

Learning together

Be Specific!

ACTIVITY #3

SEQUENCE: DEVELOPING VOCABULARY –
THE MEANING OF WORDS – PRIMARY

By **Marie-Lou Laplante**,
Educational Specialist



Purpose of the activity

The goal of this activity is to help your child integrate the strategy for defining a word. We will discuss the concept of a generic word and specific words.



Relevance of the activity

Learning the difference between a generic word and a specific word helps students to be more precise and clear when they speak or write. It also helps them to better understand what they read.



Supplies

- Your child's list of vocabulary words
- A text or book that they must read
- Objects in your home



LET'S GO!

Explain the activity:



We are going to learn how to differentiate between a generic word and a specific word.

Explain why:



This strategy can help you understand a new concept and categorize information. It can also help you find ideas and describe a phenomenon.

Explain when:



It is very useful for finding and making connections between ideas, such as when you have to plan your writing project.



Try it together:



Today, we will understand the difference between a generic word and a specific word.

A generic word represents a whole, a concept, or a category. It allows, therefore, to group elements that go together. On the other hand, specific words provide clarification and add details.

Let's take the example of the word «*kitchen*» to understand the difference between a generic word and specific words.

The noun kitchen refers to a place where you can find different objects. When you think of a kitchen, you think of pots, utensils, dishes, a microwave, a dishwasher, a refrigerator, etc. So, the word kitchen is the generic word, while all the other words are specific words.

Now let's take the word «*sock*.»

Can you tell me what generic word we could use to classify the word "sock"?



A sock is an item of *clothing* that covers the feet or part of the leg.

- **Clothing** is the generic word, the core of my definition. It allows me to classify "sock" in a category.
- **Covers the feet or part of the leg**, is the secondary information. These are specific words that tell me how we use this piece of clothing.

Now let's try to describe another object!



Quick tip!

If your child is having trouble **recalling a word**, you can provide them with a short list of words from which they can choose the word that has the same meaning; or some clues, such as a description, to help them make the right associations.

