

Title of Lesson: Build Words		
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Grade Level : Pick One	Subject: Language Arts	Supervisor

PRELIMINARY PLANNING

PA Standards

- 1.1.5 C Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.
- 1.1.5 E Acquire a reading vocabulary by correctly identifying and using words (e.g., synonyms, homophones, homographs, words with roots, suffixes, prefixes). Use a dictionary or related reference

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Pre-assessment:

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Objectives:

- Students will be able to use the prefix and the root word to approximate the actual word meaning.

Individual Modifications:

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Materials:

- Word tiles with prefixes
- Word tiles with Roots
- Multi collared chalk

LEARNING SEQUENCE

Description

Time

INTO

Introduction/Motivation/Focus Attention

- Tell the students that we are going to be building words today, and guess at their meaning using the prefix as a clue.

Description

Time

THROUGH

Learning Activities (Input, Modeling, Check for Understanding, Guided Practice, Independent Practice)

- Give each student their own envelope.
- Ask the students to take about 5-8 minutes playing around with the prefixes and roots words they have been given. Tell the students to try different combination of these word parts to create as much “possible” word that they can. Tell students that they should record these words on a piece of paper...
- After the time is up ask a student to volunteer on of the words they were able to create. After the student shares their word, ask them for a definition.
 - INSTRUCTIONAL NOTE: WRITING THE PREFIX AND ROOT IN DIFFERENT COLORS WILL AID STUDENTS IN THE NEXT STEP
- Tell the student to look at the first part of the word. Ask them what this prefix means. Then have them look solely at the root word, ask them what the root means. After defining the parts ask the student to try and put the meanings together to come up with a definition.
- Encourage as much student participation as possible in sharing words that were created. If possible get about 5-6 students to share their words.

Description

Time

BEYOND

Closure (Review/Check for Understanding/Summarize/Future forecast/Transition)

- After students have shared, look up in a dictionary (online or classroom) for the words that students created, to see how many actual words have been created,
- If there is not enough time students can guess at the meaning of the words they created. They can also look up the words they created in the dictionary to see how many real words they actually create, and how close their definitions were to the actual definition for a minimum of 5 words. .