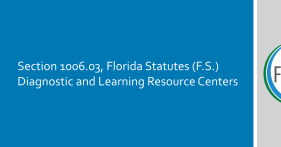
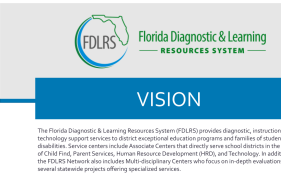


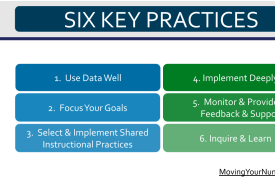
The Word Mapping Strategy 2022-23 Mulock/Hines

Time/ PD	Slide		element	Materials
		Pack: • individual white boards/plastic sleeves with white paper inside • dry erase markers and erasers • Guidebooks • folders • name tents • “supply buffet” bag (markers, posters, tabs, Post its, pencils) • Chart paper for Parking Lot CHECK prefix and suffix animations before we start! slides 94-98 and slides 126-129		
Jane 8:30	Welcome to the SIM Word Mapping Strategy! While you wait... 1. Create the front of your name tent 2. On the back of your name tent, circle the quote that resonates most with you (you will get to share your thoughts later) 3. Consider your personal learning goal for the day 	While you wait... (2 options) Option 1: 1. Create the front of your name tent 2. On the back of your name tent, circle the quote that resonates most with you (you will get to share later) 3. Consider your personal learning goal for the day Option 2: 1. select a quote from those available on the table, fold in half to make a name tent 2. Create the front of your name tent (name, where & grades you teach) 3. Consider and jot down your personal learning goal for the day on the side with the quote		

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		Good Morning! We are delighted to be here and are looking forward to sharing the SIM™ Word Mapping Strategy with you. Thank you for making arrangements to be with us today!		
8:31	We are glad to be with you today 	Introductions Melissa- High school Learning Strategies and reading teacher. Using SIM Learning Strategies since 1998. Jane - secondary SS teacher for about 25 years, taught in an inclusive classroom, area of expertise is CER arm of the SIM We are both teachers at the FDLRS.		
Jane		FDLRS Welcome slide Just in case you are not familiar with FDLRS, we'd like to share a bit about it...		
Jane		FDLRS in FL Statute The Florida Diagnostic and Learning Resource Centers aka: FDLRS is a discretionary grant project created by Florida Statute and funded by the State of Florida Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Improvement Act, Part B.		
Jane		FDLRS Vision The vision of the Florida Diagnostic and Learning Resources System (FDLRS) is that every child receiving exceptional student education services will be able to achieve their fullest potential from prekindergarten through postsecondary opportunities, resulting in college, career, and life readiness.		

The Word Mapping Strategy 2022-23 Mulock/Hines

Jane	 MISSION The mission of the Florida Diagnostic and Learning Resources System (FDLRS) is to support and enhance exceptional student education programs by providing evidence-based, high-quality professional learning opportunities; integrating assistive and instructional technology; promoting family engagement; and ensuring access to early intervention services.	FDLRS Mission Our mission is to support and enhance exceptional student education programs by providing evidence-based, high-quality professional learning opportunities; integrating assistive and instructional technology; promoting family engagement; and ensuring access to early intervention services.		
Jane		Six Key Practices There is a theory that action has a domino effect--in essence, it says that, from the state to individual educators, each of these 6 Key practices and expectations must be met for us to see the desired outcome - students who are engaged, show progress, and perhaps graduate from college, but are certainly career and life ready.		
Jane		Collaborating Partners We are meeting today because your administrators decided to support your work as a learning strategies teacher by sharing some research-validated curriculum from the University of Kansas CRL. In your pre-work, we asked you to watch a video about SIM and the CRL OR Mel is going to share a bit about the SIM and the CRL in a few minutes.		
Jane	kagan mat	In the center of your table is a Kagan Management mat to help organize our interactions... Note your number point to your shoulder partner give your face partner a smile and a thumbs up		

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Jane /Mel 8:33- 8:37	Introduce yourself... Please share: 1. your name, where you work and what grades you teach 2. which quote that resonated most with you and why  	We invite you to participate in a RR to introduce yourself to your tablemates about 45 seconds each to share 1. your name, where you work and what grades you teach 2. which quote resonated most with you and why Our goal is to help build a Community of Practice of teachers of Learning Strategies model: It will look something like this.... RR person number 2 goes first/Partner closest to the front of the room goes first	DQ5 DQ8	
Jane 8:38- 8:41	Group Norms      	Group Norms • We are teachers just like you! We are NOT here to evaluate you or your practice. This is a growth zone NOT an evaluation zone. Just like you have classroom expectations for your students we have working agreements with all of you as colleagues and peers. • Let's start by acknowledging that you have lots on your plate. We ask you to engage fully and honor each other's learning needs. CLICK • Be Solution oriented as we work together today. As you hear ideas that may vary from your current practice, we hope you will consider ways to incorporate them to support student success! CLICK • Please use your electronic devices for learning--We know everyone in here has a life outside of this training	DQ6	

The Word Mapping Strategy 2022-23 Mulock/Hines

		and work. If you need to take a call, email/text we invite you to step out and come back as soon as possible (remember to honor each other's learning) CLICK • We strive to use Person first language and encourage all of you to do the same. As you may already know, Person first language puts the person before their condition or trait. It focuses on the person, not the label. For example, we would say a student with a disability or a student who needs support learning new words, NOT an ESE student. CLICK • When you have a question please add it to the Parking Lot located by _____. We will be monitoring the Parking Lot and will either incorporate an answer into our presentation or provide you with an answer at a break. CLICK • In our time together, we may ask you to step outside of your typical practices or your comfort zone. We invite you to stretch yourself. CLICK		
Jane 8:42		In a nutshell, the Word Mapping Strategy helps students predict the meaning of unknown words by examining & understanding their parts: their prefixes, suffixes, & roots		
8:43	Goal and Rationale <u>Goal:</u> Participants will build background knowledge, understand the lesson content and sequence, and learn how to track student progress so they are prepared to implement the Word Mapping Strategy, with fidelity, with their learners. <u>Rationale:</u> Students –all people– encounter unfamiliar vocabulary in school and throughout life. To be successful, they need to have a proven strategy to successfully predict the meaning of these words now and in the future.	Our goals and Rationale <u>Goal:</u> Participants will build background knowledge, understand the lesson content and sequence, and learn how to track student progress so they are prepared to implement the Word Mapping Strategy, with fidelity, with their learners. CLICK	DQ1	

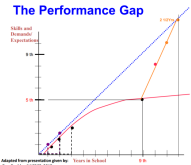
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		<u>Rationale:</u> Students --all people really-- encounter unfamiliar vocabulary in school and throughout life. To be successful, they need to have a proven strategy to successfully predict the meaning of these words now and in the future.		
Jane 8:44	Performance Scale 	This scale is located in your folder. Will you please get it out? Our scale outlines the tasks we will accomplish today. (Read 1-2) By the end of the day today we believe you will be at the 3 (read it). As we are working today, you may hear ideas that you are familiar with, things that are brand new to you and things you regularly already do in your practice. Will you please read over the performance levels and mark your current level? /// Thank you	DQ1	
MEL 20 min 8:45- 9:05	 As you learn about the Strategic Instruction Model, please look for information that would encourage you to use a SIM routine or strategy.	IF OVERVIEW WAS NOT FLIPPED, USE THIS The Center for Research on Learning has completed extensive research on teacher implementation and found that teachers are more likely to implement with fidelity when they have an understanding of the philosophical underpinnings of the Strategic Instruction Model also known as SIM model. We ask that as we share this brief overview of SIM you look for information that encourages you to use SIM Learning Strategies and or Content Enhancement Routines in your classroom.		
MEL	SIM Overview Essential Questions •What is the Strategic Instruction Model (SIM)? •What research supports the validity of SIM? •What are SIM Learning Strategies and Content Enhancement Routines, and who do they benefit? •Why should I use SIM in my classroom? 	To help you focus on essential information we have provided these four questions. •What is SIM?		

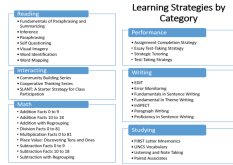
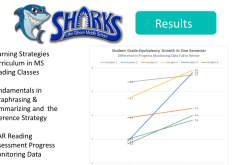
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		• What research supports the validity of SIM? • What are SIM Learning Strategies and Content Enhancement Routines, and who do they benefit? • Why should I use the SIM in my classroom?		
MEL		KU- CRL is a federally funded research project that was established in 1978 in response to a need for secondary literacy instruction. Up until that point there was little to no research about how to help struggling adolescents readers. One of the things the center did first was to determine what students were expected to do in typical general education classrooms to acquire, store and demonstrate knowledge. We will refer to these as setting demands.		
MEL		The center also conducted studies to determine how students were meeting those demands and what they found is depicted in this graph. Along the left hand side we see setting demands. The blue line (highlighted with yellow) represents a continuum where if a student is learning what is expected of them they are making one years worth of learning gains. There is a subgroup of students represented by the red line that begin to plateau around 4th/5th grade in the area of literacy and 6th grade in math. Why? Historically we start to shift from learning to read to reading to learn around the 4th /5th grade		

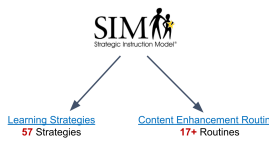
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		level. In math historically students are expected to have mastered foundational math skills such as addition, subtraction, place value, multiplication and division with automaticity and math becomes more complex and abstract. The performance gap - what students are expected to do versus what they can do – is compounded each year a student falls short of acquiring expected skills. As a result, high school students who are underachieving are at great risk for academic failure, discouragement, and disengagement.		
MEL	 The Performance Gap Math and Language Proficiency Years in School Adapted from assessment graph by the National Academy of Education	Explain chart Blue line a typical year's worth of growth Red line represents those students that are struggling As educators, one of our major goals is to close this achievement gap, particularly for students in the lowest quartile. This typically includes SWD. If a 9th grade student is in that plateau group they will need to make 2 1/2 years of learning growth each year of highschool to graduate on track which is depicted by the yellow line. To do this the Interventions must be powerful and effective.		
MEL	 SIM Strategic Instruction Model Learning Strategies 57 Strategies	KU- CRL's response to this was to develop learning strategies. And Florida's response in 1985 was to develop a course, approved by the DOE, to teach Learning Strategies using these strategies....To date there are over 57 different learning strategies. What exactly do we mean when we say learning strategies?		

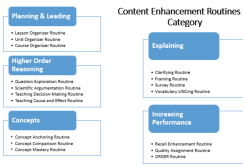
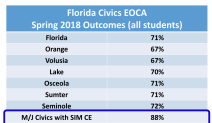
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MEL	A learning strategy is an individual's approach to a learning task. It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes. 	Students may already have a strategy for doing something, however it may not be effective or efficient.		
MEL	SIM Learning Strategies Instruction focuses on • "how to learn" and • "how to effectively and efficiently demonstrate what has been learned" 	For instance it may be a students strategy to use rote memorization to learn new vocabulary terms however, this is not necessarily effective or efficient		
MEL		Learning strategies fall into these categories. Learning strategy instruction always starts with a pre-test to determine if a student's current strategy for a skill is effective and efficient. If a student already has a good strategy we don't waste instructional time teaching something they don't need. Many times students need a combination of strategies provided over time and taught through generalization to help them become an independent learner.		
MEL		Here is an example of two learning strategies implemented in a middle school reading intervention course. Look at those results - some are well over a year's worth of gains. These kinds of results are not unusual. When I taught at Edgewater High School we had a well developed scope and sequence for LS. We had the highest graduation rate for SWD and the lowest waivers in OCPS. The same happened when I taught at Winter Springs HS and we developed a scope and sequence for LS. Bottom line LS class was never intended to be a study hall. It has 14 standards that align to the SIM curriculum. I am not attributing the success at those HS because of me but because of the fidelity to SIM.		

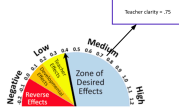
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MEL		That graph is just a small snapshot of putting the right strategies in place to help the students in the reading intervention class become more proficient readers. Helping students become fully proficient learners will take careful instruction in the right strategies over time.		
MEL	Big question arises! How to we support students in learning content regardless of their literacy levels while they are learning how to learn? 	Sometime in the early to mid-eighties someone posed the question. What can we do to help students that are learning to be strategic independent learners continue to learn content while we are teaching them learning strategies? While students are learning how to learn we can't let them fall behind and not access content at a deep level. Doing so would further compound their learning gap. Teachers have long struggled with the idea of how to serve everyone in an academically diverse classroom. A myth is to teach to the mean, or average, of ones' classroom. That myth misses more students that it supports. We also don't want to water down our content. Sharing this in case you are or will be a Support Facilitator at some point. Great way to create parity in collaborative partnerships.		
MEL		KU- CRL's response to this was to develop Content Enhancement routines. CERs were developed by content teachers!		
MEL	Content Enhancement Routines Content = academic ideas and processes students are asked to learn • Use of CERs is based on demands in the standards and student need Enhancement = something that improves the quality of • Graphic devices • Explicit instructional language • Embedded teacher "best practices" Routine = a sequence of actions that are regularly followed • Follows a specific instructional routine • Meant to be routinely used in the classroom; not an "add on"	CERs allow us to take the most essential and more complex content our standards call and enhance it through the use of a graphic device to make the learning more concrete while using explicit instructional language and embedded teacher best practices. They are content free and meant to be used regularly or routinely.		

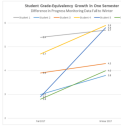
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MEL		Explain different kinds of routines		
MEL		The beauty of these routines is that by using them we are lifting all learners in our classroom with good instruction hence our quote a rising tide lifts all boats. CER's are not just good for struggling learners! They are proven effective for all students from AP to students that struggle. We also need to address the learning needs of students who are “on target” or excelling in their classes. Educators want to use effective instructional routines that assist ALL our students in being successful and mastering critical content.		
MEL	State and Local Civics Data 	Each routine has research to support its effectiveness in field studies. Here we have some local evidence. I know this teacher personally. She is an amazing teacher. She will be one of the first to tell you that CER's allowed her to become an even better teacher even though many indicators would have put her at the top of her game. In the top line we see FI average for the pass rate of (a 3 or higher) on the 7th grade CIVICS end of course exam. Beneath you will see the Central Florida district averages. CLICK The last average you see is the average of our Content Enhancement teacher's classroom. This teacher outperformed all other teachers at her school, her state and district average. She also was the inclusion teacher for 7th grade at her middle school.		

The Word Mapping Strategy 2022-23 Mulock/Hines

MEL	#1 Empirical Data Research validated in • Real classrooms • Under typical school conditions • Derived from studies with tremendous variability	We have 6 great reasons that could be used to justify your use of SIM Empirical data: Research validated in • Real classrooms • Under typical school conditions • Derived from studies with tremendous variability		
MEL	#2 Outside Validation 	#2 Outside validation: In December, 2015, Congress passed the Every Student Succeeds Act (ESSA), replacing No Child Left Behind (NCLB) as the main federal law governing K-12 education. Within the bill are provisions with potentially revolutionary implications for education because they promote the use of federal dollars on programs with evidence of effectiveness. More evidence on what works to increase student success is available now than ever before, and ESSA encourages the use of strategies with evidence of impact. To be listed certain important criteria such as rigorous and current research protocols must be in place. The Strategic Instruction Model and Xtreme Reading have been cited as Strong and the Content Literacy Continuum (CLC) was cited as being Promising in the new Evidence for ESSA website Evidence for ESSA.		
MEL	#3 Clear Overall Goals 	The strategies and routines each contain specific goals for student outcomes. They are written to support students as they work to meet the demands of their regular coursework, succeed in high school and post-secondary settings. The Word Mapping Strategy has an effect .925.		

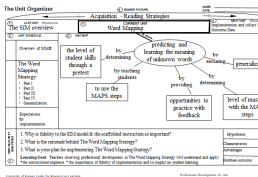
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MEL	#4 Instructors' Manuals and Guidebooks provide step by step instruction on how to implement. 	Why is this important? Have you ever taken a course that was largely theory leaving you to determine how an application looks? Hattie says a poor strategy taught with fidelity gets better results than a good strategy taught poorly. These strategies and routines clearly lay out implementation to ensure fidelity of a powerful research validated strategy/routine		
MEL	#5 Gains Teachers, students and administrators see real gains in student performance, gains that affect the quality of students lives such as: - Grades - Attendance - Graduation rates Feedback undergirds each step so students and teachers recognize progress. 	Statistical and social gains by students.		
MEL	#6 Versatile Usage 	CERs can be used across multiple grade levels and content areas. Learning Strategies can be used starting in late Elementary and moving through Post-Secondary settings.		
MEL 9:05	Let's Process the SIM Overview  Think: What makes the Strategic Instruction Model so important? What do you remember/ tell others about SIM? 	Process the SIM Overview - SUHUPU - CLICK FOR QUESTION Think: What makes the Strategic Instruction Model so important? What do you remember/ want to tell others about SIM?	DQ8	
MEL 9:06- 9:09	Let's Process the SIM Overview  What makes the Strategic Instruction Model so important? What do you remember/ tell others about SIM? 	process Overview timed pair share		
MEL 9:10		Debrief Key Points/ We heard you say... Research validated- it works!		

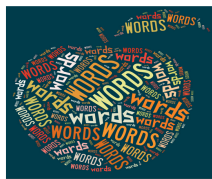
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		• Clear goals for students • Creates gains for students • Can be used across grade levels and in post-secondary settings		
Jane 9:12- 9:16	Solo Sorting Activity  • Get out your sorting pieces and mix them up • Match the word-definition pairs • Stand up when you have finished	Solo + Face partner: S A T Word matching activity – a recent participant compared this to his students playing “stump the teacher” Solo: • sorting pieces are in a ziplock baggie on the table—each person needs their own set • need to put sorting pieces face down and mix them up • have participants match up the word-meaning pairs (about 5 minutes) • Please stand up when done...GO!	DQ2	SAT match cards
9:17- 9:20	Pairs Activity  • Greet your Face Partner • Take 30 seconds each to share how you came up w/ your answers (you may have used a few different ways) • Please be prepared to share something your brilliant partner said!	Pairs: • Stand and greet your face partner. Tell them “I’m glad to be working with you!”// In a minute we are going to ask you to explain to your face partner <i>how</i> you came up with your answers [= clues] BUT NOT THE PAIRS YOU CREATED, we’ll look at that in just a few minutes Please briefly share that information and sit down when you’re finished. Partner A please begin... • Thank you! • Debrief with 3 shout outs -- • What you all just described are strategies you use to predict the meaning of potentially unknown words. We believe you probably have students who would benefit		

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		from possessing a strategy to help them predict the meaning of unknown words.										
Jane 9:21	Answer Key <table><tr><td>Synophobe:</td><td>type who dislikes strangers or foreigners</td></tr><tr><td>Anachronistic:</td><td>dated</td></tr><tr><td>Apotheosis:</td><td>revere, Canonization</td></tr><tr><td>Cognomen:</td><td>family name, any name, especially a nickname</td></tr></table>	Synophobe:	type who dislikes strangers or foreigners	Anachronistic:	dated	Apotheosis:	revere, Canonization	Cognomen:	family name, any name, especially a nickname	Before we move on...If you're anything like Mel and me, you want to know how well you did...Here are the answers if you'd like to check your pairings...///		
Synophobe:	type who dislikes strangers or foreigners											
Anachronistic:	dated											
Apotheosis:	revere, Canonization											
Cognomen:	family name, any name, especially a nickname											
Jane	Answer Key <table><tr><td>Consanguineous:</td><td>of the same origin; related by blood</td></tr><tr><td>Disputations:</td><td>quarrelsoms; contentious; argumentative</td></tr><tr><td>Ethnocentrism:</td><td>a tendency to view other cultures from the perspective of ones own</td></tr><tr><td>Pentadactylism:</td><td>condition of having five fingers and toes on each hand or foot</td></tr></table>	Consanguineous:	of the same origin; related by blood	Disputations:	quarrelsoms; contentious; argumentative	Ethnocentrism:	a tendency to view other cultures from the perspective of ones own	Pentadactylism:	condition of having five fingers and toes on each hand or foot	///		
Consanguineous:	of the same origin; related by blood											
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Jane	Answer Key <table><tr><td>Indefatigable:</td><td>never tiring or giving up</td></tr><tr><td>Elucidate:</td><td>throw light upon, make clear</td></tr></table>	Indefatigable:	never tiring or giving up	Elucidate:	throw light upon, make clear	6-5-4-3-2-1 Ask: If you gave this activity to your students how would they approach it? // Thinking about our rationale: How would the lives of your students be changed if they could approach the task of understanding the meaning of new words independently? With a strategy?	DQ2					
Indefatigable:	never tiring or giving up											
Elucidate:	throw light upon, make clear											
Jane 9:22-9:32		Will you please get out the stapled orange papers from the left side of your folder?// Graphic comes from a CER called the Unit Organizer We will use this orange Unit Map to organize our learning ● build context ● share is about & stages of instruction chunks ● we will see these relationships among ideas throughout our learning today ● at the end of the day we will be able to answer these questions ● to accomplish all this we will	DQ2	orange UO								

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		we already learned about SIM through Mel's overview & your discussions--check it off!		
MEL 9:33	 The Word Mapping Strategy Stacy Storti Tom Schneider Doree Chandler Melissa Mulock, FOLDS/FIN Jane Hines, FOLDS/FIN		DQ2	
MEL	A Strategy...  ...to help students predict meaning			
Mel	Words Encountered  The average 5th grader encounters 10,000 words in the school year	Rationale: The average 5th grader encounters 10,000 new words in the school year.		
Mel		Students have to learn 3000 words per year to stay current with their peers		
Mel	To stay at grade level students must:  Recognize thousands of sight words to maintain fluency Learn the meaning of a thousand new words	- Students Learn to recognize many thousands of new words by sight in order to maintain fluency - AND they Learn the meaning of thousands of new words		
Mel	Many students  - Have vocabulary - No strategies for learning vocabulary - Need to learn the meaning of large numbers of words	- Many Students - Have vocabulary deficits - No strategies for learning vocabulary - Need to learn the meaning of large numbers of words		

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		The Author of our manual realized she needed to teach the meaning of the parts in order to keep her students afloat with their peers		
Mel	Rationales  Students encounter new words They are expected to know or guess the meaning of new words The strategy enables them to actively interact with words	- Reiterate Rationale - Students encounter new word In textbooks & on reading competency tests - They are expected to know or guess the meaning of these words - The strategy enables them to interact with words in an active way		
Mel	Types of vocabulary strategies  - Word-specific strategies - Generative strategies	How does the strategy do that? 2 kinds of vocabulary strategies - Word-specific strategies- Students learn each word separately. Seen most often. Plug LINCing - Generative strategies-Students figure out the meaning of words. CLICK for arrow Word mapping is a generative strategy - Should use both!		
Mel	How does a generative strategy work? - Students learn the meaning of high frequency prefixes, suffixes, and roots. - They learn the meaning of roots with large word families. - They apply these meanings when they encounter a new word. 	How does a generative strategy work? - Students learn the meaning of high frequency prefixes, suffixes, and roots. - They learn the meaning of roots with large word families. - They apply these meanings when they encounter a new word. Printed school English through 8th grade contains around 88,500 distinct word families		

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Mel	Word Families  Mortici mortici mortif mortgag amortiz immort	o Mortgage comes (Old French) from mort=death + gage= pledge ~ pledge until death o Amortize= extinguish a debt (kill off)		
Mel	Number Game • 30-40 different words can be formed from one root  18 X 35= 630 108 X 35= 3,780	• Knowing the meaning of roots can be very helpful. In many cases, if you know the root meaning you will know the meaning of as many as 30-40 different words in which the root can be found. CLICK o In the Word Mapping strategy, 18 roots are targeted in the lessons, which equates to the possibility of knowing 630 new words. CLICK o Likewise there are 108 roots on the common root list; so by the numbers 108 x 35 = 3,780 new words!		
Mel	The Word Mapping Strategy  is a generative vocabulary strategy that encourages students to figure out the meaning of new words			
Mel	Purpose of instruction • meaning of prefixes, suffixes, & roots • use the Word Mapping Strategy to predict the meaning of new words • “play” with and become familiar with word patterns 	Purpose: Word Mapping: Teaches students the meaning of prefixes, suffixes, & roots To teach students to use the Word Mapping Strategy to predict the meaning of new words To enable students to “play” with and become familiar with word patterns		
Mel	Word Mapping Strategy Results Performance on Vocabulary Tests Before Instruction After Instruction 5% Correct Meanings 16% Prediction 73% Correct Meanings 51% Prediction 	Results Word Mapping really will transform kids’ understanding of words		

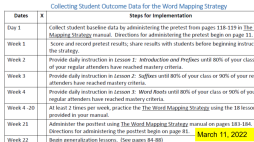
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		Pair Share shoulder partner: Given what you know so far how do you think this strategy will help your students that need extra support?	DQ3	
Jane		Will you please get out your Teacher Instructional Manual and open it to the table of contents? Please also grab a pack of tabs...		
Jane	Table of Contents Tab It! Part I: Pretest, page 3 Part II: Introducing Morphemes and the Strategy, page 4 Lesson 1: Introduction and Preface page 4 Lesson 2: Suffixes page 5 Lesson 3: Word Roots page 6 Lesson 4: The Word Mapping Strategy page 7 Part III: Practicing the Strategy, page 8 Prefix Practice Lessons (6) page 8 Roots Practice Lessons (6) page 9 Suffix Practice Lessons (6) page 10 Part IV: Posttest, page 11 Part V: Ensuring Students Use the Strategy, page 12 Answer Key, page 187	Table of Contents reveals the Stages of instruction: PART 1 pretest for baseline data, We encourage you to TAB PAGE 11 CLICK PART 2 Introduce morphemes -- that is word parts with meaning STARTS ON PAGE 14 please tab it!--prefixes, suffixes, and roots and learn the MAPS strategy TAB PAGES 21, 28, 33 CLICK PART 3 Practice the strategy STARTS ON PAGE 40 please tab it!- 18 lessons total: 6 lessons for prefixes, 6 for roots and 6 for suffixes TAB PAGES 45, 57, 69 CLICK PART 4 Post test for level of mastery data STARTS ON PAGE 81 please tab it! CLICK PART 5 Generalization- ensure students use the strategy STARTS ON PAGE 84 please tab it! appendix materials/Evaluation Guidelines- STARTS ON PAGE 89 please tab it! Answer Keys, page 187 TAB IT! CLICK	DQ2	Tab sections-AS GO THRU: p.11,14,21, 28,33,40, 81,84,89,93 ,117, Answer Key is on 187

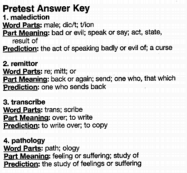
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Jane	Highlights of the Introduction pg. 3- Results pg. 6- Fidelity pg. 7- Feedback pg. 8- Modifications & bog down pg. 8 -Who needs it 	We're going to hit a few of the high points of the introduction and encourage you to come back to read the entire introduction over the next few days. It is 10 pages and will likely take around 20-30 minutes to read thoroughly. USE THE MANUAL FOR KEY POINTS! 1. pg 3 & 4- What kind of results can I expect? & research on this strategy SUMMARIZE RESULTS 2. p. 4 Figure 2 An overview of how the Word Mapping Strategy is taught. You saw this same progression in the Table of Contents 3. page 5 & 6- Fidelity is important– like making chocolate chip cookies-you can't leave out the chips or substitute salt for sugar and expect to get great chocolate chip cookies–you need to stick to the recipe. Same with strategies–need to follow the steps to get the research-validated result we all want to see 4. Look at page 7. Section called <i>What factors make good feedback?</i> Please make note of the characteristics of good feedback- Feedback should be positive, corrective, individual and Timely (immediate <u>and</u> before next practice) 5. Page 8- What do I do if a student bogs down? could be from a lack of motivation/engagement but sometimes it's because the student is not ready for this strategy--they are frustrated because they do not have the prerequisite skills...Page 8 talks about What Modifications can be made to the Instruction to meet student or content needs and what to do if students “bog down” 6. Page 8- Decide who needs learning strategies--research indicates that <u>any student</u> reading at or above the 4th		Introduction Walk Thru pages, 1-10
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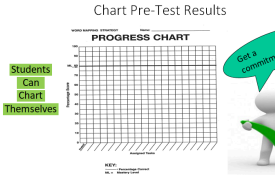
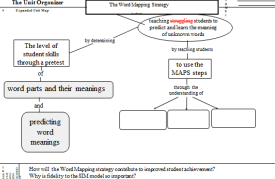
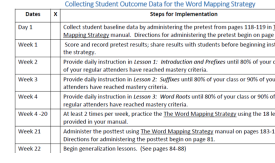
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		grade level and who will be taking high-stakes standardized tests will benefit BUT prefix, suffix and root lists can be modified for use in lower grades 7. ALSO in your manual is your © permission to copy all materials to be used with your students -- on the back of the Title page. you do not have permission to copy the entire book!		
Jane	Student Outcome Data 	Earlier, we told you that FDLRS is a discretionary grant project. This is important because we are able to provide training and materials free of charge BUT to continue to provide these things, we need to gather data that shows the impact of all of our work on students. To do this we ask that you collect and report Student Outcome Data to the FDLRS state database. The data we are asking you to collect is already a part of the Word Mapping Strategy-- a pretest and a post test. We will explain more about this later today.		
	Student Outcome Data 	hidden		
15 min. Jane	Part I: Pretest Goal: To obtain a measure of each student's knowledge of word parts and their meanings and their skills at predicting the meaning of words 	Goals of the Pretest • To obtain a measure of each student's knowledge of word parts and their meanings • Students' skills at predicting the meaning of words ● THIS DOES NOT GO IN MY GRADEBOOK! It is just a baseline measure! The pretest can also help with	DQ2	

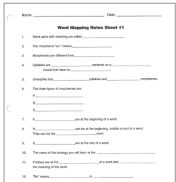
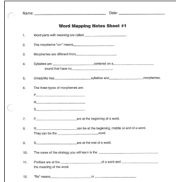
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		student motivation. They see where they start and we will chart growth as they move through the strategy.		
Jane		Please find this goldenrod colored paper on the right side your folder...Give participants the Pretest In 1-5 you will follow the example at the top of the page In 6-10 you will just write the definition		Pretest in participant packet
Jane	Take the Pretest 	Take pretest Set timer for 5 minutes (just so you get a feel for what the pretest is like-- real pretest may take much longer)		set timer for 5 minutes
Jane		score pretest total points based on # of word parts mark points/question on page 1 like you see on the screen		
Jane		score pretest mark points/question on page 2 like you see on the screen # correct/36= student score, divide by 100 to get percentage to chart on Progress Chart		
20 min.		Score your own pretest Use answer key in the instructor's manual (Answer key pg 187--you tabbed this page)		

The Word Mapping Strategy 2022-23 Mulock/Hines

	5. distortion Word Parts: dis; tort; t/ion Part Meaning: away or apart; twist; act, state, result of Prediction: the act of twisting apart; to twist out of shape 6. portable: can be carried 7. empathy: ability to share in another's emotions, feelings, or thoughts 8. benediction: act of saying good things; a blessing or prayer 9. retractable: can pull back; can be taken back 10. illuminate: to bring into the light		
Jane	Chart Pre-Test Results  Students I Can Chart Themselves	Eval guidelines page 89 Use language from p. 11-13 ‘Commitment’ ~ for T & S Introduce Progress Chart (white paper on right side of folder) = this a good tool to communicate progress to the family and keep data.	
Jane		Review Pretest information on page 2 of UO	
Jane	Student Outcome Data 	Once you implement and score the pretest for each of your students, and we hope you will be able to do that this coming week, you will have your first set of data for submitting student outcome data. Hand Out the Implementation Guide Brief Explanation <u>When you have a moment to check your calendar, write down your own dates!</u> Use the recommended timeline on the guide –we encourage you to work at a brisk pace that works for your students! point out they need two scores for each student: a pretest and a post-test. These are part of the Strategy--just share student results for ALL students you teach the strategy!	

The Word Mapping Strategy 2022-23 Mulock/Hines

		You will scan and send your information to us at sim@fdlrsaction.org Please redact student names. Mel and I are always available to support you with this process! Just ask!		
Mel	Part II: Introducing Morphemes and the Strategy <u>Lesson 1: Introduction and Prefixes</u> Goals: - To introduce students to the Word Mapping Strategy - To teach students how to identify and pronounce common prefixes (manual page 14)	Introduce Lesson 1: 1. Go over lesson set up page 14 to understand goals, materials, how to prepare, time to allow. You will see “what to do”/ teaching points in your instructor’s manual	DQ2	
Mel		2. model Lesson 1 There is a script for this lesson in the Instructor’s Manual, all laid out for you		
	The Word Mapping Strategy By Monica Harris, Jean Schumaker & Donald D. Deshler 			
		Please take out your Word Mapping Notes Sheet #1 white paper in the right pocket		
	Morpheme A word part with meaning 			

The Word Mapping Strategy 2022-23 Mulock/Hines

30 min.	Syllable • A word part • That centers around a vowel • That has NO meaning 			Prefix list in packet Isolate the Prefix Worksheet #1
	Syllables vs Morphemes example: unladylike <u>Syllables</u> Un la dy like <u>Morphemes</u> Un lady like			
	Morpheme Types <pre> graph TD A[Morpheme Types] --> B[Prefixes] A --> C[Roots] A --> D[Suffixes] </pre>	remember to say the information needed to fill in the notes page		
	Prefix • A word part • Placed at the beginning of a word • That has meaning, and • That changes or adds to the meaning of the word  re cycle 	remember to talk about revise, re=back or again		
	Compound Prefix • Two or more prefixes at the beginning of a word Example: <u>un</u><u>re</u>lenting			

The Word Mapping Strategy 2022-23 Mulock/Hines

Check our notes...

Name: Answer Key Date: _____

Word Mapping Notes Sheet #1

- Word parts with meaning are called morphemes.
- The morpheme "un" means not.
- Morphemes are different from syllables.
- Syllables are word parts centered on a vowel sound that have no meaning.

- Unsyllable has four syllables and three morphemes.
- The three types of morphemes are:
 - Prefixes
 - Roots
 - Suffixes

- Prefixes are at the beginning of a word.
- Roots can be at the beginning, middle or end of a word. They can be the whole word.
- Suffixes are at the end of a word.
- The name of the strategy you will learn is the Word Mapping Strategy.

- Prefixes are at the beginning of a word and change the meaning of the word.
- "Re" means back or again.
- Tricksters are words that start with the same letters as prefix but don't really have prefixes.
- Compound prefixes include two or more prefixes.

Mel

Let's practice Finding Prefixes

Please locate Prefix worksheet #1



Get out the Isolate the Prefix Worksheet #1

Prefix Worksheet #1

Name: _____ Date: _____

Isolate the Prefix Worksheet #1

INSTRUCTIONS: Isolate the prefix in each of the following words that has a prefix. Some of these words do not have prefixes.

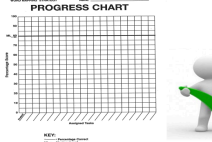
Examples: trans port is light

A	B	C
1. pronounce	decline	extract
2. underneath	across	road
3. interrupted	argue	amaze
4. discover	multisyllable	dead

3. I do, we do, you do on Worksheet #1

- make a backward L to separate the prefix. We will label each morpheme differently. This allows us to know if students can identify parts correctly
- point out tricksters, compound prefixes, longer prefixes

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		students SHOULD/MAY use their prefix list on the learning sheets Worksheet #2 could be used for guided practice Worksheets #3 and #4 can be used to check for mastery (80%) **Only record a score for the worksheet students complete independently		
	Isolate the Prefix Worksheet #1 	4. score worksheet (answer key on page 189, top left),		
	Chart Progress on Prefix Worksheets 	5. chart progress		
Mel	Prefix list • Use your prefix list; Listen/Repeat 	Lesson 1 Part 2 say prefixes Trainer reads prefixes from prefix list and asks P to chorally repeat them PURPOSE is to connect what the prefix looks like to how it sounds **We will share the resource PPt with voice overs you can use.		

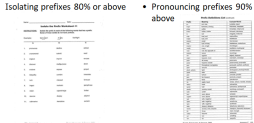
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	Prefix • a- • ab- • ad- • amb- • an- • ante- • anti- • auto- • bi- • circum- • co- • col- • com- • con- • contra- • de- • demi-	CLICK for each prefix to appear & previous prefix to disappear		CHECK these animations before we start!
	Prefix • di- • dia- • dis- • dys- • e- • eu- • ex- • qti- • eu- • ex- • extra- • extra- • fix- • fore- • hetero- • homo- • hydro- • hyper-			
	Prefix • hypo- • il- • im- • in- • inter- • intra- • intro- • it- • mal- • male- • micro- • mis- • mono- • multi- • non- • securo- • ob- • over-			
	Prefix • hypo- • il- • im- • in- • inter- • intra- • intro- • it- • mal- • male- • micro- • mis- • mono- • multi- • non- • securo- • ob- • over-			
	Prefix • sym- • syn- • tele- • trans- • tri- • ultra- • un- • up-			
Mel	QUIZ TIME- Numbered Heads Together Use scratch paper and a writing utensil 	Quiz Time Numbered Heads together for Questions 1-3 Explain the structure	DQ3	Dry Erase boards and markers

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	Is a morpheme the same as a syllable? Why or why not? 		
	How many syllables does the word "inhospitable" have? A. 2 B. 3 C. 4 D. 5 	How many syllables does the word "inhospitable" have? A. 2 B. 3 C. 4 D. 5	
	How many morphemes does the word "inhospitable" have? A. 2 B. 3 C. 4 D. 5 	How many morphemes does the word "inhospitable" have? A. 2 B. 3 C. 4 D. 5	
	Which of the following are types of morphemes? A. prefix B. suffix C. Root D. All of the above	Show Me for Questions 4-7 Explain the process Which of the following are types of morphemes? A. prefix B. suffix C. Root D. All of the above	

The Word Mapping Strategy 2022-23 Mulock/Hines

	The Word Mapping Strategy helps you predict and learn the meaning of new words. A. True B. False	The Word Mapping Strategy helps you predict and learn the meaning of new words. A. True B. False		show me
	A prefix is a word part consisting of one or more letters placed at the end of a word that has meaning. A. True B. False	A prefix is a word part consisting of one or more letters placed at the end of a word that has meaning. A. True B. False		
	After a prefix has been named, isolate it with: A. a forward L B. a backward L C. an underline	After a prefix has been named, isolate it with: A. a forward L B. a backward L C. an underline		
	What to require for mastery - Isolating prefixes 80% or above - Pronouncing prefixes 90% or above 			
Mel		Celebrate Break 15 minutes Play Signatures	DQ1	
Jane	Part II: Introducing Morphemes and the Strategy Lesson 2: Suffixes Goals: - To review morphemes and prefixes - To teach students how to identify and pronounce common suffixes  Lesson 2 title page in PDF (manual page 21)	Introduce Lesson 2: 1. Describe lesson 2 for Participants. (10 minutes)	DQ2	

The Word Mapping Strategy 2022-23 Mulock/Hines

Jane	Suffix A morpheme that: - Is placed at the <u>end</u> of a word and - Affects the words <i>form</i> or <i>meaning</i> in some way recycling Command<u>er</u>	Suffix definition A morpheme that: - Is placed at the <u>end</u> of a word and - Affects the words <i>form</i> or <i>meaning</i> in some way		
Jane	Suffix Types - Inflectional - Derivational	Suffix types - inflectional - derivational		
Jane	Inflectional Suffix A morpheme that: - Is placed at the <u>end</u> of a word, and - Changes the <i>form</i> of the word - Its number - Its point of view - Its tense or - Shows possession or - Shows comparison - Does not change the word's meaning	Inflectional Suffixes change the <u>form</u> not the meaning <u>Number</u> example dog- dogs <u>Point of view</u> (added to a verb) I/We jump She jumps first person to third person <u>Tense</u> (added to a verb) I planted the tree. The dog's buried bone rotted in the ground. <u>Comparison</u> Pretty to prettier Fast to faster Why is this important? Some students don't know these underlying language rules and it WILL impact their reading comprehension abilities? Think of kids that struggle and think how rules can be different in their native language. Example 9th graders that did not know what 's meant		

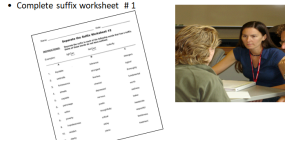
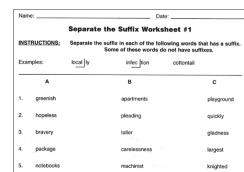
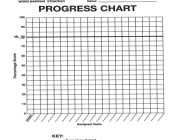
The Word Mapping Strategy 2022-23 Mulock/Hines

Jane	Derivational Suffix A morpheme that: - Is placed at the <u>end</u> of a word, - Changes the <i>meaning</i> of the word, and - Sometimes changes the part of speech of the word	Derivational Suffixes A morpheme that: - Is placed at the <u>end</u> of a word, - Changes the <i>meaning</i> of the word, Some students don't understand that 's means ownership D-O-G-S is the plural form of dog D-O-G-apostrophe-S means something belongs to the dog—very different meanings! - Sometimes changes the part of speech of the word Trainer points out differences between inflectional suffixes and derivational suffixes. What is essential? Compound suffixes and suffix within a suffix		
Jane	Example Derivational Suffixes Example derivational suffixes that can change the part of speech of a word: Noun to verb: -fy (glory → glorify) Verb to noun: -ion (invent → invention) Adjective to noun: -ness (slow → slowness) Adjective to verb: -ize (modern → modernize) Noun to adjective: -al (recreation → recreational) Verb to adjective: -able (drink → drinkable)	Example Derivational Suffixes <u>Example derivational suffixes that can change the part of speech of a word:</u> Noun to verb: -fy (glory to glorify) Verb to noun: -ion (invent to invention) Adjective to noun: -ness (slow to slowness) Adjective to verb: -ize (modern to modernize) Noun to adjective: -al (recreation to recreational) Verb to adjective: -able (drink to drinkable)		
Jane	Example Derivational Suffixes <i>continued...</i> Example derivational suffixes that do not change the part of speech of a word: Noun to a noun: -er (the dance → the dancer) -ism (Buddha → Buddhism)	<u>Example derivational suffixes that do not change the part of speech of a word:</u>		

The Word Mapping Strategy 2022-23 Mulock/Hines

		Noun to a noun: -er (the dance to the dancer) -ism (Buddha to Buddhism)		
Jane	Suffix Guidelines 1. Change the “y” to “i” when you add “-es,” “-er,” “-est,” and other suffixes starting with a vowel • fly → flies • happy → happier • pretty → prettier	Suffix Guidelines 1. Change the “y” to “i” when you add “-es,” “-er,” “-est,” and other suffixes starting with a vowel • fly to flies • happy to happier • pretty to prettier • flying vs. fling • hopping vs. hoping		
Jane	Suffix Guidelines 2. Use consonant doubling when you add a suffix that begins with a vowel to a short word that ends in the CVC pattern. run → running swim → swimming	2. Use consonant doubling when you add a suffix that begins with a vowel to a short word that ends in the CVC pattern. run to running swim to swimming		
Jane	Suffix Guidelines 3. Remove the silent “e” when you add “-ing” or other suffixes make → making excite → exciting mandate → mandatory celebrate → celebration	3. Remove the silent “e” when you add “-ing” or other suffixes make to making excite to exciting mandate to mandatory celebrate to celebration		

The Word Mapping Strategy 2022-23 Mulock/Hines

Jane	Compound Suffix Two or more suffixes at the end of a word. help <u>less</u> <u>ness</u> thought <u>ful</u> <u>ness</u>	Compound Suffix Two or more suffixes at the end of a word. help less ness thought ful ness		
Jane	More Practice with Lesson 2 • Complete suffix worksheet # 1 	More Practice with Lesson 2 • Complete suffix worksheet # 1 • Use a forward L to separate the suffix		Worksheets for practice. Suffix list and worksheet in packet
Jane	Rally Coach A fabulous way to provide guided practice! A B • Solve & explain → • Watch & listen aloud • Ask for OK → • Give an OK or Coach • Record answer → • Praise! B A A B Switch roles 	Explain & Model Rally Coach	DQ3	
Jane		3)Participants complete suffix worksheet **remember to go with the larger suffix!		
Jane	Separate the Suffix Worksheet #1 	grade (use answer key page 190)		
Jane	Chart Progress on Suffix Worksheets 	chart progress 80% on a worksheet students complete independently = mastery		

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Jane	See it Hear it Say it 	See it, Hear it, Say it (this is a yellow paper) 4) Trainer Models reading suffixes with choral repeating **We have a resource as a PPT with voiceover you can use.		check time! Consider removing choral repeat if time is too short
Jane	Suffix • -able • -age • -al • -am • -ana • -ance • -ancy • -ant • -arium • -ar • -ary • -ate • -atic, -atic • -cy • -dom • -en • -ed • -ence	CLICK for each suffix to appear & previous suffix to disappear In the “c”: c+e, i or y = /s/ <u>usually</u> as in cy cle /s/ /k/		
Jane	Suffix • -ancy • -ant • -eous • -er • -ery • -es • -ese • -ess • -ence • -est • -ful • -fy • -hood • -ia • -ial • -ian • -ible • -ic			
Jane	Suffix • -ice • -ity • -il, -ile • -ing • -ion • -ious • -ish • -ism • -ist • -itis • -ity • -ium • -ive • -ize • -less • -log • -logy • -ly			
Jane	Suffix • -ment • -ness • -ory • -ology • -or • -ous • -o • -s • -st • -ship • -sion • -sis • -tion • -ty • -ude • -ular • -ule • -ure • -y			

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Jnae	What to require for mastery • Isolating suffixes 80% or above • Pronouncing suffixes 90% or above 	What to require for mastery • 80% correct on worksheet completed independently • 90% correct pronunciation		
Jane		video antidisestablishmentarianism Dairy Queen commercial https://www.youtube.com/watch?v=UNbFgyeghGc With the right motivation and the right instruction kids can do anything!		
Mel	Part II: Introducing Morphemes and the Strategy <u>Lesson 3- Word Roots</u> Goals • To review prefixes and suffixes • To explain some basic characteristics of roots  Lesson 3 title page in PDF (manual page 28)	Introduce Lesson 3 Goals • To review prefixes and suffixes To explain some basic characteristics of roots Trainer describes and models lesson 3. 8 minutes • Trainer shares key points: page 30 # 5,6,7thru the following slides	DQ2	p. 28-32 card set per table group with assignment worksheets for practice morpheme and worksheet in packet
	Root A morpheme (a word part with meaning) that: • Is placed at the beginning, middle, or end of a word • Sometimes is the whole word • Gives the word its main meaning	Root A morpheme (a word part with meaning) that: • Is placed at the beginning, middle, or end of a word • Sometimes is the whole word • Gives the word its main meaning		

The Word Mapping Strategy 2022-23 Mulock/Hines

	Example Root "Aster" means "star." At the beginning of a word: <u>Asterisk</u> In the middle of a word: Dis<u>astr</u>ous At the end of a word: Dis<u>aster</u> A whole word: <u>Aster</u> 	Example root "Aster" means "star." At the beginning of a word: <u>Asterisk</u> In the middle of a word: Dis<u>astr</u>ous At the end of a word: Dis<u>aster</u> A whole word: <u>Aster</u>		
	Morpheme Rules 1. A morpheme can have several meanings. <u>Examples:</u> "in-" means "not" "in-" means into and within	1. A morpheme can have several meanings. <u>Examples:</u> "in-" means "not" "in-" means into and within		
	Morpheme Rules 2. Morphemes can have the same meaning but different forms. <u>Examples:</u> "an-" means "not" "dis-" means not "im-" means "not"	2. Morphemes can have the same meaning but look very different (have different forms). <u>Examples:</u> "an-" means "not" "dis-" means not "im"- means "not"		
	Morpheme Rules 3. Morphemes can have the same meaning and similar form. <u>Examples:</u> "aster" & "astro" mean "star" "flex" & "flect" mean "bend" "mit" & "mis" mean "send"	3. Morphemes can have the same meaning and similar forms. <u>Examples:</u> "aster" & "astro" mean "star" "flex" & "flect" mean "bend"		

The Word Mapping Strategy 2022-23 Mulock/Hines

“mit” & “mis” mean “send”

Identifying Morphemes Worksheet 1

Identifying Morphemes Worksheet #1

NAME _____ DATE _____

INSTRUCTIONS: Separate the prefix, separate the suffix, and underline the root in each word. Be careful! Many of these words do not have all the parts.

A	B	C
1. audible	discuss	recently
2. manufacture	photograph	project
3. reverse	realities	arguing

Identifying Morphemes Worksheet 1

- Get out your prefix list, suffix list and root list. Place them side-by-side
- take off the prefix, take off the suffix and see what's left
- check the root list for the root
- Complete morpheme worksheet using Rally Coach
- model audible: no prefix, aud (root), ible (suffix)

****Teachers may not have all the answers! This is an exploration to understand and predict the meaning of unknown words****

Rally Coach

A fabulous way to provide guided practice!

A Solves & explains → **B** Watch & listen

• Ask for OK → Give an OK or Coach

• Record answer → Praise!

Switch roles



Rally Coach

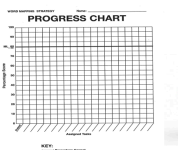
DQ3
DQ5

Identifying Morphemes Worksheet #1

1. new/late	discuss	recently
2. manu/late	photo/raph	proj/ect
3. re/verse	reality	argu/ing
4. port/able	com/pute/r	manu/facture
5. hydro/plane	gram/mar	re/cent
6. most/ly	re/cent	manu/facture
7. most/ly	re/cent	manu/facture
8. most/ly	re/cent	manu/facture
9. most/ly	re/cent	manu/facture
10. most/ly	re/cent	manu/facture

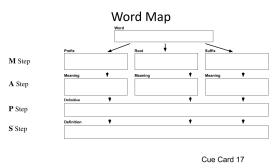
- grade (use answer key page 191)
Pder summarizes

Chart Progress on Identifying Morpheme Worksheets



Graph results

The Word Mapping Strategy 2022-23 Mulock/Hines

	What to require for mastery Identifying morphemes 80% or above 	What to require for mastery Identifying morphemes 80% or above		
	Enjoy your Lunch! 	LUNCH		
Jane	Part II: Introducing Morphemes and the Strategy Lesson 4: The Word Mapping Strategy Goals: - To review prefixes, suffixes and roots - To describe and model the Word Mapping Strategy 	<u>Lesson 4: The Word Mapping Strategy</u> Goals: - To review prefixes, suffixes and roots - To describe and model the Word Mapping Strategy		
Jane	The Word Map A visual device that prompts students through the steps of the Word Mapping Strategy 	The Word Map A visual device that prompts students through the steps of the Word Mapping Strategy		
Jane	 Cue Card 17	M Step - Map the word parts A Step - attack the meaning of each part P Step - predict the word's meaning S Step - see if you're right!	DQ2	
Jane	Elaine <u>predicted</u> that FSU would win the upcoming game. 5. What does the word <i>predicted</i> mean as it is used in the passage?	Model: Elaine <u>predicted</u> that FSU would win the upcoming game. 5. What does the word <i>predicted</i> mean as it is used in the passage?		

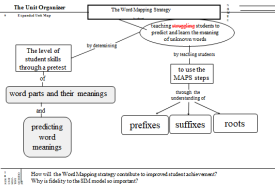
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Jane		Predict from Collins Cobuild		
Jane		We do together: Subterranean		
Jane		Subterranean		
Jane		Review the mnemonic: Map the word parts Attack the meaning of each part Predict the word's meaning See if you're right!		
Jnae		Your Do team activity Numbered Heads Together "Antidisestablishmentarianism" is a long word with 6 (Anti dis establish ment arian ism), but are there any words with more?	DQ3 DQ5	
Jane		You do Pairs Activity With your partner, map the following words: - reloaded - indescribable	DQ3 DQ5	Jane! Hand out the "Feedback Checklist"

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				for Word Mapping”!	
Jane	Word Map Cue Card 17				
Jane	Word Map Cue Card 17				
Jane	Scoring Word Maps with Feedback Cue Card 18	Feedback checklist for Word Maps			
Mel	The Memory Table A memory device used by students to learn the meaning of morphemes.	Memory Table A memory device used by students to learn the meaning of morphemes. This is not memorization, but building understanding students can use to predict the meaning of unfamiliar words!			DQ2
	Example Memory Table Cue Card 18	Example - “man”			
	Memory Table Cue Card 19	We do together - “un”			

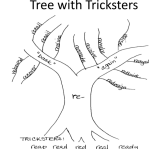
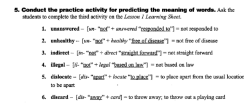
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	Please make a memory table for: • hydro- • -ology 	Activity Please make a memory table for • hydro- • -ology Can use these to study forward and backward	DQ3	Jane! Hand out the “Feedback Checklist for Memory Tables”!
	Scoring Memory Tables with Feedback 	Feedback checklist for Memory Tables		
Jane		Review MAPS steps section of UO back		
Mel	Part III: Practicing the Strategy Goals: - To introduce new morphemes and words to the students - To ensure students learn the meaning of morphemes and words - To ensure students practice using The Word Mapping Strategy 	Part 3: Practicing the Strategy Goals: - To introduce new morphemes and words to the students - To ensure students learn the meaning of morphemes and words - To ensure students practice using The Word Mapping Strategy		
	Let's take a closer look at how the practice lessons are set up  Generic Practice Lesson Format • Introduce the Word Parts Table • Conduct the Fungraph Activity • Discuss “Wordsters” • Conduct the Prediction Activity Table • Have the students make Memory Tables • Conduct the Word Mapping Activity • Administer the quiz	How the lesson are set up please get out the generic lesson plan walk through the steps		got this far with new notes

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	A model Lesson 	A model lesson	DQ2																					
	Introduce the Word Parts Table <table><thead><tr><th>Prefix</th><th>Meaning</th><th>Examples</th></tr></thead><tbody><tr><td>un-</td><td>not</td><td>unhappy, unanswered, unhealthy</td></tr><tr><td>in-, im-, il-, ir-</td><td>not</td><td>indirect, impossible, illegal, irreg-</td></tr><tr><td>dis-</td><td>not, apart, away</td><td>disability, dislocate, discourage</td></tr></tbody></table>	Prefix	Meaning	Examples	un-	not	unhappy, unanswered, unhealthy	in-, im-, il-, ir-	not	indirect, impossible, illegal, irreg-	dis-	not, apart, away	disability, dislocate, discourage	Introduce the Word Parts Table prefixes: un-, in-, im-, il-, ir-, dis-										
Prefix	Meaning	Examples																						
un-	not	unhappy, unanswered, unhealthy																						
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	Conduct the Paragraph Activity Was having five dogs illegal? Shelby was afraid to ask anyone who worked for the city, so her question remained unanswered. She'd never intended on having more than her two cocker spaniels, Lucy and Rufus. However, a friend with a black Labrador retriever let her have him and had to move to a small apartment where pets were not allowed. A coworker found a stray poodle mix puppy and could not keep it. The owners weren't even looking for him! That broke Shelby's heart. She felt as if he had been discarded, like trash. The last dog was a small spaniel who had been a companion to her mother, who had recently passed away. The dogs all got along well, but they created an unhealthy environment. She indirectly learned that only three dogs were allowed when the local news ran a story about a woman with 40 cats. The cats were discovered by paramedics, who were called by the woman, who had tripped over a cat, fallen, and dislocated her shoulder.	Conduct the Paragraph Activity looking for words with prefixes: un-, in-, im-, il-, ir-, dis- separate prefix with the backward L																						
	Answer Key for the Paragraph Activity 3. Have the students read the sample paragraph at the top of the Lesson 1 Learning Sheet ahead. Ask them to find the original prefixes and separate them from the rest of the word with a backward "L." (Choose the meaning of each word within the context.) Was having five dogs illegal? Shelby was afraid to ask anyone who worked for the city, so her question remained unanswered. She'd never intended on having more than her two cocker spaniels, Lucy and Rufus. However, a friend with a black Labrador retriever let her have him and had to move to a small apartment where pets were not allowed. A coworker found a stray poodle mix puppy and could not keep it. The owners weren't even looking for him! That broke Shelby's heart. She felt as if he had been discarded, like trash. The last dog was a small spaniel who had been a companion to her mother, who had recently passed away. The dogs all got along well, but they created an unhealthy environment. She indirectly learned that only three dogs were allowed when the local news ran a story about a woman with 40 cats. The cats were discovered by paramedics, who were called by the woman, who had tripped over a cat, fallen, and dislocated her shoulder. page 45	Answer Key for the Paragraph Activity																						
	Conduct the Word Part Activity Examples: <u>im</u>polite <u>dis</u>belief uno <table><thead><tr><th>A</th><th>B</th><th>C</th><th>D</th></tr></thead><tbody><tr><td>1. inactive</td><td>illogical</td><td>disease</td><td>illiterate</td></tr><tr><td>2. irresponsible</td><td>inhospitable</td><td>insane</td><td>disrespe</td></tr><tr><td>3. disturb</td><td>imprint</td><td>ill</td><td>unlikable</td></tr><tr><td>4. discover</td><td>insensitive</td><td>unmovable</td><td>illegible</td></tr></tbody></table>	A	B	C	D	1. inactive	illogical	disease	illiterate	2. irresponsible	inhospitable	insane	disrespe	3. disturb	imprint	ill	unlikable	4. discover	insensitive	unmovable	illegible	Conduct the Word Part Activity		
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	Discuss Tricksters Tricksters are words that contain an affix that does not add meaning to the word. Example: "re" in "read" 	Discuss Tricksters Tricksters are words that contain an affix that does not add meaning to the word. Example: "re" in "read"																						
	The Tree Activity - Draw a tree - Write the word part on the trunk - Write one meaning of the word part on each limb - Ask the students for example words to be added as branches 	The Tree Activity																						

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		• Draw a tree • Write the word part on the trunk • Write one meaning of the word part on each limb • Ask the students for example words to be added as branches																													
	Tree with Tricksters 	Tree with Tricksters “re-”																													
	Example Table with Tricksters <table><tr><th colspan="3">dis-</th></tr><tr><th>apart</th><th>not</th><th>Tricksters</th></tr><tr><td>dislocate</td><td>disown</td><td>discredit</td></tr><tr><td>dissociate</td><td>disorganized</td><td>discuss</td></tr><tr><td>displace</td><td>disorder</td><td>dish</td></tr><tr><td>disjunction</td><td>dislike</td><td></td></tr><tr><td>dislodge</td><td>disrespect</td><td></td></tr></table>	dis-			apart	not	Tricksters	dislocate	disown	discredit	dissociate	disorganized	discuss	displace	disorder	dish	disjunction	dislike		dislodge	disrespect		Example Table with Tricksters “dis-”								
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apart	not	Tricksters																													
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dissociate	disorganized	discuss																													
displace	disorder	dish																													
disjunction	dislike																														
dislodge	disrespect																														
	Example Table with Tricksters <table><tr><th colspan="2">Word Part: Un-</th></tr><tr><th>“Trickster”</th><th>“Opposite”</th></tr><tr><td>unfriendly</td><td>unhappily</td></tr><tr><td>unhappy</td><td>unusually</td></tr><tr><td>unpleasant</td><td>unusually</td></tr><tr><td>unusually</td><td>unusually</td></tr><tr><td>unusually</td><td>unusually</td></tr><tr><td>unusually</td><td>unusually</td></tr><tr><td>unusually</td><td>unusually</td></tr><tr><td>unusually</td><td>unusually</td></tr><tr><td>unusually</td><td>unusually</td></tr><tr><td>unusually</td><td>unusually</td></tr></table> Tricksters: <table><tr><td>unusually</td><td>unusually</td><td>unusually</td></tr></table>	Word Part: Un-		“Trickster”	“Opposite”	unfriendly	unhappily	unhappy	unusually	unpleasant	unusually	unusually	unusually	unusually	unusually	unusually	unusually	unusually	unusually	unusually	unusually	unusually	unusually	unusually	unusually	unusually	unusually	unusually	Example Table with Tricksters “un-”		
Word Part: Un-																															
“Trickster”	“Opposite”																														
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	Conduct the Prediction Activity 	Conduct the Prediction Activity																													
	Answer Key for the Prediction Activity 	Answer Key for the Prediction Activity																													

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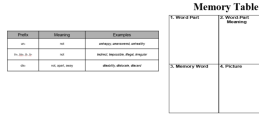
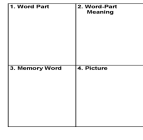
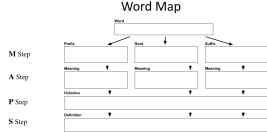
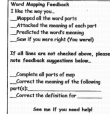
	Have students make memory tables 	Have students make memory tables		
	Memory Table  Cue Card 19			
	Scoring Memory Tables with Feedback 	Scoring Memory Tables with Feedback		
	Conduct the Word Mapping Activity Word Mapping Activities: Choose one of the following activities. 1. Conduct a preview activity predicting the meaning of words. Write down words in the most appropriate, logical, and desirable form the student (S) in Word Map. Subsequently, in predict the meaning of the words. (Note: Students use Word Map per word.) 2. Conduct a preview activity predicting the meaning of words in context and context. Write the words in the Word Map and then, from subject area materials in the student's context, have the student predict the meaning of unknown words that have the target prefix. 3. Use the Word Map to map out unknown words containing the targeted prefixes in a selected reading. 48 Part 20: Practice Test Student	Conduct the Word Mapping Activity 3 options from page 46		
	Word Map  Cue Card 17			
	Scoring Word Maps with Feedback 	Scoring Word Maps with Feedback		
	Administer the Quiz 	Administer the Quiz		

Chart Progress on each Learning Worksheet

[illegible]

Let's Practice Scoring



- Find Dain's Prefix Lesson #1 in your packet



Name: Dain Date: 4/24

Prefix Lesson 1 Learning Sheet

- Was having five dogs okay? Sheley was afraid to ask anyone who worked for the city, so his confusion remained unanswered. Sheley's never intended on having more than his beloved spaniels, Lucy and Rickus. However, a friend offered a black Labrador retriever his hand and had to move to a small apartment where pets were not allowed. A coworker found a stray poodle-in-a-puppy and could not keep it. The owners were never looking for a dog that broke Sheldene's heart. She felt as if he had been discarded and was left to fend for himself. Sheley was not used to being left out of his mother, who had recently passed away. The dogs all got along well, but they created an unhealthy environment. She indirectly learned that only three dogs were allowed when she was on an ethics course. Sheley was not a veterinarian, but he was a paramedic, who were called by the woman, who had tripped over a cat, baller, and dislocated her shoulder.

Answer Key for the Paragraph Activity



2. Isolate the prefix in each of the following words that has a prefix. Some of these words do not have prefixes. Watch out for tricksters!

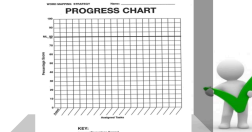
Examples:	in/po	dis/bel	uno
1. in active	logical	disease	berate
2. in responsible	acceptable	plane	disrespect
3. dis tribut	inter	ill	inhabitable
4. dis cover	insensitive	unmovable	inertile

Answer Key for the Word-Part Activity

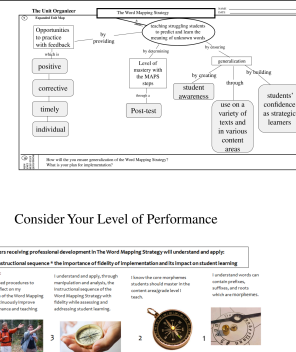
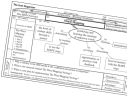
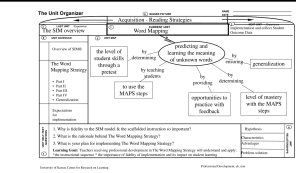
- 3. Conduct the practice activity for identifying targeted prefixes.** Have the students practice separating the targeted prefix from the rest of the word on the *Learn / Learning*

	A	B	C	D
1.	<u>in</u> active	<u>il</u> logical	<u>dis</u> joint	<u>il</u> literate
2.	<u>in</u> responsible	<u>in</u> hospitable	<u>in</u> jure	<u>dis</u> respect
3.	<u>dis</u> hurb	<u>in</u> print	<u>il</u>	<u>un</u> likable
4.	<u>dis</u> acur	<u>in</u> secure	<u>un</u> available	<u>il</u> logical

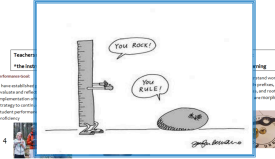
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	2. Predict the meaning of the following words by filling in the blanks. 1. unanswered - [un-] + "answer" = <u>not answered</u> ☐ 2. unhealthy - [un-] + "healthy" = <u>not healthy</u> ☐ 3. indirect - [in-] + "direct" = <u>not direct</u> ☐ 4. illegal - [il-] + "legal" = <u>not based on law</u> ☐ 5. dislocate - [dis-] + "locate" = <u>not placed</u> ☐ 6. discard - [dis-] + "card" = <u>not saved</u> ☐																		
	Answer Key for the Prediction Activity 5. Conduct the practice activity for predicting the meaning of words. Ask the students to complete the first activity on the Lesson 7 Learning Sheet. 1. unanswered - [un-] + "answer" = <u>not answered</u> ☐ 2. unhealthy - [un-] + "healthy" = <u>not healthy</u> ☐ 3. indirect - [in-] + "direct" = <u>not direct</u> ☐ 4. illegal - [il-] + "legal" = <u>not based on law</u> ☐ 5. dislocate - [dis-] + "locate" = <u>not placed</u> ☐ 6. discard - [dis-] + "card" = <u>not saved</u> ☐	Dain's work Predicting the Meaning of words																	
	Chart Progress on each Learning Worksheet 	Chart Progress																	
Jane	Part IV: Post-test (pages 81-83) Goal: To obtain a measure of each student's knowledge of word parts and words and skills at predicting the meaning of words after learning the strategy 	Part IV: Post test Goal: To obtain a measure of each student's knowledge of word parts and words and skills at predicting the meaning of words after learning the strategy																	
Jane	FID reminder Collecting Student Outcome Data for the Word Mapping Strategy <table><tr><th>Date</th><th>Steps for Implementation</th></tr><tr><td>Day 1</td><td>Collect student baseline data by administering the pretest from pages 138-139 in the Mapping Strategy manual. Directions for administering the pretest begin on page 134.</td></tr><tr><td>Week 1</td><td>Score and record pretest results; share results with students before beginning lesson the strategy.</td></tr><tr><td>Week 2</td><td>Provide daily instruction of word mapping strategy.</td></tr><tr><td>Week 3</td><td>Provide daily instruction of word mapping strategy.</td></tr><tr><td>Week 4</td><td>Provide daily instruction of word mapping strategy.</td></tr><tr><td>Week 4-13</td><td>At least 5-6 times per week, administer the posttest. REMEMBER the January 28, 2022 (14 weeks) deadline to report your data!</td></tr><tr><td>Week 14</td><td>Begin posttest administration. (See pages 84-85 in the manual.)</td></tr></table>	Date	Steps for Implementation	Day 1	Collect student baseline data by administering the pretest from pages 138-139 in the Mapping Strategy manual. Directions for administering the pretest begin on page 134.	Week 1	Score and record pretest results; share results with students before beginning lesson the strategy.	Week 2	Provide daily instruction of word mapping strategy.	Week 3	Provide daily instruction of word mapping strategy.	Week 4	Provide daily instruction of word mapping strategy.	Week 4-13	At least 5-6 times per week, administer the posttest. REMEMBER the January 28, 2022 (14 weeks) deadline to report your data!	Week 14	Begin posttest administration. (See pages 84-85 in the manual.)	FID Reminder - You administered and scored the pretest in week 1, taught the lessons for several weeks, and now you've completed the post test. - Record the data and go to the FID to report it! - Look at the handout Melissa just brought you...explain process - REMEMBER the deadline (14ish weeks)	hand out FID how to create an account & report data papers
Date	Steps for Implementation																		
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Jane	Part V: Ensuring Students Use the Strategy Pages 84 - 88  - Make students aware of the necessity of applying the strategy in other settings with a variety of materials - Build student confidence as strategic learners	Part V: Ensuring Students Use the Strategy - Make students aware of the necessity of applying the strategy in other settings with a variety of materials - Build student confidence as strategic learners																	

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Jane	 The Unit Organizer Consider Your Level of Performance	Review last page of UO • feedback • Post test • generalization		
Jane	Action Plan How will you implement & ensure generalization of this strategy with your students? 	Action Plan How will you implement & ensure generalization of this strategy with your students? Write it on the back of your Unit Organizer.		
Jane	Let's wrap it up  • Look at Unit Organizer	Let's wrap it up		
Jane	 The Unit Organizer Last look at the UO:	Last look at the UO: Is about Unit Schedule check off Self-Test Question #1		
Jane	Performance Scale  Performance Scale	Scale		

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Mel		Great work!		
Mel	If you get in trouble or need to help staying on target.... 			
Mel		If you need or want support. Call on us we will team up with you in any way you want. https://www.youtube.com/watch?v=ccbxpp4l7MI		
Mel	Throw the ball 	Coaching promise: non-evaluative; noncompetitive- won't bring fuzzy kittens to woo your kids; confidential; we come with the mind set that its all about helping you https://youtu.be/tkf0lUp7ifA		
Mel	Resources for follow-up • Teacher's manual and student materials • PowerPoint slides • Coaching/follow-up visit • Student Outcome Data • For support: Melissa Mulock@FDLRSAction.org Jane Hines@FDLRSAction.org 	Resources for Follow Up		
Mel	Thank You! Please complete the session evaluation email 	Session Evaluation please complete the session evaluation email		
		After PD: 1. report PD to KU CRL 2. send resources to participants: a. prefix and suffix videos		

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		b. teaching PowerPoint c. digital copies of data collection information		
3:15-3:30	•	Post Organizer and Closing and Memorable and meaningful Talk about their plan for implementation and answer: • Look at UNIT organizer's essential Ques # 1 • based on your team conversation, is it important to teach W M with fidelity? YN POLL • Review agenda and mark off things they've learned. • Celebrate success • Follow-up activities- Resources- KU-CRL website; trainers availability; additional resources in training packet • Reflection Evaluation Post Bit.ly link in email		Follow-up: Visit?