Georgia Performance Standards Framework for ELA Unit 5 – 8th Grade

Grade: 8
Topic: The Amazing Prefix Race
Instructional unit: Research/Technical Writing
***Flexible Task-can be used with any unit***
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The task:
When students understand the meaning connected to word parts, they are able to transfer and apply this knowledge to unknown words to aid in their overall understanding of reading material or to elevate their own writing. To that end, this activity is meant to provide practice as a way of reviewing prefixes in an active and competitive way.

The teacher will place students in groups, standing in lines. The teacher may need to move desks out of the way so students can stand in line and still have room to “run” to the whiteboard unimpeded. Each group is given its “relay baton” (dry erase marker), and each group should have a different color of marker. On the whiteboard, teacher creates the same number of columns as the number of groups (3 groups, 3 columns…). For each column, the teacher lists a prefix (ex, de, re, etc…). The first student in each line has the marker, and on the teacher’s call, these students race to the board and write ONE word that uses one of the prefixes in its corresponding column on the dry erase board. Each team member needs to write only one prefix per turn; the member does not have to have a prefix for EACH column. Student may choose which prefix column. The prefix must be used as a prefix in the word, and spelling must be correct in order for the team to receive credit. When finished, student goes to the end of the team’s line.

Teacher then calls time when all the words that have been introduced are covered and any other words that are from students’ prior knowledge are utilized. This part is at the teacher discretion and preference. Words are tallied per team, and the group that wins can receive incentives (usually great for review before tests).

Differentiation:
Provide a list of words for each prefix prior to doing this activity.

Focus Standard:
ELA8R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student
a. Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words

Circumstances of the assignment/Notes to the Teachers:
Teachers should keep in mind this activity may be used with ANY word part that a teacher wishes to reinforce(suffix, roots, verb tense endings, etc…).

The relay can be modified to fit the behavior level of each class