**Language Arts Lesson Plan**

**Age Level:** 3rd Grade

**Subject(s) Area:** Language Arts/Prefixes and Suffixes

**Materials Needed:** PowerPoint, handouts

**S**tandards**:**

3.RF.3a : Identify and know the meaning of the most common prefixes and derivational suffixes

**O**bjectives**:**

**What will the students know or be able to do? At what Bloom’s Taxonomy Level? To what accuracy?**

Students will be able to combine a prefix or suffix with a root word in order to create a new word with 80% accuracy.

**L**earning Activities:

**Technology:**

* Prefix and Suffix PowerPoint

**Required Vocabulary:**

* Prefix – a word that is added to the beginning of another word to change its meaning
* Suffix – a word that is added to the end of another word to change its meaning
* -ing – something is happening now
* -ed – something already happened
* Root Word-

**Opening Element:**

* I will first ask if anyone knows what a prefix/suffix is.
* After the definition of prefixes and suffixes has been given, I will ask for examples and ask for the definition of each the students give out.
* After some examples have been given, I will hand out a practice sheet to work on combining prefixes/suffixes with root words to make a new word.

**Reflective Questions:**

* + How do you know if it is a suffix or prefix?
	+ How do you know what the root word is?
	+ What prefixes do you use often?
	+ How does the meaning of a word change?

**Instructional Methods:**

* Guided Practice Strategies:
	+ The students will receive a lesson on prefixes and suffixes
	+ Students will be asked about their background knowledge regarding prefixes and suffixes
* Independent Concrete Practice/Application: practice of skills in practical ways
	+ After the lesson, students will begin practicing building words using prefixes and suffixes.
* Classroom management/movement
	+ This is a short, 20-minute lesson. Students will remain in their desks.
* Differentiation:
	+ If needed, the teacher can provide a few examples of how to build words using suffixes and prefixes.
	+ The teacher can color-code the sheet for students as well.
	+ For advanced students, a second activity can be handed out. This activity asks students to choose 5 new words and write a complete sentence. It also asks students to choose two new words and illustrate the meaning.

**Wrap-Up:**

* Students will review prefixes and suffixes one more time at the end of the lesson

**A**ssessment:

* Clear Connection to Objective

 **Formative:**

* + Students will be assessed throughout this lesson by answering questions and giving examples.
	+ Students will be asked to give fist-to-five to describe their understanding with this concept.

 **Summative:**

* + Students will turn in the handouts to be assessed. Understanding of the concept will be measured by the use of prefixes and suffixes and if the new word is a real word or a made up, nonsense word.

Reflection:

 This lesson went well, but I wish I would have made it more engaging. The students understood the material, but seemed bored with the activity. I can see myself using this lesson in the future, but I will tweak it to make it more engaging and meaningful. My biggest challenge while creating this lesson was knowing exactly how much the students knew about suffixes and prefixes. I was told they had been introduced to them, but I wasn’t sure if they were on their way to mastering the concept. I quickly found out the majority of the class had a good understanding of the material, but there were some students who were still struggling with understanding suffixes and prefixes.

 If I were to teach this lesson again, there is a lot I would change. The first change I would make is the way the PowerPoint was set up. I wish I would have hidden certain parts of the example charts so that while I was teaching, I would have been able to reveal the examples and parts of the words/suffixes as I was talking about them. The way I had it set up, everything was revealed all at once, so the students tried to rush through the lesson.

 I would also change how interactive and meaningful the lesson was. The foundation and idea of the lesson was decent, but I think I could have made the presentation much more meaningful. In order to do this, I would have started with a better attention grabber. I would have added some type of song and/or movement as well. This lesson took place in the afternoon, so the majority of the students were tired and needed to move around.

 There are some aspects of this lesson I would keep, but I would tweak it a little to make the lesson more engaging and meaningful. I liked the idea of the PowerPoint, but as I mentioned before, I would have changed the way the information was presented. I also liked the idea of the worksheet, but if I were to teach this again, I would add a column asking the students to describe the meaning of the new word or I would have added the second part of the worksheet to fit into the lesson. The second part of the worksheet was to take 5 of the new words the students have created and use them in a compete sentence. I think this would have been excellent to add to make the new words meaningful, rather than just making new words and not having to given context to the new word.

 This lesson went well and I liked the overall idea of the materials I used, but if I were to teach this again, I would definitely make it more engaging. I found this lesson challenging because I did not know how much the students knew about the content. I think I would also allow for a longer block to teach this lesson. This lesson was 20 minutes long, so I felt rushed trying to get everything in. I think I may have focused on prefixes one day and suffixes the next. I hope to use the foundation of this lesson in the future, but change some things to make it more meaningful in the future.