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| **DESK****Lesson** | **Course:** | Language Arts – 6th grade |
| **Davis Essentials:** | 1. *Write to communicate effectively in all content areas.*
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| **Skills and Knowledge:** | *Learn and apply new words using multiple resources.* |
| **Title** | **Required BOLD ALL CAPS** |
| **Author / Source** | Houghton Mifflin Journeys 6th Grade, Lesson 8 Vocabulary StategiesEileen Matsumura, Wasatch Elementary |
| **Submitted by** | Eileen Matsumura, Wasatch Elementary |
| **Objectives***What will students know and be able to do at the end of this lesson?* | Recognize and use words with Latin roots and affixes.Use Latin roots and affixes to determine word meanings. |
| **Lesson Description** | Students will learn the meanings of Latin roots and use them to determine word meanings. |
| **Lesson Materials and Resources** | Journeys 6th grade Teacher’s EditionJourneys Projectable 8.3Practice Book page 87Computer access for students[www.tv411.org](http://www.tv411.org)  |
| **Instructional Activities** | **Teach/Model*** Explain that a root word is a word part that has meaning but cannot always stand alone. Affixes are added to root words.
* Discuss with students the prefix/root word, its meaning, the word made from it, and the sample sentence for each of the roots and affixes listed on T188 in the Journeys Teacher Edition.
* Model analyzing word parts and context to find the meaning of *ambidextrous.*
	+ - *Think aloud – The word ambidextrous contains the prefix* ambi- *meaning “both.” I see from the context that dexterous probably has to do with being able to do things with your hands. I think that* ambidextrous *means being able to do something with both hands. I can look in a dictionary to check my prediction.*

**Guided Practice*** Display the top half of Projectable 8.5 and read “Underneath New York City” aloud.
* Display the Column Map on the bottom half of Projectable 8.5.
* Have students identify the vocabulary list for the passage. Circle or highlight where these words appear in the selection (If using an Interactive Whiteboard, students could do this using a Mobi or similar device.)
* Write the first word, *aqueduct* in column 1 of the Column Map. Identify the prefix *aque-* and the root word *duct* and write them in column 2 of the Column Map. Discuss and write the meaning of *aqueduct* in column 3.

**Apply*** Have students use knowledge of root words, affixes, and/or context to predict the meaning of *motivated*. Have students continue, using this process to predict the meanings of all words in column 1. Explain that sometimes letters that look like a prefix do not actually have the same meaning as the prefix they spell.
* Have students look in a dictionary to check their predictions and learn the meanings of words that are still unfamiliar. (Note that the meanings of ambitious and regular in the passage do not relate directly to the meaning of the prefix *ambi-* and the word root *reg*, so students will need to use prior knowledge and a dictionary to find their meanings.)

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| **Formative Assessment***How will I check for understanding?**How will students show what they know?* | Practice Book page 87 |
| **Extending the Lesson** *What are ways to reteach the objectives?**What are ways to enrich the lesson?* | Direct students to [www.TV411.org/vocabulary](www.TV411.org/vocabulary%20) for additional practice with root words. Once on the website, choose Roots and Their Families, Part 1 and then go on to Part 2. |