

# Unit 6: School Days Prefixes and Suffixes

Content Area: **Generic Content Area**  
Course(s): **Generic Course**  
Time Period: **2nd Marking Period**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

---

Students will be able to use prefixes and suffixes to create adverbs in target language. Students will have access to more complex ways to create sentences to articulate their thoughts. Students will be using target vocabulary to create dynamic sentences about their school environment and classes.

## Transfer

---

Students will be able to independently use their learning to...

describe in greater detail complex thoughts using adverbs created from prefixes and suffixes

understand the function of prefixes and suffixes in the target language

---

For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

---

## Understandings

---

Students will understand that...

prefixes and suffixes play an important role in creating adverbs to create more complex thoughts

prefixes and suffixes in the target language operate much like the English

prefixes and suffixes can be interchanged and will create new words depending

## **Essential Questions**

---

Students will keep considering...

Can I determine meaning by identifying the prefix or suffix first?

can I create both and adverb with a prefix and a suffix?

What words do not lend themselves to being both a prefix and a suffix?

Can I recognize words created from a prefix or suffix and a preposition?

## **Application of Knowledge and Skill**

---

### **Students will know...**

---

Students will know...

common prefixes and suffixes, their meaning and what words they may attach to

how to create more descriptive sentences by using adverbs

that the same word can be used as both a prefix and suffix in some cases

## **Students will be skilled at...**

---

Students will be skilled at...

creating sentences using adverbs

the functions of prefixes and suffixes

will know the meaning of some prefixes and suffixes

will be able to identify words containing prefixes or suffixes

## **Academic Vocabulary**

---

### **Target 1: retrieval**

---

1. vocabulary
2. definitions
3. use

### **Target 2: comprehension**

---

1. how to identify prefixes and suffixes
2. function in a sentence
3. creating an adverb

### **target 3: analysis**

---

1. understand formation and use of prefixes and suffixes
2. Identify within readings to determine meaning
3. are there common places adverbs and or prefixes/suffixes with prepositions are likely to be used?

### **target 4: knowledge utilization**

---

1. students will be able to create there own prefix suffix wheels with common core prepositions or words
2. students will be able to write about where and when with greater complexity
3. students will be able to recognize similar grammar functions in English

### **Target 1**

---

### **Learning Goal 3**

---

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

### **Target 1**

---

### **Target 2**

---

### **Target 3**

---

## **Summative Assessment**

---

1. quiz on vocabulary
2. Verbal created using elements learned to discuss where they go
3. webs identifying prefixes and suffixes

## **21st Century Life and Careers**

---

Select all applicable standards from the applicable standards

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

## **Formative Assessment and Performance Opportunities**

---

1. "Do Now" activity
2. Exit slips
3. Review games
4. Rough drafts
5. Think-pair-share activities
6. Peer-teaching and mentoring
7. Dictation exercises
8. Question and answer
9. Choral response
10. Teacher observation
11. Short activities produced by teacher and/or students

## **Accommodations/Modifications**

---

- Presentation/response:

content is given from multiple access points, books, movies, video, music and digital media not just print

sharing notes or information for understanding

copy of notes

scale for unit given

use of TPRS methods for multiple learning strategies

respond in audio or written

use of dictionary

allow use of laptop for notes instead of hand writing

calculator when necessary

- Setting:

seat preference

testing environment

use of manipulative

noise buffer

- Timing:

additional time

breaks between tasks

- Scheduling:

may be taken in/with CST

- Organization:

help with time management

marking text/notes in or with colors

coordinating planner-weekly outlook

- Assignment:

complete fewer problems or different assignment

modify projects or assignments for specific individuals

## Unit Resources

---

## Interdisciplinary Connections

---

LA.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LA.W.11-12.1.D

Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.