

Word Awareness Lessons

Word Power

Objective

Students will increase attentiveness to spoken and written words, locate new words in conversation and reading, and use new words in speaking and writing.



Big Idea

Background Information

A good way to help students develop word awareness and the love of words is through word play. By creating an environment in which word learning is fun, students will be challenged and rewarded. The “Word Power” game was created for just such a purpose. This game has four distinct parts: word nomination, word selection, word use, and word play. All parts work together to effectively build students’ vocabularies. At first, it may take an entire class period to introduce all four parts. Once students learn the steps, you will be able to proceed through the four parts effortlessly and incorporate them as a daily activity.

Instructional Sequence



1. Advance Organizer

Tell students:

*Today we are going to learn a game that will increase your vocabulary. Tell a partner what you know about vocabulary. What did your partner tell you? Does anyone have a different idea? **Vocabulary** means the words you use and can understand when you read or when you hear someone use the words. It is called your **lexicon**, or the dictionary in your head.*

Use your dry-erase boards to write why you think we need to learn vocabulary. Being able to read is one reason to learn vocabulary. Another reason for learning vocabulary is that it helps you communicate. If you know a variety of words, you will be able to communicate your thoughts more clearly.

We are going to play the “Word Power” game. In this game, you will select the words.

Materials

- Word Power Guidelines reproducible
- Word Power reproducible
- Word Power reproducible copied as a class poster
- dry-erase boards
- gallon bucket labeled *Word Power*
- scrap paper cut into uniform size
- binder
- thesauruses, dictionaries

Have a few students help you look up the word in a dictionary or a thesaurus. Then read aloud or make up a Kid-Friendly Definition (KFD) for the word.

Give affirmative examples of the word in a sentence and then ask students to provide some as well. For example, if the word is *capricious*, you might say: *What kinds of things would be capricious or very changeable or unpredictable? Well, the weather in Chicago is certainly capricious. Last week the temperatures were in the 60s, and today it is snowing. Chicago's weather is capricious. You never can tell what it's going to be.* Have students think of some examples by either working in pairs or using their dry-erase boards.

Then provide some negative examples of the word and ask students to think of their own. Providing negative examples is critical to clarifying the meaning of the word. For the word *capricious* you might say: *Here is something that is not capricious—the school bell. The bell rings at the same time every day.*

Name the part of speech for the word and use it in an original sentence. For example: *The word **capricious** is an adjective. It tells about a noun. **Weather** is a noun. The **weather** in Chicago is **capricious**.*

Record the word on the class Word Power poster and put your initials next to it to show that it is your word.

