



## Teaching ideas

### Introduction to root words

1. **a)** Use as a source of ideas before introducing the idea of root words to students. Write a root word in the centre of whiteboard or flip chart. Ask students to suggest related words and gradually build up your own word maps.  
**b)** Then give each pair of students a sheet of flip chart paper and a different root word. Students create their own word maps (with or without using dictionaries).  
**c)** Follow up with discussion on how a knowledge of the meaning and spelling of the root word can help with spelling and working out the meaning of longer words.

### Focused reading, spelling, vocabulary and grammar work

**TIP** Laminated colour copies of word maps and small dry wipe pens work well with most of these ideas. E.g. circle all the nouns, underline the prefixes, etc.

2. Display via data projector or overhead projector (or hand out individual colour copies). Then use one or more of the following ideas to suit the level of your learners.
  - Scanning text / decoding words. How quickly can you find the word xxx?
  - Vocabulary.
    - What does this word xxx mean?
    - What's the difference between \_\_\_ and \_\_\_? (e.g. import and export).
    - Tutor (or a student) defines a word from map (without saying the actual word). Others find the correct answer.
    - Can you put xxx in a sentence?
  - Parts of speech. Is this word a noun, verb, adjective, etc.? Can you always know this when looking at words in isolation? (E.g. cleaner is a noun and an adjective).
  - How many different suffixes can you find? Extend this to discuss common noun suffixes such as -tion, -er; spelling rules when adding suffixes; etc.
  - How many different prefixes can you find? What do they do? What do they mean?

### Spelling unrelated words with common letter strings (e.g. eight, neighbour, weigh)

3. Students select a small group of relevant words from the letter string maps and learn them in combination with Look Say Cover Write Check or preferred spelling strategy. Progress can be assessed week by week by asking learners to create their own word maps or lists, dictating sentences containing the words, etc.

### Converting to a multi-sensory resource

4. Enlarge a map to A3 (best in colour), laminate and cut out individual words (discard linking arrows). Students to arrange words into groups as they see fit. Discuss results and compare with other groups, etc.
5. As above but give each student a selection of words to arrange in alphabetical order. This can be challenging as many words will have identical letters in the first 3, 4, (or more) positions.