

All Write

Teach a Mini Lesson using *All Write* page 294-deci→mega

This project has been continued from the last book we were reading. As a reminder, here are the guidelines as described earlier.

- ☐ Note to student and teacher: Learning prefixes, suffixes and roots is an extremely helpful thing to know as it makes deciphering the meaning of words that much easier. Rather than just memorizing them, which can get tedious, interacting with them in a more meaningful way increases comprehension and retention.
- ☐ Similar to creating the “Commonly Misused Words” dictionary, we will spend some time creating a **prefix, suffix, and root illustrated dictionary**. The idea is similar.
- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
- ☐ This is an ongoing project that will continue until the end of Quarter 5.

All Write

Teach a Mini Lesson using *All Write* page 295-able→ily

Student Activity: Continue Prefix, Suffix, and Root illustrated dictionary

- ☐ Similar to creating the “Commonly Misused Words” dictionary, we will spend some time creating a **prefix, suffix, and root illustrated dictionary**. The idea is similar.
- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
- ☐ This is an ongoing project that will continue until the end of Quarter 5.

All Write

Teach a Mini Lesson using *All Write* page 295-ish→y

Student Activity: Continue Prefix, Suffix, and Root illustrated dictionary

- ☐ Similar to creating the “Commonly Misused Words” dictionary, we will spend some time creating a **prefix, suffix, and root illustrated dictionary**. The idea is similar.
- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
- ☐ This is an ongoing project that will continue until the end of Quarter 5.

All Write

Teach a Mini Lesson using *All Write* page 295-er→est, Comparative Suffixes

Student Activity: Continue Prefix, Suffix, and Root illustrated dictionary

- ☐ Similar to creating the “Commonly Misused Words” dictionary, we will spend some time creating a **prefix, suffix, and root illustrated dictionary**. The idea is similar.
- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
- ☐ This is an ongoing project that will continue until the end of Quarter 5.

All Write

Teach a Mini Lesson using *All Write* page 295-er→or (noun-forming)

Student Activity: Continue Prefix, Suffix, and Root illustrated dictionary

- ☐ Similar to creating the “Commonly Misused Words” dictionary, we will spend some time creating a **prefix, suffix, and root illustrated dictionary**. The idea is similar.
- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
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STEP ONE- WRITING SHORT STORY- PREWRITING

Option: Remind students that this could be a short story with a moral...or just a short story. The story could relate to theme: integrity requires wholeness.
Begin Prewriting. Create a list or web of possible story ideas.

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Teach a Mini Lesson using *All Write* page 296-1st Column of Roots

Student Activity: Continue Prefix, Suffix, and Root illustrated dictionary

- ☐ Similar to creating the “Commonly Misused Words” dictionary, we will spend some time creating a **prefix, suffix, and root illustrated dictionary**. The idea is similar.
- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
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STEP 2- WRITING SHORT STORY- ROUGH DRAFT- IDEAS

Focus on creating a storyboard that outlines the entire story.
The area of emphasis for today should be on the story's ideas.

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Teach a Mini Lesson using *All Write* page 296-2nd Column of Roots

Student Activity: Continue Prefix, Suffix, and Root illustrated dictionary

- ☐ Similar to creating the “Commonly Misused Words” dictionary, we will spend some time creating a **prefix, suffix, and root illustrated dictionary**. The idea is similar.
- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
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STEP 3- WRITING SHORT STORY- ROUGH DRAFT- ORGANIZATION

Focus on deciding if you like the order or progression of your story.

Do you want to change anything in your storyboard?

The area of emphasis for today should be on the story's organization.

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Student Activity: Continue Prefix, Suffix, and Root illustrated dictionary

- ☐ Similar to creating the “Commonly Misused Words” dictionary, we will spend some time creating a **prefix, suffix, and root illustrated dictionary**. The idea is similar.
- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
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STEP 4- WRITING SHORT STORY- ROUGH DRAFT- WORD CHOICE

Focus on the word choice in your story.

Are you using active verbs and descriptive adjectives and adverbs?

The area of emphasis for today should be on the story's word choice.

Go for 'juicy' words, not overused, boring words! 😊

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Student Activity: Continue Prefix, Suffix, and Root illustrated dictionary

- ☐ Similar to creating the “Commonly Misused Words” dictionary, we will spend some time creating a **prefix, suffix, and root illustrated dictionary**. The idea is similar.
- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
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STEP 5- WRITING SHORT STORY- ROUGH DRAFT- ADD DIALOGUE
Focus on adding dialogue or improving dialogue in your story.

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- ☐ Similar to creating the “Commonly Misused Words” dictionary, we will spend some time creating a **prefix, suffix, and root illustrated dictionary**. The idea is similar.
- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
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STEP 6- WRITING SHORT STORY- ROUGH DRAFT- EDITING
Focus on checking spelling, capitalization, indentations, and punctuation.

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- ☐ Similar to creating the “Commonly Misused Words” dictionary, we will spend some time creating a **prefix, suffix, and root illustrated dictionary**. The idea is similar.
- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
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STEP 7- WRITING SHORT STORY- FINAL DRAFT
Focus on writing the final draft of your story.

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- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
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STEP 8- WRITING SHORT STORY- FINISH FINAL DRAFT.
OPTIONAL: Create a cover for your story.

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- ☐ Similar to creating the “Commonly Misused Words” dictionary, we will spend some time creating a **prefix, suffix, and root illustrated dictionary**. The idea is similar.
- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
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STEP 9- OPTIONAL-Author's chair or story exchange.
Celebrate one another's stories! 😊

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- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
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Student Activity: Continue Prefix, Suffix, and Root illustrated dictionary

- ☐ Similar to creating the “Commonly Misused Words” dictionary, we will spend some time creating a **prefix, suffix, and root illustrated dictionary**. The idea is similar.
- ☐ Students will illustrate a word that makes the definition clear. Make sure to make it apparent which prefix, suffix or root you are defining and illustrating—either through underling or italicizing, which part of the word is being taught.
- ☐ Each day approximately 5 words should be learned. A teacher could break this up and have groups tackle a certain portion of the words or each individual student could create and write their own dictionary. The dictionary should have illustrations, definitions and sentences using the prefix, suffix or root being shown.
- ☐ This is an ongoing project that will continue until the end of Quarter 5.