

ST. JOSEPH'S UNIVERSITY
Lesson Plan Format

Name of Student: Eva McCarthy

School: Remsenburg-Speonk Elementary School

Child Study Course #: CS 424

Date of Lesson: 12/1/25

Cooperating Teacher: Mrs. Megan Saunders

Grade and/or Age: 6th Grade

Size of Group: 18

Curriculum Area or Learning Domain: ELA/Word Study

Specific Lesson/Skill Taught: Greek and Latin Root Words

CONTEXT FOR LEARNING:

This classroom is a 6th-grade integrated co-taught (ICT) classroom with 18 students, a special education teacher, and a general education teacher. There are five students with IEPs and two students with 504s. The 5 IEPs include three learning disabilities and 2 OHI. One student of the 18 students resides primarily in a self-contained classroom, and one student of the 18 students receives instruction for two periods a day in the same self-contained classroom. Within these 6th-grade classrooms, students leave the room to attend math in the 5th-grade classroom for a total of two periods (80 minutes) per day. During that time, the 5th-grade class comes into the 6th-grade classroom for two periods (80 minutes) of ELA. This lesson will take place during the 6th Graders' ELA periods, taking place in the 6th Grade classroom. Students are pulled out for counseling, occupational therapy, reading services, and math support. During this lesson, I will utilize ability grouping when constructing my groups for the instructional strategies portion of my lesson. The ability grouping will ensure that diverse student learning needs are met while fostering communication and cooperation between students in different learning groups. If needed, students with IEPs will receive extra assistance, scaffolding, and small-group instruction from the special education teacher. In the past, students have learned how to decode words and identify different roots and clusters. During this lesson, students will work with identifying different Greek and Latin roots and identifying them in different words. In the future, students will be able to manipulate roots, prefixes, suffixes, and affixes to create and change the meanings of words.

NEW YORK STATE NEXT GENERATION LEARNING STANDARD:

6L4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

6L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

OBJECTIVE:

Students will be able to answer $\frac{2}{3}$ questions correctly on an exit ticket assessment on identifying and defining Greek and Latin word roots for 67% accuracy in a time period of 10 minutes.

- Next, I will click to slide 2 of the Canva presentation. During this portion of the lesson, I will engage the students' prior knowledge of word roots. I will display the columns of words and ask students to collaborate with a partner to determine the similarities between the words. "Take a look at these words. What do you think they have in common? Turn and Talk to a partner about what you think is similar or different between these words." After giving students one minute to discuss this with the partner next to them, I will refocus students' attention to the board and ask for participation. "Eyes back up here in 3..2..1.. thank you. What did you come up with in your groups about what is similar or different between these words?" I will accept a variety of different answers, but ultimately I will click on the slide, revealing that their similarities are that they all have root words, each column sharing the same root.

INSTRUCTIONAL STRATEGIES:

- Next, I will review the definition of roots, along with examples on slide 3 of the Canva presentation. "What is a root? Who thinks they know what a word root is? Is it the same as these tree roots here? No! Let's look at these words, reform, inform, and deform. What do you think the root is between these words? Yes, 'form'! Based on the words, what do you think 'form' could mean? Yes, to shape! Do you see how we took the word root out of those three words and used it to try to find the definition of the word?" I will also explain to the class that adding prefixes and suffixes can create a new word with a similar base meaning.
- Next, I will click to slide 4 to inform students of the purpose of word roots and how they can be helpful. "How do you think word roots can be helpful to us? In what scenarios have you broken words apart to get a clue for the meaning when it was unfamiliar?" After asking students to share some of their thoughts about how word roots can be helpful, I will guide students by explaining different scenarios that they can apply their knowledge of word roots to. "Think about this, have you ever had a word in your reading that you didn't understand, but you saw a part of it that looked familiar, or a part of it you did know? You might have unknowingly used word roots to determine the meaning of an unfamiliar word, which can be helpful in your reading, studying for social studies, or taking a science test! Also, word roots can be helpful in understanding academic vocabulary. For example, let's say you were completing a science activity and you didn't understand the word biology, but you knew that "bio" means "life", so you would most likely choose the answer that includes something that says "life". Using word roots can also help you to be more confident in your reading and understanding."
- Next, I will provide students with some examples of commonly used word roots. During this slide, I will display each portion of the graph of commonly used word roots, their meaning, and the example word one by one, so I can get participation from students to hear their ideas before displaying the correct answer. "What do we think the root 'terr' means? Good, it means earth!"
- Next, I will click to slide 6 of the Canva presentation. I will display two words, like "fragile and fragment", then ask students what they notice. "Look at these two words, what do you notice? How are they similar, or how are they different?" After listening to some of the students' ideas about what is similar and different about the words, I will click on the slide and reveal the root "frag" within "fragile" and "fragment". I will

explain to the students that these two words are similar because they share the same root “frag”.

- Next, I will click to slide 7 of the Canva presentation. Before displaying my sentences, I will ask participants to use the words “fragile” and “fragment” in a sentence. “Who can use either of these two words in a sentence?” I will accept multiple answers before displaying my sentence examples on the slide. Next, I will ask students what they think the root “frag” means based on the use of “fragile” and “fragment” in a sentence. “After looking at these sentences and listening to some of your classmates' sentences, what do you think the word “frag” means?” After gathering student responses, I will click to reveal the definition of the word root “frag”.
- Next, I will dive into the addition of prefixes and suffixes in addition to word roots. I will display the words “fragile” and “fragment” again and prompt students to observe. “I know we already noticed the “frag” root in both of these words, but is there anything else you can notice?” After gathering students' responses, I will click and review the different suffixes added to the word root to form each word, as well as what they mean. Then, I will prompt students by explaining the importance of these suffixes in shaping the meanings of words. “Do you see how we took the word root ‘frag’ and added different suffixes to make two different words with different meanings, yet are still related? That is the importance of word roots and the addition of prefixes and suffixes.”
- Next, I will display slide 9 of the Canva presentation, which displays the same sentences and words from slide 7. Now, I will ask students to define both words. “Now, based on what we know about the word root and added suffix, what do we think ‘fragile’ and ‘fragment’ mean?” I will accept a variety of appropriate answers before displaying the correct answers on the board.
- Next, I will display slide 10 of the Canva presentation and prompt students to break down the word roots, prefixes, and suffixes. “Let’s look at these words: unison, sonic, bicycle, and cyclical. What is similar or different about these words, and how would we break them up? Take a second and collaborate with the person next to you.” After giving students a minute to discuss with their partner, I will ask groups of students to share how they broke the words. After calling on a few groups of students to share their thoughts and answers, I will display the correct breakup of the words. “If we look at unison and sonic, we see that they both have the root 'son' in common, and if we look at bicycle and cyclical, we can see that they both have the root 'cycl' in common.”
- Next, I will display slide 11 of the Canva presentation. I will explain to students that this slide shows how we can break words into their prefixes, suffixes, and root words. “Ok, so we know that unison and sonic share the root word ‘son’, which means ‘sound’. Now we can see how the addition of ‘uni’, which means ‘one’, can contribute to the meaning of ‘unison.” I will repeat this class discussion for the remaining three words, demonstrating how to break apart each word by the prefix, suffix, and word root.
- Next, I will click to slide 12 of the Canva presentation. I will explain to students how they can use a dictionary as a tool to help them break apart and identify different word roots. “I know that some word roots are not as easily recognizable and can be difficult to decipher. A dictionary is a great tool for identifying and defining different word roots. If we look at this dictionary example of biology, it shows the word root, as well as whether it is Greek or Latin, what the root means, and the definition of the full word. Using a dictionary is a helpful tool for everyday life and a tool that you will be participating in

your groups today. Do we have any questions?” At this point, I will answer any questions students may have about using the dictionary as a tool.

- Next, I will click to slide 13 of the Canva presentation. I will explain to students that we will break into groups for the remainder of the lesson to further practice identifying Greek and Latin roots. At this time, I will explain each station, hold up the activity associated with each, and explain it. I will then ask if students have any questions regarding the station, and then I will repeat the explanation of the station for the next two stations. Lastly, I will ask if there are any more questions before we break into groups. If not, I will transition to the group portion of the assignment.
- To transition to groups. I will reinforce the idea of using the “ready, set, go” method for station transitions. “Ok, I am going to say ready, and you are going to point to where you are going. I am going to say set, and you are going to stand and point to where you are going, and when I say go, you will move to your station. Do we understand the transition? Ok, ready, set, go!”
- At this point, I will be working with a group of students at one station, while my two co-teachers will be working with the groups at the other stations. We will spend 7 minutes at each station, and I will use a visual timer in the Canva presentation on the SMARTBoard to help teachers and students monitor their time and progress efficiently.
- After 7 minutes at their first station, students will use the “Ready, Set, Go” transition to move effectively to their next station. They will repeat this transition after 7 minutes to reach their third and final station.
- After students spend 7 minutes in their final stations, I will instruct students to “Stop Look and Listen” for the next instructions. During this portion, students will participate in a brief ‘task break’ called milling to music, where students will move around the room to music indicating the answer to the proposed question. Before beginning, I will remind students of the instructions and directions. “Ok, before we wrap up today, we are going to do a brief milling to music task break. The four corners of the room we will be using are corner 1 as the flag, corner 2 as the door, corner 3 as the teacher desks, and corner 4 as the couch. Each corner is a different meaning of a root. I will start the music, and once the music starts, you can “mill” around the room. When I stop the music, I will read a root, and you have to go to the corner of what you think the root means. Do we have any questions?” After answering any questions students may have, I will move forward with the milling to music portion of the lesson before the closure.

INCORPORATING TECHNOLOGY:

- During this lesson, I will use various forms of technology. For instance, a computer was used to make the Canva presentation and all worksheets/activities for this lesson. A SMARTBoard was used to display the presentation and worksheets for this lesson. Additionally, students used their school laptops to access the dictionary app to complete the station activity.

DIFFERENTIATION:

- **For students with ADHD**, they will have access to differentiated seating options, such as kick bands around the bottom of their chairs for sensory support. Additionally, if they become too distracting to others or distracted, they will have the opportunity to take a break and go for a walk to serve as a “reset” before continuing with the lesson.

- **For students with learning disabilities**, I will provide them with sample root words along with pictures indicating the meanings that will be laminated on a binder ring for students to take with them from station to station. Additionally, at each station, students will have printed directions provided for the activity at hand, in addition to the verbal directions given as a whole group. At the formal assessment portion of the lesson, these students will have the opportunity for more time, if needed with the addition of a word bank for the exit ticket. Additionally, they will have a written example page for each station, in addition to the exit ticket.
- **For students with behavioral challenges**, they will have the opportunity to meet with a classroom teacher to establish daily goals that they want to achieve and work towards. Additionally, they will have access to the word roots laminated binder ring to bring with them to each station. If these students become overwhelmed during the lesson, they will also have the opportunity to take a short break outside of the classroom as a “reset” before re-entering instruction.

ACADEMIC LANGUAGE:

Language Function:

- **Determine:** Students will determine the meaning of unfamiliar words by identifying Greek and Latin roots within those words.
- **Identify:** Students will locate Greek and Latin roots within words and observe any trends across words.

Academic Vocabulary:

- **Domain Specific:** Root, Prefix, Suffix, determine, dictionary, meaning, affix.
- **General Vocabulary:** Identify, analyze, clarify, match, compare

Syntax:

- Students will utilize syntax through the construction of responses in relation to determining the definition of a word, such as “I think this root means...” “If the root means this, the word should mean something like...”

Discourse:

- Students will engage in discourse through conversations with their partners through turn-and-talks at multiple points during the lesson.
- Students will engage in discourse when split into groups to work collaboratively on playing educational games or completing assignments as a group.

CLOSURE:

- For the closure part of this lesson, students will be seated at their desks.
- Next, I will display slide 14 of the Canva presentation on the SMARTBoard. I will display the word “geothermal” on the board. Next, I will prompt students to answer some questions about the word's meaning and word root. “Looking at the word geothermal, what do you think could be a word root? Yes, either geo or therm! Now, looking at those roots, what do you think they could mean? Yes, geo could mean ‘earth’, and ‘therm’ means heat! Based on what we have uncovered so far, what do you think the word geothermal means? Yes, it means heat that comes from the earth!”

- Next, I will explain the exit ticket portion of the lesson. “For your ticket to finish this lesson, you will complete the exit ticket and put it in the bin at the front of the room when you are finished. On this exit ticket, you will have three words. For each word, you will be asked to identify the root and the root meaning. Do we have any questions?” After answering any questions students may have about the exit ticket, I will pass it out and remind students that this is an independent activity for us to see what they have learned from this lesson. During this time, I will also display a 10-minute timer to see how much students are able to complete during this time frame.

EVALUATION/ASSESSMENT:

- **Informal Assessment:** For the informal assessment during this lesson, I will observe students’ conversations during the turn-and-talk portion, when asking for participation in whole-group activities, and when students work together in their groups. During the closure portion of the lesson, I will also use informal assessment to observe students as they complete their exit tickets.
- **Formal Assessment:** For the formal assessment during this lesson, I will use the exit ticket to assess students’ level of comprehension. Completing an exit ticket aligned with the standards will help me understand how well students responded to my teaching during the lesson. Additionally, the students will be asked to complete the exit ticket without any help from peers or teachers to ensure accurate assessment results. I will use the exit ticket to determine if students met the learning objective, and if they did not, students will engage in the re-engagement portion of the lesson.

RE-ENGAGEMENT:

- For students who did not meet the learning objective, I will pull students later that day or the next day to review the material. To reinforce the concepts of the lesson, these students will complete the re-engagement activity. Depending on the amount of students who did not meet the learning objective, I can either pull a student one-to-one or pull a small group for instruction. First, I will review some common Greek and Latin roots through using the word root cards complete with roots, definitions, and pictures. After reviewing the word root cards, I will leave these cards out on the table for students to reference throughout our re-engagement activity. At this point, I will encourage a discussion between myself and the students as we work through the re-engagement activity together. I will explain the directions of the assignment to the students. “First, we are going to look at the word in the left side column over here. Then we will look at the different roots that are being offered here on the right side column, and from that we can try to see what root is present in that word. Once I find it, I am going to underline the root in the word on the left hand side column, then go over to the right hand side and circle the root that is present in the word. Do we have any questions?” After answering any questions students may have, I will encourage them to work on the re-engagement activity. After all students complete the first portion of the re-engagement, I will explain the second part of the activity. “Now that we are done with the first half, we are now going to find the meanings of some common word roots. Our resource of the root cards is something that can be helpful to us for this part, so feel free to look at those as you work to help you find the meanings.” During this activity, I will provide students with help where it is needed, and I

will also collect each activity when they are done to monitor their progress going forward.

Appendix A:

Name: _____

frag "break"	son "sound"	cycle "circle"

Bonus: Pick 3 words and write their definition and use the word in a sentence.

Word	Definition	Sentence

Appendix B:

Name: _____

Prefix	Meaning	Word Root	Meaning	Suffix	Meaning

Word _____

Meaning of this Word _____

Example of Word in Context _____

Related Words _____

Appendix C:

Example

Word: biography

↙

biography

↓ ↓

root root/affix

bio: life

graph: write } Put it together!

"a biography is a written story about someone's life."

★ The definition of a word might not be exactly the roots meaning word-for-word, but it will provide helpful clues! ★

Name _____

Subterranean		Word	
Prefix	Meaning	Word Root	Meaning
Sub	under	terr	land or earth
		Suffix	Meaning
		-an	relating to

Meaning of the Word

relating to underground

<p>Related Words</p> <p>underground buried deep subsurface</p>	<p>Examples of Word in Context</p> <p>This area has many subterranean rivers that you can't see from above ground.</p>
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Revised 8/2023