

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor: **Bjorneby/Ammons**

Date: **3-30**

Class: **4th**

Word Analysis: Prefixes

Workshop 2 Lesson 21

STANDARDS

CCSS.ELA-LITERACY: L.1.4A, L.1.4B, L.1.4C, L.1.4E, L.2.2E, L.2.4A, L.2.4B, L.2.4C, L.2.4E, L.3.2E, L.3.2G, L.3.4A, L.3.4B, L.3.4D, L.4.4A, L.4.4B, L.4.4B, L.4.4C, L.5.4A, L.5.4B, L.5.4B, L.5.4C

HEADS UP

In Workshop 1, students learned how to check a dictionary to find the meaning of an unfamiliar word. In this lesson, students will learn how to analyze prefixes to help them predict the meaning of an unfamiliar word before checking the dictionary. Then they will put the steps together to practice determining word meaning.

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Using a Dictionary
- **Extend:** Context Clues
- **Language:** Prefixes

[Get Resources](#)

LT: I am learning to predict the meaning of unknown words.
SC- use prefixes- use base words- use dictionary

OBJECTIVES

Primary Goals

Literacy Goal: Predict the meaning of unknown words from texts using prefixes and base words.

Language Goal: Determine the meaning of an unknown word using prefixes, base words, and a dictionary.

DO NOW!

Show You Know

Use the Do Now routine.

1) Display the Do Now and assign the task.

 (evolve) One type of technology that has **evolved** over time is _____. (e.g., the telephone; the computer; video games)

2) Prompt partners to share their responses and restate their partners' ideas using the frames.

 So your idea is _____.

 Yes, that's correct.

 No, what I meant was _____.


3) Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *Today we'll practice looking closely at prefixes and how they can help us predict the meanings of unfamiliar words.*

 **Literacy Goal: Predict word meanings using prefixes and base words.**

 **Language Goal: Figure out the meaning of a word by looking at word parts and using a dictionary.**

MEANING CLUES

Teach Word Parts: Prefixes

Explain how prefixes affect word meaning, and give examples.

- Echo-read the explanation of prefixes.
- Read aloud the prefixes, meanings, and examples in the chart. Explain how a base word meaning changes with an added prefix. *When you add the prefix un- to the word happy, the word has the opposite meaning. Unhappy means "not happy" or "sad."*

Use Technology Display *ReaL Book* page 110 during the lesson. To demonstrate how prefixes affect the meanings of base words, zoom in on the examples in the chart. Read an example sentence. Then cover up the prefix in the boldfaced word. For example, *defrost* becomes *frost*. Ask students how the prefix in the word affects the word's meaning.

Identify Words With Prefixes

Guide partners to match words with prefixes to their definitions.

- Echo-read the first task and model how to complete it. *In Item 1, I see again in the definition. The chart shows the prefix re- means “again.” So rebuild means “to make or put up again.”*
- Have students use **Think (Write)-Pair-Share** to complete Items 2–4 and share responses with the class.

 **The prefix _____ means _____.** (e.g., un- / “not”)

 **The base word _____ means _____.** (e.g., believable / “can be believed”)

 **So we chose the word _____.** (e.g., unbelievable)

Use Words With Prefixes

Guide students to complete sentences using words with prefixes.

- Echo-read the first task and model how to complete it. *Chameleons change color so that they don’t appear. Disappear is the opposite of appear, so that makes sense here.*
- Have partners complete Items 2–4 and report responses.

 **We chose the word _____ because _____.** (e.g., impossible / you are “not able to” tell the difference)

FORMATIVE ASSESSMENT

LITERACY GOAL: Predict the meaning of unknown words from texts using prefixes and base words.

Observe Review students’ responses and assess their ability to predict the meanings of words based on their understanding of the words’ parts.

Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students predict word meanings correctly but have trouble articulating their thinking.</p>	<p>Guide students to reread each sentence, saying the prefix meaning and base word for the blank to decide which word makes sense.</p> <p><i>The spider had to build again its web after the bird flew into it. Does that work?</i></p>
<p>Not Yet Students do not use prefixes and base words to predict word meanings and to complete sentences.</p>	<p>Support students to identify prefixes and base words using simple examples, such as <i>redo</i>. Display <i>redo</i> and highlight the prefix <i>re-</i>. <i>Re- is the prefix. It means “again.” Do is the base word. So redo means “to do again.”</i></p> <p>Review the meanings of the other prefixes at the top of page 110. Then focus on the words in the word bank. For each word, isolate the prefix and base word, stating the definition of each part. Guide students to put the two meanings together to understand what each word means.</p>
<p>On Track Students correctly identify prefixes and base words to make accurate predictions.</p>	

DETERMINE WORD MEANING

Determine Word Meaning

Guide students through the three steps to determine meaning.

- Echo-read the three steps of the strategy. *We can use this strategy any time we read a word whose meaning we don't know.*
- Read aloud the text excerpt and point out the boldfaced word. *We will predict the meaning of unusual using the three-step strategy.*

Look for Word Parts

- Pronounce the word, have students repeat it twice, and break the word into syllables.
- Point out the prefix *un-* and have students recall and record its meaning using the chart on the previous page. *You're familiar with words that have the prefix un-, like unsafe and uncover. Both mean the opposite of their base words.*
- Ask students to identify and record the base word *usual* that remains when they remove the prefix. Point out the meaning. *The chart says that the word usual means "normal or regular." This is important to know, because the meaning will change when we add the prefix un- to it.*

Predict the Meaning

- Direct partners to use the word part clues to make and record a prediction for the meaning of the word *unusual*. *Based on what you know about the meanings of the prefix un- and the base word usual, what do you think unusual means?*
- Ask partners to use the first Language to Analyze Words frame to share their predictions with the group. *We think unusual could mean "not normal" or "not regular" because the prefix un- makes the word usual mean its opposite.*

Check a Dictionary

- Have students check a print or online dictionary to verify and record the definition of *unusual*.
- Direct partners to use the second Language to Analyze Words frame to report whether or not the dictionary confirmed their prediction.

Follow With Feedback Check in with students as they make predictions. Provide immediate feedback, focusing on their ability to draw on the meanings they already have for the word parts in *unusual*. *Try putting the meanings of the prefix and base word together to predict the meaning of unusual. ("not normal or regular") Now test that meaning by substituting it for the word unusual in the sentence from the text.*

Make It Relevant Point out the importance of knowing the meanings of prefixes and base words. *Using prefixes and base words to determine the meanings of unfamiliar words is a strategy that helps us read and understand new words on our own. Using this strategy will help us become stronger readers.*

FORMATIVE ASSESSMENT

LANGUAGE GOAL: Determine the meaning of an unknown word using prefixes, base words, and a dictionary.

Observe Review students' responses and assess their ability to synthesize the meanings of a prefix and a base word to predict the meaning of an unfamiliar word before checking a dictionary.

Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students accurately predict the meaning of <i>unusual</i>, but their definitions may not be complete or may be redundant (e.g., “not usual”).</p>	<p>Support students to connect predictions to the dictionary definition.</p> <p><i>Your prediction was close to the meaning. You predicted unusual means “not normal or regular.” The definition “different from what is normal” is another way of saying “not normal.” How does your meaning compare to the dictionary definition?</i></p> <p>Have students use frames to connect their prediction to the dictionary definition.</p> <p><input type="checkbox"/> My prediction (is/is not) the same as the dictionary meaning.</p> <p><input type="checkbox"/> My prediction and the definition are (similar/different) because _____.</p> <p>Then have students check their predictions against a dictionary.</p>
<p>Not Yet Students do not accurately predict the meaning of <i>unusual</i>.</p>	<p>Scaffold the process of putting together the meanings of word parts to make a prediction:</p> <p><input type="checkbox"/> The prefix <u>un-</u> means <u>not</u>.</p> <p><input type="checkbox"/> The base word <u>usual</u> means <u>normal or regular</u>.</p> <p><input type="checkbox"/> So, I predict that <u>unusual</u> means <u>not normal or regular</u>.</p>
<p>On Track Students analyze the meanings of a prefix and a base word to make a logical prediction about the meaning of <i>unusual</i>.</p>	

WHOLE GROUP

WRAP UP

Develop Mindset

Guide students to share their responses to the Wrap Up question with a partner.

- What is one challenge you faced in class today?**
- One challenge that I faced in class today was _____.**