Lesson Title: Prefixes and suffixes

Content Area and Grade Level: Reading grades 3-5

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Brief Description of the Lesson/Unit:

This unit is designed to teach prefixes and suffixes to students with learning disabilities.

South Dakota Content Standards:

- Standard numbers and exact wording
  3.R.1.1 Students can decode using word recognition skills.
  4.R.1.1 Students can analyze complex word patterns.
  5.R.1.1 Students can construct meaning by using word parts and categories.

- Unpacked standards (in student-friendly wording)
  3.R.1.1 use prefixes (un-, dis-, pre-, re-) and suffixes (-er, -est, -ful, -ly)
  4.R.1.1 determine word meanings by applying knowledge of prefixes (in-, ir-, il-, non-, over-, mis-) and suffixes (-ment, -less, -tion/sion)
  5.R.1.1 read root words to which prefixes and suffixes have been added
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   Students with learning disabilities to demonstrate an understanding of word meaning through root words, prefixes and suffixes.

2. What essential questions will guide this unit and focus both the teaching and the learning?

   How do prefixes and suffixes effect the meaning of words?
   Why is being able to identify root words important?
   Why is it important to know the meaning of prefixes and suffixes?

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

   Students will be able to identify root words.
   Students will be able to give a definition of a word based on the prefix and suffix meaning.

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

   Students may have trouble identifying root words.
   Students may have difficulty matching prefixes and suffixes to their meanings.
   Students may have comprehension difficulties.
   Students may have shortened attention spans.
Stage 2: Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):
   - pre-test

2. Performance Tasks:
   - learning centers
   - worksheets
   - website activities

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):
   - test
   - writing (use of words with suffixes and prefixes correctly in sentences)

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):
   - observation
   - work samples

   Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving student achievement. Provide at least one example.

   As the students complete the centers, I will assess his/her understanding of prefixes, suffixes and root words through observation. I will reteach the meaning of the prefixes, suffixes, and root words based on their performance on the tasks they complete.

5. Student Self-Assessment:
   - self-checking learning centers
rurbric for writing assessment

6. Attach or include specific rubrics being used for this lesson/unit:
**Stage 3 : Learning Experiences and Instruction**

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

1. **Major Learning Activities:**
   - Students will add prefixes and suffixes to create new words.
   - Students will identify the root word.
   - Students will match the meaning to prefixes and suffixes.
   - Students will write/state meaning of a word by analyzing prefixes and suffixes.
   - Students will include words comprised of prefixes and suffixes correctly in writing assignment.

2. **Materials, Supplies, & Resources (technology & print):**
   - internet4classrooms.com (website) with links to prefix, suffix, and root word activities
   - list of prefixes, suffixes
   - teacher created cards with prefixes, suffixes and root words
   - teacher created learning centers

3. **Classroom Management:**
   - Centers
   - schedule
   - teacher assistance

4. **Support Services and Special Teacher Notes:**
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:
   - learning centers where students work at their own pace

2. Differentiated Content:
   - students will work on prefixes and suffixes they don't know

3. Differentiated Product:
   - writing responses