

Lesson Plan – Prefixes

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Subject: Reading

Grade Level: 1st

Objective(s):

- Student will be able to:

Analyze and understand new words by identifying words with prefixes.

TEKS:

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(B) demonstrate and apply phonetic knowledge by:

ii) decoding words with initial and final consonant blends, digraphs, and trigraphs;

(iv) using knowledge of base words to decode common compound words and contractions;

Introduction

- Entry/Daily Review/Anticipatory Set:

In the beginning of the lesson, I will have index cards with words on them.

Such as:

- Rewind
- Reenter
- Refill
- Redo

Then I will have my student read the words and ask her what she notices about the words. I would then explain to her that we will be learning about prefixes

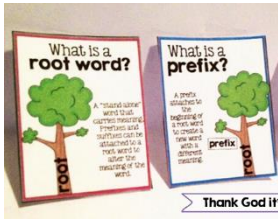
Lesson Rationale:

I will explain to my student that understanding and identifying prefixes will help her build on vocabulary and help her create new words by adding a prefix to the front of the word.

Body

- Input/Presentation/Modeling:

Before the lesson, I will create an anchor chart for the prefix and root word. I will include that prefix change the pronunciation of the word.



I will show the anchor charts to my student and tell her she will be identifying the prefix in different words. Then she will separate the prefix from the word. This will help my student visualize the words and grasp a better understanding of the use of prefixes.

Guided practice/Monitoring and Adjusting/Checking Understanding:

I will have two cubes; one cube will have a prefix and the other cube will have the root word. First, I will have my student roll the cube that has the root word. I will have my student pronounce the word that is on the cube and write in on a paper. Second, my student will roll the second cube with the prefix on it. As it lands on a prefix the student will pronounce the prefix then write it at the front of the root word. I will have my student pronounce the word and ask if it is a real word or not.



- Independent Practice/Opportunities for Practice:

Once the activity is completed, I will have a short passage. The words with prefixes will be highlighted already. Once she finishes reading the passage, I will have cut outs of the words with prefixes premade. She will find the prefix and root word that match the words in the passage, she will pronounce them and tell me which the prefix is, and which one is the root word. Lastly, there will be two cups one that has prefix written on the front and the other cup that has root word written on the front. She will place the prefix of the word in the prefix cup and the root word in the cup labeled root word.



Greta's Mistake

Greta's Mistake Greta made a big mistake. Molly was coming over to play. Molly has a dog named Bo. Greta asked Molly to bring Bo. This was the mistake. Bo was too excited. He kept misbehaving. He misused Greta's toys. He broke some of them. Greta asked Molly to put Bo outside. Molly misunderstood. She thought Greta wanted her to leave too. Molly was hurt. She

took Bo. They went home. The next day Greta saw Molly at school. She explained the misunderstanding. She told Molly that she still liked Bo. She told Molly that she had not wanted them to leave. Greta said that she would love to play with Bo at Molly's house.

- Modifications for Learners with Exceptionalities

Conclusion

- Assessment of Learning:

This will be determined by how well she is able to identify the prefix in a word. Then pronounce the prefix and root word separately then as a whole.

- Extension

I will have flashcards that have words with prefixes added to the beginning and I will have other flashcards that have words with suffixes at the end of the word. My student will have to identify which words have prefixes and which words do not.

- Closure

To end the lesson, using the anchor chart I will recap how identifying a prefix in a word will aid in her building vocabulary and understanding that the pronunciation of the word changes.

Materials Needed

- Index cards with words
- Real word or not chart
- Anchor chart on prefix
- prefix reading passage
- two cubes

References:

<https://www.education.com/lesson-plan/perfect-prefixes/>

http://www.freereading.net/w/images/2/27/GretaMistake_bw.pdf

<http://susanjonesteaching.com/first-grade-common-core-language-standards/>

<https://www.playdoughtoplato.com/roll-a-sight-word-alien/>