Decoding Unfamiliar Words

for

All Language Learners

in the

Fifth Grade

Lesson Overview

Grade Level:	Fifth
Language Level:	Advanced, Intermediate, Beginner
Content Category:	Reading
Content Subcategory:	Word Analysis
Materials Needed:	Computer connected to the Internet
Technology Tool:	See the Lesson Tools section for this lesson in the Teacher Management Area of the K to 8 technology curriculum
Lesson Summary:	This lesson teaches students the history of English words and how to define words according to root words, prefixes and suffixes. Students will play several games and create a slide show to practice defining words according to these methods.
Lesson Objectives:	At the end of the lesson, the student will be able to: • recognize root words, prefixes and suffixes • define words using roots, prefixes and suffixes • create a slide show
Academic Content:	This lesson covers: • root words, prefixes and suffixes • history of the English language • decoding unfamiliar words
Technology Skills:	See the following sections of the lesson plan for a detailed list of skills covered in this lesson: • Standards: NETS – Performance Indicators • Activity Instructions & Rubric

Lesson Plan

Lesson and Student Activity Details:

1. Begin the lesson by asking students to use a dictionary to look up the etymology of words. Show them how to read the dictionary to determine the root word and origin. Go over the key in the first pages of the dictionary. (You can also use online word Web Sites, or online dictionaries to get this information.)

2. The web lesson starts with a short, fun history of the English language beginning with Celtic Britain.

3. Interactive Game 1 tests each student's knowledge of the history lesson.

4. Next students learn about the structure of words. They start the section on prefixes.

5. Interactive Game 2 is a fun way for students to practice selecting the correct prefix.

6. Students study suffixes and examples.

7. Interactive Game 3 asks students to choose the correct suffixes.

8. Interactive Game 4 tests what students have learned about root words.

9. The Student Activity shows students how to create a slide show in which they will define and illustrate words. They are given the meanings of the roots, prefixes and suffixes.

Lesson Plan

Extension Activities:

1. Use online word Web Sites and dictionaries to study the history of words.

2. Conduct a Scavenger Hunt in which students look for prefixes, suffixes or roots in a word processing document. They can highlight, or use bold or italics fonts to mark the parts of words. You can also use newspapers or magazines.

3. Play a game where students have to guess the definitions of words they could not possibly know unless they break down the parts.

4. Let students have fun inventing words using what they know about roots, prefixes and suffixes. (Shakespeare invented words!)

Multiple Intelligences

- Bodily/Kinesthetic
- Intrapersonal
- Verbal/Linguistic
- Visual/Spatial

Questions & Answers

1. The root word for "ageless" is _____."
   - less
   - **age**
   - old

2. The root word of "actor" is _____.
   - tor
   - **act**
   - british

3. The root word of "microwave" is _____.
   - **wave**
   - popcorn
   - micro

4. The root word of "careless" is _____.
   - careful
   - **care**
   - less

5. What language did the monks bring to England?
   - Anglo
   - **Latin**
   - Greek

6. The root word of "introvert" is _____.
   - rover
   - intro
   - **vert**

Questions and Answers

7. Who brought Latin into the English language?
    - Greeks
    - Russians
    - **Romans**

8. What is the study of word origins called?
    - Rooting
    - **Etymology**
    - Origami

Questions and Answers

1. What was the first native language of Britain?
   - English
   - **Celtic**
   - British

2. What people brought "Angle-ish" (English) to Britain?
   - Pilgrims
   - Romans
   - **Angles**

3. Who brought Latin into the English language?
   - Greeks
   - Russians
   - **Romans**

4. What is the study of word origins called?
   - Rooting
   - **Etymology**
   - Origami

5. Who invented over 1,700 new English words?
   - **Shakespeare**
   - King George's sister's brother-in-law
   - Aunt E. Mology

6. What country had the most recent influence on English?
   - **America**
   - Greece
   - Rome

Questions and Answers

7. What language did the monks bring to England?
- Anglo
- **Latin**
- Greek

8. What is the period of time called when new art, inventions and exploration were happening in Europe?
- The Crusades
- **The Renaissance**
- The Dark Ages

Questions and Answers

1. Clue: study of words
   Answer: etymology

2. Clue: Britain
   Answer: where the English language began

3. Clue: Romans
   Answer: people who added Latin words to English

4. Clue: Anglo-land
   Answer: England

5. Clue: he invented 1,700 new words
   Answer: William Shakespeare

6. Clue: America
   Answer: country settled by English people

Questions and Answers

Interactive Game 2 – All Levels

Choose the correct prefix for the word given.

1. ____ act   Choices: **re**, react, actor, action

2. ____ behave   Choices: **mis**, act, have, mishave

3. ____ heat   Choices: **re**, ad, heat, reh

4. ____ tude   Choices: **multi**, mag, at, it

5. ____ gress   Choices: **pro**, under, prog

6. ____ cover   Choices: **under**, take, cover, over

7. ____ direct   Choices: **mis**, act, have, mishave

8. ____ heat   Choices: **over**, heat, reh, ad

9. ____ tude   Choices: **alti**, re, ad. ,mag

10. ____ gress   Choices: **re**, under, ad, reg

11. ____ cover   Choices: **re**, take, over, pro

12. ____ heat   Choices: **re**, ad, heat, reh

13. ____ tude   Choices: **multi**, mag, at it

14. ____ gress   Choices: **pro**, under, prog

15. ____ cover   Choices: **under**, take cover, over

16. ____ film   Choices: **micro**, film, mic, microfilm

17. ____ direct   Choices: **mis**, act, have, mishave

18. ____ heat   Choices: **over**, heat, reh, ad

19. ____ tude   Choices: **alti**, re, ad, mag

Interactive Game 3 – All Levels

Choose the correct suffix.

Questions and Answers

1. friend _____   Choices: **ship**, est, er, sly

2. smart _____   Choices: **er**, edly, ar, end

3. comfort _____   Choices: **able**, es, sly, end

4. care _____   Choices: **ful**, est, ly, mis

5. mother _____   Choices: **ly**, est, er, sly

6. soft _____   Choices: **est**, ful, rest, ship

7. rest _____   Choices: **ful**, ly, rest, able

8. father _____   Choices: **ly**, able, ful, sly

9. hard _____   Choices: **ship**, able, ful, mis

10. hard _____   Choices: **est**, mis, sly, able

11 – 19 are repeats

20. hard _____   Choices: **head**, mis, able, ful

Interactive Game 4 – All Levels

    1. The root word for "ageless" is _____."
- less
- **age**
- old
-

    2. The root word of "actor" is _____.

Questions and Answers

- tor
- **act**
- british

3. The root word of "microwave" is _____.
   - **wave**
   - popcorn
   - micro

4. The root word of "careless" is _____.
   - careful
   - **care**
   - less

5. The root word of "underneath" is _____.
   - under
   - underwear
   - **neath**

6. The root word of "introvert" is _____.
   - rover
   - intro
   - **vert**

7. The root word of "selfish" is _____.
   - fish
   - shellfish
   - **self**

8. The root word of "antiwar" is _____.
   - anti
   - **war**
   - ti

Questions and Answers

9. The root word of "Internet" is _____.
   - **net**
   - Intern
   - Al Gore

10. The root word of "disagree" is _____.
    - unlike
    - dis
    - **agree**

Standards

3.   Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

8.   Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

12.   Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Standards

1. **Basic operations and concepts**
   - Students demonstrate a sound understanding of the nature and operation of technology systems.
   - Students are proficient in the use of technology.

2. **Social, ethical, and human issues**
   - Students understand the ethical, cultural, and societal issues related to technology.
   - Students practice responsible use of technology systems, information, and software.
   - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. **Technology productivity tools**
   - Students use technology tools to enhance learning, increase productivity, and promote creativity.
   - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4. **Technology communications tools**
   - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Standards

Grade 3 to Grade 5

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)

4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)

5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)

8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)