

Vocabulary Lesson Plan

Readiwriter

Spelling

Lesson focus information	
Lesson focus	Investigate Latin and Greek prefixes relating to number.
Examples	monorail, bicycle, triangle, quadrant, quintuplet, hexagon, septuplet, octopus, nonagon, decathlon
Extra information	Both Latin and Greek languages have prefixes to represent quantities. Sometimes we use both the Latin and Greek variations (uni/mono, quint/penta). Some quantities have the same prefix in both origins (tri, oct and dec). There are also some quantities where one prefix tends to be used more than the other (hex versus sex). It is helpful to be familiar with all of the variations.
Grade levels	Year/Grade 5–6
Curriculum links	<p>Australia</p> <ul style="list-style-type: none">• ACELA1526 (Year 6) Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words.• EN3-4A (NSW Stage 3) Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages.• VCELA354 (VIC Level 6) Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages. <p>New Zealand</p> <ul style="list-style-type: none">• (Level 3) Uses a range of vocabulary to communicate meaning. <p>South Africa</p> <ul style="list-style-type: none">• (Grade 6) Uses a dictionary for vocabulary development. <p>United Kingdom</p> <ul style="list-style-type: none">• England (Year 5 and 6) Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet.• Northern Ireland (Key Stage 2) Progress from using everyday language to increasingly precise use of subject specific vocabulary, notation and symbols.• Scotland LIT 2-21a (First Level) I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.• Wales (Key Stage 2) Choose and use a wide range of adventurous and imaginative vocabulary with precision. <p>USA</p> <ul style="list-style-type: none">• Common Core CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).• Texas TEKS (Grande 5) (b)(3)(C) Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.
Lesson differentiation	
Whole class and group activities	In this lesson, whole class and mixed-ability group activities provide a shared focus inclusive of all levels. These activities provide exposure to a wide range of vocabulary, regardless of students' independent vocabulary levels. This shared focus allows for opportunities to make meaningful connections to vocabulary in other lessons, subjects and contexts.

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Lesson differentiation

Independent activities

Zone of proximal development

For independent practice, provide levelled word lists to target the zone of proximal development for each student or group — not too easy, not too hard.

In Readiwriter Spelling, all word lists are presented in 3 levels to assist teachers in providing the right level for independent practice.

Recommended word lists (available in Readiwriter Spelling)

Entry level	Core level	Exit level
number prefixes Latin and Greek (entry)	number prefixes Latin and Greek (core)	number prefixes Latin and Greek (exit)
monorail	monorail	monochrome
bicycle	monologue	monocracy
triangle	bicultural	bifocal
quadrant	bicoastal	bicyclist
quintuplet	triceratops	triangle
hexagon	triangular	triceratops
septuplet	quadruped	quadrangle
octopus	quadrangle	quadrilateral
nonagon	quintuplet	quintillion
decathlon	hexagon	quintuplet
	septuplet	hexagon
	octopods	hexagonal
	octave	septillion
	nonagon	septuplet
	decathlon	octogenarian
		octave
		nonagon
		nonagenarian
		decagon
		decathlon

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Motivate

Joke spot

Telling jokes is a great way to engage students and focus them on the lesson. It also provides avenues to explore the double meanings of words.

- Engage the students by asking some jokes involving number prefix words:
 - Why couldn't the bicycle compete in the tricycle race?**
Because it was two-tired.
 - What do you say when you chase the person who stole your tricycle?**
Whe-el whe-el whe-el ...
 - How does an octopus propose?**
"I'd like to ask for your hand, hand, hand, hand, hand, hand, hand, hand."
 - What did the triangle say to offend the circle?**
You're pointless!
- Discuss the jokes and why they are 'funny'.

How are these words connected?

Allowing students to make their own links between the words can be more effective than just providing them. Introduce this concept through exploration, discussion and discovery.

- Display or print a set of pictures of tri- words such as the set below.



- Use the think-pair-share strategy to give students an opportunity to consider what the pictures have in common.
- Through discussion, establish that the pictures are all linked to the number 'three'.
- Explain that Greek and Latin number prefixes are the focus of this lesson and that understanding the meanings of the prefixes can help with spelling and vocabulary building.

Vocabulary Lesson Plan

Readiwriter

Spelling

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Learning intention

Providing a learning intention statement is a helpful tool in focusing students before the lesson.

- Read or display the learning intention, examples and extra information.

number prefixes Latin and Greek (core)

Learning Statement

This word list will help us learn to spell words with Greek and Latin prefixes relating to numbers.

Examples: monogram, monoplane, bicycle, bilateral, tricycle, trident, tripod

Did you know?

mono (1), bi (2), tri (3), quad (4), quin(5), hex (6), sept (7), oct (8), non (9), dec (10)

In Readiwriter Spelling, every lesson includes a learning statement, example words and additional facts to support learning.

Model

Word pictures (tri- words)

Associating words with their definition is an important connection. This can be enhanced further by incorporating visual stimuli.

- Using the word pictures, ask students if they know the word each picture represents.
- Provide dictionaries to establish the names and definitions of any unknown words.
- Depending on the support required, use printed words and definitions (or allow confident students to create their own) to develop a complete set of words, pictures and definitions:



TRILOGY

**A series of
three books**

Model

- **Learning summary:**

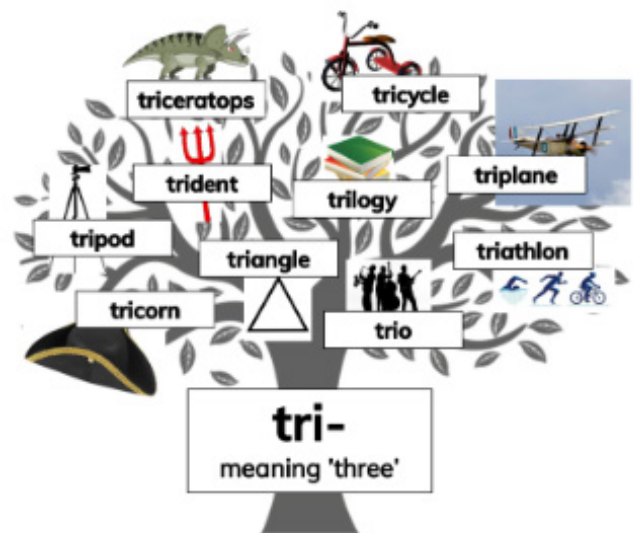
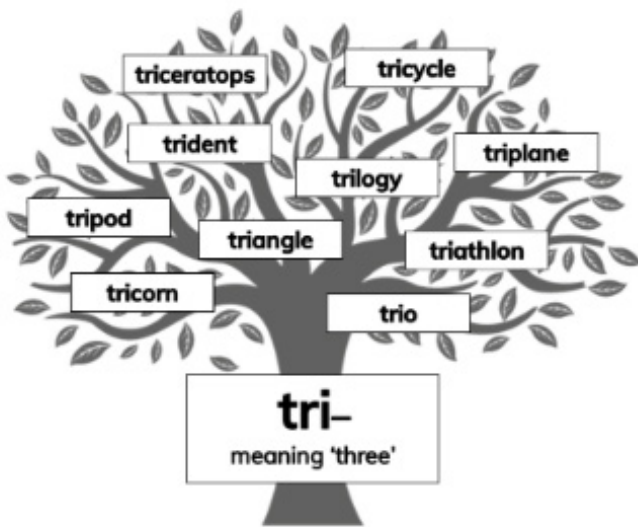
- The prefix tri- comes from both Greek and Latin origins.
- Confirm that tri- means three.
- Address the misconception that all words beginning with the letters 'tri' relate to three. For example, trick, trip, tried.

In Readiwriter Spelling, students can access a mini online dictionary with facts about each of the words in their list.

Word tree

A word tree shows commonality in a set of words. It is an excellent visual tool for establishing connections and also serves as a memory aid when displayed in the classroom.

Use the word, picture and/or definition cards to create a tri- word tree:



Making sentences

Using new vocabulary in context is critical to making connections and empowering students to use the words in speaking and writing.

- Use the words in sentences and contexts that are meaningful to your students.
- Provide a wide range of examples to give everyone an opportunity to connect and relate to the word.
- Have students attempt to articulate their own examples of the word in context. By including this in the explicit teaching phase, there are opportunities to clarify understanding when words have multiple meanings and deal with any misconceptions.

In Readiwriter Spelling, every word includes a definition and a contextual sentence.

Master

Applying learning

Once students understand the use and origin of one number prefix, they are ready to explore other similar prefixes.

- Explain that many number prefixes come from Greek and Latin origins. Some are used more commonly than others.
- Provide a set of words with Greek and Latin number prefixes and allow students time to make themselves familiar with the words and meanings.

In Readiwriter Spelling, students can explore meaning through Finish the Sentence and Match the Meaning activities. They can also access a mini online dictionary with facts about each of the words in their list.

- Use knowledge from the word lists to create a table of number prefixes that can be added to throughout the unit of work.
- Through discussion, establish which prefixes are more commonly used and highlight them on the chart. A completed table may look like this:

Number	Greek	Latin
1	mono	uni
2	di or dy	bi or duo
3	tri	tri
4	tetra	quadri or quart
5	penta	quinque or quint
6	hex	sext or se
7	hept	sept
8	oct	oct
9	ennea	nonus or novem
10	dec	dec or de

Magnify

Flexible knowledge and understanding can be demonstrated through activities that require more than simple repetition. Use these activities to extend thinking and understanding.

Expanding knowledge

- Have students choose a number prefix to investigate further.
- Provide fact cards to record information gathered about each word in the word family.
- Create a new word tree using the blank word tree template.

Word fact card

Part of speech	Definition	Draw it
Syllables		
This word has ___ syllables.	Use the word in a sentence	
Interesting facts (synonyms, antonyms, origin)		



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Months of the Year

- Explain that several months of the year include a number prefix yet the number does not relate to the position of the month in the year. September comes from 'sept' meaning 'seven', yet it is the ninth month of the year.
- Have students investigate the origins of the months of the year – September, October, November and December – and why their number prefix is incorrect.
- Investigate the other months of the year to determine their origins.

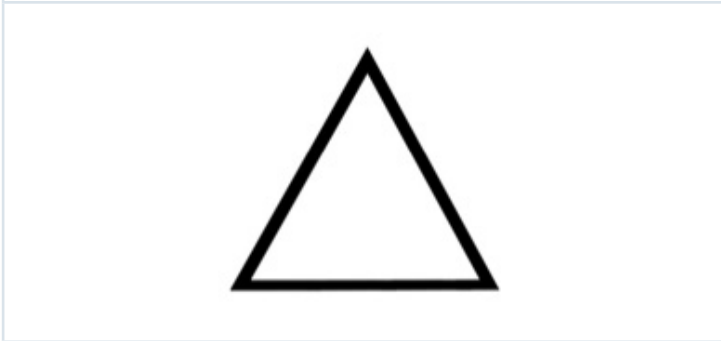
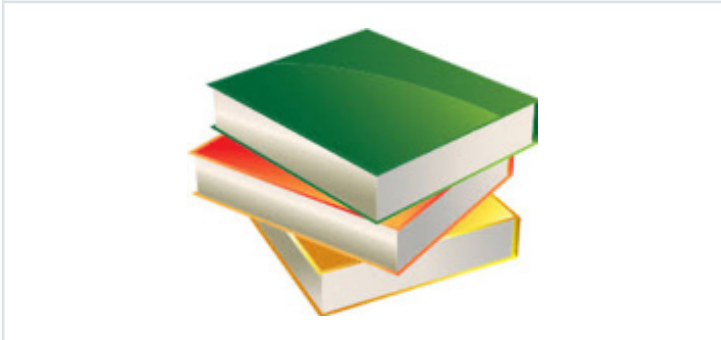
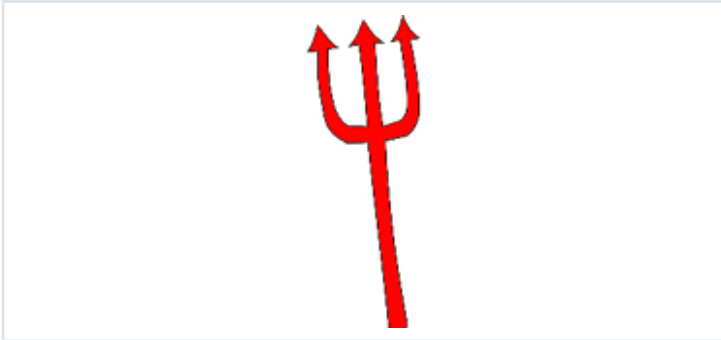
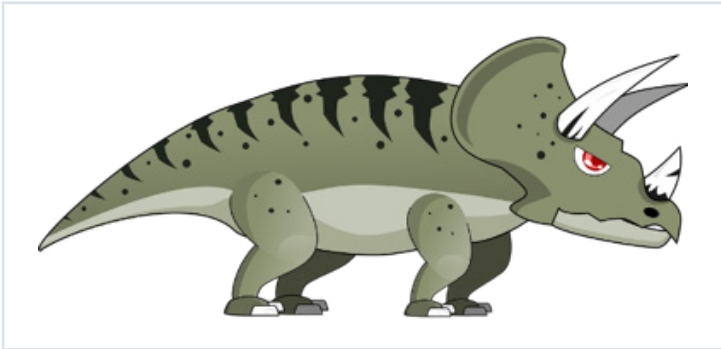
Meaningful feedback

Gathering data

- The best indication that students have learned new vocabulary is when they use and understand these words in reading, writing, speaking and listening.
- Provide opportunities for students to demonstrate their understanding in multiple contexts.
- Celebrate the correct use of number prefix words in all communication.
- There are also strong links between spelling knowledge and vocabulary.
- Pre-tests and post-tests can be helpful in guiding teaching, tracking progress and informing future steps.
- Monitor student achievement throughout the unit of work and adjust grouping, goals and instruction to meet the changing needs.

In Readiwriter Spelling, as well as comprehensive results and reporting, pre-tests and post-tests can be completed online, in a live classroom environment, saving you time and providing valuable, actionable data.

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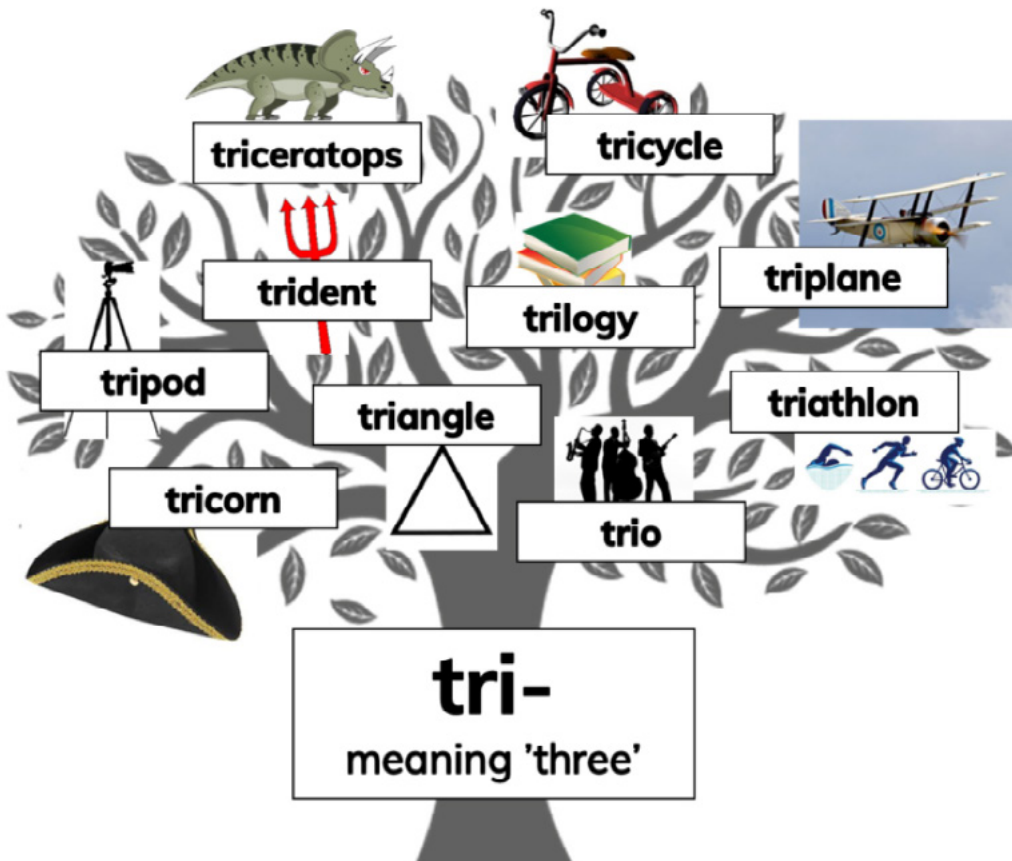
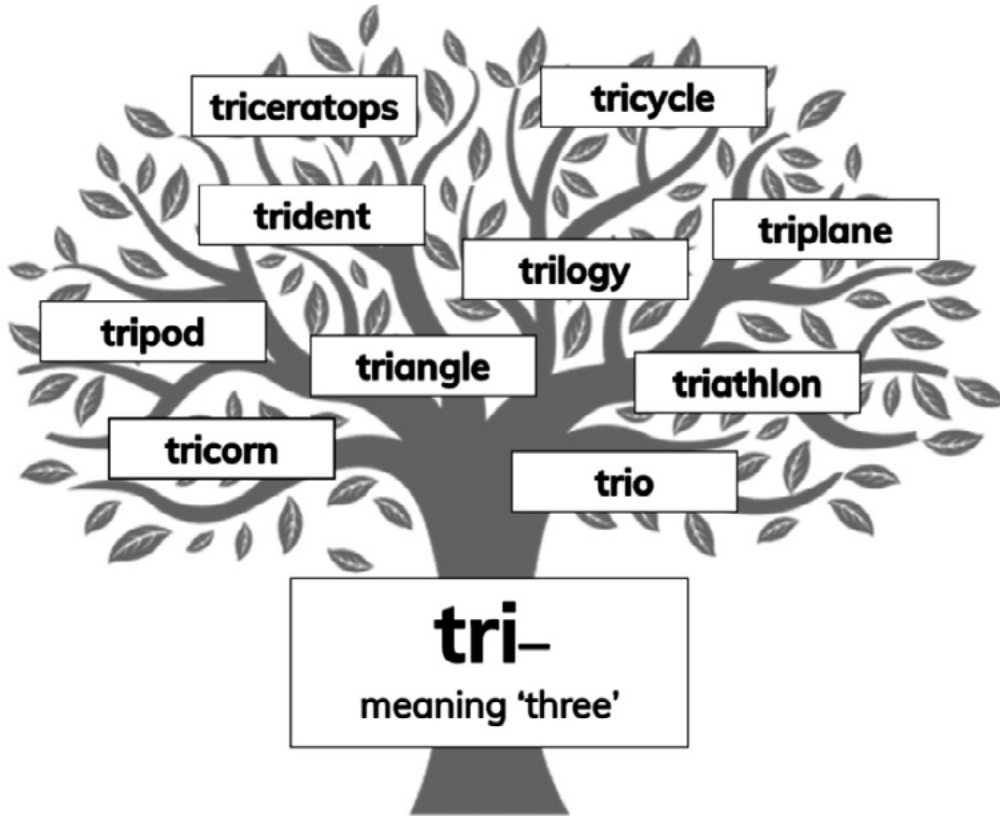
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triceratops	tricycle
trident	triplane
trilogy	tripod
triangle	triathlon
tricorn	trio
a dinosaur with three horns	a three-wheeled vehicle
a spear with three teeth or prongs	a plane with three wings
a series of three books	a three-legged stand
a shape with three angles and sides	a race with three different events
a hat with three sides	a group or set of three

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