

Lights, Camera, Literacy!  
(Part Two)  
Lesson Plan # 33

**Topics:**  
**Journal Writing**  
**Word Histories: Etymologies**  
**Production Process**

**Outcomes:**

Students will follow organizational procedures.  
Students will see, hear, and use applicable vocabulary.  
Students will learn etymologies of English words.  
Students will complete production of Act II. b.  
Students will edit their productions.

**Materials:**

Writing journals  
Video cameras  
Tripods  
Mini-dv tapes or memory cards  
Computers with editing software  
LCD projector  
Chart paper  
Post-its  
Individual student pocket folders

BOOK: *HOW TO SPELL LIKE A CHAMP*

HANDOUT: Latin chart

**New Vocabulary:** *etymology, prefix, suffix, root word*

**Sequence of Events:**

**I. Journal Writing (15)**

1. Today's Prompt:

**How do you feel about your group's production so far?**

**II. Word Histories (100)**

1. Write the word "**ETYMOLOGY**" on the board. Ask if anyone knows the meaning and write all guesses on the board.

2. Write this sentence on the board:

**"In the spelling bee, I asked for the word's etymology, so I could find out if it was derived from the Greek or Latin language."**

3. Ask students to use the context of the sentence and to guess the meaning of the word **ETYMOLOGY**.

4. Look up the word and agree that it has to do with word histories.

5. Ask students what the word "cool" means in the sentence...

**"She is so cool."**

6. Tell them that if students one hundred years ago were asked the same question, they would have a different answer. Explain that the English language is a growing, changing language. Some words we use today, even the word "movie," has only existed for about one hundred years. Before that, the word "movie" was unknown.

7. Ask each group to guess how many centuries the English language has been borrowing words from other languages. Write their groups' guesses on the board.

8. Ask each group to guess how many languages exist in the world today. Write these guesses on the board.

9. Read together page 53 in *HOW TO SPELL LIKE A CHAMP* for the answers: (1500 years and 6,912 languages)
10. Point out that those students who study seriously for the National Spelling Bee learn the etymologies of **ROOTS**, **SUFFIXES**, and **PREFIXES** in the English language. Review the meaning of these three words and remind students of the scene in *AKEELAH AND THE BEE* where Dr. Larabee tells Akeelah that big words are made of little words. Putting prefixes and suffixes with a root word is how this is done.
11. Hold up a copy of *A DICTIONARY OF PREFIXES, SUFFIXES, AND COMBINING FORMS*. Explain that this is one of the documents that students use to learn word origins. Tell them that they will get a chance at a future session to use this book, but for now they should know that this book is downloadable at the Scripps National Bee website.
12. Assure students that they are not expected to know the origins of 6,912 languages for this class, but you want them to have a taste of how this works. Tell them that when they know about the other languages most often used to form English words, they will have clues for being a better speller. Explain that first you will review one language together and then each group will be examining another one of the 6,912 languages and sharing the information with the rest of the class, so that when all have presented, they will know special characteristics of six languages used as a basis for English words.
13. Ask students to guess which language provides approximately 30% of our English words. Tell them to turn to page 63 *HOW TO SPELL LIKE A CHAMP* to find the answer. Read pages 63 and 64 together assuring students that they are not expected to know this right away...It's a lot of information...!!!

14. Close books and hand out the following...

HANDOUT: Latin Chart

Explain that this is a shortened version of the information on page 63 and that they will be using this as a practice for what they've learned. Review the sounds and Latin spellings.

15. Say each of the following words, allowing enough time for students to write their own guesses... of how these Latin-derived words are spelled... in the examples box:

algae  
alumni  
ruin  
exist  
locate

Check these spellings together after each guess.

16. Assign each group one of the following languages to teach the class:

Greek - pages 65 and 66  
French - pages 67, 68, 69, 70, 71, 72  
Spanish - pages 73, 74, 75  
German - pages 75, 76  
Italian - pages 78, 79

17. After groups have time to digest the information and to decide how to present the information, each group, in turn, teaches their section.
18. Explain to students that they will need this information for a future session, so if they want to look over this information again when work is complete, they are welcome to do so.

### III. Production (70)

1. Tell students that they will be showing their films on the last day of class and that they need to finish their productions thus far...  
Beginning scene and Acts I & II a & b.
2. Allow time for students to do this.

### IV. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

**How do word histories help you to spell English words today?**

2. Hand out Post-its on which students write their response to post on the chart.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.