



Overview: This lesson is to be used with Greek, Latin, Anglo-Saxon roots and affixes. Students make concept development vocabulary flash cards using morphemes.

Standards

1. L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
2. L.11-12.6: Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

Objectives:

1. Students will recognize that all words are made up of root words.
2. Students know the meanings of root words.
3. Students will apply their knowledge of root words to illustrate concepts of their vocabulary words.

Materials:

1. Paper
2. Root word worksheet
3. Markers, colored pencils, or crayons

Procedure:

1. *Anticipatory Set:*
 1. *Why is it important to study root words? How can you use this strategy?*
1. Take a sheet of paper and fold it so that it makes 8 boxes.
2. Review the root word worksheet.
3. On the back of each square write the word, it's definition and answer the question in a complete sentence
4. On the front of the square (at the bottom) write the word, the root and the root's definition. Think of a creative illustration for the word and draw it out
5. Once you have completed all eight of your vocabulary terms, cut the boxes into cards and turn them in. The card best depicting the vocabulary term will later be used to create the Vocabulary Bulletin. The rest of the cards will be returned. Remember the root and its definition. All the words and their definitions you hear today will be used in a game later in the month.
6. Check for Understanding/Independent Practice:
7. Observe students illustrating their words and answering the questions.
8. Students will make a vocabulary bulletin and develop a story line that uses only their illustrations to make sentences that are posted on the vocabulary bulletin.



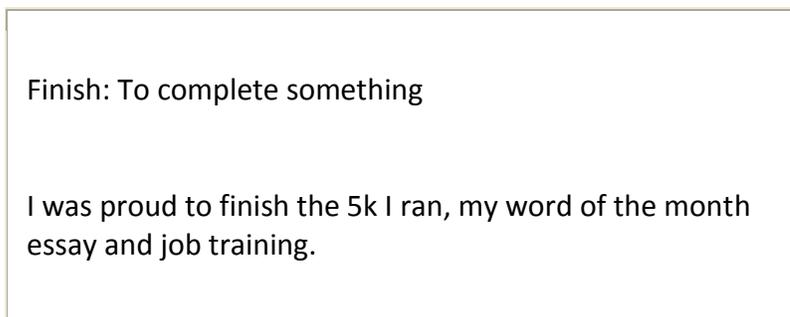
9. Closure:
 10. Students will be given their illustrated cards to study. At the end of the unit, students will be able to participate in a game which tests their knowledge of root words.
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Student Handout: Vocabulary Root Word Drawing

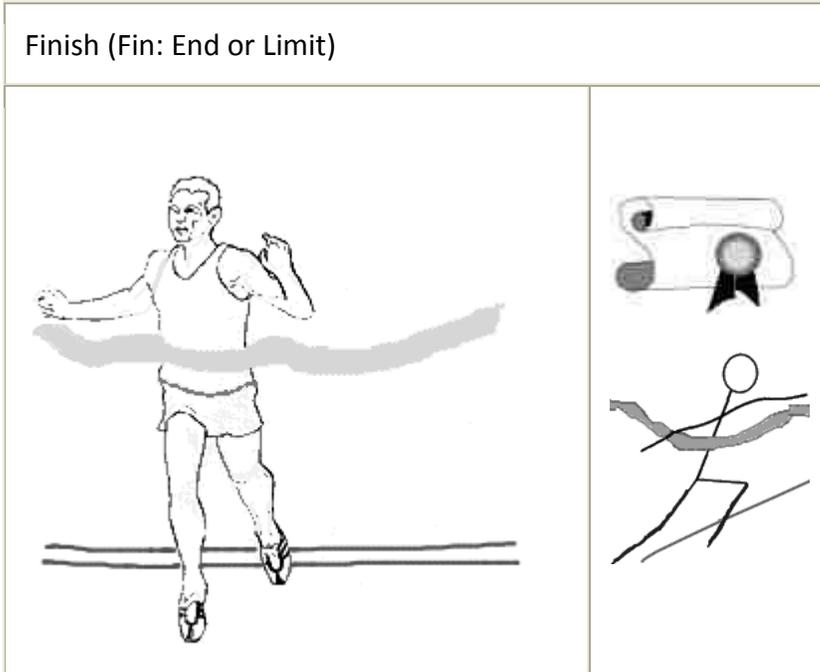
Fold your paper so that it makes eight boxes and looks like this:



You will be given a sheet explaining the root words you will be learning, illustrating and defining. Review the worksheet and start thinking of ways to illustrate each word. On the back of each square write the word, its definition and answer the question in a complete sentence. See example below:



On the front of the square write the word, the root and the root's definition. Then think of a creative illustration for the word and draw it out. Make your drawings as simple or detailed as you wish. See example below:



Once you have completed all eight of your vocabulary terms, cut the boxes into cards and turn them in. The card best depicting the vocabulary term (not necessarily the best drawing) will later be used to create the Vocabulary Bulletin. Remember the root and its definition. All the words and their definitions you hear today will be used in a game later in the month.



Vocabulary Practice

Duration: 30-40 minutes

Description: Students work in small groups to create a restaurant menu using SAT vocabulary words (a minimum of 20 from a cumulative list). Each meal description must give the reader a "clue" to the word's definition. [Example: *Disdainful Veggies* -- Filled with contempt because they have no rights. Sure, refuse to eat meat, but keep eating veggies? Carrots have feelings too!] This lesson can also be adapted by Foreign Language teachers to assist students with learning new vocabulary words.

Goals:

To increase vocabulary recall, synthesis, and knowledge.

To provide students with an opportunity to work cooperatively in groups.

To provide an alternative to the repetitive and "boring" nature of learning new vocabulary words.

Objectives:

Students will be able to work cooperatively in groups to create a restaurant menu which accurately depicts the definitions of the given vocabulary words.

Students will be able to connect seldom-used or seldom-heard vocabulary words to an everyday event or item.

Standards Covered:

RI.11-12.4

L.11-12.1a-d

SL.11-12.1a-d

SL.11-12.3

Materials:

Barron's SAT preparation book with word list (or SAT vocabulary list)
dictionaries

paper/pencils

construction paper

markers/colored pencils

The grading rubric is a handout included with this lesson.

Procedure:

Divide students into groups of 3-4. Explain that each student will have a specific role in his/her group. List the three roles on the board (Comment Recorder(s), Task Leader, and Presenter).

Hand out a copy of the rubric, which lists the descriptions of the roles, and assign a role to each student. Remind the class that although each student has a specific job, everyone in the group must actively participate in the creation of the menu items and descriptions. All students will be held accountable for the correctness of definitions paired with menu items.



After checking for students' understanding of expectations (20 words, 30 minutes, "clues" or definitions in the description of menu items, menu format, a colorful and creative cover), students can begin working on their menus. During this process, the Task Leader will encourage discussion about the vocabulary words, along with researching definitions. The Comment Recorder will write down group members' ideas and suggestions for the menu. The Presenter will share the group's menu at the end of class.

Optional: At the end of class, students choose three words that they found most interesting on their menu. Incorporate these words into a vocabulary quiz for the next day's class.

Assessment: Collect students' menus, and use the rubric to evaluate them. Provide each group with a score. Teachers may want to construct a vocabulary quiz, or another project as determined by the students and the teacher, based on students' strengths and weaknesses.



Menu Rubric

Each group must complete their menu within the 30-40 minute timeframe.

Group member jobs will be divided as such:

2 Comment Recorders: Records suggestions/comments made by each individual, along with the student's name.

1 Task Leader: Keeps the group talking about the menu and vocabulary words; research definitions.

1 Presenter: Presents the group's menu in front of the class.

*If you are **not** actively participating in the group's discussion, you will lose **all** credit and be forced to complete the assignment alone.

_____ **(20 points)** Each of the twenty words is used in a menu item.

_____ **(20 points)** Each menu item contains a "clue"--part of the definition--in the menu item's description.

Example: Under salads and appetizers your group lists "Myriad of Greens" as a salad made up of iceberg lettuce, romaine lettuce, arugula, and a various array of other greens

_____ **(5 points)** Menu format followed with a restaurant name.

_____ **(5 points)** Colorful menu cover

_____ **(of 50 points total)**