

Word Study Lesson Plan Template

Grade: Third Grade		Subject: Language Arts-Prefixes	
Materials: Video Prefix pretest Word tree worksheets Prefix and root word laminated cards Color cards Big post-it note Prefix test Magnetic letters		Technology Needed: Smartboard for projection of video Document Camera	
Learning Level of the Group On level			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be called off by group numbers to get into groups. Students will only sit down and stand up when cued to do so. Numbering off students by odd and even. Students grouping off by color cards.		Behavior Expectations Students will raise their hands and not shout out answers. Students will collaborate with each other, and accept all ideas willingly and respectfully. Students will not cheat or try to look at another student's paper when they are taking the test.	
Day 1			
Minutes	Set-up/Prep:		
1	Have video set up on laptop ready to go. Have pretests printed and written out before the lesson begins.		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Today, and the rest of the week, we are going to learn about a prefix and how to use a prefix. Can anyone take a guess at what a prefix might be? (Have definition and example of prefix covered up on the board, once everyone is done taking their guesses, uncover the word and reveal the real meaning). A prefix is not a whole word and cannot stand along. We need a root word (a whole word) to go with the prefix. We are now going to watch a short clip that will give us ideas on what a prefix looks like. https://www.youtube.com/watch?v=l170VTskxKA&t=18s What kind of prefixes did we see in the video?		
10	Explain: (concepts, procedures, vocabulary, etc.) A prefix is part of a word (not a whole word) that is added on to the beginning of an already existing word, to change the meaning of the word. For example: Re is a prefix (this is not a whole word). You can add re to the root word cover (whole word) so it makes the word recover. Now, the meaning of the word cover is changed, meaning something is being covered up again, by adding the word re. Re means do over again so by adding re to cover we are covering something up again. Another example would be re and do. You are doing something with the root word do, but by putting the prefix re and root word together the new meaning of the word is doing something over again. Can anyone think of another example of a word we can add the word re to? I will let you think for a 30 seconds, and then once that 30 seconds is up we can raise our hands. Okay, now we can raise our hands if you have a word we can add to re. Write the ideas on the board.		
5	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Move students to groups by calling them off by numbers one by one. Once students are in their groups, give each group a list of words on a piece of paper. Their job as a group is to match the root word in one column with the prefix in the other column with the help of their group members. This will be similar to a pretest but not graded (words un, re, and de). These prefixes we will be studying throughout the week so it is okay if you do not know where they go yet or know the meaning of the prefixes.		
2	Review (wrap up and transition to next activity): Let's us come back together. By raising your hands, can someone remind me what the prefix re means. Now, raise your hands and give me some root words that can go with the prefix re. After that is finished transition to the next activity.		
Formative Assessment: How will I prove the students are ready to move on? I will be looking at the students prefix matching sheets. If students are way off then I will need to review and go more in depth the next day. If student's words make sense and they get the general idea, then we can move on.			

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Day 2	
Minutes 2	Set-up/Prep: Have letter magnets out before class starts. Have big post it notes hung around the room for the round robin activity. Color and picture cards.
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Do we remember from yesterday what a prefix is? Who can tell me? Remember, one prefix goes together with one real word. For example: real is not a combination of the two. Even though re is a prefix al is not a word and cannot stand alone as a real root word by itself. Root words can stand alone by themselves. Now, everyone stand up, today we are going to learn about the prefix un, but first I want to see what you know. What you are going to do is show me some actions for the words that I say but you need to stay in place at all times. First word: Show me what the word unhappy looks like. Now show me what unafraid would look like. How about undo (like undo your shoes). The last word is unbelievable. Good, now everyone have a seat.
10	Explain: (concepts, procedures, vocabulary, etc.) Now that we got to stand up for a minute let's talk about the prefix un. What does "un" mean? Have students raise their hands for ideas on what the prefix un means. The prefix un means not so when you add un to a root word un turns the word opposite or reversed. Take the word believable. What does the word believable means when I put un in front? (Unbelievable). Now the word means not believable. Un can also make a word an opposite as well such as the word do. I am doing something but when I put the word un in front of it I am undoing something (such as in this example untying a knot- the reverse of tying a knot).
5	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Today, we are going to do a round robin activity. How round robin works is that I have colors hanging on these big post-it notes around the room. Each color has a set of magnetic letters. I gave each of you a piece color paper and I need to you find which color goes with your post-it note. Once students find their post-it notes I will explain to the students that they need to make words that go with the prefix un. I will have un out already from the magnet pile. Students will write down the words that they make on their post-it note. I will walk around and help as needed.
2	Review (wrap up and transition to next activity): Each group will go around and tell me one word that they made and tell me the meaning. Students will then out everything away and sit back down so that the next activity can be introduced.
Formative Assessment: How will I prove the students are ready to move on? I will go around and look at all the post-it note words from the activity, so see if students understand the concept. Spelling will not count.	
Day 3	
Minutes 2	Set-up/Prep: Root words worksheet printed out and ready before the lesson begins.
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Today, we are going to learn about the prefix de. This one might be a little harder than the other two. Now that we know a little more about root words and their prefixes I have the prefixes on the board to help review before we start a new prefix. The prefix "un" means what? How about the prefix "re?" Now I have root words that go with these prefixes. Who can come up and match the prefix un with one of these words? Keep going until all the root words have been matched up.
5	Explain: (concepts, procedures, vocabulary, etc.) Can anyone take a guess at what the prefix de means? The prefix de means to remove or get rid of something. (De will be written on the board with its definition). De can be added to crease. The root word crease means a line you can make on a piece of paper or clothes by folding them. If we add de the meaning of crease changes completely. The word turns into decrease which means to go down. Root word can turn into different meanings just be adding a prefix. What other real words can we come up with together with the prefix de in? Show picture cards with the prefix de in for a visual learning experience.
10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Have students take the time to fill out a word tree with the prefix de. The sheet will look like a regular tree. At the base of the tree the prefix un will be written and it's definition will be written, and on the leaves the students have to fill in as many root words as they can that fit with the word un. I will do an example under the document camera. I see the word un at the base of the tree and I think that that putting the root word real behind un would make the new word be unreal. I put the word real in the branches. Remember to be putting together real words with the prefix so that the one word you make makes sense.
2	Review (wrap up and transition to next activity):

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	<p>Now that we did these worksheets can anyone tell me a root word that goes with the word de? Give me an example of a word that you created on your word trees.</p> <p>Have students turn in however much they have done of their tree worksheets in the bin. Students will then go sit back down and class will proceed to the next activity.</p>
<p>Formative Assessment: How will I prove the students are ready to move on?</p> <p>I will collect word tree worksheets and look at how well students can put together a REAL world and the prefix un. Students should not be putting together prefixes and made up words.</p>	
<p>Day 4</p>	
Minutes	Set-up/Prep:
1	Have prefix and word root word cards cut out and laminated before class starts.
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Today, we are going to review what we have been learning about prefixes this last week because tomorrow we will have a test. What do we know about prefixes so far? (Have on the board what we know vs. what we still want to know). What prefixes have we learned about and what do they mean?</p>
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>Today, we are going to take cards and match them up with root words. Everyone is going to take a card that is either a prefix or a root word. If you have a prefix you try and match with someone that has a root word to make a new word. If you have a root word you will try and match with someone that has a prefix to make a new word.</p>
10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will each be given cards. Half with a prefix on them, and half with a root word on them. The students will go around the room and have to either pair up with their root word or prefix. This can be done multiple times since more than one root word can be paired with a prefix. Students will then switch. Students that have a prefix will get a root word, and students that have a root word will get a prefix. Each card will have a picture and explanation of what the word or prefix means.</p>
2	<p>Review (wrap up and transition to next activity):</p> <p>Everyone will give their cards back to me and go back to their seats. Now talk to the person next to you and tell them one word that you learned or didn't know went together. Make sure to study for the test tomorrow! Once students do that the class can move on to the next activity.</p>
<p>Formative Assessment: How will I prove the students are ready to move on?</p> <p>I will be watching as students match their words and prefixes up. Students that struggle with finding their match, I will record or remember. I am going to try and just observe, but if students are struggling I will give clues or hints to.</p>	
<p>Day 5</p>	
Min2utes	Set-up/Prep:
	Have tests written off and printed before class begins.
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>Today we are going to be taking our test you have five minutes to review and talk with someone if you have questions, and then we are going to close our books and stop talking.</p>
5	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>When we take the test I need everyone to spread out. Odd numbers will stay at the table and even numbers will move. I will number you off. I am going to hand out the test, but do not start until everyone has a test. Once everyone has a test write your name at the top and then you can start. Raise your hand if you have a question, but I am not going to give you any answers!</p>
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students will be testing at this time. I will answer questions about the test if students raise their hand.</p>

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5	Review (wrap up and transition to next activity): Students will hand in tests once they are finished. Does anyone have any questions about the test? How do you think we did?
Formative Assessment: How will I prove the students are ready to move on? I will walk around while students are reviewing and once I feel that all the students have a good grip on the material, I will then hand out the tests.	
Summative Assessment: How will I prove the students are ready for the next skill? I will look over the students tests, and if the tests have good scores on them (As and Bs) then I know the students understand the concept, and we can move on to the next skill.	