

LESSON AT A GLANCE

PART I: PRETEST

Supplies Needed:

- | | |
|---|---|
| _____ <i>The Word Mapping Pretest</i> (one per student) | _____ Pencils and Paper |
| _____ Answer Key | _____ Student Folders |
| _____ <i>Evaluation Guidelines</i> | _____ <i>Word Mapping Strategy Progress</i> |
| _____ <i>Student Response Sample</i> | _____ <i>Charts</i> (one per student) |
| _____ <i>Example Progress Chart</i> | |

√	Instructional Steps	Visual Aid
_____	1. Give an advance organizer.	_____
_____	2. Distribute the materials.	<u><i>Pretest</i></u>
_____	3. Give instructions for the pretest.	_____
_____	4. Solicit and answer questions.	_____
_____	5. Instruct the students to begin, and monitor their work.	_____
_____	6. Collect the tests.	_____
_____	7. Score the tests.	<u><i>Eval. Guide.</i></u>
_____	8. Communicate the test results to the students.	<u><i>Prog. Chart</i></u>
_____	9. Explain that the students will be learning a strategy for predicting the meaning of words.	_____

LESSON AT A GLANCE
PART II: INTRODUCING MORPHEMES AND THE STRATEGY
LESSON 1: INTRODUCTION AND PREFIXES

Supplies Needed:

- | | |
|--|---|
| _____ Large writing surface | _____ Overhead projector & screen |
| _____ Appropriate writing implements | _____ <i>Word Mapping Notes Sheet #1</i> |
| _____ <i>Cue Cards #1-6</i> (transparencies) | _____ (one per student, transparency) |
| _____ <i>Isolate the Prefix Worksheets</i> | _____ <i>Word Mapping Notes Answer Key #1</i> |
| _____ #1, #2, #3, and #4 (one per student) | _____ <i>Isolate the Prefix Worksheets Answer Keys</i> (transparencies) |
| _____ Student binders | _____ <i>Prefix Definitions List</i> (one per student) |
| | _____ Pencils and paper |

✓	Instructional Steps	Visual Aid
_____	1. Give an advance organizer.	_____
_____	a. State the purpose of this lesson.	_____
_____	b. State your expectations.	Notes Sheets
_____	2. Introduce and define “word parts.”	_____
_____	3. Define “morphemes.”	CC#1
_____	4. Contrast “morphemes” with “syllables.”	CC#2, #3
_____	5. Introduce the three types of morphemes.	CC#4
_____	6. Introduce the <i>Word Mapping Strategy</i> .	_____
_____	7. Introduce and define prefixes.	CC#5
_____	8. Introduce the <i>Prefix Definitions List</i> .	<i>Prefix List</i>
_____		<i>Prefix Def. List</i>
_____	9. Explain prefixes within prefixes.	<i>Prefix List</i>
_____	10. Caution the students about “tricksters.”	_____
_____	11. Explain compound prefixes.	CC#6
_____	12. Practice isolating prefixes.	<i>Isolate #1</i>
_____	13. Conduct independent practice.	<i>Isolate #2</i>
_____	14. Conduct group oral reading practice.	<i>Prefix Def. List</i>
_____	15. Conduct paired practice.	<i>Prefix Def. List</i>
_____	16. Conduct individual oral reading checks.	<i>Prefix Def. List</i>
_____	17. Give a post-organizer.	_____
_____	a. Summarize the lesson.	_____
_____	b. Preview the next lessons.	_____
_____	18. Solicit and answer questions.	_____

LESSON AT A GLANCE
PART II: INTRODUCING MORPHEMES AND THE STRATEGY
LESSON 2: SUFFIXES

Supplies Needed:

- | | |
|---|--|
| _____ Large writing surface | _____ Overhead projector/screen |
| _____ Appropriate writing implements | _____ <i>Word Mapping Notes Sheet #2</i> |
| _____ <i>Suffix Definitions List</i> | _____ <i>(one per student,</i> |
| _____ <i>(one per student)</i> | _____ <i>transparency)</i> |
| _____ <i>Separate the Suffix Worksheets #1, #2,</i> | _____ <i>Inflectional Suffix List</i> |
| _____ <i>#3, and #4 (one per student)</i> | _____ <i>(one per student)</i> |
| _____ <i>Separate the Suffix Worksheets Answer</i> | _____ <i>Student binders</i> |
| _____ <i>Keys</i> | _____ Pencils and paper |
| _____ <i>Cue Cards #4, 7-13</i> | _____ <i>Notes Sheet #2 Answer Key</i> |

√	Instructional Steps	Visual Aid
_____	1. Review.	_____
_____	2. Provide an advance organizer.	_____
_____	a. Provide a link to previous learning.	_____ <i>CC#4</i>
_____	b. State the purpose of this lesson.	_____
_____	c. State your expectations.	_____ <i>Notes Sheets</i>
_____	3. Define "suffix."	_____ <i>CC#7</i>
_____	4. Introduce the <i>Suffix Definitions List</i> .	_____ <i>Suffix Def. List</i>
_____	5. Define the inflectional suffixes.	_____ <i>Inflectional List</i>
_____		_____ <i>CC# 8, 9</i>
_____	6. Define derivational suffixes.	_____ <i>CC# 10, 11</i>
_____	7. Explain the Suffix Guidelines.	_____ <i>CC# 12A, 12B</i>
_____	8. Explain compound suffixes.	_____ <i>CC# 13</i>
_____	9. Practice separating suffixes.	_____ <i>Separate W #1</i>
_____	10. Conduct independent practice.	_____ <i>Separate W #2</i>
_____	11. Conduct group oral reading practice.	_____ <i>Suffix Def. List</i>
_____	12. Conduct paired practice.	_____ <i>Suffix Def. List</i>
_____	13. Conduct individual oral reading checks.	_____ <i>Suffix Def. List</i>
_____	14. Give a post-organizer.	_____
_____	a. Summarize the lesson.	_____
_____	b. Preview the next lessons.	_____
_____	15. Solicit and answer questions.	_____

LESSON AT A GLANCE
PART II: INTRODUCING MORPHEMES AND THE STRATEGY
LESSON 3: WORD ROOTS

Supplies Needed:

- | | |
|---|---|
| _____ Large writing surface | _____ Overhead projector/screen |
| _____ Appropriate writing implements | _____ <i>Roots Definitions List</i> |
| _____ <i>Cue Cards #4, 14-16</i> | _____ (one per student, one transparency) |
| _____ <i>Identifying Morphemes Worksheets</i> | _____ <i>Pencils and paper</i> |
| _____ #1-4 | _____ Student binders |
| _____ <i>Identifying Morphemes Worksheets</i> | _____ <i>Word Mapping Notes Sheet #3 Answer</i> |
| _____ <i>Answer Keys</i> | _____ <i>Key</i> |
| _____ <i>Word Mapping Notes Sheet #3</i> | |
| _____ (one per student) | |

√	Instructional Steps	Visual Aid
_____	1. Review.	_____
_____	2. Give an advance organizer.	_____
_____	a. Recap the previous lessons.	_____ <i>CC#4</i>
_____	b. State the purpose of this lesson.	_____
_____	c. State your expectations.	_____ <i>Notes Sheets</i>
_____	3. Define "root."	_____ <i>CC#14, 15</i>
_____	4. Introduce the <i>Roots Definitions List</i> .	_____ <i>Roots Def. List</i>
_____	5. Explain how words are created.	_____
_____	6. Explain the usefulness of roots.	_____
_____	7. Explain the Rules for Morphemes.	_____ <i>CC#16</i>
_____	8. Give instructions for identifying morphemes.	_____ <i>Identify Morph.</i>
_____	9. Start the practice activity.	_____ <i>Worksheet #1</i>
_____	10. Circulate among the students as they work.	_____
_____	11. Conduct oral reading checks.	_____
_____	12. Have the students put their work in their binders.	_____
_____	13. Give a post-organizer.	_____
_____	a. Summarize the lesson.	_____
_____	b. Preview the next lesson.	_____
_____	14. Solicit and answer questions.	_____

LESSON AT A GLANCE
PART II: INTRODUCING MORPHEMES AND THE STRATEGY
LESSON 4: THE WORD MAPPING STRATEGY

Supplies Needed:

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|--------------------------------------|--|
| _____ Large writing surface | _____ <i>Word Mapping Notes Sheet #4</i> |
| _____ Appropriate writing implements | _____ <i>Notes Sheet #4 Answer Key</i> |
| _____ <i>Cue Cards #4, 17-19</i> | _____ Student binders |
| _____ <i>Word Maps</i> | _____ Pencils and paper |
| _____ <i>Memory Tables</i> | |

√	Instructional Steps	Visual Aid
_____	1. Review.	_____
_____	2. Give an advance organizer.	_____
_____	a. Recap the previous lessons.	CC# 4
_____	b. State the purpose of this lesson.	_____
_____	c. State your expectations.	_____
_____	3. Describe and model the Word Mapping Strategy.	CC#17, 18 <i>Notes Sheets</i>
_____	4. Introduce the mnemonic device “MAPS.”	CC# 18
_____	5. Give instructions for the Word Mapping Activity.	<i>Word Maps</i>
_____	6. Start the activity.	_____
_____	7. Circulate and provide help and feedback.	_____
_____	8. Describe how to use Memory Tables.	CC# 19
_____	a. Demonstrate filling in the “Word Part” box.	CC# 19
_____	b. Demonstrate filling in the “Word Meaning” box.	CC# 19
_____	c. Demonstrate filling in the “Memory Word” box.	CC# 19
_____	d. Demonstrate filling in the “Picture” box.	CC# 19
_____	e. Demonstrate self-testing.	_____
_____	9. Give instructions for the Memory Table activity.	<i>Memory Tables</i>
_____	10. Start the activity.	_____
_____	11. Circulate and provide help and feedback.	_____
_____	12. Conduct oral reading checks.	_____
_____	13. Have the students hand in their work.	_____
_____	14. Give a post-organizer.	_____
_____	a. Summarize the lesson.	_____
_____	b. Preview the next lesson.	_____
_____	15. Solicit and answer questions.	_____

LESSON AT A GLANCE
PART III: PRACTICING THE STRATEGY

Supplies Needed:

- | | |
|-------------------------------------|--|
| _____ Large writing surface | _____ Pencils and Paper |
| _____ Writing implements | _____ Student Folders |
| _____ Blank <i>Word Parts Table</i> | _____ Blank <i>Word Maps</i> |
| _____ One of the Practice Lessons | _____ <i>Quiz</i> that corresponds to the lesson |
| _____ <i>Student Learning Sheet</i> | _____ <i>Quiz Answer Key</i> |
| _____ Blank <i>Memory Tables</i> | |

√	Instructional Steps	Visual Aid
_____	1. Introduce the <i>Word Parts Table</i> .	<u><i>Word Parts Table</i></u>
_____	2. Conduct the paragraph activity.	<u><i>Learning Sheet</i></u>
_____	3. Conduct the word-part activity.	<u><i>Learning Sheet</i></u>
_____	4. Discuss “tricksters.”	<u><i>Learning Sheet</i></u>
_____	5. Conduct the prediction activity.	<u><i>Learning Sheet</i></u>
_____	6. Have the students make <i>Memory Tables</i> (or cards).	<u><i>Memory Tables</i></u>
_____	7. Conduct the Word Mapping Acitivity.	<u><i>Word Maps</i></u>
_____	8. Optional Activity: Have the students create LINCS cards or LINCS Tables.	<u><i>LINCS Tables</i></u>
_____	9. Give the quiz.	<u><i>Quiz</i></u>

LESSON AT A GLANCE

PART IV: POSTTEST

Supplies Needed:

_____	<i>The Word Mapping Posttest</i> (one per student)	_____	Pencils and Paper
_____	Answer Key	_____	Student Folders
_____	<i>Evaluation Guidelines</i>	_____	<i>Word Mapping Strategy Progress</i>
_____	<i>Student Response Sample</i>	_____	<i>Charts</i> (one per student)
_____	<i>Example Progress Chart</i>		

√	Instructional Steps	Visual Aid
_____	1. Give an advance organizer.	_____
_____	2. Distribute the materials.	<u><i>Posttest</i></u>
_____	3. Give instructions for the posttest.	_____
_____	4. Solicit and answer questions.	_____
_____	5. Instruct the students to begin, and monitor their work.	_____
_____	6. Collect the tests.	_____
_____	7. Score the tests.	<u><i>Eval. Guide.</i></u>
_____	8. Communicate the test results to the students.	<u><i>Prog. Chart</i></u>
_____	9. Explain that the students will be learning to use the strategy in a variety of settings and with a variety of materials.	_____

LESSON AT A GLANCE

PART V: ENSURING STUDENTS USE THE STRATEGY

Supplies Needed:

- | | |
|--|------------------------------|
| _____ Large writing surface | _____ Blank <i>Word Maps</i> |
| _____ Appropriate writing implements | _____ Student's own books |
| _____ <i>Cue Card #22</i> | _____ Tape |
| _____ 3x5 or 4x6 Index Cards | _____ Student Folders |
| _____ Selection of written materials | _____ Pencils |
| _____ Selection of vocab./comprehension items from exams | |

✓	Instructional Steps	Visual Aid
_____	1. Give an advance organizer.	_____
_____	a. Review the previous lesson.	_____
_____	b. State the purpose of this lesson.	_____
_____	c. State your expectations.	_____
_____	2. Discuss rationales for generalizing the strategy.	_____
_____	3. Discuss the importance of individual effort.	_____
_____	4. Discuss situations where the strategy is applicable.	_____
_____	5. Discuss using the strategy without a <i>Word Map</i> .	_____
_____	6. Have the students make Cue Cards.	_____
_____	7. Discuss other cues for strategy use.	_____
_____	8. Discuss the tool box analogy.	_____
_____	9. Discuss the knowledge-base analogy.	<u>CC#22</u>
_____	10. Introduce the generalization assignments.	_____
_____	11. Give instructions for the day's activity.	<u>Word Maps</u>
_____	12. Circulate, monitor, and provide help and feedback.	_____
_____	13. Give a post-organizer.	_____
_____	a. Summarize the lesson.	_____
_____	14. Solicit and answer questions.	_____