



Building Vocabulary: Greek and Latin Roots

Lesson Objectives

- I will use strategic learning techniques from my teacher to learn the relationships between sounds and letters of the English language when speaking and writing in English.
- I will derive the meaning of environmental print.
- I will write using newly acquired basic vocabulary.
- I will write using content- based grade-level vocabulary.
- I will spell familiar English words with increasing accuracy.
- I will expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures.
- I will speak using grade-level content area vocabulary in context to build academic language proficiency.
- I will demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs.

SCENE 1 (1.C.i)

1.C.i: use strategic learning techniques to acquire basic and grade-level vocabulary

SCENE 2 (1.C.i, 2.C.iv, 3.B.ii, 3.D.ii, 4.F.iii, 4.F.v, 4.G.iii, 5.A.i, 5.B.i, 5.G.ii)

1.C.i: use strategic learning techniques to acquire basic and grade-level vocabulary

2.C.iv: learn academic vocabulary heard during classroom instruction and interactions

3.B.ii: expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures

3.D.ii: speak using grade-level content area vocabulary in context to build academic language proficiency

4.F.iii: use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language

4.F.v: use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language

4.G.iii: demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs

5.A.i: learn relationships between sounds and letters of the English language to represent sounds when writing in English

5.B.i: write using newly acquired basic vocabulary

5.G.ii: describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired

SCENE 3 (2.E.iii, 2.I.iii, 4.C.i, 4.F.iii, 5.B.i, 5.B.ii, 5.C.i, 5.C.ii, 5.C.iii)

2.E.iii: use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

2.I.iii: demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs

4.C.i: develop basic sight vocabulary used routinely in written classroom materials

4.F.iii: use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language

5.B.i: write using newly acquired basic vocabulary

5.B.ii: write using content- based grade-level vocabulary

5.C.i: spell familiar English words with increasing accuracy

5.C.ii: employ English spelling pattern with increasing accuracy as more English is acquired

5.C.iii: employ English spelling rules with increasing accuracy as more English is acquired

SCENE 4 (2.E.iii, 2.I.iii, 4.C.i, 4.F.iii, 5.B.i, 5.B.ii, 5.C.i, 5.C.ii, 5.C.iii)

2.E.iii: use linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language

2.I.iii: demonstrate listening comprehension of increasingly complex spoken English by responding to questions and requests commensurate with content and grade-level needs

4.C.i: develop basic sight vocabulary used routinely in written classroom materials

4.F.iii: use visual and contextual support to develop vocabulary needed to comprehend increasingly challenging language

5.B.i: write using newly acquired basic vocabulary

5.B.ii: write using content- based grade-level vocabulary

5.C.i: spell familiar English words with increasing accuracy

5.C.ii: employ English spelling pattern with increasing accuracy as more English is acquired

5.C.iii: employ English spelling rules with increasing accuracy as more English is acquired

SCENE 5 (1.C.i, 2.C.iv, 4.C.i, 4.C.ii, 5.B.i, 5.B.ii, 5.C.i, 5.C.ii, 5.C.iii, 5.F.iii)

1.C.i: use strategic learning techniques to acquire basic and grade-level vocabulary

2.C.iv: learn academic vocabulary heard during classroom instruction and interactions

4.C.i: develop basic sight vocabulary used routinely in written classroom materials

5.B.i: write using newly acquired basic vocabulary

5.B.ii: write using content- based grade-level vocabulary

5.C.i: spell familiar English words with increasing accuracy

5.C.ii: employ English spelling pattern with increasing accuracy as more English is acquired

5.C.iii: employ English spelling rules with increasing accuracy as more English is acquired

5.F.iii: write using a variety of grade-appropriate connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired

SCENE 6 (4.F.ii, 4.F.v, 5.G.iii)

4.F.ii: use visual and contextual support to enhance and confirm understanding

4.F.v: use visual and contextual support to develop background knowledge needed to comprehend increasingly challenging language

5.G.iii: explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired