

How Can I Use the Word Resource Wall?

Teaching Concepts

- using Word Resource Wall words as a reference for reading and spelling
- using Word Resource Wall words to edit writing
- using Word Resource Wall words to identify unknown words through word parts
- review of useful words

Procedure

1. After several weeks of building your Word Resource Wall with your class, you may have several categories on it such as:

Useful Words

A	B	C	D	E	F	G	H	I
ancient			direction desert		force		history	
J	K	L	M	N	O	P	Q	R
		law		nation		produce position population		range
S	T	U	V	W	X	Y	Z	
separate	type	unit		whose				

Contractions

will not = won't
he has = he's
it is = it's
who will = who'll
Jan's going = Jan is going

Possessives

its feet
Jan's place
Ron's shoe

Homophones

whose/who's
its/ it's
your/you're
through/threw

Idioms

raining cats and dogs
hit the books
bent out of shape

Affixes

Prefixes

un
re
dis
im
mis
ir

Roots

favour
place
direct

Suffixes

able
ment
tion
ly
ed
ous

Similes

as cool as a cucumber
swim like a fish
as black as night

Synonyms

say/said = tell, shout, yell, whisper,
call, announce, declare, utter
go = run, saunter, meander, stroll,
scurry

Time

- one session or several mini-sessions

Materials

- Word Resource Wall books

Reference Materials

- Provide your students with copies of the *Resource List of Spelling Strategies* BLM. (See page 385 of the *Grade 6 Literacy Support Guide*.)

2. Choose one of the categories and model its use by saying, *Let's look at our Word Resource Wall categories and see how they can help us as we read or write. For instance if we want to write a word that has several syllables, we can look under our section on affixes. That shows us how we can add prefixes and suffixes to a root word. Suppose that I want to write that the class was misdirected into the gym. I could look to see the word parts: mis/direct/ed. However, if I want to say that the class was redirected into the gym, I could look to see if the prefix re- is there. Or, I may want to write the word 'irreplaceable' as in "The antique door was irreplaceable." I can see the prefix, ir-, and the suffix -able, and I know 'replace' so I can use those to help me with 'irreplaceable.' You can try various prefixes and suffixes with any root word as you write.*

Extensions

You can provide other mini-lessons on the use of the Word Resource Wall such as discussing:

- the use of Useful Words when students are at the editing stage in writing. Emphasize how important it is to accurately spell the Useful Words once they are on the Word Resource Wall.
- how to enhance student writing by using idioms and similes to make writing more interesting. For example, provide examples of how to use an idiom such as 'raining cats and dogs.'
- the use of the synonym section to avoid tired words and to add variety to writing. Provide examples of sentences that could change the word 'said' to other synonyms that are more meaningful and descriptive.
- how to use contractions, possessives, and the difference in homophones to make writing more accurate. Provide examples of usage, e.g., 'Ron's shoe' and 'Ron's making...' or the homophones 'your' and 'you're.'
- the use of Useful Words and affixes from the Word Resource Wall to read an unknown word that has a familiar prefix or suffix in it. Provide a sentence with an unknown word that can be read with the help of known affixes, for example, 'disarmament' or 'destitution,' or a word from the Useful Words list such as 'desert.'