

Teacher Directions

The activities in this unit are designed to take approximately 10 minutes per day.

Here is a schedule that I have created.

Monday: Teach a mini lesson using the PowerPoint

Tuesday: Practice the skill using the notebook activity

Wednesday: Incorporate writing using the writing activity

Thursday: Practice using a task card scoot*

Friday: Assess with the provided assessment

*The task card scoot MIGHT take your kids longer than 10 minutes.



Monday: Mini Lesson

Use this time to introduce the weekly grammar skill. Use the provided PowerPoint. The lesson does encourage collaboration. It is important that students have a shoulder partner to share with.

The slides do ask students to come up with additional examples. You can just record these on the board if you like.

Slides can be printed if you want to have an anchor chart/poster for your classroom.



Monday: Mini Lesson

ROOTS & AFFIXES

A **root word** is a word or word part that has a specific meaning and can be used to create new words.

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ROOTS & AFFIXES

Some words have two or more word parts!

monologues

↑ ↑ ↑
prefix root suffix

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Tuesday: Notebooks

Students will use this time to complete a notebook activity. The notebook activity is great practice and will become a resource that they can look back on all year.

Students can work independently or with a partner.

If time permits, you can have students share an example that they have included in their notebook.



Tuesday: Notebooks

Roots & Affixes
Root words are words or parts of words that have a specific meaning.
Affixes are added to words to change the meaning of a root word.

incredible

Prefixes	Root Words	Suffixes	
contra-	aqua	-able	-ive
de-	ego	-al	-ize
dis-	aud	-ate	-less
ex-	fac	-er	-logy
im-	auto	-est	-ly
mal-	fore	-ful	-ness
mid-	fort	-ia	-ous
mis-	pater	-ible	-phobic
mono-	path	-ic	-scope
non-	phon	-ing	
pre-	port		
pro-	rupt		
super-	script		
	sol		
	spec		
	t		

Wednesday: Writing

Today students will be taking their new language skill and incorporating it into their writing.

Simply use the PowerPoint provided to guide students as to what they should be writing.

Students will write independently, but then they will work with a partner to continue practicing their weekly skill.



Wednesday: Writing

ROOTS & AFFIXES

Write at least three sentences about a problem you have. You use two or more words that have roots or affixes?

Example: I rearranged my room and lost my favorite pencil.

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ROOTS & AFFIXES

Trade papers with your partner. **Underline** the words with roots or affixes.

Can you name if these are prefixes, roots, or suffixes?

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Thursday: Task Cards

Today students will be practicing using task cards. Each student will need a recording sheet. You will need one set of the task cards for the class.

Spread the task cards around on the desks.

Students can start with the card closest to them and then scoot to the next card. It does not matter the order that they complete the cards and they can work at their own pace.

If needed, you can scoot with some of your lowest learners to offer support.

This can be a graded assignment or something that you discuss as a whole group.

Thursday: Task Cards

The image shows a stack of task cards and a worksheet. The top card is titled "Roots & Affixes" and features a grid with 24 numbered boxes (1-24) for student responses. A yellow pencil is positioned diagonally across the grid. The task cards in the foreground have a decorative border and a cartoon girl character. The top card of the stack asks: "Are the underlined chunks prefixes, roots, or suffixes?" and includes a small drawing of a girl. The bottom card of the stack asks: "Is the underlined chunk a prefix, root, or suffix?" and provides a sentence: "The universal sizing fits well." with three multiple-choice options: a. prefix, b. root, and c. suffix. A circular badge with the number "20" is visible on the bottom card.

Roots & Affixes

Name: _____

1.	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	12.
13.	14.	15.	16.	17.	18.
19.	20.	21.	22.	23.	24.


Is the underlined chunk a prefix, root, or suffix?

The universal sizing fits well.

- a. prefix
- b. root
- c. suffix

20

Friday: Assessment



ROOTS & AFFIXES

Is the underlined chunk a root, prefix, or suffix?

Name: _____

1. The <u>fortress</u> was surrounded by a steel gate.	root	suffix
2. You will get in trouble for <u>interrupting</u> the teacher when she is talking.	prefix	root
3. The author's <u>autobiography</u> was well written.	prefix	root
4. The ball was in <u>motion</u> before she caught it.	root	suffix
5. Many people tend to <u>contradict</u> their statements.	prefix	root
6. <u>Geology</u> is the study of rocks.	prefix	root
		prefix

Today students will work independently to take an assessment. The assessment is on a half sheet to save paper!

An answer key is included.