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# Upper Elementary Word Study



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# Upper Elementary Word Study Scope and Sequence

## 9-10 year olds

Homonym (can be given to 8-9 year olds)

Homograph (can be given to 8-9 year olds)

Onomatopoeia

Alliteration

Idioms, Proverbs, Adages

Simile/Metaphor

## 10-11 year olds

Assonance/Consonance

Hyperbole

Commonly Misused Words

Personification

Eponym

## 11-12 year olds

Analogies

Word Roots

Foreign Words Used in English

Acronym

Euphemisms



# Onomatopoeia Key Lesson

Age

9-10 years old

Aim

Direct: To introduce the term onomatopoeia

Indirect: To express the importance of using onomatopoeia in writing

Materials

Rug

Onomatopoeia etymology label

Computer/tablet

Dry erase board

Dry erase marker

Eraser

Onomatopoeia Poems

"The Fourth" by Shel Silverstein

"Squishy Words" by Alistair Reid (<http://www.greatschools.org/worksheets-activities/6552-poems-squishy-words.gs>)

"A Swamp Romp" by Doug Macleod (from <http://www.greatschools.org>)

"Manhattan Lullaby" by Norma Farber (from [Here's a Little Poem](#))

Technology

<https://www.youtube.com/watch?v=kAYGa3Lvlq0>

Presentation

1. Invite the children to the lesson.
2. "We have been exploring many word study topics."
3. "Today we are going to learn about a new word study topic. It is a word that imitates the sound that it describes. This topic has a very long and slightly silly name. Does anyone know what that word is called?"



4. "Words that imitate sounds are called are called 'onomatopoeia'." Practice pronouncing the word together.
5. "Some examples of onomatopoeia are "crackle," "pop," and "bang." I would like to share a short video clip about onomatopoeia."
6. Share video clip.
7. "With the person to your left, think of some onomatopoeia words. You will have the opportunity to share with the group in a couple of minutes."
8. Invite the students to share their ideas. Record the ideas on the dry erase board.
9. Play a version of charades with onomatopoeia. Each student should think of a sound word he/she would like to vocalize and dramatize. Give an example to the students (Pretend to hold a baseball bat. Say, "whack!" as you pretend to swing the bat.)
10. Invite each student to share his/her idea.
11. "Why do you think onomatopoeia is important when you write? Yes, onomatopoeia can add excitement to a story and make it more descriptive. Onomatopoeia can make a story feel real."
12. "The word 'onomatopoeia' comes from the Greek word 'onomatopoiia,' which means 'word making'." The students should record this information, as well as the definition of onomatopoeia, in their notebooks.

Follow up activity: onomatopoeia word study cards



# Alliteration Key Lesson

Age

9-10 years old

Aim

Direct: To introduce the term alliteration

Indirect: To give the students a tool to enhance writing

Materials

Rug

Bag

Topic strips

A book that showcases alliteration (see list below)

Alliteration etymology label

Alliteration key lesson label

Recommended Books:

Some Smug Slug by Pamela Duncan Edwards

Clara Caterpillar by Pamela Duncan Edwards

The Worrywarts by Pamela Duncan Edwards

Four Famished Foxes and Fosdyke by Pamela Duncan Edwards

Computer/tablet

Presentation

1. Invite the children to the lesson.
2. Review the topic covered in the last word study lesson. (onomatopoeia)
3. "Why are onomatopoeia words important? (Onomatopoeia words can enhance writing and make it more interesting for the audience.
4. "I have another skill to share that you can use to enhance your writing. First, please listen as I read a few pages from this book." Read five to 10 pages from one of the books listed above.
5. "What did you notice about the \_\_\_\_\_ (book or poem) I read to you? Yes, some of the words had the same beginning letters. This is called 'alliteration.' Alliteration is the repetition



of the same letter or same letter sound in two or more words. Alliteration occurs in tongue twisters, as well as in acrostic and alphabet poetry. Sometimes authors use alliteration in their stories. Alliteration adds rhythm and sound to your writing.

6. "In a moment, I will divide you into smaller groups. One person from each group will choose a topic from the bag. The group will brainstorm words that could be used in a poem or story that start with the same letter as your chosen topic. You can use a web diagram or make a list. Each group should begin writing a piece about the topic using alliteration."
7. "Here's something to remember about alliteration. The important words, such as verbs, adverbs, nouns, and adjectives, usually begin with the same letter or letter sound. Conjunctions, prepositions, and articles do not have start with the same letter. So it is fine if every word does not begin with the same letter. We will come together and share our ideas in 10 minutes."
8. Divide the children into groups. Monitor their progress as they work for 10 minutes.
9. Regroup the children. Invite the groups to share what they have so far. If a group starts to share and the examples of alliteration are incorrect, help them brainstorm alliterative words to use in their work.
10. The children should finish their stories in their assigned groups as time permits.
11. "The word 'alliteration' comes from the Latin word 'ad,' which means 'to,' and 'littera,' which means 'the letter.' Please write this information in your language book."

Follow-up activity: alliteration cards, alliteration stories



# Idiom Key Lesson

Age

9-10 years old

Aim

Direct: To introduce and define the term idiom

Indirect: To introduce figurative language

Materials

Rug

Idiom etymology label

Pencils

Copies of Appendix A

Recommended books

Idiom Tales, from Scholastic

Raining Cats and Dogs by Will Moses

In a Pickle: And Other Funny Idioms by Marvin Terban

Mad as a Wet Hen!: And Other Funny Idioms by Marvin Terban

Super Silly Sayings That Are over Your Head: A Children's Illustrated Book of Idioms by Catherine S. Snodgrass

Out of the Blue: A Book of Color Idioms and Silly Pictures by Vanita Oelschlager

My Grandma Likes to Say by Denise Brennan-Nelson (proverbs and idioms)

My Momma Likes to Say by Denise Brennan-Nelson (idioms)

My Teacher Likes to Say by Denise Brennan-Nelson (maxims, idioms, proverbs, clichés) Illustrated Book of Idioms

My Daddy Likes to Say by Denise Brennan-Nelson (proverbs and idioms)

Presentation

1. Invite the children to a lesson.





2. "Have you ever heard someone say, 'It's raining cats and dogs'?"
3. "Does this mean that cats and dogs are really falling from the sky?"
4. "Of course not! Cats and dogs raining from the sky is a silly idea. The phrase means it is raining very hard. We can't take this phrase literally."
5. "Has anyone ever told you, right before a performance, to 'Break a leg!'? Do you think they really mean for you to hurt yourself? Of course not! They mean for you to go out there and give it all you've got."
6. "These phrases are called 'idioms.' An idiom is a phrase that has a meaning other than its literal one. It has a figurative meaning."
7. Divide the children into small groups. Give each group a copy of Appendix A and a pencil.
8. "Each group has a list of common idioms. Underneath each idiom, jot down what you think the idiom means." Give the students about 5 minutes. Monitor their work.
9. Invite the children to come back together as a large group. Encourage each group to share one or two observations.
10. "You probably use lots of idioms without even realizing it. Try to notice idioms in advertisements, movies, and in your interactions with others."
11. "The word idiom comes from the Latin word 'idioma' which means a 'peculiarity in language.' Please record this information, as well as the definition of the word 'idiom,' in your language book."

Follow-up activity: idiom word study cards



# Simile/Metaphor Key Lesson

## Age

9-10 years old

## Aim

Direct: To introduce the concepts metaphor and simile

Indirect: To reinforce the importance of figurative language

## Materials

Rug

Classroom pet or a stuffed animal

One stuffed animal per group

Dry erase board

Dry erase markers

Eraser

Similes/metaphors written on board (Similes- The cheetah ran as fast as lightning., He was as mad as a hornet., She roared like a lion., He eats like a pig. Metaphors- Your room is a disaster. Clouds are puffy cotton balls. You are a hero. The sun is a furnace.)

Figure of speech definition label

Simile definition label

Metaphor definition label

Simile etymology label

Metaphor etymology label

## Recommended Books

My Friend is as Sharp as a Pencil by Hanoch Piven

My Dog is as Smelly as Dirty Socks by Hanoch Piven

Skin Like Milk, Hair of Silk: What Are Similes and Metaphors? by Brian P. Cleary

You're Toast and Other Metaphors We Adore by Nancy Loewen

Crazy like a Fox: A Simile Story by Loreen Leedy



Similes and Metaphors (Language Rules!) by Ann Heinrichs

It Figures!: Fun Figures of Speech by Marvin Terban

Stubborn as a Mule and Other Silly Similes by Nancy Loewen

### Presentation

1. Invite the children to the lesson.
2. "We have been studying figurative language." Review definition of "figurative language." Review idioms, proverbs/adages, onomatopoeia.
3. "Another way to say 'figurative language' is 'figure of speech.' An idiom is a figure of speech. A figure of speech is a term used to convey a figurative meaning. A figure of speech is not used in a literal sense.
4. "Similes and metaphors are two other types of figures of speech."
5. "Similes and metaphors are like sisters. They are similar in that they both compare objects. 'Simile' always uses the words 'like' or 'as.' An example of a simile is, 'She is as white as a ghost.' You're comparing her coloring to a pale ghost. A simile says that one thing is like another.
6. "They are different because 'Metaphor' compares two unlike objects, but says that one thing can actually replace the other. Also, 'Metaphor' does not use the words 'like' or 'as.' Both similes and metaphors can be used to make your writing more descriptive.
7. "On the dry erase board, I have written a few examples of these figures of speech. We will read them out loud and determine if each is a simile or a metaphor." Review the similes and metaphors written on the dry erase board. For example, "The sun is a furnace blasting in the summertime," is more descriptive than saying, "It's hot."
8. "Is this a simile or a metaphor? Yes, it is a metaphor. It does not use 'like' or 'as.'" Review another phrase; for example, "He eats like a pig," which means he eats a lot. It is a simile because it uses the word "like."
9. "Now we are going to create similes and metaphors about our class pet (or stuffed animals)." Encourage the students to think about what it looks like, feels like, smells like, tastes like, or sounds like. Write ideas for each of the senses on the white board.
10. "Our \_\_\_\_\_ looks like a \_\_\_\_\_. Is that a simile or metaphor? Yes, it is a simile, because we used the word 'like!'"
11. "Let's write a metaphor about our \_\_\_\_\_. What can we compare our \_\_\_\_\_ to?"
12. Divide the students into small groups. Give each group a stuffed animal. Give them five minutes to create metaphors and similes about the stuffed animals. Monitor the students' work. After five minutes, invite them back to the group to share some of their similes/metaphors.
13. "The word 'simile' comes from the Latin word, 'similis,' which means 'like.' The word 'metaphor' comes from the Greek word, 'metapherein,' which means 'to transfer.' A metaphor transfers meaning from one object to another." The students should record the etymologies, as well as the definitions, for the lesson.

Follow-up activities: Simile/Metaphor cards, add similes/metaphors to creative writing



# Assonance/Consonance Key Lesson

## Age

10-11 years old

## Aim

Direct: To introduce and define assonance and consonance

Indirect: To teach a new skill while reviewing long/short vowels and ending consonant sounds

## Materials

### Rug

definition label

Consonance definition label

etymology label

2 dry erase boards

Assonance  
Assonance etymology label  
Consonance

(On one, write: Jane plays all day and bakes cakes in May. My eye sees a pie that is dyed. "Hear the mellow wedding bells." [Edgar Allen Poe] "Fleet feet sweep by sleeping geese" [Pink Floyd]

On the other, write: I sent a bent fender to Kent. The black sack is in the back. I went to Minnesota to tote a cat in a cart. Watch the branch, search for a finch, and pinch its beak.)

Two different colored dry erase markers

Eraser

## Presentation

1. Invite the children to the lesson.
2. "We have been learning new techniques to enhance our writing. One of those techniques adds sound. Can anyone tell me what it is called?" (Review alliteration and onomatopoeia)
3. "Today we are going to learn some new techniques that create sound and add rhythm to writing. These writing techniques are called 'assonance' and 'consonance.'
4. "First, we will explore assonance. Assonance is the repetition of internal vowel sounds in a phrase or sentence." Direct the students' attention to the first dry erase board. Invite the students to listen for repeating vowel sounds as you read the first sentence out loud.
5. "Jane plays all day and bakes cakes in May." Say it two or three times. "The vowel sound that is repeated is long a. I am going to underline all of the long a's that I hear."
6. Underline all of the long a vowel sounds. Use a different colored dry erase marker to underline the other vowel sounds.



7. Read each of the other sentences. Invite the students to identify the repeating vowel sounds and to mark them accordingly on the white board.
8. "Now that we have had some practice with assonance, you are ready to create some sentences with assonance on your own." (You may choose to let students work in pairs or small groups.)
9. Monitor the students' work; after a few minutes, invite the students to share a few examples of their assonance sentences.
10. "Those are great examples of assonance. Now we will explore 'consonance.' Consonance is the repetition of internal or ending consonant sounds. What is a consonant?"
11. "Yes, consonants are letters that are not vowels. (Review the difference between vowels and consonants, if necessary.) Consonance can also be the repetition of blends like: bl, br, gr, or st and digraphs like: sh, ch, or wh."
12. Direct the students' attention to the second dry erase board. "I have written several sentences that have consonance. As a group, we will determine the repeated sounds within each sentence." Read through each sentence. If the students have trouble discerning the consonance within a particular sentence, reread it, stressing the similar sounds as you speak. Underline the similar sounds in each sentence so that students recognize the consonance in each.
13. Invite the students to write two sentences on the same topic. One sentence should use assonance, and the other, consonance.
14. "The word 'assonance' comes from the Latin word 'assonare,' which means to 'respond to.' 'Consonance' comes from the Latin word 'consonantia,' which means 'sounding together.'" The students should record this information, as well as the definitions for assonance and consonance.

Follow-up activity: Assonance/Consonance card sets



# Hyperbole Key Lesson

## Age

10-11 years old

## Aim

Direct: To introduce and define the term hyperbole

Indirect: To reinforce the concept of figurative language

## Materials

Rug

Hyperbole key lesson label

Hyperbole definition label

Computer/tablet

Dry erase board with phrases written along one side

(I was hot, I am full, I saw it many times, He lives far away)

Dry erase marker

Eraser

## Technology

[http://www.youtube.com/watch?v=h\\_FY0EKSGCY](http://www.youtube.com/watch?v=h_FY0EKSGCY) - good examples of hyperbole from different types of media

## Presentation

1. Invite children to lesson.
2. "We have been learning about different types of figurative language." Review different styles of figurative language (idiom, adage/proverb, simile, metaphor).
3. Dramatically, say, "You know a million examples! You know everything about figurative language!" (pause for a moment)
4. "Do you really know a million examples? Do you really know everything about figurative language?"
5. "No, of course not! You know several examples, but not a million. What do you call it when something makes something sound better or worse than it really is?"





6. "Yes, it is called 'exaggeration.' In writing, we call this 'hyperbole.' A hyperbole is an exaggerated statement used to create a clearer image for the reader and evoke stronger feelings. It is not meant to be taken literally. Has anyone ever said to you, 'I am so hungry I could eat a horse!' or, 'I waited an eternity to see the movie!' Those are hyperboles."
7. "Today we are going to create our own hyperboles. I have written a few phrases on the white board. We will create hyperboles for each phrase." Read the first phrase (I am hot.) and ask the students to exaggerate the phrase. Answers will vary—"I sweat so much I could have made a new ocean," or "I felt like I was on the sun."
8. Follow the same procedure for each phrase
9. "Hyperboles are common in music, movies, and advertisements." Share the clip that shows examples of hyperboles.
10. Challenge the students to keep a list of the hyperboles they see and hear over the next week. They should find at least seven examples to share with classmates.

Follow-up activity: Hyperbole card sets



## Commonly Misused Words Key Lesson

Age

10-11 years old

Aim

Direct: To introduce the most commonly misused words

Indirect: To make children aware of these words and practice using them correctly

Materials

2 Dry erase boards (On one, write: \_\_\_\_\_ very happy. Go \_\_\_\_\_ and get a cake. \_\_\_\_\_ dog is happy. On the other, write: are/our, accept/except, capital/capitol, than/then, along/a long, beside/besides, lie/lay, which/that, you're/your, farther/further, principle/principal, elicit/illicit, ascent/assent, passed/past, i.e./eg., flammable/inflammable)

Dry erase markers

Eraser

Presentation

1. Invite the children to a lesson.
2. "Today we are going to work with commonly misused words. How many different ways can we spell 'there?' Yes, there are three meanings and spellings of 'there.' There is one that ends with 'ere,'" the one that ends in 'eir,' and one that is a contraction. I have written three sentences on the board. Each one is missing the word 'there.' Let's work together to figure out which 'there' belongs in each blank."
3. Read each sentence, inviting the students to supply the correct spelling and meaning of "there." Review the spelling/meaning for each. (There: direction/location of something; their: plural possessive; they're: contraction of "they are")
4. "What is the word study term for words that sound alike, but have different spellings and meanings? Yes, these words are homophones. Homophones, as well as homonyms, are commonly misused."
5. Show the second white board with the word pairs. "Each student should choose a pair of words. Write a sentence for each word, leaving a blank where the word should go. When you are finished, exchange sentences with a partner. Challenge each other to fill in the blanks correctly." Monitor the students as they work. When most are done, invite them to share with the group. Remind the students that not all commonly-misused words are homonyms or homophones.
6. Encourage the students to review their writing to correct any misused words.

Follow-up activity: Commonly misused words task cards



# Personification Key Lesson

Age

10-11 years old

Aim

Direct: To introduce the term personification

Indirect: To reinforce the concept of figurative language

Materials

Rug

Recommended book or book that has personification examples (main characters should be animals/non-living things)

Copy of Appendix A- Personification story for each child

Computer/tablet

Recommended Books

Little Red Writing by Joan Holub

The Little Red Pen by Janet Stevens

Technology

<http://www.youtube.com/watch?v=Cu-3sB-U-Jk> - another video that uses different cartoons to explain personification

Presentation

1. Invite the children to the lesson.
2. "Today we are going to learn about another type of figure of speech. What is a figure of speech?"
3. "Yes, a figure of speech is a phrase that should not be taken literally. It has a meaning other than what it says. Listen carefully as I read a this book." Read one of the suggested books.
4. When you finish the book, ask the children, "Who is the main character? What does the main character do? Do \_\_\_\_\_ (character) really \_\_\_\_\_"



(action performed by character) in real life? No, of course not. Many children's books have speaking animals and inanimate objects that perform actions. This is called 'personification.' Personification is a figure of speech that gives non-human objects human qualities or characteristics. Most of you have seen and probably even used personification without even realizing it."

5. "I want to share a clip with you that explores personification. Please watch carefully. You might want to write down questions you have or observations you make as you watch." Play the clip.
6. "What did you notice in the video?" Take a few minutes to discuss the video.
7. "I like your detailed observations. I have a short story to share with you. You and a partner will work together to find and underline examples of personification in the story." Pair the students, distribute Appendix A. Give the students 5 minutes to work, and monitor their progress.
8. Discuss the story. "What examples of personification did you find?"
9. "You are becoming personification experts! The word 'personification' comes from the old French word 'persone,' which means 'human being,' and the Latin word 'ficare,' which means 'to make.'" The students should record this information in their language books.

Follow-up activities: Personification word study sets



# Eponym Key Lesson

## Age

10-11 years old

## Aim

Direct: To introduce and define the term eponym

Indirect: To instill a deeper meaning of words

## Materials

Rug

Eponym definition label

Eponym etymology label

Recommended book (or another book with several eponyms)

Bag of strips with enough strips for each child to have one

Strips that have eponyms the they will research (Wendy house, cereal, volcano, braille, cardigan, frankfurter, hamburger, Ferris wheel, mackintosh (coat), Bobby (British police), sideburns, pickles, graham crackers, candy, pasteurize, bloomers, bikini, Bunsen burner, decibel, Delaware, diesel engine, Fahrenheit, Frisbee, guillotine, guppy, guy, jeans, Jacuzzi, leotards, Levi's, marathon, Melba toast (peach Melba), Listerine, maverick, Morse code, New York, North Carolina, Pontiac, rugby, teddy bear, tuxedo, Virginia, Washington, zeppelin)

## Recommended Books

[Guppies in Tuxedos: Funny Eponyms](#) by Marvin Terban

## Technology

<http://www.childrensuniversity.manchester.ac.uk/interactives/languages/words/eponyms/>  
engaging activity for follow-up

## Presentation

1. Invite the children to the lesson.
2. "Today we are learning about another word study term. It can enhance your writing, as well as help you understand words and their meanings."



3. "Raise your hand if you have heard of Granny Smith Apples?...a sandwich?...or a saxophone?"
4. "All of you raised your hands. Did you know that all of these objects are named after people?"
5. "There is a special name for something that is named after a person. It is called an 'eponym.' An eponym is a word that has borrowed its name from a person. There are many objects that have been named after people, both real and imaginary. Some things are named for scientists and leaders, while others might be named for fictional or mythological characters."
6. Explain the three examples you mentioned earlier (Granny Smith Apple was named for an Australian gardener named Mary Ann Smith. "Sandwich" originally came from the 4<sup>th</sup> Earl of Sandwich, John Montagu. The saxophone was named for its creator, Adolphe Sax."
7. "Eponyms add meaning to a word and can give it history or background."
8. "The word 'eponym' comes from the Greek word 'epōnumos,' which means 'given as a name, giving one's name to someone or something'."
9. "I have a bag full of strips of paper. On each strip there is an object that is named for someone. You and a partner will have a few days to research your object. Find some information about your eponym. Share it with me when your work is complete."
10. The students should record the definition and etymology from the lesson.





# Analogy Key Lesson

## Age

11-12 years old

## Aim

Direct: To introduce the term and define analogy

Indirect: To understand that analogies are relationships between words

## Materials

Dry erase board (Written- boiling is to icy, as anxious is to calm; Robin is to bird, as Dalmatian is to dog; Nail is to hammer, as screw is to screwdriver; first: second :: May : June; hill is to mountain, as \_\_\_\_\_ is to river)

Dry erase markers

Eraser

Analogy definition label

Analogy etymology label

Computer/tablet

## Recommended Books

Animalogy: Animal Analogies by Marianne Berkes

Tiger is to Stripes: Animal Analogies at the Zoo by Lorrie L. Birchall

## Technology

<http://www.youtube.com/watch?v=bbXR43hMSV8>

## Presentation

1. Invite the children to the lesson.
2. "Today we will be learning about a new word study concept. Before I tell you about it or give the definition of it, listen carefully to what I say. When you think you know the word I have left out, raise your hand. Grass is to green as sky is to \_\_\_\_\_. Yes, blue is the correct answer. The grass is green and the sky is blue. What about this one? The candy is sweet and the fire is \_\_\_\_\_. Yes, the fire is hot.



These are called analogies."

3. "An analogy compares two things that are mostly different from each other but have some similar characteristics. To solve an analogy, you must discover the relationship between the two sets of objects or ideas."
4. "I have written a few analogies on the white board. We are going to work together to solve them. Remember to think about the connection between the two objects or ideas."
5. "The first analogy is 'boiling is to icy, as anxious is to calm.' What is the relationship between these sets of words? Let's look at the first set of words. What does 'icy' mean? What does 'boiling' mean? Yes, 'icy' and 'boiling' are antonyms. Now let's look at the second set of words. What does 'anxious' mean? What does 'calm' mean? Yes, 'anxious' and 'calm' are also antonyms."
6. "Analogies can be used to show relationships between antonyms as well as synonyms." Invite a student to read the second example.
7. "Robin is to bird, as Dalmatian is to dog. This example has neither synonyms nor antonyms.. A robin is classified as a type of bird and a Dalmatian is classified as a type of dog. This analogy compares classifications of things. Would it make sense if they analogy was written in a different order? For example, 'a bird is to robin, as Dalmatian is to dog'? No, it would not. The order is important an analogy.
8. Invite a student to read the third analogy, "Nail is to hammer, as screw is to screwdriver."
9. "Let's look at the first set of words. You need a hammer in order to nail something. I am going to cross off the words 'is to' and write 'needs.' Nail needs hammer. Now I will look at the second set of words. Screw is to screwdriver. You need a screwdriver in order to use a screw. Again, I am going to cross off the words 'is to' and write 'needs.' A nail needs a hammer and a screw needs a screwdriver. What if I had not written the word 'screwdriver'? Would you have been able to figure out what went in the blank?" Cover "screwdriver" with your hand.
10. "Yes, you could, because if you know the relationship between one set, you know the relationship for the second set. In an analogy, the relationship between the sets is the same. There are two more analogies on the board. I would like you to choose a partner and work together to solve the last two analogies. Remember to figure out the relationship first. When you have finished, raise a quiet hand." Be sure to explain the use of the colons instead of the words "is to" and "as."
11. Regroup in a few minutes and go over the last two analogies. Let the students discuss the analogies. (First : second :: May : June—first comes before second and May comes before June; hill is to mountain, as \_\_\_\_\_ is to river—a hill is smaller than a mountain and a stream is smaller than a river.)
12. "Let's look at the last analogy together. This analogy can also be read as saying, 'The relationship between a hill and a mountain is similar to the relationship between a stream and a river.' We can also write the relationship another way, saying, "A hill is smaller than a mountain, just like a stream is smaller than a river.'" Write this on the board.
13. "The word 'analogy' comes from the Latin word 'analogia,' which means 'proportion.'" The students should record this, as well as the definition of analogy, in their language books.

Follow-up activities: Analogy word study sets, create their own analogies



# Word Root Key Lesson

Age

11-12 years old

Aim

Direct: To connect word roots to previous knowledge of prefixes/suffixes

Indirect: To give the child a deeper meaning of words

Materials

Dry erase board with a tree drawn on it

Dry erase markers

Eraser

A few pieces of blank paper

Technology

<https://www.youtube.com/watch?v=Hz3XjrloGiU> -movie about word roots using Harry Potter spell words- for use after lesson

Presentation

1. Invite the children to the lesson.
2. Review definitions of "prefix" and "suffix."
3. Write "illiterate" on the dry erase board. "Does anyone know what this word means?"
4. "It refers to someone who cannot read or write. What is the root word for 'illiterate'?" (If the students know the word, ask if they know what the prefix is and what it means. If so, skip to step 7. If not, continue the lesson as follows.)
5. Direct the students' attention to the affix. "Affixes refer to prefixes or suffixes in a word. Does 'illiterate' have an affix?"
6. "Yes, 'il' is the prefix. What does 'il' mean?" ("il" means "not")
7. "Yes, 'il' means 'not.' What does 'literate' mean? Yes, 'literate' means a person who can read and write. Now that you know the meanings for the prefix and root word, can you figure out what 'illiterate' means?"
8. "Yes, 'illiterate' refers someone who cannot read or write. A prefix or suffix can help us figure out the meaning of a word, but so can knowing the root of the word."
9. "There are common word roots that you will find in many words. They are usually from other languages. Who knows what a 'pedestrian' is?"



10. "Yes, a 'pedestrian' is someone who walks along a road. The root word is 'ped.' 'Ped' is a Latin word that means 'foot.' You use your feet when you walk. The suffix 'ian' means someone who is an expert in something. Even if I only knew these two pieces of information, I could figure out that a 'pedestrian' is someone who is 'an expert on foot!'"
11. "The Greek word 'pod' also means 'foot.' You learned about an invertebrate group that has 'pod' in its name. What is it?"
12. "Yes, 'arthropod!' So we know 'pod' means 'feet.' What does 'arthro' mean? It has to do with joints. Since we know the prefix and the root word, we can guess the meaning of the word—'joint foot,' or 'jointed foot,' which makes more sense."
13. Show the drawing of the tree on the dry erase board. At the root of the tree, write the word "sign."
14. "This is a root tree for the word 'sign.' Let's brainstorm all the words that have the root word 'sign.' When you have an idea, raise your hand." Record ideas along the tree's limbs or on leaves. Ideas might include: signature, signal, significance, insignia, cosign, design, assignment, assign, and consignment.
15. Go over the suggestions. If no one suggested "cosign," add it to the tree.
16. "What do you think 'cosign' means? 'Sign' comes from Middle English and means 'mark.' What does 'co' mean? Yes, 'co' means with or together. So 'cosign' means 'together mark.' If two or more people sign a document, they are called 'cosigners'."
17. "You will make your own root tree. I will divide you into groups of \_\_\_\_\_ (# depending on size of class). I will assign your group a root word (pop, cred, vid, tract). You may use a dictionary to figure out the meaning of your root word. Record as many words as possible that contain your root word. Choose one you don't know the meaning of and try to guess the definition by looking at the prefix or suffix and the root word's meaning." Divide the students. Monitor their work, reconvening them after an appropriate amount of time.
18. Invite the groups to share their work.

Follow-up: Root word task cards



# Foreign Words Key Lesson

Age

11-12 years old

Aim

Direct: To demonstrate how other languages influence English

Indirect: To introduce new vocabulary

Materials

Dry erase board

Dry erase markers

Computer/tablet with Shania Twain's "C'est la Vie" (easily found on YouTube)

Copy of Appendix A for each student

Pencils

Presentation

1. Invite the children to a lesson.
2. Review the previous lesson.
3. "In our previous lesson, we explored word roots. Word roots, or root words, are the building blocks to word-building. Think about some of the root words you learned. Where did many root words come from?"
4. "Yes, many of them came from other languages. Voilà! Does anyone know what 'voilà' means?"
5. "It means 'here it is' or 'presto!' Can anyone tell me what language that word is from?"
6. "Yes, 'voilà' is a French word. Can you think of any words you use that might have different origins?" Record suggestions on the dry erase board. Examples might include *carpe diem*, *al dente*, and *du jour*.
7. Write "R.S.V.P." on the board. "Some of you might have received an invitation that has 'R.S.V.P.' on it. What does 'R.S.V.P.' mean?"
8. "Yes, it means you need to let the host know whether or not you can come to the party. What do you think 'R.S.V.P.' stands for?"
9. "'R.S.V.P.' stands for 'Répondez s'il vous plait.' In English, it translates to 'respond, please.' What language do you think this phrase comes from?"



10. "It is a French phrase. English-speakers borrow many French phrases. Has anyone ever heard the term 'c'est la vie'?"
11. "'C'est la vie' is a French phrase. There is a song by Shania Twain called 'C'est la Vie.' I am going to play a little bit of the song and then we will discuss the meaning of the phrase."
12. Play song from the beginning until about 1:10.
13. "Now that you have listened to some of the song, what do you think the 'c'est la vie' means?"
14. "Yes, it means 'that's life!' When things aren't going well or something unfortunate happens, you can say, 'c'est la vie!'"
15. "I am going to give you a paragraph to read. There are foreign words in this paragraph. Mark any foreign words or phrases you spot." Give the students a few minutes to read and mark their paragraphs. Invite the students to share their discoveries. There are five foreign words/phrases in the paragraph.
16. "English speakers borrow lots of words and phrases from other languages. As you read, listen to music, or watch movies and television, pay attention to words and phrases that are foreign. You might be surprised to learn how many bits and pieces of other languages you know!"

Follow-up: Foreign word task cards





## Acronym Key Lesson

Age

11-12 year olds

Aim

Direct: To introduce and define the term acronym

Indirect: To learn to decipher different types of abbreviations

Materials

Dry erase board (write- lol, brb, j/k)

Dry erase marker

Eraser

Presentation

1. Invite the children to the lesson.
2. Invite the children to look at what you have written on the board. "Can anyone tell me what these letters mean?" If a child thinks he knows one, invite him to write the meaning beside the acronym. Do this for each acronym. (lol=laugh out loud, brb=be right back, j/k=just kidding)
3. "These are called 'acronyms.' An 'acronym' is a short string of letters created from the first letter of each word in a phrase." Point to each letter in "lol" as you say, "Laugh out loud."
4. "These acronyms are often used in email and texting. Acronyms are often used in business and government to refer to rank; for example, 'CEO,' which means, 'chief executive officer,' or 'POTUS,' which means, 'President of the United States.' Acronyms shorten phrases and can even help us remember things."
5. "Think of an acronym that you know or have used before. When you have thought of one, give me a 'thumbs up' signal." Erase the white board while the children brainstorm.
7. Invite each student to write his or her acronym on the white board. Go over the meanings of the acronyms as a group. Acronyms might include PB&J (peanut butter and jelly), AKA (also known as), BLT (bacon, lettuce, tomato), ET (Extra Terrestrial), FYI (for your information), OJ (orange juice), ATM (automated teller machine), A/C (air conditioner), TLC (tender, loving care).
8. "Acronyms often use capital letters. Sometimes you see punctuation between the letters of the acronym."
9. "Acronyms are sometimes used in writing and when we speak. It is important to be aware of them. Over the next week, I would like you to pay close attention to acronyms as you read and speak. Keep a list of all the acronyms you see, hear, and say."

Follow-up: Acronym task cards



# Euphemism Key Lesson

Age

11-12 year olds

Aim

Direct: To introduce and define the term euphemism.

Indirect: to remind them of the importance of figurative language.

Materials

Dry erase board (write- visually challenged, vertically challenged, put to sleep, laid off)

Dry erase marker

Eraser

Presentation

1. Invite the children to the lesson.
2. Review previous word study topics. "Many of you are probably already experts at the word study topic we will discuss today."
3. "Raise your hand if you have ever said, 'May I be excused,' when you need to go to the bathroom. I see that many of you have. We often don't say that we are going to go to the bathroom because it's impolite. 'May I be excused,' is a more proper way to let people know you need to step out. This is called a 'euphemism'."
4. "A euphemism is a polite or mild phrase that people use to avoid saying something that might be offensive or unpleasant. Many of you might be familiar with the term 'passed away.' What does this mean? Yes, it is about death. Instead of saying, 'it died' or 'it's dead,' we often say that something 'passed away,' because it sounds nicer."
5. "I have written some euphemisms on the board. Let's read them and figure out what each one really means." Go through the euphemisms, writing the meaning for each as the group discusses it. ("Visually challenged" refers to someone who is near- or far-sighted; "vertically challenged" refers to someone short; "put to sleep" refers to euthanasia of an animal; "laid off" refers to someone who might have been fired from a job.
6. "Think of a euphemism for something that has happened to you or someone you know. Record your work in your language notebook, and please show your work to me."

Follow-up: Euphemism word study set



# APPENDIX

## A



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Idioms

1. steal someone's thunder
2. chill out
3. once in a blue moon
4. rain on someone's parade
5. monkey business
6. horse around
7. wild goose chase
8. you have butterfingers
9. joined at the hip
10. put your foot in your mouth



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Personification Story

*Underline all of the examples of personification.*

One cloudy day the sun hid behind the clouds. It did not want to come out. The flower in the ground cried out, "Sun, Sun where are you?" The plant looked up at the sky and wondered why the sun was hiding. "I need to make sugars today!" As the plant continued to grumble, a giraffe (or another animal) walked by and stopped.

"What are you doing?" Asked giraffe.

"I am trying to get the sun to come out," answered the flower.

"I am taller than you. Maybe he will be able to hear me," the giraffe said to the flower. She looked up. "Sun! Trees need sunlight to live and I need trees to live. Can you come out of hiding?"

The sun peeked out and saw the darkness below. It yawned. "I guess my nap is over. It's time to shine!" The sun broke through the clouds and shined down on the earth. "Time to work!" Yelled the plant. "Time to eat!" Exclaimed the giraffe and the circle of life kept on moving.

By  
Erica Blanco



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Foreign Words Used in English

*Underline all of the examples of personification.*

“Bon Voyage!” Said a friend as I was leaving my apartment to go on a trip. I turned to wave to her and I tripped on a rock. The handle on my suitcase broke!

“C’est la vie!” I yelled. I yanked on a metal piece sticking out of the suitcase. At that moment I stepped in a puddle. My pants were splattered with mud.

“What a faux pas!” Yelled a persona non grata.

“You’re a prima donna!” I yelled back as I jumped in the car and took off towards the airport.





## Supported Standards

CCSS.ELA-Literacy.L.4.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).\*

CCSS.ELA-Literacy.L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-Literacy.L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

CCSS.ELA-Literacy.L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

CCSS.ELA-Literacy.L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CCSS.ELA-Literacy.L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-Literacy.L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

CCSS.ELA-Literacy.L.6.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-Literacy.L.6.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.6.5.a Interpret figures of speech (e.g., personification) in context.

CCSS.ELA-Literacy.L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

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