

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Doctor De Solo
By: William Steig
Grade Level: 3 / Guided Reading Level: N

Word Work

Instructional Focus:
Latin Suffixes

Background:
Latin Suffixes are word endings. Adding an ending to a word changes its meaning. Latin Suffixes include ly, y, and c.

Examples:

| | |
|------------|--|
| ly | |
| calmly | |
| openly | |
| happily | |
| fearlessly | |
| hopelessly | |
| carelessly | |
| surely | |

Materials and Preparation:

- A Copy of Doctor De Solo
- Chart Paper
- Tape (or gijestick)
- Latin Suffix Words Cards (see Step 3)
- Optional - Word Detective

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Step 1: Introduce the Focus of Word Work

Introduce Latin Suffix Words

- Write some examples of -ly and -y suffix words in a column on chart paper (i.e., bravely, quickly, happily, shadily, greasy, rocky).
- Tell students that words with the -ly suffix describe the manner or way that you do something. For example, I sing happily. Ask for some other examples and add them to the chart paper.
- Tell students that words with the -y suffix describes the way something is. For example, He is cheery. Ask for other examples and add them to the chart paper.
- Explain to children that there are many different Latin suffixes. Today you will concentrate on -ly and -y and a few of the other suffixes. Write the following words on the chart paper and circle the suffix while you explain the meaning: **adventurous** (full of adventure); **lovable** (able to be loved); **treatment** (the act of treating); **artist** (a person who does art); **extractor** (a person who extracts); **regretful** (a person who has lots of regret); **stylish** (resembling or having style).

Sample Anchor Chart

Latin Suffixes:
They're the meaning of words!

-ly describes how it's done:
cheerily, sadly, quickly

-y describes the way it is:
Cheery, cloudy, sunny

Other suffixes: -ment, -ous, -able, -ish, -ful

Step 2: Connect Word Work to Reading

Latin Suffix Words in the Text

- Tell the students that the book they will be reading today has lots of examples of words with the different Latin suffixes.
- Show them **page 4-5 of Doctor De Solo**.
- Ask the students to listen carefully and look at the words while you read. Instruct them to raise their hands when they hear a word with a Latin suffix. (daintily, hardly, dangerous)
- Add the words to the chart paper.
- Read **Doctor De Solo**.

Examples of Words with Latin Suffixes in the Text:

| | | |
|--------------|-------------|----------------|
| -ly | -y | Other suffixes |
| • Especially | • Wootsy | • Treatment |
| • Promptly | • Shabby | • Remarkable |
| • Certainly | • Misery | • Dignity |
| • Definitely | • Dignity | • Dangerous |
| • Finally | | • Serious |
| • Really | | • Dented |
| • Hardly | | • Extricated |
| • Sittily | | • Foolish |
| • Bravely | -ful | |
| • Unusually | • Cheerful | |
| • Sharply | • Pitiful | |
| • Recently | • Beautiful | |
| • Firmly | | |

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Step by Step Lesson Plan

List of words in the book that match the instructional focus

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Step 3: Guided Word Work Practice

Interactive Exploration

- Tell the students that they will be playing a game called **Suffix Search**.
- In advance of the activity, cut apart the Suffix Words and Clue Cards. Tape the Words around the room in different places.
- Alternatively: Place the Suffix Words on the chart paper, on the board, where children can easily reference them.
- Mix up the Clue Cards.
- Split the class into pairs. Distribute the Clue Cards evenly so each student pair has several cards. (Copy Clue Cards as needed.)
- Explain how to play. Partners must work together. Have them read the description on the Clue Card. They must search the room and find the word that completes the clue. Have them write the word with a Latin suffix to complete the clue. Hint: Most clues have a form of the answer word (i.e., joy, joyful).
- Allow teams to complete their clues.
- Review answers as a class.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of Latin Suffix Word Work.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for **Latin suffixes** in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

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Interactive Activities

Independent Practice Page

Extension Activity

Suffix Search
Interactive Activity

Directions:
Cut out the Latin Suffix Word Cards below. Use the cards for the interactive exploration (Step 3).

| | |
|---|-------------------|
| Mark writes without care. He writes _____. | carelessly |
| Paul speaks in a loud voice. He speaks _____. | loudly |
| Dad drives with caution. He is _____. | cautious |
| Sherry has anxiety. She is _____. | anxious |
| Taylor has fame. She is _____. | famous |
| George has curiosity. He is _____. | curious |
| Dr. De Solo has courage. He is _____. | courageous |

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Word Detective: Latin Suffixes
Extension Activity

Directions:
Be a word detective!
Be on the lookout for **Latin suffixes** while you read. Write the words with Latin suffixes that you find along with the title of the book where you found the words, the page, and the sentence with the word or phrase.

| Words | Book Title | Page |
|-------|------------|------|
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| | | |

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Word Detective: Latin Suffixes
Extension Activity

Directions:
Read the sentences below. Choose a word from the word bank, add a suffix and use the word to complete the sentence. The first one has been done for you.

Hint:
Use these suffixes to complete the sentences: -ly, -y, and -or.

| | |
|---|---------|
| 1. Tim _____ anxiously waited for the principal. | careful |
| 2. Sarah _____ carried the pitcher of water. | quick |
| 3. People were talking, so it was very _____. | anxious |
| 4. She wore sunglasses because it was a _____ day. | snow |
| 5. The famous _____ sold out the concert. | sun |
| 6. The fireman _____ put out the fire. | bake |
| 7. Michigan has _____ weather in the winter. | noise |
| 8. The team was _____ when they won the game. | rock |
| 9. The _____ made five dozen cupcakes. | sing |
| 10. Lara cut her feet on the _____ path. | joy |

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