

Upper Elementary Grade Minicharts

Word Introductions: None to Some

Day ____

Why?

- To fully understand the meaning of the words
- To prepare to use our knowledge of words

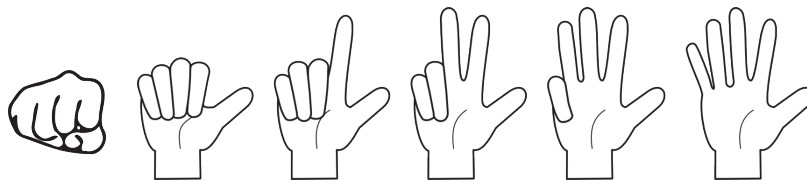
You Need:

- Your eyes and ears

How?

- Listen and look at the word being shared.
- Think: How well do I *really* know this word?
- Use the appropriate hand signal to show your understanding.
- Listen for more word information.

Looks Like:



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Cut, Not Styled

Day _____

Why?

- Prepare word cards for repeated use

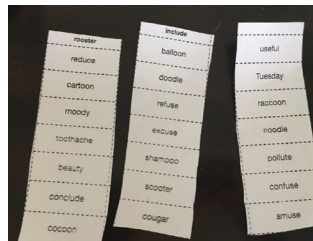
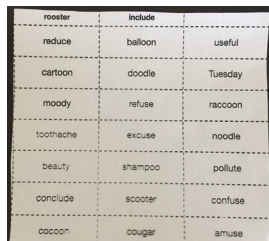
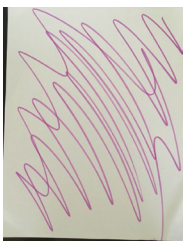
You Need:

- One crayon
- Scissors
- Word envelope/baggie

How?

- Do a five-second scribble on the back of your sort using your color.
- Cut out your sort cards (P-C-S).
- Put all scraps in the recycling bin.
- *Hint:* Keep word cards in envelope or baggie when not using.

Looks Like:



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Backwards Scattergories

Day ____

Why?

- To create connections between words
- To develop our vocabulary

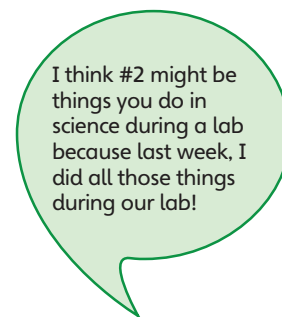
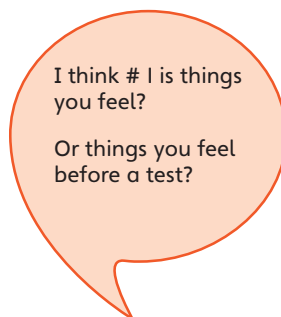
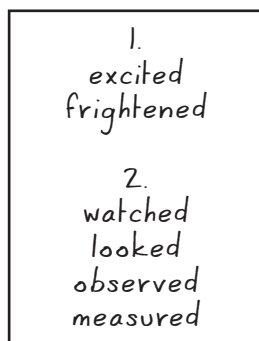
You Need:

- Word cards
- Word study notebook

How?

- Sort words into groups based on the *meaning* of the word (*not* how it looks or sounds).
- Meet with your partner/group.
- Try to guess each other's group themes. Explain your thinking and ideas.

Looks Like:



Shades of Meaning

Day ____

Why?

- To understand nuances between words
- To learn to use specific and precise words when we speak and write

You Need:

- Words
- Word study notebook
- Pencil

How?

- Choose a word.
- Write as many synonyms as you can for that word.
- Order words according to intensity (a little to a lot).
- *Hint: A synonym is a word that means the same or almost the same.*

Looks Like:

press → flatten → squish → squash → smash
yell → holler → shout → scream

*Word study words are underlined.

Word Continuum

Day_____

Why?

- To understand nuances and relationships between words
- To learn to use the most appropriate and precise words possible when we speak and write

You Need:

- Word study notebook
- Pencil
- *Optional:* Colored pencils/markers

How?

- Choose a word that has both a synonym and antonym.
- Write the word on one side of the continuum line.
- Write an antonym on the other side of the continuum line.
- Brainstorm as many words as possible that go “in between” and plot those words on the continuum.
- Share your word continuums with a partner.

Looks Like:



Guess The Pattern

Day ____

Why?

- To think about the words we are studying
- To notice and think about patterns across words

You Need:

- Word study folder
- Notebook
- Words

How?

- Lay, Look, Say: Lay out words. Look at the spellings of the words and listen to sounds in the words.
- Sort words into groups based on the way the words look and sound.
- Write a few sentences to explain your thinking. What do you notice about your words? Why did you sort this way?

Looks Like:

I noticed all the words are verbs and are past tense verbs (they have -ed at the end).

I noticed that sometimes the endings of these words have different sounds; for example, -ed can sound like /ed/, it can sound like /d/, and it can also sometimes sound like /t/.

Since all the words looked the same at the end (they all had -ed), I sorted them based on the way the -ed sounded at the end of the word.

Pattern Introduction: Now I Know!

Day ____

Why?

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

You Need:

- Word study notebook
- Pencil

How?

- Share ideas from “Guess The Pattern.”
- Listen and watch as the teacher sorts the words according to how they look and sound.
- Join in. Share where words belong and why the word is being placed into that column.
- Jot down a few key points to remember about the pattern.

Looks Like:



Multisensory Fun

Day ____

Why?

- To become more fluent with our spelling
- To have fun and feel playful while we study words

You Need:

- *Optional:* Gel pens, mini chalkboards, Magna Doodles, dry-erase boards, magnetic letters, letter tiles, Wikki Stix, shaving cream, etc.

How?

- Choose a word and say it out loud.
- Use the chosen tool. Write/make/build the word *at least* three times.
- Repeat with other words.

Looks Like:



Remember to clean up—respect the classroom and materials!

Word Games

Day ____

Why?

- To become more fluent with our spelling
- To remember the *play* in word play

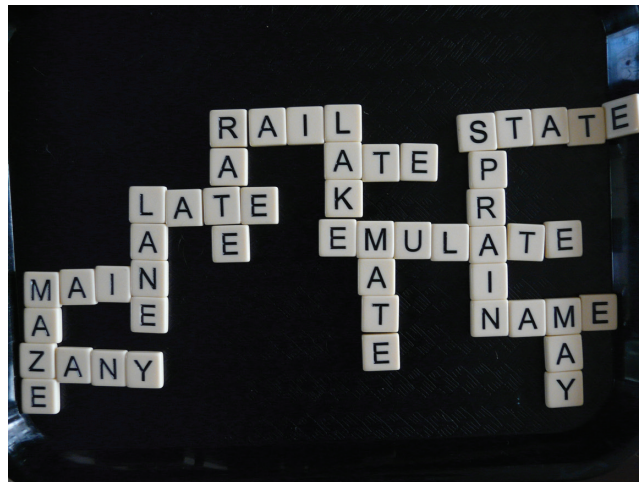
You Need:

- *Options:* Scrabble, Bananagrams, Hangman, card decks, etc.

How?

- Choose a word game with a partner/group.
- Use the pattern being studied as much as possible while playing the word game.
- Clean up.

Looks Like:



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Starting Word Hunts

Day _____

Why?

- To make our word study more meaningful
- To remember we are studying and learning patterns, not just a few particular words
- To help transfer word learning

You Need:

- Word study notebook
- Pencil
- A book you have already read

How?

- Reread a book (or part of a book).
- As you reread, look for pattern words.
- Write down words you find.

Looks Like:

I reread a part of: *The Maze Runner* by James Dashner.

Pattern: Multisyllabic words with an open first syllable

I found:	<i>before</i>	<i>finally</i>	<i>begun</i>
	<i>returned</i>	<i>replaced</i>	<i>refused</i>
	<i>beetle</i>	<i>remembered</i>	<i>believe</i>
	<i>crazy</i>		

Available
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2019!

Want even more Word Study That Sticks?

In the *Word Study That Sticks Companion*, you'll find all you need to get started—and keep going!—with the stepped-up approach to word learning presented in *Word Study That Sticks*. Roll out multifaceted word study even more quickly, easily, and successfully with this comprehensive collection of

- Classroom supports for every routine introduced in *Word Study That Sticks*
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The tools in the companion book minimize the time you spend preparing, creating, and revamping—so you can spend more time actually teaching.

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