PREPARED FOR ALVIN JUNIOR HIGH · TEACHER MANUAL

Same Strategy, Every Grade

Ready-to-teach vocabulary lessons for Grades 6–8 Social Studies teachers, new or experienced.

demo + cracy

an + nex + ation

con + stitut + ion

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Sankofa Learning Design · Grade 6 World Cultures · Grade 7 Texas History · Grade 8 U.S. History

INSIDE THIS MANUAL

Syllables say it. Morphemes mean it.

One vocabulary routine for every Grades 6–8 Social Studies classroom, with one complete lesson for each grade.

Students read a long social studies word by its syllables, explain it by its meaning parts, then build its word family and use it with the content they are already learning. The same routine runs in every grade, so students who move from 6th to 8th grade bring the strategy with them.

GRADE 6 · WORLD CULTURES
Rule by the People
Word: *democracy*

GRADE 7 · TEXAS HISTORY
Tied to the Union
Word: *annexation*

GRADE 8 · U.S. HISTORY
Setting It Up
Word: *constitution*

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Built on the Same Strategy, Every Subject lessons from *Decoding the Code: Structured Literacy for Content-Area Teachers, Grades 6–12*.
Prepared by Tenneh Freeman as part of an application to Alvin Junior High; not an official Alvin ISD document.

START HERE

How to Use This Manual

If you are new to teaching reading

- Read **Before you teach** on each lesson's first page. It gives you all the word knowledge you need.
- Read the **teacher talk** in the plan word for word the first time.
- Keep **If students say…** next to you. It tells you what to say when a student gets stuck.

If you are an experienced teacher

- Use the bold segment names as your outline and teach the routine your way.
- Swap in a word from your own unit once students know the routine. The handout and cards work for any word.
- Use the 90-minute block page for a longer period or a second day.

Make it your own. These lessons are a starting point, not a script you must follow. You know your students best: add, cut, shorten, or stretch any part to fit your class, your schedule, and your unit. Swap in your own words, passages, and examples whenever they work better.

The same six steps in every lesson

1	2	3	4	5	6
Hook and predict 5 min	Syllables say it 8 min	Morphemes mean it 8 min	Build the family 10 min	Use it in content 10 min	Exit ticket 4 min

Why both splits? Syllables tell students how to say a word. Morphemes tell them what it means. The two splits often do not line up: *de-moc-ra-cy* versus *demo + cracy*. Teaching both gives every student, not just your strongest readers, a way into the word.

What's in each lesson

Page 1 · Overview	Big idea, gesture anchor, objectives, TEKS, word background, the word split two ways, and the word family
Page 2 · Plan	Minute-by-minute plan with teacher talk and an error correction script
Page 3 · Supports	What to say when students get stuck, accommodations, Spanish cognates, extension, 90-minute block, and answer key
Page 4 · Playlist	Ready-to-use strategies from the Sankofa Strategy Playlist, written for that lesson's word
Student pages	Two-page handout with a content passage and a cut-off exit ticket, plus word part cards
Slides	One editable PowerPoint deck per lesson (separate files)

The six syllable types students name

Closed (one vowel closed in by a consonant: short sound) · **Open** (ends in one vowel: long sound or a schwa) · **Silent e** · **Vowel team** · **R-controlled** · **Consonant-le**. Endings such as *-tion* are read as one chunk: /shun/.

SANKOFA STRATEGY PLAYLIST

Strategies for Every Step

Thirteen low-prep strategies, built around the routine in every lesson. Each one works with any word, in any subject, and most take five minutes or less. Use them to swap in, stretch, or review any part of a lesson.

Say It
Warm-up and syllables

Take It Apart
Morphemes

Build It Up
Word family

Fix It
Learning from mistakes

Show It
Exit and evidence

Say It

Warm-up and syllables: Get every student saying the word out loud before anyone has to write it.

Pick a Corner

Hook · 4 min · Four signs, one per corner

1. Post three possible meanings in three corners. The fourth corner reads “Something else.”
2. Read the word and the sentence aloud. Students walk to the meaning they predict.
3. In each corner, students tell a neighbor which word part made them choose it.
4. Reveal the answer later in the lesson, after students split the word.

Moving to a corner makes every student commit to a prediction, and naming a word part starts the meaning hunt before instruction begins.

Tap and Tell

Syllables say it · 3 min · None

1. Partner A taps one finger on the forearm for each syllable while saying it.
2. Partner B names each syllable type: closed, open, r-controlled, and so on.
3. Switch roles and repeat with the same word, then with a family word.

Pairing a motion with each syllable makes the split physical, and partner talk means every student says the word, not just the volunteers.

Three Voices

Syllables say it · 1 min · None

1. The class reads the word together in a whisper.
2. Read it again in a normal voice.
3. Read it a third time in a strong, proud voice.

Three quick repetitions build fluency without boredom, and the whisper round lowers the risk for hesitant readers.

SANKOFA STRATEGY PLAYLIST

Take It Apart

Morphemes: Find the parts that carry meaning and prove what they mean.

Split Two Ways

Morphemes mean it · 5 min · Index card per student

1. On the front of a card, students write the word split into syllables.
2. On the back, they write the same word split into meaning parts, with a meaning under each part.
3. Partners compare: where do the two splits line up, and where do they cross?

It makes the core idea of the routine visible: the reading split and the meaning split do two different jobs.

Root Detective

Use it in content · 6 min · Any content passage, highlighter

1. Students hunt the passage for every word that shares today's root.
2. They box the root in each word and write a guess at its meaning in the margin.
3. Partners check each guess against the sentence it sits in.

It moves the word off a vocabulary list and into real text, where students will meet it on their own.

Imposter Word

Morphemes mean it · 4 min · Four words on the board

1. Show four words. Three share today's root. One only looks like it does.
2. Partners find the imposter and prove it using meaning, not spelling.
3. Share out: what does the real root mean, and why doesn't the imposter fit?

Students have to use meaning to decide, which is the habit that stops them from guessing by how a word looks.

Build It Up

Word family: Grow one base into a family of words students can use.

Family Tree

Build the family · 8 min · Chart paper or a handout tree

1. Write the base and its meaning at the roots of a tree.
2. Each family word goes on a branch, with its added parts marked.
3. Each branch gets a leaf: the word's meaning in the student's own words.
4. Post trees on the wall and add new branches as students find more words.

One base growing many words is the big idea of morphology, and the tree shows it at a glance.

Builder Relay

Build the family · 8 min · Word part cards, one set per team

1. Teams line up facing their set of word part cards.
2. One student at a time adds or swaps a single card to make a new real word.
3. Before the next turn, the builder says what the word means. The team checks it.
4. Count real words with correct meanings at the end.

Every turn is a quick check of a real word and its meaning, and teams correct each other in the moment.

Gesture Charades

Build the family · 4 min · Family word cards

1. A student draws a family word card and acts out only the gestures for its parts.
2. The partner names the word and says what it means.
3. Switch roles after each word.

Linking each meaning part to a motion gives students one more way to remember it.

SANKOFA STRATEGY PLAYLIST

Fix It

Learning from mistakes: Find a mistake, explain it, and fix it. Low risk, high learning.

Spot the Slip

After the exit ticket · 4 min · One sample answer, projected

1. Project a sample exit ticket with a wrong split, a wrong meaning, or both.
2. Partners find each slip and explain why it is wrong.
3. Rewrite the answer correctly together.

Fixing an anonymous mistake is low risk and puts the most common errors right in front of the class.

Two Truths and a Root

Review or 90-minute block · 4 min · Three statements on the board

1. Post three statements about today's word parts. Two are true, one is false.
2. Students vote on the false one, then defend their choice to a partner.
3. Fix the false statement so it becomes true.

Students have to justify their choice, not just pick one, so the teacher hears their thinking.

Show It

Exit and evidence: Quick proof of learning the teacher can scan in seconds.

Go Back and Get It

Next day's warm-up · 3 min · None

1. Before the new lesson, students write one sentence that uses yesterday's word.
2. Then they add today's word to the same sentence or a second one.
3. Two volunteers read theirs aloud.

Bringing back yesterday's learning (retrieval practice) helps it stick. The name comes from Sankofa: go back and get what you need.

Word in My Pocket

Exit · 2 min · Sticky notes

1. Each student writes one sentence that uses the word correctly.
2. They post the note on the door on the way out.
3. The teacher scans the door to see who needs a reteach tomorrow.

It is fast, visible evidence of use, and the teacher can sort it in under a minute.

Make it your own. Treat this playlist like the lessons: a starting point. Rename a strategy, change the steps, or invent your own. The best strategy is the one your students will actually do.

For more classroom strategies, see the lead4ward Instructional Strategies Playlist at lead4ward.com/playlists.

FOR INSTRUCTIONAL COACHES AND PLCS

Coaching With This Kit

These lessons are built for teachers to use on their own, and for an instructional coach to use alongside them. Here is how I would use the kit with a Grades 6–8 Social Studies team.

A five-step coaching cycle

1
Plan together
Meet in a PLC to pick one lesson and one strategy from the playlist. Agree on what success looks like on the exit ticket.

2
Model
The coach teaches the first 20 minutes (hook through morphemes) while the teacher watches for student talk and the split-two-ways moment.

3
Co-teach
The teacher leads Build the Family and Use It in Content; the coach circulates, listens, and confers with small groups.

4
Look at the work
Sort exit tickets together into Got It, Almost, and Reteach. Plan tomorrow's first five minutes from what students showed.

5
Release
The teacher runs the routine with a word from the next unit. The coach observes with the look-fors and gives one glow and one grow.

Look-fors during an observation

- The teacher splits the word into syllables before naming its meaning parts.
- Every student says the word aloud at least three times.
- Students explain a meaning part in their own words, not just repeat it.
- Family words show up again in the content reading or discussion.
- Students who struggle to read have the word pre-split on a card.
- Exit tickets are sorted and used to plan the next day.

The three lessons at a glance

GRADE	LESSON	WORD	TEKS
Grade 6 · World Cultures	Rule by the People	*democracy*	6.10(A) · 6.9(A)
Grade 7 · Texas History	Tied to the Union	*annexation*	7.4(B) · 7.1(B)
Grade 8 · U.S. History	Setting It Up	*constitution*	8.15(B) · 8.15(D)

Make it your own. A coach's job is to support the teacher's plan, not replace it. Use one step, one strategy, or the whole lesson, whatever moves the team forward.

TEKS references: Texas Education Agency, Social Studies TEKS §113.18–113.20, checked against lead4ward TEKS snapshots and the Texas State Historical Association's Texas History for Teachers alignment.

LESSON 1 · SOCIAL STUDIES · GRADE 6 WORLD CULTURES

Rule by the People

Syllables Say It, Morphemes Mean It with democracy · Grade 6 · World Cultures · 45 minutes, with a 90-minute block option · Whole class

Who should make the rules: one person, a small group, or everyone? People have argued about that for thousands of years, and the answer is hidden inside one word.

Big idea. Democracy is two meaning parts: *demo* (people) and *cracy* (rule). Put them side by side: rule by the people. Change the first part and you change who rules.
Multisensory anchor. Sweep your arm across the room for *demo*: all the people. **Raise a fist** for *cracy*: rule, power.

Objectives

1. Given *democracy*, students will split it into 4 syllables, name each syllable type, and read it aloud accurately.
2. Students will mark the 2 morphemes in *democracy* and write a working definition from the parts.
3. Students will build at least 4 words from the *cracy* family and use them to classify governments as rule by one, few, or many.

TEKS alignment

Social Studies 6.10(A)	Identify and give examples of governments with rule by one, few, or many.
Social Studies 6.9(A)	Describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited).

Before you teach

Democracy comes from Greek *demos* (people) + *kratos* (power, rule). The *-cracy* ending names who holds power, so one ending unlocks the whole unit: autocracy, aristocracy, theocracy. Grade 6 TEKS ask students to identify rule by one, few, or many; the routine makes those categories visible inside the words.

The word, two ways

de	moc	ra	cy
open	closed	open	open

PART	MEANING	ORIGIN
demo	people	Greek demos
cracy	rule, power	Greek kratos

Materials

- Lesson 1 slides (.pptx)
- Student handout, 2 pages
- Word part cards, Lesson 1 set, 1 per pair
- Highlighters
- Exit ticket (bottom of handout page 2)

Word family students build

WORD	PARTS	MEANING
autocracy	auto + cracy	rule by one person
aristocracy	aristo + cracy	rule by a few powerful families
theocracy	theo + cracy	rule by religious leaders in the name of God
democratic	demo + cratic	having to do with democracy
demographic	demo + graph + ic	having to do with data about a population

Minute-by-Minute Plan · 45 Minutes

New to teaching reading? Read the teacher talk word for word. Experienced? Use the bold segment names as your guide and teach it your way.

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:05	**Hook · Predict**	Post: "In a democracy, citizens choose their leaders by voting." Read it aloud once while students follow. Ask: "What do you think democracy means? Which part of the word might mean people?" Teacher talk: "You don't have to read it perfectly yet. What do you think it means?"	Follow along, then share a prediction with a partner.	**Background knowledge**
0:05–0:13	**Syllables say it**	Write *democracy* with space under it. Teacher talk: "First we find the vowels, then we split, then we read." Mark each vowel and split: de · moc · ra · cy. Name each type: de (open), moc (closed), ra (open), cy (open). Tap one finger per syllable on your arm. I do, we do, you do.	Tap each syllable, name its type, and read the word 3 times: whisper, normal, strong.	**Syllabication · explicit, multisensory**
0:13–0:21	**Morphemes mean it**	Teacher talk: "Syllables tell us how to say it. Morphemes tell us what it means." Box each part: *demo* (people) + *cracy* (rule, power). Teach each meaning with its gesture. Put the meanings side by side: *democracy* = rule by the people; a government where citizens hold the power.	Copy the parts onto the morpheme map, do each gesture, and write the working definition.	**Morphology · explicit**
0:21–0:31	**Build the family**	Hand out the word part cards. Partners build real words on the matrix: autocracy, aristocracy, theocracy, democratic, demographic. Check two words per pair. At 0:30, run a 1-minute brain break: stand if the word names a thing, sit if it names an action or process.	Build, record, and define each word. Star the two words most useful in this unit.	**Morphology · guided practice**
0:31–0:41	**Use it in content**	Read *Who Holds the Power?* aloud while students follow, or partner-read. Students highlight every family word, then answer the three questions with a partner.	Highlight, break apart, and answer with evidence from the passage.	**Comprehension · content**
0:41–0:45	**Exit ticket**	Hand out the exit ticket with *autocracy*. Sort tickets into Got It, Almost, and Reteach before tomorrow.	Split, mark the parts, and define a new family word.	**Diagnostic teaching**

Error correction script. "Stop. Find the vowels first and read it by syllables. Now find the parts that carry meaning. What does each part mean? Read your definition back in the sentence. Does it fit?"

The routine, every time. 1 Find the vowels · 2 Split and read the syllables · 3 Box the meaning parts · 4 Say what each part means · 5 Check the meaning in the sentence. Syllables say it, morphemes mean it.

Supports, Block Schedule, and Answer Key

If students say...

WHAT YOU HEAR	WHAT TO SAY BACK
"Democracy means freedom."	"Freedom is part of it, but look at the parts: demo means people and cracy means rule. Rule by the people. Who holds the power?"
Splits it demo / cracy to read it.	"That's the meaning split. For reading, find the vowels first: de-moc-ra-cy."
Reads *cracy* as /crazy/.	"Listen to the stress: de-MOC-ra-cy. The a is unstressed, so it relaxes to /uh/: /kruh-see/."

Accommodations

- Read the content sentence and passage aloud on the first read; offer audio when available.
- Give students with dyslexia the word pre-split on a card, so effort goes to meaning, not copying.
- Post the five steps of the routine on the board, one at a time.
- Accept oral answers on the passage questions and exit ticket.
- Never grade spelling outside the target word.
- Use clean, larger print with extra line spacing on student pages.

Emergent bilingual students

Point out the Spanish cognates so students can use what they already know: *democracia, autocracia, aristocracia, teocracia, democrático, demográfico*.

Ready for more

Find *meritocracy* (rule by those with merit) and *technocracy* (rule by experts). Would either work for your school? Defend your answer.

Progress monitoring

Exit ticket target: correct split and a working definition. Students who split the word but cannot define it start tomorrow with the parts on cards and one gesture per part.

90-minute block: add these after the exit ticket

Government sort · 20 min	Partners sort country profile cards (who leads and how they are chosen) into rule by one, few, or many, then label each limited or unlimited.
Word wall card · 10 min	Each pair makes one word wall card: the word, its syllables, its parts and meanings, and a quick drawing.
Partner word sort · 10 min	Sort the family cards: who rules (people, one, few, religious leaders) and words about population.
Write it · 5 min	Write three sentences comparing two governments using democracy, autocracy, and limited.

Answer key

1. Word parts	Auto means self and demo means people; cracy means rule. An autocracy is rule by one person; a democracy is rule by the people.
2. Classify	One: autocracy (a king, queen, or dictator). A few: aristocracy or oligarchy. Many: democracy (citizens vote).
3. Limited or unlimited	A constitution sets rules that even leaders must follow, so their power has limits.
Exit ticket	au·toc·ra·cy (vowel team, closed, open, open). Parts: auto (self) + cracy (rule). Meaning: rule by one person who holds all the power.

LESSON 1 · SOCIAL STUDIES · GRADE 6 WORLD CULTURES

From the Sankofa Strategy Playlist

Ready-to-use versions of playlist strategies for *democracy*. Swap them in for any step, or use them to review. Full steps for each strategy are on pages 4–6.

STRATEGY	USE IT DURING	WITH THIS LESSON
Pick a Corner Say It	Hook	Post the corners: **A** a fancy word for freedom · **B** rule by the people · **C** a government with a king · **D** Something else. *Answer: B.*
Tap and Tell + Three Voices Say It	Syllables say it	Partners tap de · moc · ra · cy and name each type. Then the class reads *democracy* in a whisper, a normal voice, and a strong voice.
Imposter Word Take It Apart	Morphemes mean it	Show *autocracy, aristocracy, theocracy, crazy*. Imposter: **crazy**. *Crazy* comes from the word craze (to crack), not *cracy* (rule).
Builder Relay Build It Up	Build the family	Teams use the Lesson 1 word part cards. Target words: democracy, autocracy, aristocracy, theocracy, democratic, demographic.
Two Truths and a Root Fix It	Review or 90-minute block	✓ Demo means people. × An autocracy is rule by many people. *Fix: Auto means self, so an autocracy is rule by one person.* ✓ Democracy has four syllables.
Spot the Slip Fix It	After the exit ticket	Project: "dem-o-cra-cy. Democracy means freedom." *Fixed: de-moc-ra-cy. Demo (people) + cracy (rule): rule by the people.*
Go Back and Get It Show It	Next day's warm-up	Students write a sentence with *democracy*, then add the new day's word.

Make it your own. Pick one or two strategies, not all seven. Choose the ones that fit your students and your time.

LESSON 2 · SOCIAL STUDIES · GRADE 7 TEXAS HISTORY

Tied to the Union

Syllables Say It, Morphemes Mean It with annexation · Grade 7 · Texas History · 45 minutes, with a 90-minute block option · Whole class

For nine years, Texas was its own country, with its own president, army, and money. Then Texans voted to give that up. The word for what happened means to tie on.

Big idea. Annexation is three meaning parts: *an* (to), *nex* (tie, bind), and *-ation* (the act of). Together: the act of tying one thing to another. In 1845, Texas was tied to the United States.
Multisensory anchor. Hook two fingers together for *an + nex*: tie one thing to another. **Roll your hands** for *-ation*: a process that takes time.

Objectives

1. Given *annexation*, students will split it into 4 syllables, name each syllable type, and read it aloud accurately.
2. Students will mark the 3 morphemes in *annexation* and write a working definition from the parts.
3. Students will build at least 4 words from the *nex/nect* family and use them to explain the causes and effects of Texas annexation.

TEKS alignment

Social Studies 7.4(B)	Analyze the causes of and events leading to Texas annexation.
Social Studies 7.1(B)	Explain the significance of the following dates: … 1845, annexation.

Before you teach

Annexation comes from Latin *ad* (to) + *nectere* (to tie, bind). The root appears as *nex* (annex, nexus) and *nect* (connect). Grade 7 TEKS ask students to analyze the causes of Texas annexation and explain why 1845 matters; the word itself describes the event.

The word, two ways

an	nex	a	tion
closed	closed	open	suffix chunk

PART	MEANING	ORIGIN
an	to, toward	Latin ad
nex	tie, bind	Latin nectere
-ation	the act of	

Materials

- Lesson 2 slides (.pptx)
- Student handout, 2 pages
- Word part cards, Lesson 2 set, 1 per pair
- Highlighters
- Exit ticket (bottom of handout page 2)

Word family students build

WORD	PARTS	MEANING
annex	an + nex	to add on or tie on; also an added building
annexed	an + nex + ed	added on; joined to
connect	con + nect	to tie together
connection	con + nect + ion	a link; the act of tying together
nexus	nex + us	a link or central connection

Minute-by-Minute Plan · 45 Minutes

New to teaching reading? Read the teacher talk word for word. Experienced? Use the bold segment names as your guide and teach it your way.

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:05	**Hook · Predict**	Post: "Annexation made Texas the 28th state of the United States in 1845." Read it aloud once while students follow. Ask: "What do you think annexation means? Which part of the word might mean tie or join?" Teacher talk: "You don't have to read it perfectly yet. What do you think it means?"	Follow along, then share a prediction with a partner.	**Background knowledge**
0:05–0:13	**Syllables say it**	Write *annexation* with space under it. Teacher talk: "First we find the vowels, then we split, then we read." Mark each vowel and split: an · nex · a · tion. Name each type: an (closed), nex (closed), a (open), tion (suffix chunk). Tap one finger per syllable on your arm. I do, we do, you do.	Tap each syllable, name its type, and read the word 3 times: whisper, normal, strong.	**Syllabication · explicit, multisensory**
0:13–0:21	**Morphemes mean it**	Teacher talk: "Syllables tell us how to say it. Morphemes tell us what it means." Box each part: *an* (to, toward) + *nex* (tie, bind) + *-ation* (the act of). Teach each meaning with its gesture. Put the meanings side by side: *annexation* = the act of joining a territory to a country; adding land to a country.	Copy the parts onto the morpheme map, do each gesture, and write the working definition.	**Morphology · explicit**
0:21–0:31	**Build the family**	Hand out the word part cards. Partners build real words on the matrix: annex, annexed, connect, connection, nexus. Check two words per pair. At 0:30, run a 1-minute brain break: stand if the word names a thing, sit if it names an action or process.	Build, record, and define each word. Star the two words most useful in this unit.	**Morphology · guided practice**
0:31–0:41	**Use it in content**	Read *Joining the Union* aloud while students follow, or partner-read. Students highlight every family word, then answer the three questions with a partner.	Highlight, break apart, and answer with evidence from the passage.	**Comprehension · content**
0:41–0:45	**Exit ticket**	Hand out the exit ticket with *connection*. Sort tickets into Got It, Almost, and Reteach before tomorrow.	Split, mark the parts, and define a new family word.	**Diagnostic teaching**

Error correction script. "Stop. Find the vowels first and read it by syllables. Now find the parts that carry meaning. What does each part mean? Read your definition back in the sentence. Does it fit?"

The routine, every time. 1 Find the vowels · 2 Split and read the syllables · 3 Box the meaning parts · 4 Say what each part means · 5 Check the meaning in the sentence. Syllables say it, morphemes mean it.

Supports, Block Schedule, and Answer Key

If students say...

WHAT YOU HEAR	WHAT TO SAY BACK
"Annexation means a war."	"Annexation can lead to conflict, but the parts tell us the action: an (to) + nex (tie). It means tying a territory to a country."
Reads it with one n: /a-nex-a-tion/.	"Find the vowels and split between the double consonants: an-nex-a-tion. One n goes with each syllable."
Thinks annex only means a building.	"A school annex is an extra building tied on to the main one. Same idea: an + nex, tied on."

Accommodations

- Read the content sentence and passage aloud on the first read; offer audio when available.
- Give students with dyslexia the word pre-split on a card, so effort goes to meaning, not copying.
- Post the five steps of the routine on the board, one at a time.
- Accept oral answers on the passage questions and exit ticket.
- Never grade spelling outside the target word.
- Use clean, larger print with extra line spacing on student pages.

Emergent bilingual students

Point out the Spanish cognates so students can use what they already know: *anexión, anexar, conexión, conectar, nexo*.

Ready for more

Compare the annexation of Texas (1845) with the annexation of Hawaii (1898). What was tied to the United States, and who was left out of the decision?

Progress monitoring

Exit ticket target: correct split and a working definition. Students who split the word but cannot define it start tomorrow with the parts on cards and one gesture per part.

90-minute block: add these after the exit ticket

Annexation debate · 20 min	Half the class argues for annexation as Texans in 1844, half argues against it as U.S. senators. Each side uses two pieces of evidence from the passage.
Word wall card · 10 min	Each pair makes one word wall card: the word, its syllables, its parts and meanings, and a quick drawing.
Partner word sort · 10 min	Sort the family cards into nex words and nect words, then circle the part that means tie.
Write it · 5 min	Write a three-sentence cause-and-effect summary using annexation, annex, and connection.

Answer key

1. Word parts	Both contain the root nex/nect, meaning tie or bind. Annexation ties a territory to a country; a connection ties things together.
2. Cause	The republic owed large debts, and Mexico still threatened invasion.
3. Effect	Mexico had not accepted Texas independence, so when the United States annexed Texas, it took on the border dispute with Mexico, which led to war in 1846.
Exit ticket	con·nec·tion (closed, closed, suffix chunk). Parts: con (together) + nect (tie) + -ion (the act of). Meaning: a link; the act of tying things together.

LESSON 2 · SOCIAL STUDIES · GRADE 7 TEXAS HISTORY

From the Sankofa Strategy Playlist

Ready-to-use versions of playlist strategies for *annexation*. Swap them in for any step, or use them to review. Full steps for each strategy are on pages 4–6.

STRATEGY	USE IT DURING	WITH THIS LESSON
Pick a Corner Say It	Hook	Post the corners: **A** a treaty that ends a war · **B** a vote to leave a country · **C** adding land to a country · **D** Something else. *Answer: C.*
Tap and Tell + Three Voices Say It	Syllables say it	Partners tap an · nex · a · tion and name each type. Then the class reads *annexation* in a whisper, a normal voice, and a strong voice.
Imposter Word Take It Apart	Morphemes mean it	Show *annex, nexus, connect, next*. Imposter: **next**. *Next* comes from an Old English word for nearest, not *nex* (tie).
Builder Relay Build It Up	Build the family	Teams use the Lesson 2 word part cards. Target words: annexation, annex, annexed, connect, connection, nexus.
Two Truths and a Root Fix It	Review or 90-minute block	✓ Nex and nect both mean tie or bind. × Texas was annexed in 1836. *Fix: Texas won independence in 1836. It was annexed in 1845.* ✓ Annexation has four syllables.
Spot the Slip Fix It	After the exit ticket	Project: "a-nnex-a-tion. Annexation means a war." *Fixed: an-nex-a-tion. An (to) + nex (tie): the act of tying a territory to a country.*
Go Back and Get It Show It	Next day's warm-up	Students write a sentence with *annexation*, then add the new day's word.

Make it your own. Pick one or two strategies, not all seven. Choose the ones that fit your students and your time.

Setting It Up

Syllables Say It, Morphemes Mean It with constitution · Grade 8 · U.S. History · 45 minutes, with a 90-minute block option · Whole class

The first plan for the United States government was so weak it could not collect taxes. In 1787, delegates met to set up something stronger. The name of what they wrote tells you what they did.

Big idea. Constitution is three meaning parts: *con* (together), *stitut* (set up, make stand), and *-ion* (the act of). Together: the act of setting something up together. The U.S. Constitution set up a new government.
Multisensory anchor. Bring your hands together for *con*. **Stand a flat hand upright** on the desk for *stitut*: set it up so it stands.

Objectives

1. Given *constitution*, students will split it into 4 syllables, name each syllable type, and read it aloud accurately.
2. Students will mark the 3 morphemes in *constitution* and write a working definition from the parts.
3. Students will build at least 4 words from the *stitut* family and use them to explain how the Constitution fixed weaknesses of the Articles of Confederation.

TEKS alignment

Social Studies 8.15(B)	Summarize the strengths and weaknesses of the Articles of Confederation.
Social Studies 8.15(D)	Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

Before you teach

Constitution comes from Latin *con* (together) + *statuere* (to set up, cause to stand). The root *stitut* appears in institution, substitute, and restitution. Grade 8 TEKS ask students to summarize the weaknesses of the Articles and analyze the principles of the Constitution; knowing that a constitution sets up a government frames both.

The word, two ways

con	sti	tu	tion
closed	open	open	suffix chunk

PART	MEANING	ORIGIN
con	together	Latin
stitut	set up, make stand	Latin statuere
-ion	the act of	

Materials

- Lesson 3 slides (.pptx)
- Student handout, 2 pages
- Word part cards, Lesson 3 set, 1 per pair
- Highlighters
- Exit ticket (bottom of handout page 2)

Word family students build

WORD	PARTS	MEANING
constitute	con + stitut + e	to set up or make up
constitutional	con + stitut + ional	allowed by or having to do with a constitution
institution	in + stitut + ion	something set up to last, like a court or a school
substitute	sub + stitut + e	to set in place of something else
restitution	re + stitut + ion	setting things right again; paying back

LESSON 3 · SOCIAL STUDIES · GRADE 8 U.S. HISTORY

Minute-by-Minute Plan · 45 Minutes

New to teaching reading? Read the teacher talk word for word. Experienced? Use the bold segment names as your guide and teach it your way.

TIME	SEGMENT	TEACHER DOES	STUDENTS DO	FOCUS
0:00–0:05	**Hook · Predict**	Post: "The Constitution replaced the Articles of Confederation in 1789." Read it aloud once while students follow. Ask: "What do you think constitution means? Which part of the word might mean set up?" Teacher talk: "You don't have to read it perfectly yet. What do you think it means?"	Follow along, then share a prediction with a partner.	**Background knowledge**
0:05–0:13	**Syllables say it**	Write *constitution* with space under it. Teacher talk: "First we find the vowels, then we split, then we read." Mark each vowel and split: con · sti · tu · tion. Name each type: con (closed), sti (open), tu (open), tion (suffix chunk). Tap one finger per syllable on your arm. I do, we do, you do.	Tap each syllable, name its type, and read the word 3 times: whisper, normal, strong.	**Syllabication · explicit, multisensory**
0:13–0:21	**Morphemes mean it**	Teacher talk: "Syllables tell us how to say it. Morphemes tell us what it means." Box each part: *con* (together) + *stitut* (set up, make stand) + *-ion* (the act of). Teach each meaning with its gesture. Put the meanings side by side: *constitution* = the set of basic laws that sets up a government.	Copy the parts onto the morpheme map, do each gesture, and write the working definition.	**Morphology · explicit**
0:21–0:31	**Build the family**	Hand out the word part cards. Partners build real words on the matrix: constitute, constitutional, institution, substitute, restitution. Check two words per pair. At 0:30, run a 1-minute brain break: stand if the word names a thing, sit if it names an action or process.	Build, record, and define each word. Star the two words most useful in this unit.	**Morphology · guided practice**
0:31–0:41	**Use it in content**	Read *A Stronger Plan* aloud while students follow, or partner-read. Students highlight every family word, then answer the three questions with a partner.	Highlight, break apart, and answer with evidence from the passage.	**Comprehension · content**
0:41–0:45	**Exit ticket**	Hand out the exit ticket with *substitute*. Sort tickets into Got It, Almost, and Reteach before tomorrow.	Split, mark the parts, and define a new family word.	**Diagnostic teaching**

Error correction script. "Stop. Find the vowels first and read it by syllables. Now find the parts that carry meaning. What does each part mean? Read your definition back in the sentence. Does it fit?"

The routine, every time. 1 Find the vowels · 2 Split and read the syllables · 3 Box the meaning parts · 4 Say what each part means · 5 Check the meaning in the sentence. Syllables say it, morphemes mean it.

Supports, Block Schedule, and Answer Key

If students say...

WHAT YOU HEAR	WHAT TO SAY BACK
"The Constitution is just a list of rules."	"It has rules, but the parts tell us more: con (together) + stitut (set up). It sets up the whole government."
Splits it con / stitut / ion to read it.	"That's the meaning split. For reading, find the vowels: con-sti-tu-tion."
Mixes up constitution and institution.	"Look at the prefix. Con means together; in means in. A constitution sets up a government; an institution is something set up inside a society, like a court."

Accommodations

- Read the content sentence and passage aloud on the first read; offer audio when available.
- Give students with dyslexia the word pre-split on a card, so effort goes to meaning, not copying.
- Post the five steps of the routine on the board, one at a time.
- Accept oral answers on the passage questions and exit ticket.
- Never grade spelling outside the target word.
- Use clean, larger print with extra line spacing on student pages.

Emergent bilingual students

Point out the Spanish cognates so students can use what they already know: *constitución, constituir, constitucional, institución, sustituir, restitución*.

Ready for more

Read the Preamble. Find the words that tell what "We the People" do ("do ordain and establish"). How does establish connect to the meaning of constitution?

Progress monitoring

Exit ticket target: correct split and a working definition. Students who split the word but cannot define it start tomorrow with the parts on cards and one gesture per part.

90-minute block: add these after the exit ticket

Articles vs. Constitution · 20 min	Partners complete a two-column chart: a problem under the Articles and how the Constitution fixed it, citing the passage.
Word wall card · 10 min	Each pair makes one word wall card: the word, its syllables, its parts and meanings, and a quick drawing.
Partner word sort · 10 min	Sort the family cards by prefix: together, in, in place of, and again.
Write it · 5 min	Write three sentences about federalism using constitution, constitutional, and institution.

Answer key

1. Word parts	Both contain stitut (set up). A constitution sets up a government; an institution is something set up to last, like a court or a school.
2. Weaknesses	Congress could not collect taxes; it could not regulate trade between states; changing the Articles required every state to agree.
3. Principles	Federalism.
Exit ticket	sub·sti·tute (closed, open, silent e). Parts: sub (in place of) + stitut (set up) + e. Meaning: to set one thing in place of another.

LESSON 3 · SOCIAL STUDIES · GRADE 8 U.S. HISTORY

From the Sankofa Strategy Playlist

Ready-to-use versions of playlist strategies for *constitution*. Swap them in for any step, or use them to review. Full steps for each strategy are on pages 4–6.

STRATEGY	USE IT DURING	WITH THIS LESSON
Pick a Corner Say It	Hook	Post the corners: **A** the set of basic laws that sets up a government · **B** a speech given by the president · **C** a list of school rules · **D** Something else. *Answer: A.*
Tap and Tell + Three Voices Say It	Syllables say it	Partners tap con · sti · tu · tion and name each type. Then the class reads *constitution* in a whisper, a normal voice, and a strong voice.
Imposter Word Take It Apart	Morphemes mean it	Show *institution, substitute, restitution, constellation*. Imposter: **constellation**. *Constellation* comes from con (together) + stella (star), not *stitut* (set up).
Builder Relay Build It Up	Build the family	Teams use the Lesson 3 word part cards. Target words: constitution, constitute, constitutional, institution, substitute, restitution.
Two Truths and a Root Fix It	Review or 90-minute block	✓ Stitut means set up. × Under the Articles, Congress could collect taxes. *Fix: Congress could not collect taxes under the Articles. The Constitution gave it that power.* ✓ Constitution has four syllables.
Spot the Slip Fix It	After the exit ticket	Project: "cons-ti-tu-tion. Constitution means a list of rules." *Fixed: con-sti-tu-tion. Con (together) + stitut (set up): it sets up a government.*
Go Back and Get It Show It	Next day's warm-up	Students write a sentence with *constitution*, then add the new day's word.

Make it your own. Pick one or two strategies, not all seven. Choose the ones that fit your students and your time.

Rule by the People

Name: _____ Date: _____ Period: _____

Today's goal: I can read *democracy* by its syllables, explain it by its meaning parts, and use its word family in social studies.

WARM-UP · PREDICT

"In a democracy, citizens choose their leaders by voting."

What do you think democracy means? Which part of the word might mean people?

1 · SYLLABLES SAY IT: WRITE ONE SYLLABLE PER BOX

type:	type:	type:	type:

2 · MORPHEMES MEAN IT: WRITE ONE PART PER BOX

means:	means:

democracy means: _____

3 · BUILD THE FAMILY: COMBINE PARTS INTO REAL WORDS

BEFORE	BASE	AFTER
demo · auto · aristo · theo	**cracy** rule, power	

BEFORE	BASE	AFTER
	demo people	cracy · cratic · graphic · graphy

WORD	WHAT IT MEANS

Who Holds the Power?

Highlight every word from today's word family. Then answer with a partner.

Every government answers one question: who holds the power? In an autocracy, one person rules. A king, queen, or dictator makes the decisions, and citizens have little or no say. Some autocracies are unlimited governments: no law or constitution can stop the ruler.

In an aristocracy or an oligarchy, a few people rule. Their power may come from wealth, family, or military strength. In a theocracy, religious leaders rule, and religious law shapes the laws of the country.

In a democracy, many people rule. Citizens vote, either on laws directly or for leaders who represent them. The ancient city of Athens practiced an early form of democracy about 2,500 years ago, although only free adult men could take part. Today, many democracies are limited governments: a constitution sets rules that even leaders must follow.

1. Word parts. Use word parts to explain the difference between an *autocracy* and a *democracy*.

2. Classify. Which type of government is rule by one, which is rule by a few, and which is rule by many? Give an example from the passage for each.

3. Limited or unlimited. Why does a constitution make a democracy a limited government?

✂ CUT HERE · EXIT TICKET

Name: _____ Period: _____

"The country became an autocracy when the general took power and canceled elections." Split **autocracy** into syllables, box its meaning parts, and write what it means.

Tied to the Union

Name: _____ Date: _____ Period: _____

Today's goal: I can read *annexation* by its syllables, explain it by its meaning parts, and use its word family in social studies.

WARM-UP · PREDICT

"Annexation made Texas the 28th state of the United States in 1845."

What do you think annexation means? Which part of the word might mean tie or join?

1 · SYLLABLES SAY IT: WRITE ONE SYLLABLE PER BOX

type:	type:	type:	type:

2 · MORPHEMES MEAN IT: WRITE ONE PART PER BOX

means:	means:	means:

annexation means: _____

3 · BUILD THE FAMILY: COMBINE PARTS INTO REAL WORDS

BEFORE	BASE	AFTER
an	**nex** tie, bind	ation · ed · us

BEFORE	BASE	AFTER
con	**nect** tie, bind	ion · ed · or

WORD	WHAT IT MEANS

Joining the Union

Highlight every word from today's word family. Then answer with a partner.

After winning independence from Mexico in 1836, Texas became the Republic of Texas. Many Texans wanted to join the United States right away. The young republic faced serious problems: it owed large debts, and Mexico did not accept Texas independence, so the threat of invasion never went away.

In the United States, annexation was hard to win. Some leaders worried it would mean war with Mexico. Others opposed adding another state where slavery was legal. For years, the idea failed. Then, in 1845, Congress approved a joint resolution to annex Texas, and Texans voted to accept it.

On December 29, 1845, Texas became the 28th state. Annexation connected Texas to the protection and economy of the United States, but it also tied the United States to a border dispute with Mexico. Within a year, the two countries were at war.

1. Word parts. Use word parts to explain why *annexation* and *connection* are related.

2. Cause. Name two problems that made many Texans want annexation.

3. Effect. How did annexation tie the United States to a conflict with Mexico?

✂ CUT HERE · EXIT TICKET

Name: Period:

"The new railroad created a connection between the farm towns and the port." Split **connection** into syllables, box its meaning parts, and write what it means.

Setting It Up

Name: _____ Date: _____ Period: _____

Today's goal: I can read *constitution* by its syllables, explain it by its meaning parts, and use its word family in social studies.

WARM-UP · PREDICT

"The Constitution replaced the Articles of Confederation in 1789."

What do you think constitution means? Which part of the word might mean set up?

1 · SYLLABLES SAY IT: WRITE ONE SYLLABLE PER BOX

type:	type:	type:	type:

2 · MORPHEMES MEAN IT: WRITE ONE PART PER BOX

means:	means:	means:

constitution means: _____

3 · BUILD THE FAMILY: COMBINE PARTS INTO REAL WORDS

BEFORE	BASE	AFTER
con · in · sub · re	**stitut** set up, make stand	e · ion · ional

WORD	WHAT IT MEANS

A Stronger Plan

Highlight every word from today's word family. Then answer with a partner.

After independence, the United States was governed by the Articles of Confederation. The Articles kept most power with the states. Congress could not collect taxes, could not regulate trade between states, and needed nine of the thirteen states to agree on major laws. Changing the Articles required every state to agree.

In 1787, delegates met in Philadelphia to fix the Articles. Instead, they wrote a new plan: the Constitution. It set up three branches of government, gave Congress the power to tax, and divided power between the national government and the states. That division is called federalism.

The Constitution took effect in 1789, and the Bill of Rights was added in 1791 to protect individual rights. More than two centuries later, it still constitutes the framework of American government. Courts decide whether laws are constitutional by checking them against it.

1. Word parts. Use word parts to explain how a *constitution* and an *institution* are related.

2. Weaknesses. Name two weaknesses of the Articles of Confederation from the passage.

3. Principles. Which principle of the Constitution divides power between the national government and the states?

✂ CUT HERE · EXIT TICKET

Name: _____ Period: _____

"The delegates chose to substitute a new plan for the Articles of Confederation." Split **substitute** into syllables, box its meaning parts, and write what it means.

ALL THREE LESSONS · CUT ON THE DASHED LINES

Word Part Cards

One set per pair. Purple = before the base · Orange = base or root · White = after the base. Print on cardstock.

Lesson 1 · Social Studies · Grade 6 · democracy

demo before	**auto** before	**aristo** before	**theo** before	**cracy** rule, power
demo people	**cracy** after	**cratic** after	**graphic** after	**graphy** after

Lesson 2 · Social Studies · Grade 7 · annexation

an before	**con** before	**nex** tie, bind	**nect** tie, bind	**ation** after
ed after	**us** after	**ion** after	**or** after	

Lesson 3 · Social Studies · Grade 8 · constitution

con before	**in** before	**sub** before	**re** before	**stitut** set up, make stand
e after	**ion** after	**ional** after		



“It is not wrong to go back for what you forgot.”

SANKOFA · WEST AFRICA

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