**Word Mapping Video Series**

**Professional Developer’s Guide for Discussions and Activities**

This guide was designed for use with the three-part Word Mapping Video Series. Links to videos and handouts are included in this guide.

**After the Introduction Video (Part I):**

[**https://drive.google.com/drive/folders/1j8K01N01pcdrCvCb2Z9\_tO1r6FVPvdyd**](https://drive.google.com/drive/folders/1j8K01N01pcdrCvCb2Z9_tO1r6FVPvdyd)

The following questions can be discussed with the group to identify a school or district’s current vocabulary practices and areas of need:

* What types of vocabulary instruction are currently in place in your school or district?
* Do current practices include a focus on prefixes, suffixes and roots?
* Are assessments administered that provide data regarding students’ vocabulary levels? If so, what are the assessments and how often are they administered?
* How much time is spent on vocabulary instruction in a typical week … or unit?
* What impact does lack of vocabulary knowledge have on your students’ learning?

**Throughout the Morpheme Video (Part II):**

[**https://drive.google.com/drive/folders/1\_z0bN1mAXIvoQFuzjqi4BmzPvkHjETLe**](https://drive.google.com/drive/folders/1_z0bN1mAXIvoQFuzjqi4BmzPvkHjETLe)

**\*** If you are using these videos during a face-to-face presentation or a live virtual presentation, pause the morpheme video after the prefix, suffix and root sections to engage participants in discussions, conduct activities and answer questions.

After the section on prefixes:

* The participants should practice finding prefixes on the Isolate the Prefix Worksheet #1. The presenter can model some of the words in the first column to show how to use the Prefix Definitions List to find the prefixes. Participants can then work on words in the other columns. Participants should use the answer key in the back of their manuals to check their responses.
* Participants should review the prefix practice lessons on pages 45-56. They should also check out the prefixes that are addressed in the 6 lessons and think about words from content areas that may include the prefixes. These prefixes are:

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| --- | --- |
| **Prefix Lessons**Pages 45-56 | **Prefixes**(21) |
| Lesson 1 | un-, in-, im-, il-, ir-, dis- |
| Lesson 2 | en-, em-, in-, im-, il- |
| Lesson 3 | mis-, re-, trans- |
| Lesson 4 | de-, non- |
| Lesson 5 | over-, sub-, super- |
| Lesson 6 | inter-, fore- |
| Lesson 6 | Fac, fact, mob, mot, pon, pos |
|  |  |

* Participants could be assigned one of the following tasks focusing on prefixes:
	+ Choose a prefix and create a prefix tree.
	+ Create a word part table for a selected prefix.
	+ Select a prefix and make a list of words containing that prefix.
* Ideas for other enrichment activities involving prefixes can be discussed.

After the section on suffixes:

* The participants should practice finding prefixes on the Isolate the Suffix Worksheet #1. The presenter can model some of the words in the first column to show how to use the Suffix Definitions List to find the prefixes. Participants can then work on the words in the other columns. Participants should use the answer key in the back of their manuals to check their responses.
* Participants should review the suffix practice lessons on pages 69-80. They should also check out the suffixes that are addressed in the 6 lessons and think about words from content areas that may include the suffixes. . These suffixes are:

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| **Suffix Lessons**Pages 69-80 | **Suffixes**(33) |
| Lesson 1 | -s. –es. –‘s, -s’, -s, -ed, -ing |
| Lesson 2 | -en, -er, -or, -est |
| Lesson 3 | -ion, -tion, -sion, -ment, -ity, -ty, -ness |
| Lesson 4 | -al, -ial. –ic, -ly, -y |
| Lesson 5 | -ous, -eous, -ious, -ful, -less  |
| Lesson 6 | -able, -ible, -ive, -itive, -ate |
|  |  |

* Participants could be assigned one of the following tasks focusing on suffixes:
	+ Create a list of words containing a selected suffix.
	+ Make a list of content area words that contain the suffix and discuss the meanings.
	+ Select a suffix and create a memory table.
* Ideas for other enrichment activities involving suffixes can be discussed.

After the section on roots:

* The participants should practice identifying word parts on the Identifying Morphemes Worksheet #1. The presenter can model some of the words in the first column to show how to use the Word Part Definitions Lists to find the prefixes, suffixes and then the roots. Participants can then work on the words in the other columns. Participants should use the answer key in the back of their manuals to check their responses.
* Participants should review the roots practice lessons on pages 57-68. They should also check out the roots that are addressed in the 6 lessons and think about words from content areas that may include the roots. . These roots are:

|  |  |
| --- | --- |
| **Roots Lessons**Pages 57–68 | **Roots**(32) |
| Lesson 1 | aud, phon, dic/dict |
| Lesson 2 | port, volv, volu, miss mit, mitt |
| Lesson 3 | sign, graph, gram, script, scrib |
| Lesson 4 | struct, man, mani, manu, tract |
| Lesson 5 | cred, cre, spect, spec, path, pathy |
| Lesson 6 | Fac, fact, mob, mot, pon, pos |
|  |  |

* Participants could be assigned one of the following tasks focusing on roots:
	+ Choose a root and create a root word tree.
	+ Create a memory table with a selected root.
	+ Develop a list of words from different content areas that contain the same root.
* Ideas for other enrichment activities involving roots can be discussed.

**After the Strategy Video (Part III):**

[**https://drive.google.com/drive/folders/1LHQHYqClJHBrd7M\_pk-pQcFAH2hI01bf**](https://drive.google.com/drive/folders/1LHQHYqClJHBrd7M_pk-pQcFAH2hI01bf)

Refer to the *Tips for Teaching Word Mapping* Document that has been provided. These tips can be embedded in coaching sessions. Ideas for topics for your coaching sessions could include the following:

Share the powerpoint that can be used with students when introducing lessons 1-4

[**https://drive.google.com/drive/folders/18ejW0RcjNsG9eYULwEu0Q45YdtigquU6**](https://drive.google.com/drive/folders/18ejW0RcjNsG9eYULwEu0Q45YdtigquU6)

Topics to discuss:

* + Organizing Student resources: Setting up vocabulary folders, using flash cards (Including creation of virtual ones via Quizlet, etc.)
	+ Providing Ideas for Teaching Lessons 1-4
	+ Sharing Tips for Practicing the Strategy
	+ Assessing Students’ Use of the Strategy and Identifying Common Challenges
	+ Providing Feedback to Students
	+ Using the Student Progress Chart and Analyzing Student Progress