Title: Vocabulary

Subject Matter Emphasis and Level: Base words, prefixes, and suffixes  Grade 3

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Brief Description of the Lesson/Unit:

Students will review the meanings of prefixes and suffixes that are written on post-it notes. Base words will be written on index cards. The students will read the base word chorally as the teacher holds up the card and students will give the definition of that word. Then an affix will be chosen to add to the base word, and the new word will be said and the meaning of the new word will be discussed.

SD Content Standards:

3.R.1.1. – Students can decode using word recognition skills.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?
   
   Prefixes and suffixes can change the meaning of a word.

2. What essential questions will guide this unit and focus teaching/learning?
What are base words? What are some common suffixes? What are some prefixes that are added to base words? How do they change the meanings of words?

3. **What key knowledge and skills will students acquire as a result of this unit?**

   Students will be able to decode words that have prefixes and suffixes and know what these words mean with the prefixes and suffixes.

4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?**

   Prior learning should involve base word recognition and the ability to give a definition of a word.

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**Stage 2: Determine Acceptable Evidence**

1. **What evidence will show that students understand?**

   **Performance Tasks:**

   The whole class will review the meaning of prefixes and suffixes that are written on post-it notes. These post-it notes will be placed on the board. Then the teacher will display index cards that contain base words. These will be reviewed as whole class. The teacher will then explain that students can choose any affix from the post-it notes and add it to the base word to create a new word. The teacher then models defining the new word. After completing 4 or 5 examples, students will work in small groups using index cards containing base words and post-it note affixes. Students are to add an affix to the base word to create a new word. They will write the word on a dry erase board, turn to their partner, say the new word, and give the definition. The teacher will go from group to group to observe and give support where needed.

   **Other Evidence:**

   *Quizzes, Tests, Prompts, Work Samples (summarized):*

   The created new words will be used in some area of writing.
Unprompted Evidence: (observations, dialogues, etc.)

Teacher observation

Student Self-Assessment

Words written on dry erase board.

Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Major Learning Activities:

Making new words, defining them.

Materials & Resources (technology & print):

Index cards with base words written on them.
Post-it notes with prefixes and suffixes written on each.
Dry erase board and markers.

Management:

Whole group first to model, then small groups.

Support Services and Special Teacher Notes:

They can help with simplified base words and fewer affixes.

Extensions and Adaptation:

Use the new words in sentences or use them in a story.
2. What differentiated instruction strategies are being used in this lesson/unit?

**Differentiated Process:**

**Differentiated Content:**
Words vary from easy to more difficult.

**Differentiated Product:**
Those from the lower group will write 3 or 4 sentences with the new words. Those from the middle will continue to create more new words and use these in sentences. Those from the higher level can use the words to create a story.