

# Word Sleuth Circle

*Use sources, context, and roots to speak precisely.*

**GRADE 7 • TEKS 7.2**

**7.2** "Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively..."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## OUR GROUND RULES Read together first

**1** Name the dictionary entry or other resource you use.

**2** Use a word in your own meaningful sentence, not just a definition.

**3** Roles help the group; each learner completes every round task.

**4** Check evidence and revise an inaccurate word use.

## HOW TO PLAY Teams of 3 or 4

1. Form a group of three or four. Bring print/digital dictionaries with pronunciation and word origins. Print two card sheets; assign all four roles, doubling one role in a group of three.
2. Deal one Move Card from each category to each person; set extras aside. Keep and reuse cards as reminders. Complete all three Topic Cards in order.
3. In each round, each person studies a different listed word. Share your evidence and a new spoken sentence. Partners check the source and ask about meaning.
4. In the Source round, report all five word facts. In the Context round, explain both clue types. In the Root round, trace a root and explain its connection to meaning.
5. Finish after every person completes all three rounds and uses each chosen word accurately. Discuss the reflection checks; played cards alone do not show completion.

## AFTER THE ROUND Check what you did

☐ Share the five source facts you reported and name your source.

☐ Explain your contrast and cause/effect clues.

☐ Explain one verified root connection.

☐ Say a new sentence using one of your words; show how the meaning fits.



**TOPIC CARDS** · complete all three rounds in order

| TOPIC                                                                                                                                                                                                                                                       | TOPIC                                                                                                                                                                                                                                                 | TOPIC                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Source Round</b><br>Choose visible, generation, or sensitive; the fourth player may choose translucent. Use a dictionary to report meaning, part of speech, written syllable division, pronunciation, and origin. Use the word in a new spoken sentence. | <b>Context Round</b><br>Choose abundant, reluctant, consequence, or precise. Create two spoken sentences that reveal the meaning: one through contrast and one through cause and effect. Explain the clues, then verify your meaning in a dictionary. | <b>Root Round</b><br>Choose omnivore, dialogue, visible, or translucent. Use a source to trace the Greek/Latin root and explain its link to the current meaning. Use the word accurately in a spoken school or everyday situation. |

**ROLE CARDS** · assign all roles; one person doubles roles in a group of three

| ROLE                                                                                            | ROLE                                                                                 | ROLE                                                                                              | ROLE                                                                                     |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>Source Scout</b><br>Check that each learner identifies a source and all required word facts. | <b>Clue Listener</b><br>Ask how a contrast or cause-and-effect clue reveals meaning. | <b>Root Checker</b><br>Check a real root and its origin; do not infer origin from spelling alone. | <b>Usage Coach</b><br>Ask whether the new spoken sentence demonstrates the word meaning. |

**MOVE CARDS** · Use each dealt starter aloud in the relevant round or role. Every learner must use all four cards during the activity; keep and reuse them.

|                                                                                                         |                                                                                                       |                                                                                                           |                                                                                                         |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>MOVE CARD</b><br><b>SOURCE FACTS</b><br>“My source is _____. It gives these word facts: _____.”      | <b>MOVE CARD</b><br><b>SOURCE FACTS</b><br>“The pronunciation guide or audio helps me say _____.”     | <b>MOVE CARD</b><br><b>CONTEXT CLUES</b><br>“Unlike _____, _____. This contrast shows _____ means _____.” | <b>MOVE CARD</b><br><b>CONTEXT CLUES</b><br>“Because _____, _____. This cause/effect clue shows _____.” |
| <b>MOVE CARD</b><br><b>ROOT EVIDENCE</b><br>“My source traces _____ to _____. The connection is _____.” | <b>MOVE CARD</b><br><b>ROOT EVIDENCE</b><br>“That root suggests _____. The current meaning is _____.” | <b>MOVE CARD</b><br><b>EXPRESS / REVISE</b><br>“In a new situation I can say _____. This shows _____.”    | <b>MOVE CARD</b><br><b>EXPRESS / REVISE</b><br>“Your sentence suggests _____. Could you revise _____?”  |

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

**RUNNING THE ROUNDS**

Provide dictionaries with syllable division, pronunciation keys/audio, and etymology. Print two sets: 16 Move Cards, four per category; four spare cards in a group of three. The five-line model is a partial exchange using visible, not proof that everyone finished. The model paraphrases Merriam-Webster entries: [merriam-webster.com/dictionary/visible](https://www.merriam-webster.com/dictionary/visible). Written divisions and pronunciation respellings can differ; use the resource key and accept documented variants. Word facts and usage have accuracy criteria; assess each learner, not card counts. No written worksheet response is required.

**WHAT A STRONG ROUND SOUNDS LIKE**

|             |                                                                                                                                                   |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Maya</b> | Merriam-Webster lists visible as an adjective for something we can see. The written division is vis-i-ble; I say VIZ-uh-buhl.                     |
| <b>Eli</b>  | What does that source say about its origin?                                                                                                       |
| <b>Maya</b> | It traces the adjective through Middle English and French or Latin to Latin videre, meaning to see. The vid/vis connection fits its meaning.      |
| <b>Maya</b> | The trail marker became visible when the fog cleared. Clearing fog explains why we could see it.                                                  |
| <b>Noah</b> | That sentence uses a cause/effect clue. For contrast, I could say: Unlike the hidden entrance, the bright exit sign was visible from the hallway. |

**LISTEN FOR**

- Each learner reports all five resource facts in the Source round.
- Each learner explains both contrast and cause/effect context clues.
- Each learner uses evidence for a Greek/Latin root connection.
- Each learner uses three studied words expressively and revises inaccuracies.

Check each learner's source facts, context clues, root evidence, and accurate spoken uses. Completion requires all three rounds; empty hands are not evidence of mastery.