

LESSON TOPIC: Expanding Vocabulary through a Word Window



Note to the teacher

Before the lesson, create a “word window” on a horizontal sheet of posterboard by drawing perpendicular lines to divide it into four quadrants, or “window panes”. Label the poster as shown below. Laminate the poster so that you can write on it with a dry erase marker and erase it cleanly.

<p>Noun</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: auto;"> -s -es </div> <p>Affixes:</p>	<p>Adjective</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: auto;"> -er -est </div> <p>Affixes:</p>
<p>Verb</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: auto;"> -s -es -ing </div> <p>Affixes:</p>	<p>Adverb</p> <p>Affixes:</p>

For the first several lessons, you may want to scaffold by covering the two quadrants on the right with sticky notes so the students can focus on the *Noun* and *Verb* panes.

State the lesson objective(s)
Identify a clear, specific objective.

I’m going to show you a way to grow your vocabulary using a **Word Window**. We’ll start with a simple word, then make another word from it just by adding a prefix or a suffix.

Review prerequisite skills and teach related vocabulary
Set up the tools students need to succeed.

A **prefix** is a letter or group of letters we add to the beginning of a word in order to form a different word.

A **suffix** is a letter or group of letters we add to the end of a word in order to form a different word.

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I do it!—Demonstrate
Teach the new skill. Model with clear explanations. Verbalize your thinking process.

Write the word *invent* in the middle of the quadrant labeled *verb*.

This word is *invent*. If you *invent* something, you make it up or create it before anyone else does. *Invent* is a *verb*. It refers to an action—something that someone is doing. That's why I wrote the word *invent* in the windowpane labeled *Verb*.

In the pane, you also see a box with three special endings we've already learned, including *-s*, *-ed*, and *-ing*. We add these endings to words for different reasons, like changing the word from past tense to present tense. But these endings don't change the meaning of the word or the part of speech the word is.

Let me show you. If you want to talk about something someone else is creating, you could say *He invents* or *She invents*. *Invents* is still a verb, but you have to add the suffix *-s* to the word when you talk about another person.

If you want to talk about something that was created in the past, you add the suffix *-ed* to the word: *I invented*, *She invented*, *They invented*. *Invented* is still a verb.

But what if I wanted to use the word *invent* as a noun—a person, place, or thing? What if I wanted to use it in this sentence: *The team's invent won first place at the science fair*. That doesn't sound right! To change the word *invent* into a noun, I have to add a different suffix: *-ion*. Most of the time, the letter *t* or *s* comes before the suffix *-ion*. *-tion* and *-sion* are usually pronounced /shŭn/.

Write *invention* in the noun windowpane. I'm going to write the suffix *-ion* at the bottom of the pane to remind me that, sometimes, I can change a verb to a noun by adding *-ion*. It doesn't work on ALL verbs, but it works on some.

Now, the sentence reads, *The team's invention won first place at the science fair*. That sounds right and it makes sense!



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

Let's try one together!

The word is *act*. What's the word? Students: *act*

Act can be a verb. As a verb, *act* means to do something or to behave a certain way. I could say, "My brother *acts* silly when he's tired."

Work together with your partner to create one really good sentence that uses the verb *act*. Point to the box where *-s* and *-ed* are written. Remember, you can also add these suffixes to the word if you need to and the word *act* will still be a verb.

Give students a minute to create a sentence using *act*. Listen to their conversations and scaffold as needed.

Think: Can you change the verb *act* into a noun by adding a suffix? First, try the suffix listed at the bottom of the pane. What happens when you add *-ion* to the word *act*? Allow students to discuss. Prompt for the response *action*.

Very good! When you add *-ion* to the verb *act*, it becomes the noun *action*. What noun does it become? Students: *action*

Work with a partner. Create a sentence that uses the noun *action*.

Give students a couple of minutes to create a sentence. Listen to their conversations and scaffold as needed.

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You do it!—Provide independent practice

Provide individual students with multiple opportunities to practice independently and provide feedback as needed.

Now it's your turn.

The verb is *erupt*. What verb? Students: *erupt*

Work with your partner. Create a sentence using the verb. Then, use the suffix *-ion* to change the word from a verb to a noun and create a sentence using the noun.

Check for understanding

Assess students (either formally or informally) to determine level of mastery for stated objective.

Observe individual students as they respond during guided and independent practice. Scaffold or correct all errors. Provide specific feedback for accurate responses.



Note to the teacher

In a subsequent lesson, explicitly teach dropping the final e in a word before adding the suffix *-ion* (create, creation; ignite, ignition; revise, revision; etc.)

Continue using this routine throughout the year. First, explicitly teach other affixes that can change a verb to a noun.

Examples include:

- -er (teach, teacher; write, writer)
- -or (act, actor; instruct, instructor)
- -ment (enjoy, enjoyment; develop, development)
- -ance (perform, performance; resist, resistance)
- -ence (differ, difference; exist, existence)

Explicitly teach affixes that can change a noun to a verb. For example:

- -ize (computer, computerize; capital, capitalize)
- -en (length, lengthen; weak, weaken)
- -ify (beauty, beautify; simple, simplify)

Teach affixes that change nouns or verbs to adjectives. Some examples:

- -able (adapt, adaptable; like, likable)
- -al (magic, magical; music, musical)
- -ary (imagine, imaginary; prime, primary)
- -ish (fool, foolish; green, greenish)
- -less (care, careless; hope, hopeless)
- -ous (fame, famous; danger, dangerous)

Teach affixes that change nouns, verbs, or adjectives to adverbs. Examples include:

- -ly (quick, quickly; easy, easily)
- -wise (clock, clockwise; length, lengthwise)
- -ward (home, homeward; in, inward)
- -wards (back, backwards; up, upwards)