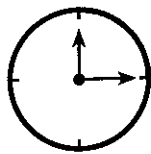


Day 2

Magic Squares for FORM

FORM means shape, appearance, or arrangement

LESSON TIME



15 Minutes

OBJECTIVES

- Understand the meaning of the root **FORM**
- Break Apart words in the **FORM** family
- Understand the meanings of words in the **FORM** family

MATERIALS

- Student Activity Book
- **FORM** Word Wall
- Dictionary
(print or on-line)

DIFFERENTIATING INSTRUCTION

If you prefer easier or more difficult activities, use your personal account at www.dynamicliteracy.com to access novice or expert versions, along with ideas on using them.

Break Apart Words with FORM

TEACH A Mini-Lesson for the suffix **-ity** appears on the next page. If your students need instruction or review on any of the other affixes used with this Activity, information, activities or Mini-Lessons for them can be accessed by logging onto the Dynamic Literacy website.

Have students turn to the Magic Squares on page 4 in their Student Activity Books. Explain that 9 words from the root **FORM** family are listed in lettered order on the left. Some are words that they built using the Root Squares, and others use different affixes. To the right are 10 numbered definitions (one definition will not be used). Students are to match definitions to the lettered words by placing the

number of the definition into the correct lettered box.

Model for the students: "For Word I, *formless*, I know that **FORM** means *shape or appearance* and that **-less** means *without or not having*. Looking through the definitions, I see that definition 10 reads *having no shape*, so I will write the number 10 in box I."

COMPLETE THE ACTIVITY

Let students use a similar strategy to find correct definitions for the other words and to write the number of the definition in the box that matches the letter. Tell students that if all their answers are correct, each row and each column will add up to the Magic Number.

DISCUSS After 5 minutes, go over some of the words and ask students to describe their strategies for discovering the correct answer.

SAB
Pg 4

Add new words to the classroom **FORM** Word Wall and remind students to add these words to the Word Wall on page 8 in their Activity Books. As needed, follow the focus word approach that you see modeled on the next page.

Magic Squares

Select the best answer for each of the words in the 'form' family from the numbered definitions. Put the number in the proper space in the Magic Square box. If the total of the numbers is the same both across and down, you have found the magic number!

'form' means shape, appearance, or arrangement

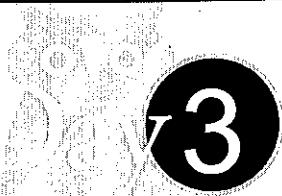
- | | |
|---|---|
| <p>WORDS</p> <p>A. transforming</p> <p>B. informational</p> <p>C. uniformity</p> <p>D. uniformed</p> <p>E. informative</p> <p>F. transformation</p> <p>G. formations</p> <p>H. formalizes</p> <p>I. formless</p> | <p>DEFINITIONS</p> <p>1. to become similar in shape to something else; to comply</p> <p>2. condition of having one shape or appearance</p> <p>3. puts into accepted arrangement or shape</p> <p>4. attired in apparel on one shape or appearance</p> <p>5. shapes, appearances, or arrangements</p> <p>6. act of moving across to another shape</p> <p>7. relating to providing shape to data</p> <p>8. serving to provide shape to data</p> <p>9. moving across to another shape or appearance</p> <p>10. having no shape</p> |
|---|---|

Magic Square Box

A.	B.	C.
9	7	2
D.	E.	F.
4	8	6
G.	H.	I.
5	3	10

Magic Number 18

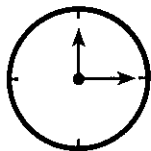
*** ANSWER KEY ***



Stair Steps for FORM

FORM means shape,
appearance, or arrangement

LESSON TIME



15 Minutes

OBJECTIVES

- **Understand** the meaning of the root **FORM**
- **Apply** knowledge of the root **FORM**
- **Break Apart** words in the **FORM** family
- **Understand** the meaning of words in the **FORM** family
- **Understand** the spelling principles applied to the root **FORM**

MATERIALS

- Student Activity Book
- **FORM** Word Wall

DIFFERENTIATING INSTRUCTION

If you prefer easier or more difficult activities, use your personal account at www.dynamiliteracy.com to access novice or expert versions, along with ideas on using them.

Apply Knowledge of FORM

TEACH One new suffix is presented in this Activity, the agent suffix **-er**, meaning *a person or device that does*. If necessary, you can use the Activities referenced on the next page for instruction or review of this suffix. Then have students turn to page 5 in their Student Activity Books. Explain that the boxes in front of and after the root indicate letters that spell out prefixes and suffixes. Students will spell out the correct prefixes and suffixes determined by clues in the definitions at the bottom of the page.

Have a volunteer read definition number four at the bottom of the page. Say, "The clue *one* leads us to a three-letter prefix, **uni-**, to put in front of **FORM**."

COMPLETE THE ACTIVITY

Let students work in pairs (optionally) and tell them to use the same strategy to find the correct prefixes and suffixes for the words listed. These activities can be quite challenging!

DISCUSS After a few minutes, review the answers as a class. Ask if there were any difficulties. Listen to any problems and have volunteers solve the difficulties by explaining key clues in the given definitions. As needed, follow the focus word approach that you see modeled on the next page.

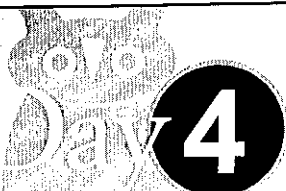
Stair Steps

Fill in the missing letters of each 'form' word by using the definitions below. 'form' means shape, appearance, or arrangement

SAB
Pg 5

1.	f	o	r	m	s							
2.	f	o	r	m	a	l						
3.	i	n	f	o	r	m	s					
4.	u	n	i	f	o	r	m					
5.	i	n	f	o	r	m	a	l				
6.	t	r	a	n	s	f	o	r	m			
7.	f	o	r	m	a	t	i	o	n	s		
8.	i	n	f	o	r	m	a	t	i	o	n	
9.	t	r	a	n	s	f	o	r	m	e	r	s

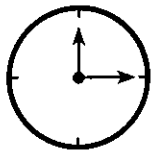
1. shapes, appearances, or arrangements
2. in accord with accepted shape or arrangement
3. gives shape to ideas
4. having one shape or appearance
5. without its proper arrangement; relaxed
6. to move across to another shape or appearance
7. shape, appearance, or arrangement
8. readable structure; shape to be understood
9. one who moves across to another shape



In Other Words for FORM

FORM means shape, appearance, or arrangement

LESSON TIME



15 Minutes

OBJECTIVES

- Understand the meaning of the root **FORM**
- Reinforce knowledge of the root **FORM**
- Understand the meaning of words in the **FORM** family
- Apply knowledge of words in the **FORM** family

MATERIALS

- Student Activity Book
- FORM Word Wall
- Dictionary (print or on-line)

In Other Words for FORM

TEACH A new Combining Form (a root that joins with another root to build words) appears in this Activity. A Mini-Lesson for **ov** can be found on page 12, along with references to teaching or review activities for the prefixes **con-** and **mal-**, as needed.

Have students turn to page 6 of their Student Activity Books. Explain that they are going to read a little story that uses some surprising and sometimes odd phrasing. The underlined words or phrases in the story are actually definitions or synonyms for words in the **FORM** family. Then they will see sentences about the story, each containing a blank. Using context clues in the sentences,

they will find a **FORM** family word in the Word Bank at the bottom to fit in each blank. Have a student read aloud the opening sentence or sentences of the story that contain the first underlined phrase. Then say, "Let's look at the first numbered sentence that contains a blank to be filled in. Clues in the sentence tell us that we want a descriptive word for **lesson**, and that there are no texts or classroom; the clue from the story says that it's *not the usual arrangement*. I see the word **informal** and it fits all the clues. Let's write **informal** in the blank for the first sentence."

COMPLETE THE ACTIVITY

This can be quite challenging, so allow students to work on this activity in small groups. Not every word in the Word Bank will be used.

In Other Words...

The Class Trip to the Caverns

The school class took a trip to the caverns and received an education about the earth, without textbook or in the usual classroom arrangement. The change in appearance of the landscape as we crossed from the green and bright surface of the earth into the totally dark cavern was amazing. When the tour guide Rocky turned on the lights, we gasped to see the all the rock shapes and arrangements.

Some rock arrangements were shaped like eggs, and others were shaped like columns. Some of the columns had not yet met in the middle, and Rocky arranged information in our heads that these had names depending on whether they were growing down from the ceiling or up from the ground. Appearing to grow up from the ground were stalagmites all of one shape. Rocky said that the length of the stalactites hanging from the ceiling gives us well-arranged ideas about the age of the caverns. Still in their shaping and developing stage, the stalactites and stalagmites are millions of years old.

Some rock patterns that seemed badly shaped were a result of earthquakes. The earth changes its shape again and again itself every so often violently through volcanic eruptions and earthquakes. The trip served to shape data in our minds and we are eager to go one day to see other caverns.

Fill in the blanks below using words from the "form" family.

1. Without texts and classroom, the class got an informal lesson on geology.
2. We were amazed at the transformation between the surface and the underground.
3. There are so many different types of rock formations in the caverns.
4. The oviform rocks looked exactly like eggs.
5. The guide informed us about how stalactites and stalagmites differ.
6. The stalagmites we saw were uniformal, all about two feet high.
7. The length of the stalactites gives us information about the age of the cavern.
8. Always changing its appearance, the earth is still in its formative stage.
9. Where rock patterns seemed malformed, we saw evidence of earthquakes.
10. Earthquakes and volcanoes transform the landscape below and above the surface.
11. Our trip to the caverns was highly informative; we learned a lot about the earth.

Not Used: conformation

SAB Pg 6

DISCUSS

After about 10 minutes, ask if there were any difficulties. Have volunteers explain strategies they used that led to correct answers.