

Understanding Prefixes Through Art: 2nd and 3rd grade reading -- Sandi Gronstal

Lesson Plan AEIC

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Objective: Students will understand the meaning of prefixes by exploring the meaning using many modalities.

Grade Levels: Second and third grade.

Standards: Increasing word understanding, word-use and word relationships increases vocabulary.

Introduction: Show the YouTube clip: "The Prefix and Suffix Kix Song."

Themes: Connections-writing about their experiences.

Risk Taking: Students are asked to experience reading and understanding words using different modalities than they are used to.

Imagination: Students are asked to think about how to express what a word means on as many levels as they can.

Active engagement: Students enjoy learning from each other and are more engaged when they are able to create and explore meaning with each other.

Risk-taking will be evident with students when they think about their experiences, work with others, and create an image of different word-meanings.

Imagination: Students are given opportunities to express the word-meanings.

Timeline: One week in duration, adding suffixes the next week

Activities:

Day 1: YouTube video introducing prefixes

Warm-up: Students will be in a circle to warm-up. Students will experience how prefixes change the meanings of words by walking around the circle, holding hands, going one direction then reverse; repeat going clockwise in circle then counterclockwise; disconnect by dropping their hands; show faces that are happy - then unhappy; be visible and then invisible.

Students pick a sticky note out of a basket with a prefix written on it and then match it to the root words on a chart: dis/honest, non/fiction, sub/marine, im/possible, mis/behavior, pre/historic, re/turn, de/fend.

Once complete we read the chart and discuss what the prefixes mean. Students get into groups of three and pick a common prefix and search for words that have that prefix. As a group, they use a movement to display the prefix like "re-" (motioning thumbs backward) as the group says the root word. The teacher demonstrates by creating an action for the prefix "pre-": preschool, prefix, predawn, etc. After 5-10 minutes groups share with the class their prefix, and the class guesses the prefix.

Day 2: Students select a sound (various noisemakers) to illustrate the sound of their prefix. Students draw three cards and have to incorporate the three modalities in their description of the words with a prefix. Students are encouraged to use their imagination as to how they express their prefix and their words when picking three of the following: act out the word, illustrate drawings, write a poem, create a machine, create a song/rhythm, create a dance, use clay to tell a story, use technology to film themselves or create a PowerPoint presentation.

Day 3: Share group presentations.

Adaptations: If students need more guidance, teacher will model or extend the amount of time needed.

Day 4: Journal on one of these prompts: Describe a time you were treated fairly/unfairly, were discouraged/encouraged. When did you do something that was inappropriate/appropriate?

Day 5: Evaluation: During reading time students record words that have prefixes and write them in their journal with a brief description of the word and write them on a chart to be reviewed the next week.