

Date: _____


Instructional Routines template


PLAN

Component: Vocabulary

Instructional Activity: Morphology Routine – Base words and prefixes

Materials Needed: Prefix word cards (provided below), sticky notes, pencils

 **Approximate Time:**
20 – 30 minutes

 **Click here for video example**

X Individual

X Small Group

X Large Group

OBJECTIVE

State the objective(s):

To understand and use prefixes as meaning making parts of a word.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary: *Set up the tools needed to succeed.*

Discuss what the word prefix means. Tell the students that a prefix holds meaning and then can change the meaning of the word it is attached to. Remind students of previously discussed and taught prefixes. Do a quick refresh with specific examples of those previously taught prefixes and explicitly tell the meaning of the prefix and how that changes the meaning of the base word by itself. Explain that we will be learning about a new prefix and doing some work with it to understand its meaning.

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I DO IT!

I do it! – Demonstrate: *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Routine: “Today we are going to learn about another prefix. Remember, a prefix is not a complete word by itself, but it does have meaning. A prefix comes at the beginning of the base word and changes the word meaning. You use the prefix and base word meanings to figure out what the whole word means.

Here is the prefix we will be learning about today (shows the word unhappy but has happy covered up.) The prefix we will be talking about today is un-. Un- means not or opposite of (moves the sticky note off the base word and over the prefix). Let us read this word, it says happy (takes the sticky note off the word). We see the prefix un- and the base word happy to get unhappy. Remember, un- means not or opposite of. So, unhappy means not happy or the opposite of happy.

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WE DO IT!

We do it! - Provide guided practice: *Provide opportunities for students to practice as a group with teacher scaffolding. Provide immediate and specific feedback.*

Teacher distributes word cards and sticky notes covering up the “known” and “sure” on the unknown and unsure word cards. Says, “let us look at the prefix. What is it? Right, un-. Remember we can add un- to a word to change its meaning. How does it change the meaning? What does it mean?” Students can turn and talk and share out. “Right. It means not or opposite of. Now move your sticky not to cover un-. Let’s read that word, known. What does known mean?” Give students time to turn and talk and discuss what known means and share. “That is right, known is something that is familiar to you, that you know about. Remove the sticky note. What does this say? Unknown. So, knowing what we know about un- and known, what does this new word, unknown, mean?” Students share suggestions. “Unknown means something that is not known. Something we do not know about. I might say that the number of stars in the sky is unknown. What is something unknown to you? Turn and talk.” Give students time to share their responses to the whole class.

Teacher repeats routine for unsure.



If students need support with:	Then try this:
language	Provide teacher examples and then sentence stems for students to be able to orally share (Something unknown to me is...)

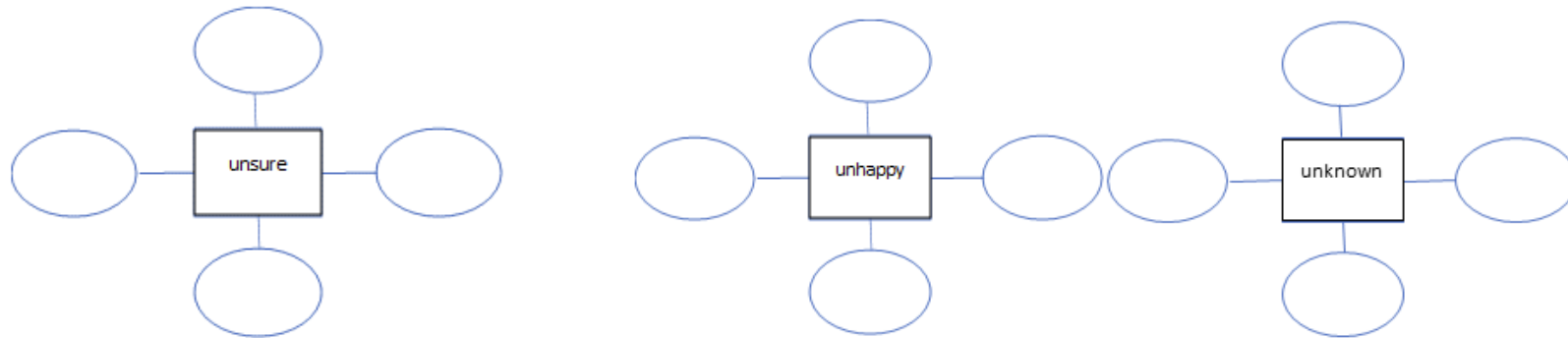
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YOU DO IT!

You do it! - Provide independent practice: *Provide individual students with multiple opportunities to practice independently, provide feedback as needed.*

Morphology web – teacher will go over routine by explaining that this is a way for students to show what they know about the target vocabulary word and to expand their classmates thinking on the word. Students will jot down sentences, examples, synonyms, cognates, or other parts of speech of the word (for example, unhappy: unhappiness, unhappily, sad, upset, not happy, and so forth). Students may put anything in the bubbles that helps them expand their thinking and show their knowledge about the target word.



Options based on need of classroom:

- Partner students and have them work on all the words
- Students work individually on one of the words (or their choosing or teacher selected)



If students need support with:	Then try this:
language	Teachers should pull students still struggling into small groups and provide more support with unfamiliar words. Those supports could be more teacher examples, non examples, and visual images.

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ASSESS

Assess students (formally or informally): *Determine the level of mastery for the stated objective.*

Check ins with students based on share out responses and morphology web.

ENRICH/EXTEND

Enrichment/Extension: *Provide enrichment and extension activities for students who need less support.*

For students who demonstrate ease with word part knowledge, consider having students make a word list of base words with un- that they know from their own lexicon or can think of and then define the new words they added.

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Activity Cards

unhappy	unknown	unsure
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