**Lesson Plan**

 by Kai

**Topic: Morpheme Analysis**

**Grade level: Secondary Schools (6-8 grade)**

**Sunshine State Standard**

LA.6.1.6.7- The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.

**Materials:**

Projector

Smart Board

Computers

**Lesson Objects:**

After the lesson, students will be able to:

* Understand concepts of prefix, suffix, and root and their interrelationship though activity.
* Deconstruct a word into morphemes
* build, add, and edit information on Wiki page as instruction intends
* use add-on (e.g. Prefixes & suffixes) to make new words with a given root
* differentiate what is a real word (the words are existent in English) and make-up word (the word that are non-existent in English)
* Figure out the meaning of a whole word by referring to the meanings of morphemes

**Procedure:**

1. Introducing the concept of morpheme and morpheme analysis by using Smart Board (3 min)

*Morpheme is the smallest meaningful unit of a written language. Usually morpheme can be divided into three categories: prefix, root, and suffix. Morphemic analysis is referring to the process in which you can learn the meanings of these smallest parts and thus be able to figure out the meaning of the whole word. One of the formidable challenges in learning science is to learn specialized vocabulary. As much as these words are not commonly used in daily language, technical terms in science often have Greek or Latin origins which are typically multi-morphemic. Therefore, learning Morpheme Analysis can help you control over the technical vocabulary of science and promote a more precise understanding of science texts. Look at the example on the projector.*

**Word: Disagreement**

|  |  |  |
| --- | --- | --- |
| *prefix* | *Dis* | *Not, away, apart* |
| *Suffix* | *Ment* | *Action, process, means* |
| *root* | *agree* | *To concur in (as an opinion* |

Thus, Dis + agree+ ment= a status of being unable to reach a consensus

1. **Group activity** (8 min)
2. Divide the class into small groups of four people
3. Explain the activity as such

*In this activity, I will project three roots on the board. The task for each group is to come up words that contain the root as much as possible in 2 minute. Use Currki to post your group answers. Any team that can come up the most number of the words by adding on prefixes and suffixes will be the winner of the game. However, there are rules need to be followed. First, make sure that the word containing the root should be contain the meaning of the root as well; secondly, the words has to be real words; last but not least, only words that have different meanings can be legally counted. For example, dictionary and dictionaries only count as one word. Each group will select a group leader responsible for writing down the words and present it to the class.*

1. Presenting the first root “dict” on the screen

(2 minute is up)

1. Counting the number of legit words and announce the winner
2. have the winning team to present their words
3. Ask if other teams have words that were not included in the list
4. Presenting the root “tele”

(Repeating the steps a-f)

1. Presenting the root “tract”

(Repeating the steps a-f)

1. Create a Wiki page
2. Ask students to categorize the add-ons (i.e. Affixes) they used to make up words during the activity and discuss their meanings and functionalities within the groups and post their responses on the discussion section of Wiki
3. Compile their findings on different morphemes and complete the Wiki page (including their meanings and functions)
4. **Closure and assignments** (5 Minute)
5. Review the concept of the morpheme and process of morpheme analysis
6. Write down three new roots on the board

3. Expanding the Wiki page by giving instruction of assignment:

 *Now you have learned what is morpheme and how to use it to help you figure out the meanings of words. And we are going to expand our Wiki page throughout the semester. On the board, there are three new roots with which you should come up words containing the roots as much as possible, as we just did in the activity you will have to sort out the affixes you use and try to figure out their meanings as well. Post your answers on the discussion section and we will compile your findings tomorrow in the class.*

**Assessment**:

Students’ knowledge of morpheme and ability to use Morpheme Analysis will be assessed throughout the group activities based on the completion of each task. Home assignment will also be used to assess their knowledge of this topic.