

English Language Arts Lesson Plan

Grade Level & Subject Area: 2nd Grade English Language Arts – Prefixes and Suffixes

Standards/Framework (State Standards, Content Standards, InTASC Standards)

- RF.2.3.D – Decode words with common prefixes and suffixes.
- RF.2.3.B – Know the letter/sound correspondences, including distinguishing long and short vowel sounds: diphthongs, r-controlled vowels, additional common vowel teams, and regularly spelled one-syllable words.
- RF.2.3.C – Recognize and read grade-appropriate irregularly spelled words.
- RF.2.3.E – Decode words that follow the six syllable types.

Theme/Series of Lessons (if Not applicable, put N/A. If it is part of a series, of lessons, tell me, give a BRIEF description of the overall and tell me where this particular lesson fits):

This is the first of several different presentations of and interactions with the same material. It is an overview and introduction to prefixes and suffixes. Students will later be expected to spell given words with prefixes and suffixes, identify meanings of the prefixes and suffixes, and decode words with prefixes and suffixes.

Time (is this a 1 day 50 minute lesson, 5 day 1 hour lesson, once a week over a month lesson....):

Initially this is a one day, one hour lesson, and the prefixes and suffixes will be revisited through 30 minute assignments and activities at least once per day for 1-2 weeks.

What do the students already know? (This could be the Intro or they have learned information before starting this lesson):

Based on the standards, the students should already know many strategies for decoding words such as the CVC pattern, silent 'e,' certain vowel teams, compound words, and many more. They will be able to utilize these strategies to decode these words with the added prefixes and suffixes.

Objective (What are the students' going to accomplish):

The students will be able to decode simple words with the introduced prefixes and suffixes correctly, at least 3 words for each.

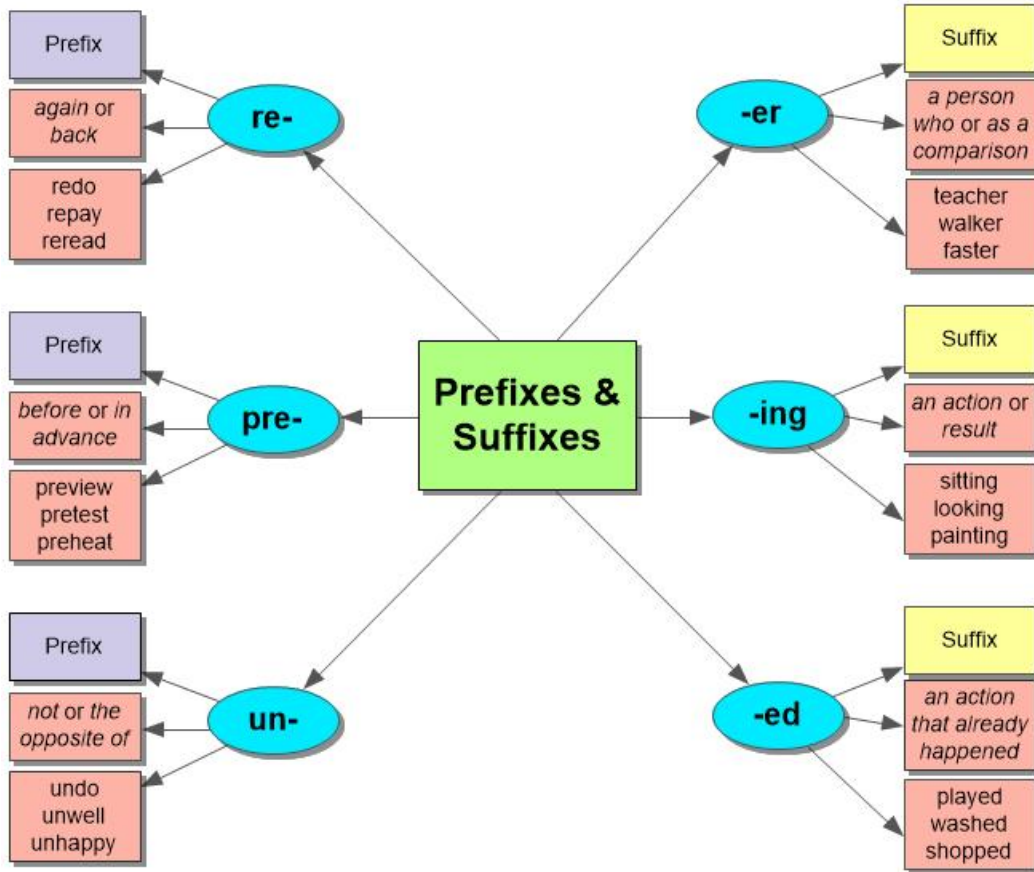
Materials:

- document camera
- projector
- copies of Inspiration 9 graphic organizer
- prefix cards (re-, pre-, un-)

- suffix cards (-er, -ing, -ed)

Procedure:

In preparation for the lesson, I will designate students to pass out the prefix and suffix cards as well as copies of the graphic organizer while I get the projector and document camera ready. (The blue circles will be blank and filled in by the students as we go.)



The entire graphic organizer will be covered over the projector except the green title square. I will start by explaining what prefixes and suffixes are (a prefix is a group of letters that is attached to the beginning of a word that changes the meaning of the word; a suffix is a group of letters that is attached to the end of a word that changes the meaning of the word). After a brief explanation, I will ask them to tell me what prefixes and suffixes are in their own words to make sure that they have an idea of the definition. I will start with the prefixes and only uncover one at a time as we review them. I will uncover the 're-' group, talk about how it's a prefix (comes before the word), explain the definition and the examples attached. I will then ask them to hold up their 're-' card and write 're-' in the corresponding blue circle. We will repeat this process with each section until the entire organizer is uncovered. When we have briefly discussed the organizer in its entirety, I will give the students additional words and they will be asked to hold up the card of the prefix

they hear (hold up 're-' for rewrite, etc.). We will then do the same with the suffixes (hold up '-er' for writer, etc.).

**Assessment (How will the students' show you that the objective has been met):
(Note: the assessment does not have to be a paper and pencil test)**

Informal assessment will include the students holding up the prefix or suffix card that matches the word said aloud. Formal assessment will include working in a large group and one-on-one with the students later on to see if they can decode, spell, and identify meanings of words that contain the prefixes and suffixes we have learned.

A Brief Description of The Entire Lesson - Plus Any Additional Information to be Included:

After distribution and preparation of materials, I will begin teaching students about prefixes and suffixes based on the graphic organizer presented. I will first define what prefixes and suffixes are. Then I will uncover the sections in the graphic organizer one at a time and review them, with the students identifying their prefix and suffix cards and filling in the missing parts of the organizer as we go. At the end of the lesson, students will be asked to hold up the card of the prefix or suffix in the word that I say aloud.

**(I should be able to see and understand your entire lesson by reading this.
Remember, Technology is not the lesson. It enhances the lesson)**