

Lesson Plan Template

Date: 10/12/2020

Grade: 5th	Subject: ELA (word Study)
Materials: Large Paper, worksheets, whiteboards, markers	Technology Needed:
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard 5.L.2 Add prefixes and suffixes to base words	Universal Design for Learning Below Proficiency: Examples used in group discussion will be at levels that can be understood by all Above Proficiency: Students will be encouraged to push their thinking further by examining exceptions and false-prefixes. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Anchor chart • Auditory: Discussion • Tactile : sorting
Objective By the end of the lesson, students will be able to identify prefixes, and sort them into categories based on spelling and meaning through a group discussion and sorting exercise. Bloom's Taxonomy Cognitive Level: remembering, understanding	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Voice level 0 when I am talking • No Blurting • Voice Level 2 discussion with pods • Raise your hands to share your ideas
Classroom Management- (grouping(s), movement/transitions, etc.) <ol style="list-style-type: none"> 1. During Transitions, voices should be at a level 0 2. Use "I need your eyes open, listening ears on, and minds ready to think," to prepare for the conversation 3. "If you can hear my voice, put your hand on your head" 4. When conversations get too loud, go silent and wait for recognition, as last resort. 	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Voice level 0 when I am talking • No Blurting • Voice Level 2 discussion with pods • Raise your hands to share your ideas
Minutes	Procedures
2	Set-up/Prep before lesson: <ol style="list-style-type: none"> 1. Create base for anchor chart 2. Print off assessment sheets 3. Post Blank Chart to the board and call for students' attention 4. Ask student to take out their word sheets for the week.
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ol style="list-style-type: none"> 1. Say "Alright 5th graders, yesterday, we introduced a whole new set of words for our word study. With a raise of hand can anyone recall what we talked about yesterday?" wait for response, prefixes. 2. Have students have a minute to discuss with their pod some of the things they know about prefixes from yesterday or from before. Remind students voices should be at a level 1 3. Ask 1 student from each pod to share what they talked about
10	Explain: (teacher-led) <ol style="list-style-type: none"> 1. Begin Anchor Chart creation by asking the students to define what a prefix is. Angle the conversation towards the definition of prefixes as a phrase that goes before a base word and changes what it means. Repeat the same process with base words. Underline and emphasize the words beginning and change meaning 2. Now, write the prefixes of the week, dis, mis, in, and un. For each, ask for examples from the students. Ask them to identify the root word. Once the root word is identified and defined, ask them what the prefix does to the root word. For each prefix, emphasize the negative impact each prefix has while providing a definition. 3. Emphasize that the prefixes un, dis, and in mean the opposite, while mis mean bad or badly. 4. On the white board, explain that spelling with prefixes is super simple, just add the parts together. 5. Make sure to emphasize that dis and mis, don't lose their s' when in front of a word that starts with s.

Lesson Plan Template

Date: 10/12/2020

10	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ol style="list-style-type: none"> 1. Say "Fifth graders now that we know what a our prefixes mean and do to out root words. We're going to try that worksheet we did over again." Give the students time to complete this, assessing students that need extra guidance in sorting out the words. 2. Students who complete their sheet will turn it in and then practice writing the words on their whiteboards. 	
2	<p>Closure (wrap up and transition to next activity):</p> <ol style="list-style-type: none"> 1. Give students a 2-minute warning. Tell them not to worry if they don't complete the sheet, just turn it in as is. 2. Set expectation for being back in seats ready for instructions by a certain time on the clock. 	
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (document of student learning, data collection) • Anchor chart progress monitoring, looking for connection between prefixes and how they change the base word • Data Collection through assessment sheet, looking for correct identification of prefixes and correct definitions for each. 	<p>Summative Assessment (linked back to standard, END of learning)</p>	
<p>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

Appendix A

Name _____ Date _____

Sorting for Prefixes in-, un-, dis-, mis-

Parent Directions: Have your child write the meaning for each prefix in the top row of the chart. Then have your child read each word and place it in the correct chart column.

Word Bank

misfit **disapprove** **incredible** **mischief** **inaccurate**
distrust **uncommon** **discourage** **uneasy** **infrequent**
ungrateful **informal** **disrespect** **unexpected** **misstep**

in-	un-
Meaning:	Meaning:
dis-	mis-
Meaning:	Meaning:

Take-Home Activity (BLM 6)

Word Study & Vocabulary 3: Unit 1: Prefixes **in-, un-, dis-, mis-**

©2010 Benchmark Education Company, LLC