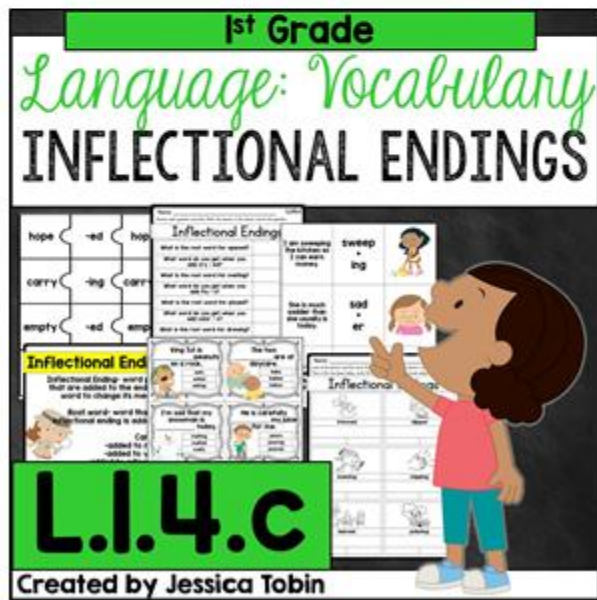


# L.I.4.c

This ELA unit provides resources to use while teaching the standard **L.I.4.c**, which states that students will be able to

**"Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*)."**



## Using This Unit

Let's look at the structure of this unit.

### Lesson Plans

- There are 5 steps in the lesson plan of this unit. Depending on how long you have for mini lessons for Language, you can choose to do all 5 steps in one day or break it up over 2-4 days. I suggest at least 10 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your activities together may take a week to complete.

### Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within their partner/independent time.

### Centers & Interactive Notebook Pieces

- These can be used throughout the unit as you see fit, too. They can be used during group work, down time, or however they fit into your current ELA block structure.

### Assessment

- There is one informal assessment activity at the end of the lesson plan. When you're finished teaching your unit, use this assessment with your students.

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# Mini Lessons

There is a lesson plan outline in this unit. There are five steps within this unit, which may take about a week to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

1st Grade Language Vocabulary Lesson

L.1.4.6

I can identify root words and inflectional endings.

Identify frequently occurring root words and their inflectional forms (e.g., look, looks, looking).

Vocabulary: root word, inflectional ending

Materials: Anchor chart, Matching game, Sorting game, Flip book

**Inflectional Endings**

Inflectional Ending- words that are added to the root word to change its meaning or form.

Root word- word without an inflectional ending

float	floated	talk	talked
pat	patting	chat	chatted

**Word Doesn't Have Inflectional Ending**

dripped	bleat
write	stop
fried	hop
cling	hope
grilling	stand

walks	clothes
wave	drive
flies	float
hope	lay
typing	stand

**Inflectional Endings**

**Noun with Inflectional Ending**

**Verb with Inflectional Ending**

**Adjective with Inflectional Ending**

prettiest	hops
jumping	happier
happier	cherries
foxes	talked
tables	jollies
walking	pencils

He brushed her hair with this comb.

The crab is pinching the dog.

Is Jack climbing that beanstalk?

My bird is flying through the living room.

She cried when her mom told her no.

The bunny hopped in the street.

Shauna guessed how many balls there were.

# Centers

On top of the lesson plans you get for the L.K unit, you also get centers that will help you teach this unit. These can be used during this unit AND reused throughout the year as review.

Center 1: Students will draw a task card, read the sentence aloud, and circle the correct tense

<p>She is higher than any of the boys in school.</p> <p>jumps jumping jumped</p>	<p>I think California is the best place to live.</p> <p>lives living lived</p>
<p>We go to school every day last year.</p> <p>walks walking walked</p>	<p>The third place in the world is the most beautiful.</p> <p>is was were</p>

Center 1: Students will draw a task card, read the sentence aloud, and circle the correct tense

<p>We are with Q-Tips today instead of brushes.</p> <p>paints painting painted</p>	<p>I told Daniel about my bubbles.</p> <p>told telling tells</p>
<p>She seems like she is the best.</p> <p>is was were</p>	<p>I feel today that I am the best.</p> <p>feel feeling feels</p>

Center 1: Students will draw a task card, read the sentence aloud, and circle the correct tense

<p>King Tut is eating peanuts on a rock.</p> <p>eats eaten eating</p>	<p>He is the best.</p> <p>is was were</p>
<p>I'm sad that my snowman is today.</p> <p>melting melted melts</p>	<p>He is the best.</p> <p>is was were</p>

Center 2: Students will put the puzzles together with the root word, the inflectional ending, then the completed word.

pretty	-er	prettier
fly	-s	flies

Center 2: Students will put the puzzles together with the root word, the inflectional ending, then the completed word.

jump	-ed	jumped
talk	-ing	talked
pour	-ing	poured
touch	-s	touches

Center 3: Students will read the sentence, then match it to the inflectional word explanation, and the picture that matches.

My dad painted my desk green for me.	paint + ed	
My Band-aid is covering my scab I got from my bike.	cover + ing	
That skunk is the smelliest animal on our street.	smelly + est	

Center 3: Students will read the sentence, then match it to the inflectional word explanation, and the picture that matches.

The hammer smashed the glass bowl today.	smash + ed	
I could not stop sneezing all day.	sneeze + ing	
Caroline was the sweatiest girl in gym class.	sweaty + est	

Center 3: Students will read the sentence, then match it to the inflectional word explanation, and the picture that matches.

I am sweeping the kitchen so I can earn money.	sweep + ing	
She is much sadder than she usually is today.	sad + er	
Shawn dreams when he sleeps at daycare.	dream + s	

Center 3: Students will read the sentence, then match it to the inflectional word and the picture that matches.

My brother dropped his spaghetti on the floor.	drop + ed	
The worker is planning to build on our house.	plan + ing	
This Fresh Ice is slipperier than the old ice.	slippery + er	



# Extra Resources

On top of the lesson plans you get for the L.K unit, you also get interactive notebook pieces and graphic organizers that will help you teach this unit. These can be used during this unit AND reused throughout the year as review.

LI4.c

Name: \_\_\_\_\_

Circle the root word, underline the inflectional ending, then write each to the side.

Inflectional Endings	Root
stopped	
skipping	
misses	
wished	

LI4.c

Name: \_\_\_\_\_

Find the word with inflectional ending in each sentence and circle it, then write it to the side.

My mom wants to be the best town.

My brother and I are walking school.

My dog cried the whole time he gone.

homework be nner.

LI4.c

Name: \_\_\_\_\_

Answer each question correctly. Write the answer in the column next to the question.

Inflectional Endings	
What is the root word for opened?	
What word do you get when you add cry + ed?	
What is the root word for melting?	

LI4.c

Lift the flap and write the root word and the inflectional ending separately.

crying	dropped	riding
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LI4.c





Lift the flap and write the new word.

cook + ed	work + ing	hit + ing
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LI4.c

Name: \_\_\_\_\_

Look at the picture and the word. Write a sentence about the picture using the word. Then in the two boxes below, write the root word and the inflectional ending.

 trimmed	 slipped
 learned	 polluting

LI4.c

Name: \_\_\_\_\_

Use the words in a sentence.

wishing	makes
speaks	asking
parked	
skating	

LI4.c

Lift the flap and use the words in a sentence.

spins
flying
watched
bringing

LI4.c

Lift the flap and write four different ways a word with different inflectional endings (ex: walks, walking, walked).

fix
hit
jump
look

Interactive Notebook Pieces

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# Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Language Domain



-or-

All 6 ELA Domains

