

Discovering Language Arts

Intermediate Reading

Teacher's Guide

Grade Level: 6–8

Curriculum Focus: Language Arts

Lesson Duration: 2–3 class periods

Program Description

Previewing Skills (4 min.) – Readers read for information, to answer specific questions, and to skim a text for facts. **Word Origins** (5 min.) – The origins of much vocabulary make up root words used many times in the English language. **Searching for Meaning** (5 min.) – Use clues in a sentence or a surrounding passage to understand the meaning of an unfamiliar word. Or try checking a dictionary. **When in Rome** (6 min.) – Reread difficult passages or underline difficult words to look up in a dictionary; then create mental pictures of the words or concepts in the passage. **An Author's Purpose** (6 min.) – An author writes to fit the purpose. **Reflecting on The Jungle** (6 min.) – A reader can reflect on a book by formulating opinions and creating personal responses.

Onscreen Questions

- Choose an event from the last 20 years. Before you search for sources, write a list of questions you want answered.
 - Next time you read a book, circle the words you don't know and that seem unfamiliar. Find their roots and meanings.
 - What does the phrase, "All roads lead to Rome" mean? Use different resources to learn the meaning of this phrase.
 - Next time you read something difficult and don't understand what it means, use these reading strategies to help you understand the difficult text.
 - Mark Twain was known for the humor in his writing. Why is humor an effective literary style?
 - Write a short response to *The Jungle*. What was life like in America for immigrants in the early 1900s?
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Lesson Plan

Student Objectives

- Define the term "root word."
- Identify five root words used in English, as well as their meanings and languages of origin.
- Find three examples of English words derived from each of the five root words identified.

Materials

- *Discovering Language Arts: Intermediate Reading* video
- Regular and root word dictionaries (*English Vocabulary Quick Reference: A Dictionary Arranged by Word Roots* by Roger S. Crutchfield; *NTC's Dictionary of Latin and Greek Origins* by Robert J. Moore; *Chambers Dictionary of Etymology*)
- Computers with Internet access or printed lists of common Greek and Latin root words; one list per student (some root word lists can be found online)
<http://www.factmonster.com/ipka/A0907017.html> (Greek and Latin roots)
<http://www.virtualsalt.com/roots.htm> (Latin roots)
http://www.nps.gov/mac/learnhome/cur_68_gre.pdf (Greek and Latin roots)
<http://www.getwords.com/basic-grk-a-l.html> (Greek and Latin roots)
http://www.awrsd.org/oak/Library/greek_and_latin_root_words.htm (Greek and Latin; no language of origin given)
- Construction paper, one sheet per student
- Pencils and erasers
- Black felt tip markers
- Crayons, markers, or colored pencils

Procedures

1. Watch *Discovering Language Arts: Intermediate Reading* with your class, paying particular attention to the "Word Origins" segment. Discuss root words with your students, asking these questions: What are root words? Where do they come from? How can knowing the meaning of a root word help you define an unfamiliar word?

Review the examples of root words discussed in the program. What does "bene" mean? What words do you know that contain the root word "bene"? Have students recite or look up the definition for these familiar words. Do the meanings or definitions of these words relate to the meaning of "bene"?

2. Have students read an excerpt, chapter, or story from a science, language arts, social studies, or other text and write with a list of at least 10 words whose roots they'd like to know. Give them 15 to 20 minutes to read the excerpt and make their list.
3. Tell students they will examine the word lists and make root-word charts similar to the chart in the "Word Origins" segment. Explain that their finished charts must include the original words and at least five root words, the language of origin for each root, its definition or meaning, and at least three examples of English words that containing the roots.
4. Demonstrate by dividing a piece of paper into four columns and labeling the columns in the following way: Root Word, Language of Origin, Meaning, and Examples. Use the word "describe" as a class example. Write this word in the fourth column. Then ask students to look at the word and ask what this word means. Does it have a familiar prefix or suffix? What do they think the root word might be? Have students consult a dictionary if they are unfamiliar with the term "describe." Does the dictionary give any hints as to the root word of "describe"?



Have students look at a root word dictionary or a list of root words to find the root word for “describe.” If Internet access is available, have students look at the following Web sites for root words. If not, print out lists of root words from one or several of the sites:

- <http://www.factmonster.com/ipka/A0907017.html> (Greek and Latin roots)
- <http://www.virtualsalt.com/roots.htm> (Latin roots)
- http://www.nps.gov/macal/learnhome/cur_68_gre.pdf (Greek and Latin roots)
- <http://www.getwords.com/basic-grk-a-l.html> (Greek and Latin roots)
- http://www.awrsd.org/oak/Library/greek_and_latin_root_words.htm (Greek and Latin--no language of origin given)

After looking at the lists or Web sites have students tell you the root of “describe”. What is the root word for “describe”? What does it mean? What is its language of origin? Use student answers to fill in the first three columns. Then have students come up with two other examples of English words that contain this root for the fourth column.

5. Make sure students understand how to complete their - charts and tell them that they can use black marker and color to highlight words and column divisions. Then give the students time to work on their charts in class and as a homework assignment. If students have difficulty finding the root for a word from their list, tell them to skip it and move on. They can always add with new words if they cannot find five root words from their list.
6. Once students have finished their charts, discuss the roots and English examples that students found. What were some common root words the students found? What root words were difficult to find? Which were familiar? Which were new? Look at some of the examples. As students how the meaning of a word relates to the meaning of its root word? How does knowing a root word help determine the meaning of a new or unfamiliar word?
7. Display the charts in the classroom so that students may refer to them for unfamiliar words.

Assessment

Use the following three-point rubric to evaluate students’ work during this lesson.

- **3 points:** Students easily and accurately defined the term “root word”; created a legible chart that accurately identified at least five root words, their meanings, and languages of origin; and found at least three correct examples of English words that derive from each of the root words on their chart.
- **2 points:** Students sufficiently defined the term “root word”; created a mostly legible but incomplete chart that accurately identified at least three root words, their meanings, and languages of origin; and found at least two correct examples of English words that derive from each of the root words on their chart.
- **1 point:** Students were unable to define the term “root word”; created an illegible and incomplete chart that accurately identified two or fewer root words, their meanings, and languages of origin; and found one or fewer examples of English words that derive from each of the root words on their chart.

Vocabulary

meaning

Definition: That which is signified by a word or expression

Context: Root words help readers determine word meanings.

origins

Definition: The point at which something comes into existence or from which it derives

Context: The word origins in English vocabulary come from other languages.

root word

Definition: The form of a word after all affixes are removed

Context: Greek and Latin root words and their meanings help find the meanings of some unfamiliar words.

unfamiliar

Definition: Not within one's knowledge

Context: Next time you read a book, circle the unfamiliar words.

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Language Arts – Reading: Uses the general skills and strategies of the reading process; Uses reading skills to understand and interpret a variety of informational texts; Uses reading skills and strategies to understand and interpret a variety of literary texts
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media

The National Council of Teachers of English (NCTE)

The National Council of Teachers of English and the International Reading Association have developed national standards to provide guidelines for teaching the English language arts. To view the standards online, go to <http://www.ncte.org/about/over/standards/110846.htm>

This lesson plan addresses the following English standards:

- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts



- Students use spoken, written and visual language to accomplish their own purposes
 - Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works
 - Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
 - Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into sections indicated by video thumbnail icons; brief descriptions are noted for each one. Watching all parts in sequence is similar to watching the video from start to finish. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.



Standards Link—Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources—This screen gives the technical support number and Web site address.

Video Index

I. Reading With Purpose

Explore how to read for information, skim for facts, and answer specific questions.

II. Word Origins

Learn the origins of several root words and see how defining them can help you understand unfamiliar words or information.

III. Searching for Meaning

Discover how to use clues within a text to interpret unfamiliar words.

IV. When in Rome

See how rereading passages and creating mental pictures can help you understand difficult text.

V. An Author's Purpose

Explore how Mark Twain used theme, perspective, and language to express his ideas in *The Adventures of Huckleberry Finn*.

VI. Reflecting on *The Jungle*

A reader can reflect on information learned by writing a paper, essay, or journal entry.

Curriculum Units

1. Reading for Information

Pre-viewing question

Q: Why do you read different books, essays, or magazines?

A: Answers will vary.

Post-viewing question

Q: What are some purposes for reading?

A: Common purposes include reading for information, including facts; to answer questions; to learn; for enjoyment.

2. Root Words

Pre-viewing question

Q: What are some English words with origins in other languages?

A: Answers will vary.



Post-viewing question

Q: What does the root "bene" mean?

A: "Bene" means good or well in Latin.

3. Unfamiliar Words

Pre-viewing question

Q: What can you do while reading unfamiliar words?

A: Answers will vary.

Post-viewing question

Q: What can you do to find the meaning of an unfamiliar word?

A: Read the sentence or passage carefully to find clues to the meaning of an unfamiliar word or look it up in the dictionary.

4. Reading Difficult Text

Pre-viewing question

Q: Have you ever read something that was difficult to understand?

A: Answers will vary.

Q: What strategies can help you understand a difficult passage?

A: First try rereading the passage; then underline unfamiliar words to look up in a dictionary. Try to create your own mental images of the passage.

5. Genre, Theme, Language, and Perspective

Pre-viewing question

Q: Describe the genre and theme of a favorite book or story.

A: Answers will vary.

Post-viewing question

Q: How does an author express ideas in a literary work?

A: An author relies on genre, theme, language, and point of view to express ideas and adapts writing style to fit the purpose. Example: Mark Twain used the genres of humor and satire to explore wrongs in society and to show hypocrisy in society.

6. Reflecting on a Book

Pre-viewing question

Q: What kinds of new information or ideas have you read in books?

A: Answers will vary.

Post-viewing question

Q: Describe the process of reflecting on a written work.

A: After reading a written piece, formulate opinions by asking these questions: Did I like it? Why or why not? What did I learn from it? Then write a paper or journal entry or give a speech that addresses what you learned and how you felt about the work.

