LESSON: Root Words

Grade: 3rd-5th
Date: March 21

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STRATEGY: Teacher-Directed

SUBJECT AREA: Reading/Language Arts

CALIFORNIA STANDARDS:

Reading/Language Arts
- Grade 3
  - Vocabulary and Concept Development 1.7: Use a dictionary to learn the meaning and other features of unknown words.
- Grade 4
  - Vocabulary and Concept Development 1.3: Use knowledge of root words to determine the meaning of unknown words within a passage.
    - 1.4: Know common roots & affixes derived from Greek and Latin & use knowledge to analyze the meaning of complex words.
- Grade 5
  - Vocabulary and Concept Development 1.2: Use word origins to determine the meaning of unknown words.
    - 1.4: Know abstract, derived roots/affixes from Greek and Latin & use knowledge to analyze the meaning of complex words.

TEACHER PERFORMANCE EXPECTATION ADDRESSED (TPE’s):
TPE 6b: Developmentally Appropriate Teaching Practices in Grades 4-8- During teaching assignments in Grades 4-8, candidates for a teaching credential build on students’ command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates develop students’ skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom.

PERSONNEL: Mr. Schwemmer

MATERIALS:

Educator: Liz Coleman / Grade: Multiage 3rd-5th
• Root Words Worksheet
• Dictionaries & Thesauruses

LESSON LENGTH: 1 hour

PREPARATION:
• Xerox and punch holes in both Root Words worksheets
• Select root words to introduce

MANAGEMENT STANDARDS:
• Students will quietly enter the room at begin morning warm up.
• Students will follow directions and not jump ahead when answering questions.

ANTICIPATORY SET:

Content Objective (Know): Students demonstrate knowledge of root words, develop vocabulary skills, and demonstrate creative-thinking skills.

Behavioral Objective (Do): Students will create real words by combining root words and/or short words.

Motivation (Teacher Created): Small group activity

METHODOLOGY (Teaching):

INPUT / MODEL
• Review with students root words and affixes. Give examples of each.
  o Important to distinguish between these
  o Root word = real word and make new words from it, adding prefixes/suffixes
• Distribute Root Words = Real Words worksheet.

GUIDED PRACTICE
• Have students break into partners (or 3’s) and complete define real words that include the root words, prefixes, and suffixes on the sheet and then make up new words. Encourage students to be creative.
• Bring students to carpet to discuss findings.

INPUT / MODEL
• Introduce the Root Words chart handout. Explain to students that each day they will study a new root word for homework. Today’s word is aqua. Ask students to list words that have aqua in them. Write on white board.
• “What do we think the definition is?” “What do these words have in common, what is similar?”
• What is a picture that would help us remember this root word?
• Encourage students to add root words to chart in back of room as they find new words. They can look for words in books/dictionaries, etc.

INDEPENDENT PRACTICE
• Students begin filling in root words chart with ‘aqua’ and search for word examples.
CLOSURE: Students complete root words chart for homework and keep it in their notebook. They will be responsible for the word ‘aud’ for homework in second row of chart and add to chart paper during morning warm-up.

DIFFERENTIATED LEARNING ACTIVITIES (Learning centers, manipulatives, special needs, etc.)
Make adjustments for following students:

- **Gate:** Students will assist lower ability students.
- **Challenged:** Student will receive assistance from older students.
- **Handicapped:** (ADHD) – Student will assist in handing our dictionaries and thesauruses.
- **SDAIE Techniques:** (ELL) – Word bank, small group work

ASSESSMENT:

Individual:

- Root Words = Real Words Worksheet 1 point
- Complete Root Words Chart (2 words) 2 points

Total: 3 points
ROOT WORDS INTO REAL WORDS!

DIRECTIONS: Read the word parts below. Find the meaning of each part in the Word Bank. Then combine each part to make a real word. Write the word. Then write a definition of the word, using the Word Bank meanings.

1. syn ___same or similar___ + oynm ___name___ = synonym -- word that means the same as another word
2. hemi __________________ + sphere ___________________ = ______________________
3. auto __________________ + graph ___________________ = ______________________
4. bio __________________ + ology ___________________ = ______________________
5. uni __________________ + cycle ___________________ = ______________________
6. dia __________________ + gram ___________________ = ______________________
7. tele __________________ + phone __________________ = ______________________

Word Bank

<table>
<thead>
<tr>
<th>auto (self)</th>
<th>ology (study of)</th>
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<tbody>
<tr>
<td>bio (life)</td>
<td>oynm (name)</td>
</tr>
<tr>
<td>cycle (wheel or circle)</td>
<td>phone (sound)</td>
</tr>
<tr>
<td>dia (through or across)</td>
<td>sphere (globe or ball)</td>
</tr>
<tr>
<td>gram (something written or drawn)</td>
<td>syn (same or similar)</td>
</tr>
<tr>
<td>graph (something written or drawn)</td>
<td>tele (far away)</td>
</tr>
<tr>
<td>hemi (half)</td>
<td>uni (one)</td>
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BONUS! How many more real words can you create using the Word Bank above? Write a definition for each word, using the clues from the meanings. Write those words on the back of this sheet.
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<tr>
<th>Root Word</th>
<th>Definition</th>
<th>Word Example</th>
<th>Picture</th>
<th>Other Word Examples</th>
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