

Set
55

Swamps

Prefixes bi-, inter-, tri-

Lesson Plan

Learning Objectives

Students will identify and read multisyllabic words that include **prefixes bi-, inter-, tri-**.

Students will identify the main idea of a **descriptive text**.

Key Skills

A **prefix** is a part of a word that comes before the root or base and adds to the meaning of the word.

Descriptive text structure gives a detailed description of something to give the reader a mental picture.

Materials and Preparation

- Copy of *Swamps* for each student
- Descriptive Text Graphic Organizer
- Reading Observation Form
- Prompting Guide

Find all teacher resources here:



<https://bit.ly/jrr-resources>

password:
[JRRteacher](#)

Phonics Warm Up

(5 minutes)

1. Phonics warm up: Prefixes bi-, inter-, tri-

Say: A prefix is a part of a word that comes before the root or base and adds to the meaning of the word. In this book, we'll be practicing decoding words with the prefixes **bi-**, **inter-**, and **tri-**. The prefix **bi-** means "two." The prefix **inter-** means "between" or "together." The prefix **tri-** means "three."

Say: I am going to say a word. You are going to tell me the prefix and how it gives you a clue about the word's meaning.

bicycle, binoculars, interact, international, triangle, tripod



Mini Lesson

(5 minutes)

1. Text structure

Say: The title of this book is *Swamps*. Looking at the cover, what do you think this book will be about? (Swamps and how they can be dangerous)

Say: The text structure is **descriptive**, which means it gives a detailed description of something to give the reader a mental picture.

Say: Let's look at the table of contents. What do you think you'll learn in this book? (Different facts about swamps, like how they're not so scary and dangerous animals like alligators)

2. Background knowledge and vocabulary

Say: There are a few vocabulary words in this book that might be new. Let's look at the glossary.

Carnivores: Animals that eat only meat.

Venomous: Producing venom, a poisonous fluid. Can you think of an animal that might produce venom? (Snakes)

Guided Practice

(5 minutes)

1. Hand out copies of the book

2. Model text reading: Page 6-7

Say: The heading of this page is "Where Nature Shops." Based on the heading, what do you think this section is going to be about? (Swamps are where many animals find things they need.)

Read page 6.

Say: Put your finger on the map. How does the map connect to the text we just read? (It shows where the largest swamps are in the South of the U.S.)

Read page 7.

Say: Put your finger on the sentence that connects to the heading. (That is why they are known as nature's market.) What did you learn? (Swamps provide a lot of food for animals, like a shop or market.)

Say: Headings tell us what a section is going to be about. We can make connections between the heading and the text as we read.

Independent Reading

(5-10 minutes)

Tell students whether they should whisper or read silently.

While students read, observe and listen. Use the **Prompting Guide** as needed and take notes in the **Reading Observation Form**.

If students get stuck on an unfamiliar word, prompt them to write it on a scrap piece of paper to help them slow down and break it up.

Writing

(5 minutes)

Complete the graphic organizer

Pass out copies of the graphic organizer.

Say: This type of graphic organizer helps us to visualize information in a **descriptive text** and organize our thinking. In the center circle, we write the topic of the book. In the outer circles, we write details about the topic. Let's do one together.

Students work with a partner or independently to complete the graphic organizer.

Review

1. Group discussion

What is one interesting or surprising thing you learned about swamps?

2. Find words in the book that have the prefix bi-, inter-, tri-

Students find a word and put their finger on it. When everyone has found a word, students share the word and explain how the prefix affects the meaning, either to the group or with a partner.

Differentiation

Scan the QR code to open a fun video that reinforces the text structure and key knowledge. Students can watch independently or as a group.

Identify where students are getting stuck. Refer to the **Reading Workouts** guide in the Teacher Resources for strategies to address common decoding challenges.

Home Connections

If your school purchased **Take-Everywhere Literacy Packs**, encourage students to read their books in

Set 55 to practice the target skill and gain reading confidence. Students can **scan the QR code** to watch a short lesson about the text.

Share the **Reading Bingo** handout in Teacher Resources for students to have fun reading at home.

