to declare a new category.
10. The play continues until the deck is empty. The player with the most cards wins.

Materials

- Deck of 45 word cards with a variety of phonics patterns for each group

Think It Up

Using the categories identified in the Declare the Category game, students create a list of new words not represented on the cards.

Scrambled Words

Purpose

Use spelling patterns to spell words

Instructions

1. Provide small groups of students with a set of scrambled words.
2. Students work together to unscramble the words.

Materials

- Scrambled words for each group

Think It Up

Once the unscrambled words have been identified, students can add their favorite word(s) to their vocabulary scrapbook.

Student Expectations

- 3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation (S)
- 3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (R)
- 3.3(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful (S)
- 3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text (S)

Academic Vocabulary

affix	idiom
antonym	pronunciation
homograph	syllabication
homophone	synonym

Dual Language Tips

- Explicitly teach the process of using words to learn new words
- As a class, create Anchor Charts with root words, adding affixes to create new words.
- Model how to use the newly acquired vocabulary in complete sentences.
- Make sure to explicitly discuss cognates when appropriate.
- Engage students in word play using synonyms, antonyms, and homographs, making sure to include both languages. Again, discuss cognates as appropriate.

Student Expectations (Spanish TEKS)

- 3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation (S)
- 3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (R)
- 3.3(C) identify the meaning of and use words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word (S)
- 3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text (S)
- 3.3(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien (S)

Instructional Implications

The focus of the *Vocabulary* standards is to understand language in a way that supports readers and writers when they encounter words they do not know. Understanding words in context depends on the knowledge of words, word structure, word origins, and relationships between words and phrases. The ability to use this knowledge to read and write new words increases overall vocabulary. The more students understand language, the easier it is for them to understand information they read, hear, or view.

When you teach this subcluster, remember to:

- Create learning situations where students are required to make choices using their knowledge of words and word parts to complete tasks or practices. Require students to make decisions as to when/what to apply or not apply.
- Provide students with opportunities to play with words to ignite curiosity, experience word relationships, and learn new words.
- Allow students to manipulate or brainstorm new or nonsense words using word parts.
- Design authentic situations for students to practice using resources (e.g., dictionary, thesaurus, etc.).
- Allow students to create vocabulary scrapbooks as an ongoing project throughout the year. The scrapbook provides a creative outlet for recording words experienced through word study work. Make sure students have choice in the words they choose and how they design their word pages.

Learning from Mistakes

Students may make the following mistakes:

- Thinking that vocabulary is learned through memorizing meanings
- Not knowing the meaning of common affixes
- Thinking that words can only be used one way
- Approaching the use of a dictionary as a task and not as a tool to be used as needed

Vertical Alignment

The table below shows grade-level student expectations as well as two grades below and above. In addition to the role of text complexity, this serves as a way to see where we have been and where we are going.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1.3(A) use a resource such as a picture dictionary or digital resource to find words (S)	2.3(A) use print or digital resources to determine meaning and pronunciation of unknown words (S)	3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation (S)	4.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation (S)	5.3(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin (S)
1.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings (R)	2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words (R)	3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (R)	4.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (R)	5.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (R)
1.3(C) identify the meaning of words with the affixes -s, -ed, and -ing (S)	2.3(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion (S)	3.3(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful (S)	4.3(C) determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter (S)	5.3(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo (S)
1.3(D) identify and use words that name actions, directions, positions, sequences, categories, and locations (S)	2.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context (S)	3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text (S)	4.3(D) identify, use, and explain the meaning of homophones such as reign/rain (S)	5.3(D) identify, use, and explain the meaning of adages and puns (S)

Vertical Alignment (Spanish TEKS)

The table below shows grade-level student expectations as well as two grades below and above. In addition to the role of text complexity, this serves as a way to see where we have been and where we are going.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1.3(A) use a resource such as a picture dictionary or digital resource to find words (S)	2.3(A) use print or digital resources to determine meaning and pronunciation of unknown words (S)	3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation (S)	4.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation (S)	5.3(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin (S)
1.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings (R)	2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words (R)	3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words (R)	4.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (R)	5.3(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words (R)
1.3(C) identify the meaning of words with affixes, including -s, -es, and -or (S)	2.3(C) use affixes, including re-, pre-, -ción, and ísimo/ísima, to determine the meaning of words and subsequently use the newly acquired words (S)	3.3(C) identify the meaning of and use words with affixes such as in-, des-, ex-, -mente, -dad, -oso, -eza, and -ura, and know how the affix changes the meaning of the word (S)	4.3(C) identify the meaning of and use words with affixes such as mono-, sobre-, sub-, inter-, poli-, -able, -ante, -eza, -ancia, and -ura, and roots, including auto, bio, grafía, metro, fono, and tele (S)	5.3(C) identify the meaning of and use words with affixes such as trans-, super-, anti-, semi-, -logía, -ificar, -ismo, and -ista and roots, including audi, crono, foto, geo, and terr (S)
1.3(D) identify and use words that name actions, directions, positions, sequences, categories, and locations (S)	2.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context (S)	3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text (S)	4.3(D) identify, use, and explain the meaning of idioms, homographs, and homophones such as abrazar/abrazar (S)	5.3(D) identify, use, and explain the meaning of idioms, adages, and puns (S)
	2.3(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien (S)	3.3(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien (S)	4.3(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien (S)	5.3(E) differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien (S)

Dictionary Scavenger Hunt

Purpose

Use a dictionary to locate information

Instructions

1. Student teams use a dictionary to locate information and answer questions on a provided list.
2. Teams compete to determine a winner. The winner is the first team to complete the list correctly.

Examples:

- Find 3 American English words.
- Find a word with the following meaning: continuing for longer than usual.
- What would you keep in a larder?
- Find a 4-syllable word.

Materials

For each team:

- Dictionary
- List of questions

Sort the Language

Purpose

Recognize word structures and relationships

Instructions

1. Create a set of cards representing various words (e.g., words with roots and affixes, words representing different parts of speech, synonyms, antonyms, etc.).
2. Students work in small groups to sort cards into student-created categories and justify their thinking.
3. Students work in small groups to sort the cards into teacher-created categories and justify their thinking.

Materials

- Word cards for each group

Fact or Fib

Purpose

Use the dictionary to verify information

Instructions

1. Assign each student a thinking partner.
2. Present the thinking partners with a set of cards that include a word and syllabication, a word and part of speech, a word and origin, a word and meaning, and synonyms/antonyms (use grade-appropriate student expectations). Some of the cards should be correct and some of the cards should be incorrect.
3. Thinking partners sort the cards by Fact or Fib.
4. Students check each other's answers.

Materials

- Sets of cards for each group with correct and incorrect pairings of:
 - a word and syllabication
 - a word and part of speech
 - a word and origin
 - a word and meaning
 - synonyms/antonyms

It's All Greek to Us

Purpose

Understand how word parts impact meaning of words

Instructions

1. Create a deck of cards for each group. (The deck of cards is composed of 10 root words with their definitions and 4-5 word cards for each root.)
2. Organize students into groups of 3-5. One student will be the Game Master.
3. The Game Master shuffles the word cards and deals 10 cards to each player.
4. The Game Master draws 1 root card and reads the definition. The card is placed on the table face up.
5. If a student has a word that includes the root on the card, he/she lays the card down and provides the meaning for the word on the card. If there are no matches, the Game Master puts the card at the bottom of the deck and reads another root card.
6. The first player that discards all 10 cards is the winner.

Materials

- A deck of cards for each group composed of:
 - 10 root words with their definitions
 - 4-5 word cards for each root