

Word Detectives Grade 6

Sequential weekly case lessons

24 word-part cases, each with a complete five-day routine, student pages, a short mystery, a check and an answer key. Grade 8 also includes a research capstone. Use with the 36-week calendar in the Teaching Guide.



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GRADE 6 / FIXED ORDER WITH FLEXIBLE INSTRUCTIONAL PACE

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Each case contains three learner pages between its teacher page and key. Use the Teaching Guide for the full 36-week calendar.

The useful signal

Goal: Use mis/mit and bene as clues, then check a whole word in context. Plan five 20-minute sessions; timing is a pilot estimate.

Prepare: Print learner pages 2–4 of this case, provide the two cards below, a pencil, scrap paper and a dictionary. Keep page 5 as the key. No previous purchase is required.

Evidence card A	Evidence card B
mis/mit root send Latin transmit, dismiss	bene root good, well Latin beneficial, benefit

Entry bridge and review

Say: “A prefix goes before a base, a suffix after it. A base or root carries central meaning and may be free or bound. Spot a useful part, read the word, think about meaning, then check the sentence.” Review un-, not or reversal, and re-, again. Teach these now if this is a single-case purchase.

Monday: Say: “In transmit, mis/mit gives the clue send. Here the whole word means send from one place to another.” Model Spot, Read, Think, Check. Teach the second card and complete practice 1–2 together.

Tuesday: Retrieve both cards without looking. Reread the examples. Complete practice 3, then play the game below. Ask for reasons before revealing the cards.

Wednesday: Retrieve the two review parts above. Complete practice 4–5. Compare a partner’s explanation, revise it, and add both new parts to a notebook.

Thursday: Read the case passage aloud together if needed. Box target affixes or underline roots. Answer the evidence question, then complete the illustrated case report.

Friday: Play one brief retrieval round, then give the independent five-item check without the cards. Accept oral, typed or scribed responses. Score with page 5 and record the next step.

Clue cover

One player chooses a focus word without saying it. Give its part meaning, then a context clue. The partner guesses and explains. Swap roles for four rounds. Earn one evidence mark for an accurate explanation, not for speed. Solo: hide the word, read your clues, then reveal it.

Daily time guide: 3 minutes retrieve, 5 model or reread, 9 practice and play, 3 explain. Add connected reading for a longer class period.

Word evidence practice

Name _____ Date _____

Use the two evidence cards. Explain aloud, write, or ask someone to scribe. A correct meaning matters more than fast writing.

1 Recover the clues

Word part	Meaning clue	Type
mis/mit	_____	_____
bene	_____	_____

2 Mark the evidence

transmit beneficial

Box a target prefix or suffix. Underline a target root. Explain what each clue contributes. You do not have to divide every letter.

3 Build a meaning

Explain transmit to someone who has never heard it. Use the part clue and the full word meaning. Then explain beneficial.

4 Give the words a job

Write one clear sentence for each focus word. Make the meaning visible through the situation. A partner should be able to explain it.

5 Challenge Pilfer

Pilfer says, "A word part always tells the complete meaning." Explain why readers also need the sentence or a reference. Use one focus word.

The case report

The useful signal

The school garden team plans to **transmit** a short announcement about watering. Pilfer replaces the message with a recording of himself crunching. The recording travels through the speaker system, so the equipment can **transmit** sound, but the content is not **beneficial** to gardeners. Farah restores the directions and checks whether listeners can explain when to water. The team separates two questions: did the message reach people, and did it help them? Pilfer volunteers a final sentence about checking soil first, then moves his snack farther from the microphone.

Read the word clues

Box target affixes or underline target roots in the bold words. Read each whole word. Which sentence detail helps you understand it?

Solve the evidence question

Why is successful transmission insufficient?

Draw the evidence

Sketch the useful clue, model or comparison. Add both focus words as labels. Stick figures and simple diagrams are welcome.



State the finding

My evidence supports _____

It does not prove _____

Detective reminder: A confident voice is not a substitute for evidence.