

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

The Name Jar
By: Yangsook Choi
Grade Level: 3 / Guided Reading Level: N

Word Work

Instructional Focus:
Identify the root word

Background:
Root words are the basic word that can have suffixes or affixes added to change their meaning.

Examples:

thinking	building
eating	putting
sprinkling	learning
leaving	shopping
turning	helping

Materials and Preparation:

- A Copy of *The Name Jar*
- Chart Paper
- Pocket chart (No Chart)
- Sorting cards (1 set)
- Slicky notes
- What's the Root Word?
- Optional- Word Detective

Step 1: Introduce the Focus of Word Work

Introduce Root Words

- Gather the students.
- Write some examples of words with -ing endings on chart paper (thinking, leaving, shopping).
- Ask students to tell you what the words have in common.
- Discuss -ing endings. Explain that -ing is a suffix that can be added to a root word.
- Define root words as being a basic word that can stand alone, but can also have suffixes or affixes added to change its meaning.) Example: "think" is the root word of "thinking."
- Then, ask the students to identify the root word for leaving and shopping.
- Ask the students what they notice about the root word once the suffix is dropped. ("e" is added onto "leav" and the second "p" is dropped from "shopping").
- Explain that when you are looking for the root word inside of words that have an -ed suffix, the root word may change, too. Use "remembered", "noddled" and "hurried" as examples.

Sample Anchor Chart

Verbs	Root words
Thinking	Think
Leaving	Leave
Remembered	Remember
Noddled	Nod
Hurried	Hurry

Step 2: Connect Word Work to Reading

Extend Engagement

Play *Have...Who Has...*

- Create an index card for each child in your class.
- Write a root word on each index card using a fine color marker.
- Flip the index card over and write the next root word plus if -ed or -ing ending using a different colored marker.
- Distribute cards to students.
- Play *Have...Who Has...* (I have think who has the root word for building I have build...)

Root Words in the Text

- Tell the students there are many roots words with -ing and -ed suffixes in the book you will be reading today.
- Show them **page 4** of *The Name Jar* and ask them to listen for words with these suffixes so they can identify the root word.
- Ask the students to identify the words they heard that follow the pattern on page 4. Add these words to the chart paper.
- Read *The Name Jar*.

Examples of Root Words Found in the Text:

-ing	-ed
swinging	remembered
building	smiled
eating	pictured
putting	helped
sprinkling	pronounced
learning	noddled
leaving	winkled
shopping	hurried
turning	picnicked
helping	sounded

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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

- Prepare a pocket chart with the headings "Change" and "No Change".
- Prepare the root word question cards and sorting cards to use with the pocket chart.
- Tell the students they will be sorting words based on whether or not the root word has to be changed after the suffix is removed.
- Model the sorting process by choosing a sorting card and identifying the root word. Underline the suffix.
- Ask the students once the suffix is removed, do you have to change the root word so that it is spelled correctly? Use the question cards to check if the root word needs any changes. Then, put the card in the correct pocket.
- Invite students to help underline the suffixes and sort root words.
- Continue sorting until all cards are sorted.
- When all cards have been sorted, highlight the root words that were unchanged.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of **What's the Root Word? Practice Page**.
- Read the instructions to the students.
- Review the rules when extracting a root word.
- Assist students as they need help.

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 for students to look for the root words in their reading. When they find a root word with a suffix, write it on a sticky note with the root word under it. Add them to the anchor chart. As a class, put them into "change" or "no change" groups.
- Alternatively, students can keep track of the words using the **Word Detective worksheet**.

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Interactive Activities

Independent Practice Page

Extension Activity

Question Cards Interactive Activity

Directions: Cut out the question cards below. Use them to help students sort the cards during the interactive exploration in Step 3.

Does the root word need an "e"?

Does the final consonant need to be dropped?

Does the "l" need to be a "y"?

Root Words Sorting Cards Interactive Activity

Use these cards in identifying the root words in this book.

Swaying

Married

Arrived

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Word Detective: Root Words Extension Activity

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

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | ©BookPagez.com

What's the Root Word? Word Work Practice Page

Directions: Write the root word of the word in the parenthesis to fill in the blank.

- Unhei is going to _____ at her new school. (studied)
- Unhei didn't want to _____ her grandma. (leaving)
- She would think of a _____ of her grandma when she missed her. (pictured)
- The wooden block name stamp was a _____ from her grandma. (surprised)
- Unhei had to _____ in front of the class to introduce herself. (standing)
- She did not _____ a bank in Korea. (robbed)
- Unhei's mother wants her to _____ English. (learning)
- Mr. Kim's market has special Korean food where she likes to _____ with her mom. (shopping)
- To look at the names in the jar, she had to _____ the pieces of paper to read them. (unfolded)
- She wanted the rain to continue to _____ because it reminded her of Korea. (sprinkling)
- First, _____ the wooden block into the ink pad and then on paper to make a mark. (pressed)
- Joey helped Unhei to _____ that her name was special. (realized)

Name: _____ Independent Word Work Practice | ©BookPagez.com