

Lesson Plan Template

<p>Name: Lakeita L. Price-Turner</p>	<p>Name of Unit: Affixes</p>	<p>Date: June 14, 2011</p>	<p>Grade Level: 2nd</p>
<p>Objective</p>	<p>Procedures</p>	<p>Materials</p>	<p>Evaluation</p>
<p>Behavioral Objective: TSW identify various prefixes and meaning orally with 80% accuracy.</p>	<p>To increase reading, TTW implement DEAR-Drop Everything And Read at the teacher’s discretion.</p> <p>Essential Question: What is the difference between prefixes and suffixes?</p> <p>Opening: Anticipatory Set: (Bell Ringer) The students will complete their daily oral language/bell ringer. Review the skills with the class by having students come to the board and answer. Students to listen to the Grammar Jingles CD Track 10 for review and reinforcement of Affixes.</p> <p>Input: (Teaching) (Explain what the objective is and why it is important) TTW inform students to look at what we are aiming to learn today as we read today’s story entitled, “The Pine Park Mystery.” Instruct students to look at the objective below which will be written on the board and that almost everything we read daily will include base words or root words with affixes. Inform students this objective is important because it will help us become fluent readers and we’ll learn how to express our own ideas effectively:</p> <div data-bbox="380 1138 1656 1214" style="border: 1px solid black; padding: 5px;"> <p>Phonics/Vocabulary- 2LA.1d -The student will manipulate and analyze roots and affixes (Prefixes <i>-re</i> and <i>-pre</i>) to understand unfamiliar words. (DOK 2)</p> </div> <p>Modeling: TTW Introduce the prefixes re- and pre- and solicit examples of the spelling words that contain the prefixes. A prefix is a letter or syllable that is added to the root of a word in order to form a new word with a different meaning. Root, stem, and base word all mean the same thing. Words change their meaning and become new words when we place letters or syllables at the beginning or</p>	<p>I Big Book of Rhymes, Literacy text books, projector, Post-it, Paper, Pencil, marker, computer. Language books, audio cassette/cd, Vocabulary Power book, computer, projector, internet, Grammar Rock cd, affixes flashcards, dry-eraser board and</p>	<p>Observation, Discussion, chants, verbal praises,</p>

end of a base word. If we look at the word ‘prefix’ itself, we will see that it is made up from two parts: ‘**pre**’ and ‘**fix**.’ ‘Pre,’ means before, and ‘fix’ means attached. ‘Pre’ is a syllable that is placed before the root which in this case is ‘**fix**.’ So a **prefix** is a word or syllable that is placed before the root of the word. Prefixes have their own meaning, but when they are added to a root word, they change the meaning of that word. Prefixes are very useful because if we know how to identify them and their meaning, we can learn the meaning of the new word and improve our vocabulary.

Common prefixes and their meanings:	MEANING	EXAMPLES OF WORDS	MEANING OF WORDS
bi	two	<ul style="list-style-type: none"> • Bicycle • Biannual 	<ul style="list-style-type: none"> • Two wheels • Twice a year
co	together	<ul style="list-style-type: none"> • Co-worker • Co-founder 	<ul style="list-style-type: none"> • To work together • To found something together
dis	not	<ul style="list-style-type: none"> • Dislike • Dishonest 	<ul style="list-style-type: none"> • To not like • To not be honest
ex	out, from	<ul style="list-style-type: none"> • Export • Exhale 	<ul style="list-style-type: none"> • To send, sell, or transfer to outside • To breathe out
in	not	<ul style="list-style-type: none"> • Insane • Indirect 	<ul style="list-style-type: none"> • Not sane • Not direct
pre	before	<ul style="list-style-type: none"> • Preface • Prehistoric 	<ul style="list-style-type: none"> • Before an article or before text of book • Before history was written
re	again, back	<ul style="list-style-type: none"> • Resend • Retell 	<ul style="list-style-type: none"> • Send again • Tell again

Check for understanding: The teacher will go over each objective with the entire class to check their understanding using **inquiry** and **higher order questioning**.

Work Period: Guided practice: (What will the teacher do? What will the student do?) DOK

Visual Learners

Auditory Learners

Tactile/Bodily-Kinetic Learners

markers

1st TTW re-read the play within their groups. TSW use small dry eraser boards and/or letter tiles to create words with prefixes. TSW compete against each other in relay fashion.

Wed. – TSW build words with the same root word but different prefixes. Example: heat, re-heat, preheat, etc. TSW also use the file folder game using prefixes and suffixes for review.

Wed. - TTW spin for affixes **4a.9**. Spin the board and then use it in a correct word. Challenge one of your group members to use the word in a complete sentence.

Closing: (Reflection of lesson) The students will culminate and review all of today’s topics and the story.

Independent practice: Instruct students to complete the activity in the Reading Practice booklet on page 47. Students will divide a word between the prefix and the base word. TSW finish revising their retelling.

Enrichment/Remediation: (Accommodations and Modifications) **Enrichment-**Encourage these students to use each word on the class-created list in a sentence. Explain how the parts of speech may change when a prefix is added. **Remedial-** For the students who have difficulty understanding what a prefix is, try presenting the word list above as a series of math equations. For example: pre + test = pretest, re + test=retest.

Technology: TTW go to the following website to increase knowledge of affixes. TSW read each bubble, drag and drop the suffix to the correct root word & make a new word. Website offers immediate feedback.

<http://www.tv411.org/lessons/cfm/vocabulary.cfm?str=vocabulary&num=10&act=4&que=1>

Writing Assignment: Enrichment students at this point should be able to revise their retelling and trade papers with other classmates to check for errors on punctuation, capitalization, and using the forms of *be* correctly while offering suggestions. **Remedial** students will work with the teacher and assistant teacher to correct errors on their retelling.

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For each lesson plan, do the following:

- 1). Identify the domain 2). Align the standards 3). Address diversity 5). Infuse technology