

Learning objective

PNS: Word structure and spelling

- Employ a range of strategies to spell difficult and unfamiliar words.

Resources

'Word building' Notebook file; photocopiable page 42 'Word clusters' for each child; individual whiteboards and pens.


Links to other subjects**History**

QCA Unit 15 'How do we use ancient Greek ideas today?'

- Ask the children to research clusters of words linked to Greek roots.


Whiteboard tools

Use a Pen from the Pen tray to write on the Notebook page. Use the Eraser from the Pen tray to reveal hidden words and extra challenges. Add text to the page with the On-screen Keyboard, accessed through the Pen tray or the SMART Board tools menu. Alternatively select the Text tool and use your computer keyboard.

 Pen tray

 Delete button

 Select tool

 On-screen Keyboard

Word building

Starter

Page 2 of the 'Word building' Notebook file shows a circle with *aero* written in the middle. Ask the children to list, on their individual whiteboards, words containing *aero*. (For example: *aeroplane*; *aerobics*; *aeronaut*; *aerosol*.) Invite them to give a partner clues to their words. Can the partner guess the word they have written? Write some of the children's examples in the circle.

Whole-class shared work

- Go to page 3 and give the children two minutes to list words with *super* in them. (For example: *superb*; *superficial*; *superhero*; *supermarket*.)
- Compare results, writing words in the circle.
- Ask the children to consider what the word *super* means. Delete the panel to reveal the answer (*above*). Explain that in this context *above* means *greater*. Which of the children's words belong in this circle? (Words with the same spelling and meaning.) Check if any now have to be deleted.
- Encourage the children to define the words, using the word *above*. Do the same with the *aero* (air) circle on the previous page.
- Repeat the activity with the word *prim* on page 4. (For example: *primary*; *primrose*; *primitive*; *primate*.)
- Go to page 5. Demonstrate how to use an etymological dictionary. Ask the children to research *tri*. They should find out what it means (three) and its history (Greek and Latin prefix). Delete the panels to reveal the answers. Challenge the children to write a derived *tri* word on their whiteboards. Ask them to show their answers and write some examples in the yellow triangle.
- Repeat the activity on page 6 for *re*.
- Go to page 7 and explain that the children must find the words to fit the meaning clues. There is a mixture of prefixes, suffixes and roots that can be combined to build the words.
- Allow the children thinking time for each clue and time to write words on their individual whiteboards. Discuss answers before dragging and dropping the labels into place, next to their clues, to form the words.
- Underline or highlight the word parts in different colours. Encourage the children to explain what each part means. Compare answers, before deleting the red rectangle, then erasing the green ones beneath to reveal the meanings of the word parts.

Independent work

- Provide each child with a copy of photocopiable page 42. The children should complete the word clusters, writing a word on each petal which uses the root in the flower centre.
- The new words must contain both the root's meaning and letters.
- Support less confident learners by allowing them to work in pairs.
- Challenge more confident learners to use etymological dictionaries to research the history of each root. If there is time, give them new copies of the photocopiable sheet and encourage them to add more words.

Plenary

- Use pages 8 and 9 of the Notebook file to discuss the work that the children completed during the independent exercise.
- Encourage the children to share their answers and annotate the petals with their words.