

# Word Puzzle Fun!

# WORD STUDY

## Activity Folders

Designed to meet these objectives:

### Language

- Students will identify the plural forms of nouns.
- Students will demonstrate knowledge of contractions and abbreviations.
- Students will recognize different parts of speech.

Students get hands-on word study practice as they solve exciting puzzles! These fun word puzzles are a great way to reinforce language concepts, from parts of speech to compound words. Each puzzle folder includes a packet of labeled letter tiles, all in a storage box for super-easy organization. Great for a language center or for early finishers, the kit is perfect for individuals or pairs.

## What's Included

- 12 folders
- 250 letter tiles (including 10 blank tiles)
- Storage box

## Getting Started

Each of the 12 different puzzle folders focuses on a specific word study skill. Each folder is labeled with the skill it focuses on and has a set of letter tiles that students will use to solve the puzzle. The letter tiles each show the number of the puzzle on the back.

Before children try the puzzles independently, take out a folder with letter tiles and show it to the students. Point out that the directions



**WARNING:**

**CHOKING HAZARD**—Small parts.

Not for children under 3 yrs.

for the puzzle are on the front of the folder. Read the directions, then open the folder to show the puzzle. Tell students they will use the letter tiles to solve the puzzle.

Next, place the box at a language center or designated area and allow students to rotate through and solve a puzzle. You can set out certain puzzles with specific skills you wish the students to focus on, or you can allow students to choose any puzzle. The folders are perfect for individual students or for partners to use.

There are also ten blank write & wipe letter tiles you can use in any way you like. Use them to replace misplaced tiles or to add letters to a puzzle for an extension activity.

## Extension Activities

- *Nouns* (Folder 1): Have a noun-making contest! Ask students to use the tiles to make as many additional nouns as they can. Have them list the words on paper, and remind them to use only the letter tiles available. They may not use a letter twice in the same word unless two letter tiles are available.
- *Verbs* (Folder 2): Ask students to think of two verbs, each six letters, to add to the bottom of the volcanoes. They can use existing letter tiles or create new ones using some of the blank tiles.
- *Compound Words* (Folder 3): For each compound word the students made, have them create a rebus picture puzzle. Give them index cards and have them draw a picture of each word in rebus form. For example, for "starfish" they would draw a picture of a star and a picture of a fish. Have them cut the cards in half, scramble them, and then put the words back together.
- *Word Families* (Folder 4): Challenge students to use another word-family ending and the tiles to create more words. Word families that will work with these letter tiles include *-ig*, *-ick*, *-and*, *-ail*, and *-en*. Have students write the words on a piece of paper.
- *Contractions* (Folder 5): Ask students to take each contraction they made and use it in a sentence.
- *Adjectives* (Folder 6): Ask students to write each of the adjectives at the top of a piece of paper, with five on the front and five on the back. Have them list things that each adjective would describe; for example, under "big" they might write "skyscraper," "elephant," etc.
- *Adverbs* (Folder 7): Have students use the adverbs they made to create a word scramble. They will scramble the letters in each word and write them that way. Encourage them to trade papers with a partner and solve their partner's word scramble. Allow them to use the tiles to help unscramble the words.

- *Plurals* (Folder 8): Using the spellings of the plural words in the puzzle, students will list two more words that follow each spelling pattern. They will think of two words that end in *-s*, *-es*, and *-ies*, and two irregular plurals.
- *Abbreviations* (Folder 9): Provide paper and invite students to make an accordion book of the words and their abbreviations. Cut a piece of paper in half lengthwise to create two strips (or in thirds to create three strips). Have students fold the strips back and forth to make boxes; then have them write each word and its abbreviation in the boxes.
- *Spelling* (Folder 10): Invite students to create a word search using the words they made. Give students ½-inch grid paper and have them write the words up, down, across, or diagonally and then fill in the rest of the squares with random letters. Tell them to make an answer key and trade word searches with a partner.
- *Past Tense Verbs* (Folder 11): Give students a piece of paper and have them fold it in thirds to make three columns. Have them label the columns “Yesterday,” “Today,” and “Tomorrow.” Then, ask them to write the verbs in the correct columns and add “will” to the words in the “Tomorrow” column to create future-tense verbs.
- *Proper Nouns* (Folder 12): Give students a piece of paper and have them fold it in thirds to make three columns. Ask them to label the columns “Person,” “Place,” and “Thing,” and have them write each proper noun from the puzzle in the column where it belongs. Then challenge them to add more proper nouns to the lists, whether from books, from around the room, or ones they know already.

## Meeting Individual Needs

### ELL

Work with a small group of students to sound out and build the words in a puzzle. Use the provided word bank or create a word bank for puzzles that do not already have one. Discuss word definitions and provide pictures where appropriate.

### Reteach/Extra Support

Choose a folder with a specific skill you wish the students to use. Allow them to work in pairs to complete a puzzle.

### Challenge

Encourage students to complete the extension activity for the folder they are working with.

# Informal Assessment Ideas

- Choose a folder with a specific skill you would like to assess, and make a photocopy of it. Ask students to use the tiles but also to write the letters or words to solve the puzzle. Keep a copy of these for your records and use them to plan further instruction.
- Observe students as they complete puzzles and note anyone struggling with the concepts.