

WORD BUILDING

This takes students right through the levels of Bloom's Taxonomy of Learning, from **Remember**, **Understand** and **Apply** through to **Analyse**, **Evaluate** and **Create**.

Word Building is about more than just spelling.

Word Building is about knowing words, not just *spelling* them. This includes knowing **how** they are built, **why** they are spelled as they are, **what** they mean, **how** to use them, and **where** they come from.

Even though spelling may form a significant part of the *final* assessment, the Checkups and Self Tests include much more than spelling. **Spelling is only one part of mastering Words.**

Here is what you will find in Word Building PACEs:

Letter sounds - vowels, consonants, diphthongs, digraphs and blends, coding and decoding symbols to represent sounds

The Schwa symbol and its usage

Prefixes and suffixes - Added to root words to change number, case and tense, as well as part of speech

Compound words - as distinct from root words with prefixes or suffixes

Syllables - Division rules with spelling, pronunciation, stressed and unstressed

Using a dictionary - to find meaning, pronunciation and etymology

Synonyms, antonyms, heteronyms and homonyms - to enrich writing and avoid confusion or error

Root words - to which prefixes and suffixes add meaning; foreign root words and their original meanings

Word history and etymology - identifying in dictionaries; to explain meaning; to explain spelling

Using a word in a sentence - applying the correct part of speech; allowing creativity and to demonstrate understanding

Read each spelling word and the dictionary information given about it. Write a sentence of your own using each word as the part of speech indicated.

(19) **core** (kōr) *n.* the central or most essential part

(24) **pumice** (pūm'is) *n.* a lightweight rock full of holes

Ask your supervisor:

Please score pages 13, 14, and 15.

15 (fifteen)

Supervisors take an active part in checking student work. For example, students may be asked to use words in a sentence **according to the part of speech given** - sometimes necessitating the use of a dictionary. Conversely, they may have to write the dictionary definition based on **how the word is used in a sentence**.

This requires a much higher level of thinking than just learning spelling lists, and reinforces the importance that many words functions in various parts of speech. These exercises

also stretch students to think up creative sentences, and therefore help to improve vocabulary as well as creativity, quite apart from spelling.

Check the proper use of the spelling word in each sentence.

Word Building is an important subject at all levels!