


Lesson Plan Template
Date: 12/7/2020
Prefixes and Base Words

Grade: 5 th		Subject: Language Arts	
Materials: Anchor Chart, Affix Activity, and Most Common Prefix List		Technology Needed: none	
Instructional Strategies: <input type="checkbox"/> <u>Direct instruction</u> <input type="checkbox"/> Peer teaching/collaboration/ cooperative learning <input type="checkbox"/> <u>Guided practice</u> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> <u>Visuals/Graphic organizers</u> <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> <u>Modeling</u> <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> <u>Large group activity</u> <input type="checkbox"/> <u>Hands-on</u> <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> <u>Pairing/collaboration</u> <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 5.L.2 Within the context of authentic English writing and speaking add prefixes and suffixes to based words.		Differentiation Below Proficiency: The student will not be able to define and identify base words and prefixes. The student will only be able to create 2-3 new words by adding a prefix to a base word. Above Proficiency: The Student will be able to add prefixes to base words to create new words and adding complex prefixes to base words to create complex new words. The student will beginning to start thinking about suffixes. Approaching/Emerging Proficiency: The student will be able to define and identify base words and prefixes. The student will also be able to be able to add prefixes to base words to create new words. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Anchor Chart, Most Common Prefixes Sheet, Affix Game Cards • Auditory: Teacher explain concept • Kinesthetic: Affix Game • Tactile: Affix Game 	
Objective(s) By the end of this lesson students will blend base words with prefixes by adding a prefix to a base word to create a new word. Bloom's Taxonomy Cognitive Level: <ul style="list-style-type: none"> → Knowledge → Comprehension → Application 			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> → Students will be able to choose their own partners. If students are not working effectively with each other teacher will give three reminders. After the third reminder teacher will pick a new partner for them. → Students will be called back using 3, 2, 1 eye on me an paw voices are off. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Expectations <ul style="list-style-type: none"> → Students will be respectful → Allow everyone the opportunity to learn by being respectful of his and her needs → Students will be responsible → Do the right thing, even if no one is looking → Students will be safe → Keep your body to yourself and remember that everyone deserves respect → Students will be invested → Show that you care about your work, and come to school every day ready to learn something new 	
Minutes	Procedures		
2	Set-up/Prep: <ul style="list-style-type: none"> → Create Anchor Chart → Have Affix Game Ready → Enough copies for Most Common Prefixes 		
3-5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> ○ What are some challenges that you can think of when creating a new word on your own? ○ What kinds of things would you need to know as a learner to create a new word? ○ Review any answers to the questions and then explain to students that they are going to learn how to create a new word today by using prefixes! 		
10	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> ○ Students today we are going to be learning about base words and adding a prefix. This will help us create new words. 		

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	<ul style="list-style-type: none"> ○ A base word is a word that can stand on its own and has meaning <ul style="list-style-type: none"> ● Examples: care, decide, specific, safe, happy, etc. ● What base words can you come up with? (write 3 on their white board) ○ New words can be made by adding a prefix to a base word. ○ A prefix is a group of letters added to the beginning of the based word to change the meaning and create a new word. ○ Explain the different prefixes and provide many examples like pre-prefix or preschool, mis-misunderstood, im-impossible, re-return, over-overlook (will display a chart containing multiple prefixes, what they mean and how they can be used to create new words on the active board. ○  <p style="margin-left: 40px;">Prefix Base Word New Word</p> <p>(this information will be placed on an anchor chart and slowly revealed during instruction)</p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> ○ Each student will have their white board ○ First, I will display a base word on the active board and student will write a new word by adding a prefix to their base word. Students will display the base word, prefix used and new word on their white board. ○ Next, I will display a prefix on the board and student will choose a base word and create a new word. Students will display the prefix, the base word they chose and the new word on their white board. ○ Depending on how students are doing we may only do 2 practice or if they are struggling, we may do more practice together.
10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ○ Students will play a game called affix fit ○ Student will work with partners and each student will have a recording sheet ○ There will be a bag labeled <i>base words</i> and a bag labeled <i>prefixes</i> ○ Students will be going by choosing <i>5 cards</i> from the base word bag and <i>5 cards</i> from the prefixes bag. ○ I will set a timer for 3 minutes and students have to create as many words possible from the cards that they choose. They will record their words on the recording sheet. ○ If students are starting to get the hang of prefixes and base words, we will only play two rounds of Affix Fit. If students are struggling, we may play a few more rounds or go back and re-teach.
5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ○ After students have completed the game, they will be instructed to clean up and put their materials away ○ They will then be called back to me ○ I will ask students <i>“How can you tell the difference between a base word and a prefix?”</i> <ul style="list-style-type: none"> ○ <i>“Right a base word is any word that stands on its own and has meaning and a prefix is a group of letters that are added to the <i>beginning</i> of a word to create a new word”</i> ○ <i>“So why do you think this is important?”</i> <ul style="list-style-type: none"> ○ Knowing our prefixes and how to add them to base words is important because it helps use be effective readers, break down unfamiliar words into segments and build a better vocabulary.”
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> ● Progress monitoring throughout lesson (how can you document your student’s learning?) <p>White board practice and affix game</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Documentation of affix game new words created!</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>→ What Went Well: There were many aspects that made this lesson go well. One aspect that made this lesson go well was the I do, we do, and you do. Another aspect that made this lesson go well was using explicit instruction and really enforcing the example of using prefixes. During the lesson I provided many examples of adding prefixes to base words. Then I allowed the students to practice on their on by giving them a prefix and then having them add a base word. Then I gave the students a base word and they had to add a prefix. They then displayed this on their white board for me to do a formative assessment. Not only does this allow them to practice but also go through a few of them together as a class so you show multiple ways to understand the content. This strategy helped make this lesson effective. It allowed for students to practice while have time to ask the teacher questions. It also allowed for me to check how well they were understanding the content and if I need to explain better or more or if they were just ready to move on. This made the lesson go very well.</p> <p>→ What Was Challenging: Something that was challenging about this lesson wasn’t much to do with the actually understanding and instruction of the content but more to do with classroom managing. It was difficult because sometimes when I would do a countdown</p>	

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to get the students attention they sometimes wouldn't respond and not all of them were done talking and paying attention. This is an aspect that made the lesson challenging. Something I could do to improve this is to start calling out or even rewarding the students who were ready and paying attention. Another thing that was challenging about this lesson is that while instructing some students were drawing on their white boards and even when you asked them to stop, they would somehow continue to keep drawing on their white boards. This was challenging because I knew that they were fully paying attention to the instruction. One thing that I could do to improve this challenging aspect is to have students place their markers in the middle of their pods and then when instructed to use white boards they may grab them. For this lesson just focusing on better classroom management strategies to gain all of students full attention.

- What I Would Change: In my view this lesson went fairly good. I loved the type of instruction strategies I used, and I noticed it was effective for these students. Using these different strategies helped the students really understand adding prefixes to base words to create new words. One thing about this lesson that I wouldn't necessarily change but just add to the lesson is during the affix activity I would add some more complex prefixes. During the activity I noticed that students were understanding this concept very well so it would have been nice to have had more complex prefixes to challenge students thinking.
- What the Students Learned: From my lesson the students learned about prefixes and base words. They learned about adding a prefix to a base word to create new words. I know they learned this concept by assessing during guided practice. I also know this because of my clarifying questions. Lastly, I know this because of the affix activity and the recording of their prefixes, base words and new words.