



Using Morphological Analysis to Teach Vocabulary in an Inclusive Setting

Objective: To teach students to use a Word Mapping graphic device to effectively analyze, predict, and verify defining unfamiliar vocabulary words through morphological analysis.

Setting and Materials:

Settings: Inclusion Classroom (General education language arts class at a high school. Students can be taught in a large group or small group of 4-6 students.)

Materials:

- Projection of Word Mapping graphic device (e.g., Smartboard, overhead)
- Word Mapping graphic device copy (1 for each student)
- List of words
- Student dictionary

Content Taught

Teach the skills needed to (a) understand analyze morphemes within larger words, (b) construct meaning from individual morphemes analyzed, (c) predict the meaning of the word being analyzed, and (e) check for predicted definition accuracy, and (d) complete the graphic device.

Prior to teaching: A list of words to be analyzed should be developed based on the ability level of students selected for the lesson.

1. Select students
2. Comprise a list of words to be analyzed

Teaching Procedures

1. Provide graphic device to students.
2. Explain to students that they will be breaking down words that may be unfamiliar to them using a strategy that you will teach to them.
3. Tell students the strategy can be used in any academic area and encourage them to use this strategy in other assignments.
4. Review the meaning of “pre-fix”, “suffix”, and “root”
5. Teach students the mnemonic device “MAPS” to remember the strategy:
 - a) **M**-Break the word into the **M**orphemic parts.
 - b) **A**-Attach a meaning to each word part.
 - c) **P**-Make a **P**rediction about the word.

- d) **S-Check to See** if you were right using the dictionary.
6. Provide students a word from the pre-determined list.
Ex: "disengagement"
 7. Model to students identifying the root, pre-fix, and suffix.
 8. While filling out the Word Map graphic device on the overhead, model predicting the meaning of each part. Ex: "Engage" means to be actively involved in something. "Dis" means not to be. "Ment" is usually a form of something. So, I am predicting that disengagement is a form of not being actively involved in something."
 9. Direct students to look the definition and verify if the prediction is correct.
 10. Lead students through another example using the Word Map graphic device overhead.
 11. Provide students with a list of words to analyze with guided practice using their copy of the Word Map graphic device.
 12. After students have analyzed their words, ask for volunteers to share their responses and discuss the usefulness of the strategy.

Evaluation

1. *Assessment includes student responses to using the Word Map graphic device to predict and determine the definition of unknown words.*
2. *Assess student responses on the correct use of the Word Map.*

Lesson Plan Based on:

Harris, M. L., Shumaker, J. B., & Deshler, D. D. (2011). The effects of strategic morphological analysis instruction on the vocabulary performance of secondary students with and without disabilities. *Learning Disability Quarterly*, 34, 17-33.

Common Core Standards:

English Language Arts Standard for Reading Informational Text (Grade 9-10)

- *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). [CCSS.ELA-Literacy.RI.9-10.4](#)*

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