

CONNOTATIVE LANGUAGE LESSON

Learning outcomes: 1) how words are *associated* or *connected* or are *represented* by a *single* word.

2) Memory testing

3) Using a dictionary to *find* / and *check* the *spelling* of a word.

Materials needed: 1 business style envelope for each pupil.

1 A4 blank paper for each pupil, torn into strips big enough to print a single word on it.

A dictionary in book form – not electronic.

Lesson:

Get pupils to print their first name on the *back* of the open envelope.

Get pupils to print, in large letters, a **SINGLE** word on the front of the envelope, such as **Autumn Winter Spring Summer Halloween Christmas Easter**

As a first lesson I would suggest using the word Halloween, as all children like to dress up at Halloween, so they should already have many ideas in their heads.

In my example I am using the word **HALLOWEEN**

Stand the envelope up on the table, where pupils can clearly see the envelope with the word printed on it.

Give the pupil a blank piece of paper, and ask them to print a word, that reminds them of Halloween ---- such as dressing up as a **witch** or **wizard** or **cauldron**.

It is the word **witch** or **wizard** or **cauldron** that must be printed on the paper.

Remember; any imaginary figure the pupil names, such as pirate, ghost, ghoull, vampire, Dracula, Frankenstein's monster, etc. is an acceptable word to be printed on the blank paper.

Other words might include monkey-nuts, lanterns.

Trick-or-treat is **NOT** acceptable, as this is an action.

Get the pupil to check the spelling in the dictionary.

It is important that tutors don't make a '**big fuss**' about using the dictionary.

Tutors should always pretend to be unsure about the spelling of a word, and if possible, allow the pupil to look the word up.

Put the slips of paper inside the envelope.

Hold up the envelope, and ask the pupil to say aloud the each of the words now **inside** the envelope, explaining the word **Halloween** has the **words** inside it, just like the envelope does.

Continue until the pupil runs out of words to put inside the envelope.

All the time holding up the envelope, and reminding the pupil that all the **words** they have written down are **inside** the envelope: just as the **words** are inside the word **Halloween**.

At some point later (perhaps a week) bring out the pupil's envelope, and place the slips of paper with the printed words on them, face-down on the table.

Get the pupil to pick a slip of paper, the tutor picks the paper up, and tells the pupil what word is written on the paper.

The pupil is asked to **spell** out the word. At this point some help may be needed to get the required result, but tutors mustn't fret too much if a pupil fails to correctly spell the word.

Help with spelling will be needed to begin with. Best method is to get the pupil to say the word, then to spell the word, and then say the word once more.

Continue until all the slips have been turned over.

Remind the pupil that **all** of the words came out of a single word: **Halloween**.

PART TWO

The pupil should be asked if they have **new** words to go inside the envelope.

Get the pupil to check the spelling of any new word in the dictionary.

Get the pupil to print the **new** word on a blank piece of paper, and put the **new** piece of paper inside the envelope.

Hold up the envelope, and ask the pupil to say aloud the each of the **new** words **inside** the envelope, explaining the word **Halloween** has the **new** words inside it, just like the envelope does.

Should pupils fail to have any new words to add, tutors should gently suggest a word that hasn't occurred to the pupil.

Put **all** the slips back into the envelope, hold up the envelope, and remind the pupil of **all** the words that are now inside the envelope, and are **inside** the word **HALLOWEEN**.

The pupil's envelope can be used as a continuous memory test, as a continuous spelling test, as well as a continuous method of expanding a pupil's range of words and ideas.