

Grade: 5th		Subject: Language Arts – Greek and Latin Roots	
Materials: <ul style="list-style-type: none"> - Paper - Pencils - Small Shakers - White board and marker for the teacher 		Technology Needed: <ul style="list-style-type: none"> - Smartboard to show youtube video and to show list of Greek and Latin roots https://www.youtube.com/watch?v=aWk99kq9PGc	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 5.L.4 b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 5.L.5 c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		Differentiation Below Proficiency: Students can focus on one Greek and Latin root and a word it makes to explain in a refrain. Above Proficiency: Students can make multiple verses and include more than two words containing Greek and Latin roots. Approaching/Emerging Proficiency: Students can include at least two Greek and Latin roots with two words including them in a refrain and a verse. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: Students can see the video and the list of Greek and Latin roots on the board. The teacher may also write their example mini rap on the board for reference. • Auditory: Students can hear and say the mini raps to themselves and with the class. • Kinesthetic: Students can clap, snap, sway, and/or add actions to their mini rap and while participating in the other mini raps. • Tactile: Students can shake small shakers as they participate. 	
Objective(s) By the end of the lesson, students will create their own mini raps using Latin and Greek root words along with using them in words. Bloom’s Taxonomy Cognitive Level: Create			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will be partnered up with peers near their seat in their rows. A 10-minute, 5-minute, and 1-minute finish up warning will be given during the creation of the mini raps.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) During the video, the voice level should be at a 0, but when creating the mini raps, it should be at a conversational dynamic. The students will also be respectful of one another by listening to peers’ mini raps and participating in the refrain as well as clapping afterward.	
Minutes	Procedures		
4	Set-up/Prep: -Prepare the video with easy access to the Greek and Latin roots list on another tab on the projector. -Write your own mini rap that includes 2 Greek and Latin roots and what they mean as well as two words that incorporate the roots into a refrain and a verse.		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)		

4	<p>"I know you've worked a little bit with Greek and Latin roots this week. We're going to watch a video made by another 5th grade class about them to help refresh our minds for our activity today." https://www.youtube.com/watch?v=aWk99kq9PGc</p>	
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>"Greek and Latin roots are important clues for us as readers to figure out what a word means without needing a dictionary all the time. For instance..."</p> <p>Break down "Autobiography" from the video and point out/ask students to piece out the different Greek/Latin roots they see in the word. Have the Greek/Latin roots list up on the smartboard for the students to reference. Auto = self, bio = life, graph = write (can give other examples to help with understanding like how pencils use graphite to write) "When you put them all together, you get that autobiography means someone writes about their 'self' or their own life. We used our knowledge of the Greek and Latin roots to know what this word means."</p> <p>"For our activity today, we will be creating our own mini raps using Greek and Latin roots and your experience working with poetry this week. You will need a refrain and a verse, so it can look like this:</p> <p style="text-align: center;">Refrain (2x): Multi means many, Fract is to break.</p> <p style="text-align: center;">Verse: Multi is in multiple with many numbers. Fract is in fracture like a broken bone.</p> <p>Have the class join you on the refrain and add actions and/or clapping to the beat. Explain that a refrain is something that you keep coming back to no matter how many verses you add. Be clear on the expectations to include a refrain with 2 Greek/Latin roots and one or more verses with words containing the roots used. It can rhyme or it doesn't have to as long as the words can keep to a beat, and volunteers can share their raps with the class to do them together. Divide the students into pairs.</p>	
25	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Students work in pairs with paper and pencils to write their mini raps.</p>	
5	<p>Review (wrap up and transition to next activity):</p> <p>Volunteer pairs of students can share their mini raps with the class clapping along and joining in on the refrain.</p>	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) - Observe students as they are working in pairs - The written and presented mini raps 		<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> - The written and presented mini raps
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I tried this lesson with both fifth grade classes in my departmentalized Practicum setting, and the first class was more receptive to this lesson than the second. I was surprised at this difference since I thought I had a great and engaging lesson that would work for both classes, but I discovered they had different class personalities that really showed during the engage part of the lesson. For instance, the first class enjoyed the video and asked to see it again at the end of class. We were able to make time for this and hear the presented mini raps. The second class, however, were more focused on the social things the students were doing in the video rather than getting engaged in Greek and Latin roots. They would cringe and talk throughout the video.</p>		

Within the activity, the majority of the first group struggled with the concept of a refrain even with me modeling my mini rap. There was also a lack of rhyming or rhythm as the students mainly used words to only define the Greek and Latin roots. I knew they had been working on poetry that week, although I didn't know to what extent, but I could've accessed their prior knowledge more in that area. I was given the idea to be more explicit on both of these points from my cooperating teacher when discussing the lesson after the first class. I implemented this for the second class by explicitly explaining refrains and gave the example of the song Old McDonald Had a Farm which I had the students finish the refrain for me to further support that knowledge. There were still some students who weren't able to demonstrate the repetitive nature of refrains, but more students could use the repetition of refrains in their mini raps that time. In the end, though, the students experienced more about Greek and Latin roots both from their own mini raps and from those that presented their mini raps.

Should I teach this lesson again, I would further change it by adding formative assessments throughout the explain part of the lesson in order to see how well they grasp the content before moving on. I would also differentiate the engagement for the classes by using that same video for the first class but use an activity instead or assign the students specific Greek and Latin roots and/or words to lift up a notecard whenever it is mentioned during the video if I know a class to be prone to be more distracted by the social aspects of videos. I could also be more explicit about video etiquette and require silence when watching videos. I'd also like to have made this a later lesson once they have become more familiar with a few Greek and Latin roots and extended their vocabulary a bit more, too. On the other hand, I could provide a template of the structure of the mini rap for the students and choose one or two Greek/Latin roots for the whole class to do while providing a word bank of words including those Greek/Latin roots.

To extend this, I could collaborate with the music teacher to help provide rhythm, set music to the students' mini raps, or have some sound in the background. It could be an event for parents to attend and see what the students created. Another means to involve parents would be to record the students' mini raps with or without music and make a CD for them to listen to at home. Students will have engaged Greek/Latin roots, regardless, therefore, learning can get a foothold.

ology = study

bio = life

aqua = water

cycl = circle

auto = self

geo = earth

struct = build

tele = far away

vis = see

quad = four

uni = one

meter = measure

cent = one hundred

aud = sound

chron = time

hetero = different

homo = same

micro = small

phobia = fear

ambi = both

bene = good

multi = many

fract = to break

mal = bad

lum = light

Directions: Choose 2 Greek or Latin roots