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Prefixes

LESSON

Objectives

- Preteach the terms root word and prefix
- Check for understanding of new words created by using prefixes
- Review difficult vocabulary
- Summarize the Re-Explore story

Before the Lesson

Preview Vocabulary

Explain, act out, and define the challenging vocabulary your students will encounter in this lesson. Then have students complete a vocabulary word card for each term. A reproducible vocabulary word card template can be found on page xx.

biweekly—happening either twice a week or every two weeks. (Use a calendar to explain biweekly.)

blinked—closed and opened the eyes. (Demonstrate *blinking* and have the students *blink* their eyes.) *I blinked my eyes.*

disbelief—thought that something is not true. (Ask students if they have ever seen a home makeover program on television. Explain what happens in this type of show.) *When the family comes home and sees how different their house looks, they do not believe it is the same house! They are in disbelief.*

impossible—not able to happen. (Pick up a book. I can pick up this book. It is possible. (Try to pick up your desk.) *I cannot pick up this desk. It is impossible, not possible.*

misread—read incorrectly. (Read a sentence from a book and make a mistake.) *I misread. I read it wrong.*

misunderstood—failed to understand; thought wrong. *I thought I knew what you had said, but I was wrong. I misunderstood you.*

pregame—happening before a game. *The show starts before the game. It is a pregame show.*

restart—start over; start again. (Do a simple math problem on the board. Make a mistake.) *I made a mistake, so I need to restart the math problem. I need to start again.* (Do the math problem over, solving it correctly this time.)

refill—fill again. (Pretend to fill a glass.) *I filled the glass. (Now pretend to dump it out.) I dumped out the water. (Pretend to fill the glass again.) I filled it again. I refilled the glass.*

Preteach Academic Vocabulary and Concepts (prefixes)

Preteach the academic vocabulary: *root word*, *base word*, and *prefix* using a five-column chart such as the one below.

Root Word	Prefix	New Word	Meaning	Prefix Meaning
read	re-	reread	to read again	again

(Write the word *reread* on the board.) *Let's determine the meaning of reread.* (Write the action word *read* underneath *root word* in the chart.) *This is the root word. The word we start with.* (Act out the word by opening a book to the first page.) *I will read the first page.* (Close the book.) *I want to read the book again. I will reread.*

(Write *re-* in the second column.) *This is the prefix. It comes before the root word. It changes the meaning of the word.*

(Write *reread* in column three.) *This is the new word, because we added the prefix re- to the base word. Reread means "to read again."* (Write *read again* in column four. Write *again* in column five.) *The prefix re- means "again."*

(Complete the chart using each vocabulary word from the Preview Vocabulary section.)

(After a few examples, work together with the students to fill out the chart by asking questions.) *What is the root word? What is the prefix? How did the word change? What does the word mean now? What does the prefix mean?*

Assess Understanding

(Complete the ELL Explore Prefixes I activity with students. As students work with you, ask comprehension questions.) *How did this word change? What does the word mean now? What does the prefix ___ mean? How did the prefix change the word?*

(After you have completed ELL Explore Prefixes I with students, have students try to complete ELL Explore Prefixes II independently.)

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Prefixes *continued*

LESSON

Students should now be ready to participate in the Explain and Expand minilesson.

During the Lesson

Explore I

(Complete Explore I together. Ask questions as you go through the activity with students.) *What is the root word? What is the prefix? How did the word change? What does the word mean now? What does the prefix mean?*

Explore II

(Review the following words from the Preview Vocabulary section: *biweekly, blinked, disbelief, impossible*. Then complete Explore II, allowing appropriate support for students. Depending on their level of understanding, you can complete the activity together with students, pair up students, or have students try the activity independently.)

Re-Explore

(Before completing the Re-Explore activity, have students echo-read each sentence in the paragraph. Then summarize the paragraph using simple vocabulary.) *Muffin is a dog. Muffin wanted to go outside for a walk. Muffin barked and jumped up and down. Dad misunderstood, didn't understand what Muffin wanted. So Muffin dragged, or pulled, his leash into the living room, where Dad sat. Dad wanted to watch the pregame show, the show that started before the game began, but he knew Muffin wanted to go outside for a walk. Dad and Muffin took a long walk, and then Dad watched the game.* (Check for understanding by asking questions.) *What is Muffin? What did Dad misunderstand? What did Muffin want? What did Dad miss? What did Dad and Muffin do together?*

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Prefixes

LESSON

I. A. Directions:

1. Match the prefix to its meaning.
2. Circle the correct answer.

Example: *bi-* a. same **b.** twice (two times) c. wrong

1. *dis-* a. not b. after c. again

2. *im-* a. not b. before c. wrong

3. *mis-* a. correctly b. wrongly c. after

4. *pre-* a. before b. not c. wrongly

5. *re-* a. correctly b. again c. after

B. Directions:

1. Write the prefix in parentheses () before the root word in the New Word column.
2. Write the meaning of each new word in the Meaning column.

Root Word	New Word	Meaning
Example: (<i>mis-</i>) understood	misunderstood	not understood
1. (<i>bi-</i>) weekly	_____	_____
2. (<i>dis-</i>) belief	_____	_____
3. (<i>im-</i>) possible	_____	_____
4. (<i>re-</i>) read	_____	_____
5. (<i>re-</i>) start	_____	_____
6. (<i>re-</i>) fill	_____	_____
7. (<i>pre-</i>) game	_____	_____
8. (<i>mis-</i>) read	_____	_____

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Prefixes

LESSON

II. A. Directions

1. Match the prefix to its meaning.
2. Color in the correct circle.

- | | | | |
|---------|---------------------------------|-------------------------------|-------------------------------|
| 1. bi- | <input type="radio"/> same | <input type="radio"/> twice | <input type="radio"/> wrong |
| 2. dis- | <input type="radio"/> not | <input type="radio"/> after | <input type="radio"/> again |
| 3. im- | <input type="radio"/> not | <input type="radio"/> before | <input type="radio"/> wrong |
| 4. mis- | <input type="radio"/> correctly | <input type="radio"/> wrongly | <input type="radio"/> after |
| 5. pre- | <input type="radio"/> before | <input type="radio"/> not | <input type="radio"/> wrongly |
| 6. re- | <input type="radio"/> correctly | <input type="radio"/> again | <input type="radio"/> after |

B. Directions

1. In the New Word column, combine the prefix and the root word to form a new word.
2. Write the meaning of the new word in the Meaning column.

	Prefix	Root Word	New Word	Meaning
Example:	mis-	understood	<i>misunderstood</i>	<i>not understood</i>
1.	bi-	weekly	_____	_____
2.	dis-	belief	_____	_____
3.	im-	possible	_____	_____
4.	re-	read	_____	_____
5.	re-	start	_____	_____
6.	re-	fill	_____	_____
7.	pre-	game	_____	_____
8.	mis-	read	_____	_____

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Suffixes

LESSON

Objectives

- Preteach the terms *root word* and *suffix*
- Check for understanding of new words created by adding suffixes
- Review difficult vocabulary
- Review the Heads Up section

Before the Lesson

Preview Vocabulary

Explain, act out, and define the challenging vocabulary your students will encounter in this lesson. Then have students complete a vocabulary word card for each word. A reproducible vocabulary word card can be found on page xx.

career—type of work that someone does. *My career is teaching. What do you want your career to be someday?*

excite—to make someone feel happy. *I can excite him by telling him we won the game!*

health—how I feel, sick or well. *My health is great! I am not sick.*

hope—to really want something to happen. *I hope it is sunny for my soccer game because I really want to play.*

ill—sick. Act out coughing and being sick. *I am ill; I am sick.*

motion—movement of an object. Gently throw a small object. *The _____ is in motion.*

patient—someone who is receiving medical care. *Our friend was sick. He was a patient in the hospital so he could get better.*

treat—to deal with in a certain way. *I treat my students well. I am good to my students.*

uncle—brother of your mother or father. *We visit my uncle, aunt, and cousins every summer.*

wonder—to be unsure of something. *I wonder what this book is about.* (Pick up and look at a book curiously.)

Preteach Academic Vocabulary and Concepts (root word and suffix)

Create a graphic organizer, such as the one shown below, to introduce root words and show how suffixes change the meaning of words.

Root Word	Suffix	New Word	New Word Meaning	Suffix Meaning
help	-ing	helping	giving help now	action happening now

(Write the word *help* in the first column.) *This is the root word. This is the word we start with.* (Demonstrate the word *help* by picking up a dropped pencil and handing it to a student.)

(Write the suffix *-ing* in the second column.) *This is the suffix. It comes at the end of the word. It changes the meaning of the word. “I help you” means “I help you all the time.” When I add the suffix -ing, it means that “I am helping you right now.”* (Write *helping* in the third column and *giving help now* in the fourth column. Write *action happening now* in the fifth column.)

(Add another row to the organizer and write *help* in the first column and *-ed* in the second column.) *Another suffix is -ed. The root word, help, is still the same, but instead of adding -ing to the end of the word, we add -ed. Adding -ed changes the meaning of help to something that’s already happened.*

Suffixes that create past tense verbs (-ed)

(Fill in the chart to show that the suffix *-ed* changes words to show “actions that happened already.” Give examples, explain, and act out each root word and new word for: *help/helped, comfort/comforted, correct/corrected, love/loved, and work/worked.*)

Suffixes that change verbs to nouns (-ing)

(Fill in the graphic organizer to show that the suffix *-ing* can change verbs to nouns.) *Sometimes the suffix -ing can change an action word to a noun that names something.* (Write the root word *help* in the first column, *-ing* in the second column, and *helping* in the third column.) *Helping is fun! In this sentence, helping is a naming word, not an action word. It names something I do.* (Write *name for something I do* in column four and *naming word* in column five. Repeat the procedure for verbs that end with *-ing* that can be used as nouns, such as *comfort/comforting, correct/correcting, love/loving, and work/working.*)

Point Out Spelling Changes

Point out spelling changes, such as with words that end in *-e*, drop the final *-e* before adding the suffixes *-ing* or *-ed*; and with some words that end with *-y*, change the *-y* to *-i* and then add the suffix.

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Suffixes *continued*

LESSON

Suffixes that change verbs to nouns (-er and -or)

(Use the graphic organizer to show the suffixes *-er* and *-or*. Explain that these suffixes change the meanings of verbs to name a person who does a job or action: *work/worker, love/lover, help/helper, act/actor*.)

Suffixes that change verbs to nouns (-ness and -ment)

(Use the graphic organizer to show the suffixes *-ness* (a state of or condition of) and *-ment* (a result of). Explain the root words, suffixes, and new word meanings for *happy/happiness, dark/darkness, excite/excitement, ill/illness, treat/treatment*.)

Suffixes that create adverbs (-ly)

(Use the graphic organizer to show the suffix *-ly*. Explain that words that end in *-ly* usually describe action words or adjectives [describing words]. Introduce these words: *correct/correctly, love/lovely, happy/happily*. As you complete the chart, write *describes a verb or adjective* in column five.)

Suffixes that create adjectives (-able, -less, -est, and -ful)

(Use the graphic organizer to show the suffixes *-able, -less, -est, and -ful*. Write the meaning of each suffix in column five: *-able (can do it), -less (without), -est (the most), -ful (full of)*. *These suffixes change words so that they describe things.*

Assess Understanding

(Before presenting ELL Explore Suffixes, ask the following questions.) *Where do we find a suffix? What does a suffix do? How can a suffix change a word?*

(Read aloud and explain the directions and example for ELL Explore Suffixes. Complete the worksheet with the students, using the vocabulary word cards as a reference. As students are working with you, ask questions using sentence frames.)

The root word is _____. The suffix is _____. The new word means _____. The suffix means _____. This word makes sense because _____. We need a/an _____ word because _____.

Students should now be ready to participate in the Explain and Expand minilesson.

During the Lesson

Heads Up

(Explain and list the important information in the Heads Up section on page 7 of the Student Book, using the word *joyful* as an example in locating the suffix and root word.)

Explore I

(Complete Explore I together. Ask questions as you go through the activity with students.) *What is the root word? What is the suffix? How did the word change? What does the word mean now? What does the suffix mean?*

Explore II

(Review the following words from the Preview Vocabulary section: *health, ill, patient, treat*. Then complete Explore II, providing appropriate support for students. Depending on their level of understanding, you can complete the activity together with students, pair up students, or have students try the activity independently.)

Re-Explore

(Before completing the Re-Explore activity, check for understanding of the following words: *howling, flashlight, near*. Define any words that students do not know. Have students echo-read each sentence with you. Then have the students use the graphic organizer to complete the Re-Explore activity.)

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Suffixes

LESSON

Directions

1. Read each sentence.
2. Choose the word below that makes the most sense in the sentence.
3. Circle the correct word.

Example: Jim is a soccer player. Because of his accident, he couldn't play all summer.

- a. playing b. played c. player

1. His doctor told him to keep his leg _____.

- a. motioning b. motionless c. motioned

2. His mother _____ him exercise his leg every day.

- a. helping b. helped c. helper

3. He didn't feel _____ because he could do many things by himself.

- a. helper b. helping c. helpless

4. He was _____ of playing soccer in September.

- a. hoping b. hopeful c. hopeless

5. _____ the doctor's suggestions made him get better faster.

- a. Followed b. Following c. Follower

6. _____ filled the air as Jim ran onto the soccer field in September.

- a. Excited b. Exciting c. Excitement

3

Root Words/Base Words

LESSON

Objectives

- Preteach the terms *root word*, *prefix*, and *suffix*
- Practice finding root/base words and suffixes
- Teach meanings of new words created by adding suffixes and/or prefixes

Before the Lesson

Preview Vocabulary

Explain, act out, and define the challenging vocabulary your students will encounter in this lesson. Then have students complete a vocabulary word card for each word.

approval—agreement. *What game do you want to play at recess? (Provide options students are familiar with.) I agree. I give my approval.*

fair—event that usually includes displays and presentations. *I demonstrated an experiment at our science fair.*

fit—in good physical shape. *I exercise every day. I am fit. The word fit can also have other meanings, such as the correct size, or to try on clothing to see if it is the correct size. We add prefixes and suffixes that change the meaning of the word, depending on what the word means in the sentence.*

forget—when you don't remember. *Where is the book I need? I can't find it. I forget where I put it. (Pretend to look for a book.)*

forgive—to say it is okay when someone does something bad to you. *He said something that hurt my feelings. He said he was sorry. I forgive him. I'm not angry anymore.*

spot—dirty mark or stain on something. *I have a spot, a mark, on my shirt. (Point to your shirt and pretend to have a stain on it.)*

Preteach Academic Vocabulary and Concepts (root word, prefix, suffix)

(Copy the graphic organizer below on the board to show students how to find root words, prefixes, and suffixes in words they read.)

Word	Prefix and Meaning	Suffix and Meaning	Root Word	Word Meaning
reschedule	re-, again		schedule	to plan again
rescheduled	re-, again	-ed, happened already, past	schedule	to plan again, in the past

Looking for prefixes and suffixes

(Write the word *reschedule* in the first column.) *This word has two parts. When we look at a word, we need to look at the entire word. Words that have a beginning part have a prefix. A prefix changes the meaning of the word we start with, the root word or base word.*

(Read the word *reschedule* aloud, emphasizing the prefix *re-*.) *Re- is the prefix. It comes at the beginning of the word reschedule. I know that the prefix re- means "again."* (Write *re-, again* in the second column.)

(Cover the prefix *re-* in the word *reschedule* with a sticky note.) *The word that is left, after we take away the prefix (the beginning part of the word), is the root word or base word, the word we start with. The root word is schedule.* (Write *schedule* in the fourth column.)

Now I put the meaning of the prefix and root word together. The prefix re- means "again." The word schedule means "to plan." The word reschedule means "to plan again." (Write to plan again in the fifth column.)

(Repeat the procedure for the word *rescheduled*. Say the word *rescheduled*, emphasizing the prefix and suffix. Write *rescheduled* in the first column. Have students help you find the prefix *re-*. Point to it on the graphic organizer, and remind them of its meaning. Write *re-, again*, in the second column, next to *rescheduled*.) *Now look at the end of the word. The word rescheduled has a beginning part, a prefix (re-) and an ending part, a suffix (-ed). I know the suffix -ed means "happened already." (Write -ed, happened already, in the third column.)*

I know schedule means "to plan." I know what the prefix and suffix mean. (Write plan again, in the past, in the fifth column.) The word rescheduled means "to plan again in the past."

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Root Words/Base Words *continued*

LESSON

(Cover the prefix and suffix with sticky notes.) *The word that is left over after I take away the prefix and suffix is the root word, the word I start with. The root word is schedule.* (Write *schedule* in the fourth column.)

Teach meanings of prefixes (*dis-*, *mis-*, *non-*, *re-*, *un-*)

(Write the word *understand* on the board. Write and solve a math problem.) *I understand how to do this math problem.* (Now try to solve a more difficult math problem and make a mistake.) *I don't understand. I did it wrong. I misunderstand how to do this.* (Write the prefix *mis-* and the word *misunderstand* next to the word *understand*.) *The prefix mis- means "not," the word misunderstand means "do not understand."* (Write these on the board. Repeat the procedure for each prefix, explaining each one, using examples, and acting out. Remind students that prefixes come at the beginning of words and change the meanings of root words.)

Teach meanings of suffixes (*-able*, *-al*, *-ful*, *-less*, *-ness*)

(Follow the same procedure used to teach meanings of prefixes. Remind students that suffixes come at the end of words and change the meanings of root words.)

Teach meanings of new words by adding suffixes and prefixes

(Complete the chart using the following words and the same procedure: *misprint*, *unforgiving*, *underground*, *breakable*, *spotless*, *fitness*, *nonliving*. Point out how to find prefixes and suffixes, how they change the words and their meanings, and the new meanings of each word.)

Assess Understanding

(Check that students are able to find prefixes, suffixes, and root words, and then understand their meanings. Together, complete ELL Explore Root Words/Base Words. As you complete the worksheet, ask the students questions.) *Does this word make sense in the sentence? What is the base word? What is the root word? What is a suffix? What is a prefix? How does a suffix/prefix change the meaning of a word?*

Students should now be ready to participate in the Explain and Expand minilesson.

During the Lesson

Re-Explore

Together, do numbers 5 and 6. Explain the sidebars beside these sentences. Then have students work with a partner to complete the other five sentences.

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Root Words/Base Words

LESSON

A. Directions

1. Read the word in the first column aloud with your teacher.
2. Find the prefixes and suffixes and write them in the correct columns. 3. Write the meanings of the prefixes and suffixes.
4. Write the root word in the fourth column.
5. Write the word meaning in the last column.

Word	Prefix and Meaning	Suffix and Meaning	Root Word	Word Meaning
1. unhappy				
2. unhappiness				
3. previewed				
4. disagree				
5. unsafely				
6. unfit				

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continued →

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LESSON

Root Words/Base Words *continued***B. Directions**

1. Add a prefix or a suffix from the boxes below to the root word in parentheses () to complete each sentence.
2. Write the complete word in the blank.

Prefixesdis
un**Suffixes**ful
ed

Example: I had a wonderful trip to the amusement park. (wonder)

1. I _____ all the rides before we went to the amusement park. (preview)
2. I _____ with my friend. I didn't want to go on the roller coaster. (agree)
3. I felt it was an _____ ride because it was very old. (safe)
4. My friend was _____ because I didn't want to ride the roller coaster with him. (happy)
5. I explained that it was an _____ ride, and we should find a different ride to go on. (fit)
6. I was _____. I convinced my friend to ride the Ferris wheel instead. (success)