

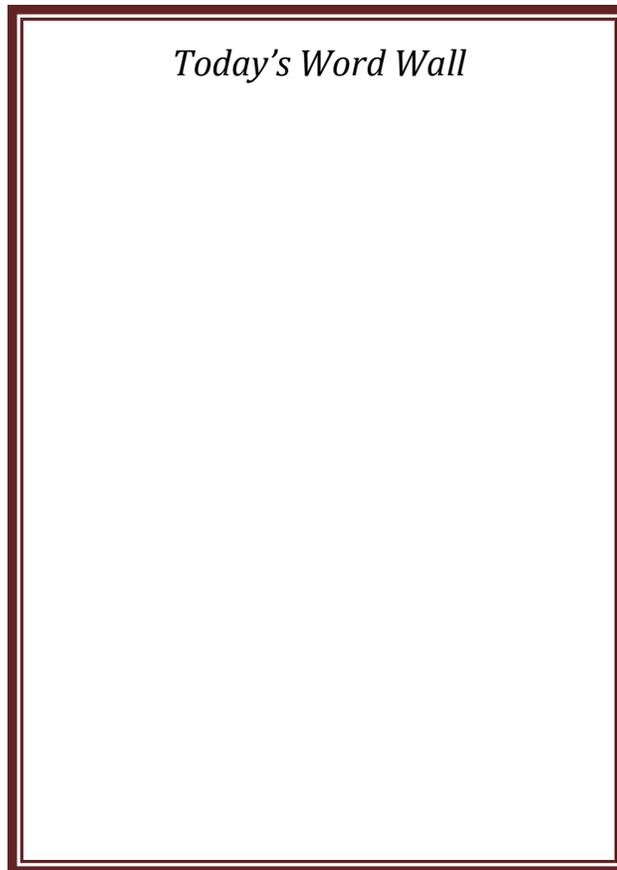
# Constructivist Approaches to Vocabulary Instruction Word Study that Works!

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## Word Harvesting

Whenever reading to your students, reciting a poem, singing a song, or playing a word game in your class if you or your students notice any interesting words, have them call out the words at the end of the read aloud or word game. Write the word on a daily word wall and talk about the meaning of the words and begin to use the words in your own oral language over the next several days. Encourage your students also to use the words in their oral and written language.

If you read to your students every day of the school year and harvest 5-6 words after each read aloud you will have exposed your students to 900-1180 new words over the course of a school year. That alone will have a significant impact on your students' word knowledge. Since authors purposefully use interesting words in their writing, students will find a treasure trove of words in the materials that are read to them or that they read on their own.



## Making and Writing Words

Vowels		Consonants	
1	6	11	
2	7	12	
3	8	13	
4	9	14	
5	10	15	
Transfer			
T-1	T-2	T-3	
T-4	T-5	T-6	

Fr: Rasinski, T. (1999). Making and writing words. *Reading Online*. Available at <http://www.readingonline.org/articles/rasinski/>. Permission to photocopy for educational use is granted.

### Making and Writing Words

Vowels	Consonants
1	5
2	6
3	7
4	8
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T-1	T-2
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See. Making and Writing Words. Rasinski and Heym. <http://www.shelleducation.com/rasinski.php>

## Essential Latin and Greek Derivations Worth Teaching

### Prefixes

Ante	before
Anti	against
Auto	self
Bi	two
Centi	hundred
Co (m,n)	with, together
Extra	more, beyond
Mega	large
Micro	small
Mid	middle
Mono	one
Multi	many
Pre	before
Re	again
Semi, hemi	half

### Weekly Word Wall

### Other word parts

Aero	air	Scop	see
Aud	hear	Struct	build
Biblio	book	Terr(a)	land
Bio	life	Therm	heat
Chron	time	Volv	roll
Dem	people	Vor	eat
Gram	write	Polis	city
Graph	write	Port	carry
Hydr	water	Photo	light
Lab	work	Phon	sound
Mand	order	Phob	fear
Max	greatest	Pod	foot

### Some Interesting Word Creations ala Shakespeare

**Autophile**

**Matermand**

**Bibliophobe**

**Teleterra**

**Semiaud**

For more info: See *Building Vocabulary Through Word Roots*. Teacher Created Materials  
[www.teachercreatedmaterials.com](http://www.teachercreatedmaterials.com) search "Building Vocabulary"

Rasinski, et. al. (2008). *Greek and Latin Roots.Heys to Building Vocabulary*. Shell Education.  
[www.teachercreatedmaterials.com](http://www.teachercreatedmaterials.com) search "Greek and Latin Roots Keys to Building Vocabulary"

## Letter (Word) Ladders

girl	dog	black	short	snow
gill	dig	block	shore	show
grill	big	lock	sore	shoe
thrill	bit	lick	more	hoe
till	bat	lice	mire	hole
Bill	rat	slice	wire	mole
ball	cat	slide	tire	male
bay		lid	tile	ale
boy		lit	till	ail
		wit	tall	mail
		white		main
				rain
leaf	mean	key	walk	first
lean	lean	donkey		
mean	Len	monkey		
man	men	monk		
main	mad	honk		
mane	made	Hank		
made	trade	rank		
trade	tirade	rack		
tread		rock		
tree		lock	run	last

1. Anagrams: See [www.wordsmith.org/anagram/](http://www.wordsmith.org/anagram/) Select the “advanced” setting and then respond YES to “Select candidate words only?”

2. For Making and Writing Words article by Tim Rasinski go to [www.readingonline.org](http://www.readingonline.org) and search in “articles” under my name Rasinski, or for my 2 articles Making and Writing Words and Making and Writing Words Using Letter Patterns. Both articles have the forms you can download and print out and use for yourself.

3. For more on Word Ladders see – *Scholastic*, (Tel: 800-242-7737, choose option #3)  
*Daily Word Ladders for Teaching phonics and vocabulary Gr 1*  
*Daily Word Ladders for Teaching phonics and vocabulary, Gr 2-3*  
*Daily Word Ladders for Teaching phonics and vocabulary, Gr 4+*

4. More Making and Writing Words – For information see *Making and Writing Words*.. Shell Educational Publishing. <http://www.shelleducation.com/rasinski.php> or Call: 877-777-3450

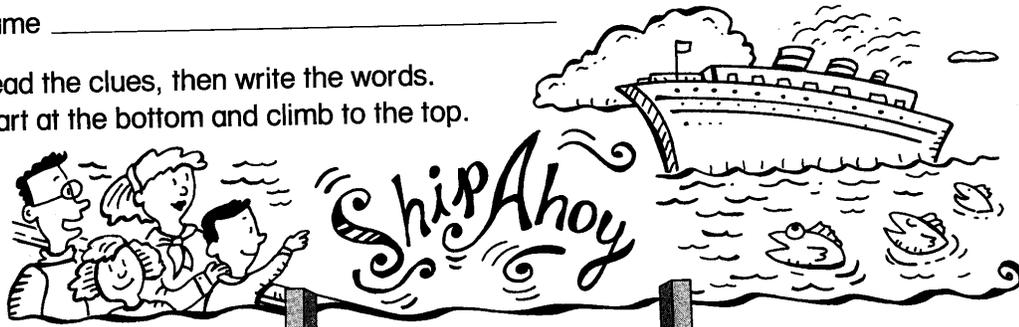
*Texts for Fluency Practice: Grade 1*  
*Texts for Fluency Practice: Grades 2 and 3*  
*Texts for Fluency Practice: Grades 4 and Up*

*Making and Writing Words, Gr 1*  
*Making and Writing Words, Grs. 2-3*

5. You can also find my Making and Writing Words (Grs 4+) book from Carson Dellosa at 800-321-0943, ask for Item Number CD-2600.

Name \_\_\_\_\_

Read the clues, then write the words.  
Start at the bottom and climb to the top.



A group of ships.  
**Change one letter.**

Partly frozen rain.  
**Change one letter.**

A piece of paper.  
**Change one letter.**

Animals that give us wool.  
**Change one letter.**

What you do at night.  
**Change one letter.**

A sharp slope uphill.  
I'm tired because that hill was \_\_\_\_.  
**Add one letter.**

When you walk, you first take a \_\_\_\_.  
**Change one letter.**

Opposite of *go*.  
**Change one letter.**

A store.  
**Change one letter.**

s h i p

**RASINSKI**

Daily Word Ladders Grades 2-3 Scholastic Teaching Resources

## ***Romeo and Juliet Told Through Sports Idioms***

**Right off the bat**, Romeo knew he was in love with Juliet. The problem was that **across the board**, the Capulets hated the Montagues. Romeo was **behind the eight ball** before he even had a chance to **get the ball rolling**. He knew it would be tough to **score points** with Juliet's parents, but he didn't **throw in the towel** quite yet. He danced with her at the Capulet's ball, and their relationship was **off and running**. When Juliet's cousin, Tybalt, saw them together, he **blew the whistle** on Romeo. Juliet's father said that he would **call the shots** because it was his party, and Romeo was allowed to stay.

Romeo and Juliet **dove right into** a relationship and got married. It was **smooth sailing** for them until Tybalt **threw Romeo a curve** by killing Romeo's friend Mercutio. Romeo had to **level the playing field** and get back at Tybalt, so he **played hard ball** and killed him. Romeo was **down for the count** when the Prince banished him. No one was **in his corner** except his love, Juliet. Defeated, he **rolled with the punches** and moved to Mantua.

His friend, Balthasar, wanted to **touch base** with him, but ended up **throwing him a curve**. Balthasar mistakenly thought Juliet was dead. Romeo couldn't believe this was happening **at this stage of the game**; he was supposed to go get Juliet, and they were going to run away together. Romeo really **dropped the ball** after that. He lay down next to Juliet and took his own life. When Juliet awoke and saw her husband dead, she thought, "**That's the way the ball bounces**," and stabbed herself.

The parents of the young lovers were shocked by what had happened. The announcement of their children's deaths had **come out of left field**. They decided to **tackle the problem** of their long feud and built statues in memory of their lost children.

For more see: Leedy, Lorreen (Illustrator) and Street, Pat (author). (2003). *There's a Frog in My Throat*. New York: Holiday House

Also: [www.idiomconnection.com](http://www.idiomconnection.com)

### Other Categories for Idioms

Animals

Sports

Body Parts

Colors

Numbers

Occupations

Rasinski, T. V. (2008). *Understanding Idioms and Other English Expressions Grades 4-6 (Understanding Idioms and Other English Expressions)*. Huntington Beach, CA: Shell Educational Publishing.

Rasinski, T. V. (2008). *Understanding Idioms and Other English Expressions Grades 1-3 (Understanding Idioms and Other English Expressions)*. Huntington Beach, CA: Shell Educational Publishing.

Seasons/Weather

### Vocabulary Time Lines

Make appropriate additions to the following vocabulary time lines. List are synonymous vertically, on top of one another.

Told  
Said

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Hot

Cold

---

Beautiful

Ugly

---

Tall

Short

---

Young

Old

---

Odiferous

---

Old Man

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