

Language Objectives

- Decode words with prefixes *re-*, *un-*, and *dis-*.
- Spell words with prefixes *re-*, *un-*, and *dis-*.

Building Literacy

Recognizing affixes is an important part of phonics instruction. Being able to recognize prefixes helps children decode and understand many unfamiliar multisyllable words. In this lesson:

- Students learn the meaning of prefixes *re-*, *un-*, and *dis-*.
- Students learn to decode words with prefixes *re-*, *un-*, and *dis-*.
- Students learn to spell words with prefixes *re-*, *un-*, and *dis-*.

Focus on Language

These English words are used in this lesson. Consider using gestures, displaying pictures, or using simple context sentences with the words to make sure the English learners have these words in their vocabulary.

reheat	unclean
remake	disappear
retell	unkind
reuse	reopen
unable	disprove
unplug	refill
unlock	rewrite
untie	unseen
disagree	disconnect
discomfort	replace
dishonest	dislikes
disobey	unhappy
repay	

**ENGLISH LANGUAGE LEARNERS**

Many speakers of European languages will be familiar with prefixes. Ask these speakers to share examples of words with prefixes from their home language. Speakers of monosyllabic languages, such as Vietnamese and Korean, may require additional practice saying and speaking words with prefixes as single words.



show me

Have children look at their Targeted Lessons Student Book, p. 124. Today you will learn how to read and spell words with prefixes. A prefix is a word part added to the beginning of a word. A prefix changes the meaning of the word. A prefix usually makes a separate syllable. Say the prefixes at the top of the page and have children repeat. Talk about the meaning of each prefix.

Let's look at the words with the prefix *re-*. Have children circle the prefix *re-* in the first word. To read a word with a prefix, separate the prefix and the base word. What is the base word in the first word? (*heat*) What is the prefix? (*re-*) What is the word? (*reheat*) The prefix *re-* can mean "again." What does *reheat* mean? (to heat again) Continue in the same way to guide children to read the other words in the chart and briefly talk about their meaning.

Read the second set of directions with children. What is the prefix in the first word? (*re-*) What is the base word? (*pay*) What is the new word? (*repay*) Have children write *repay*. What does *repay* mean? (pay again) Use a similar procedure for *unclean* and *disappear*.

TEACHING STRATEGIES

Help children learn to use knowledge of prefixes when reading an unknown long word.

- When you come to an unknown long word, look at it carefully. Find parts you know. Look for prefixes such as *re-*, *un-*, and *dis-*.
- Cover the prefix and any endings.
- Read the base word. Look for vowel and consonant patterns you know.
- Uncover the prefixes and endings. Say the word part by part. Blend the whole word.
- Use context to determine the meaning.

show me

Circle the prefix. Read the word.

re- (means "again" or "back")	un- (means "not" or "do the opposite of")	dis- (means "not" or "away")
re heat	un able	dis agree
re make	un plug	dis comfort
re tell	un lock	dis honest
re use	un tie	dis obey

Add the prefix to write a new word.

re + pay = repay

un + clean = unclean

dis + appear = disappear



guide me

Have children turn to p. 125. Read the directions for the first activity together. Ask children to tell you in their own words what they are to do. (They will circle the prefix, underline the base word, and read the word.)

Look at the first word. I see the prefix *un-*. Let's circle it. The base word is *kind*. Let's underline it. What is the word? (*unkind*) If someone is *unkind*, he is not kind. Continue the activity, guiding students to identify the prefix and base word and then read the word. Encourage children to identify the meaning of the word.

Read the directions for the second activity together. Ask children to tell you in their own words what they are to do. (They will read the meaning clue and identify the correct prefix to add to the base word. Children will write the prefix and then add it to the base word to write the word.)

The first clue is *not known*. The prefixes *un-* and *dis-* can both mean *not*. The base word is *known*. I know the word *unknown*. Let's write *un-*. The prefix *un-* plus the base word *known* makes what word? (*unknown*) Let's write the word. Continue guiding children as they complete the activity.



work time

Task 1 Read the directions together. Remind children it may help to cover the prefix and read the base word. Then uncover the prefix and read the whole word.

Task 2 Read the directions together. Point out that the base word is given in the clue. Children should choose the correct prefix to make the new word.

Prefixes re-, un-, dis- **42**

guide me

Circle the prefix. Underline the base word. Read the word.

<u>un</u> kind	re <u>o</u> pen	dis <u>pr</u> ove
----------------	-----------------	-------------------

Read the clue. Add a prefix to make a new word.

Meaning: not known	
<u>un</u>	+ known = <u>unknown</u>
Meaning: to fill again	
<u>re</u>	+ fill = <u>refill</u>

work time

Circle the prefix. Underline the base word. Read the word.

1. <u>dis</u> own	2. <u>re</u> write	3. <u>un</u> seen
-------------------	--------------------	-------------------

Read the clue. Add a prefix to make a new word.

4. Meaning: to do the opposite of connect	
<u>dis</u>	+ connect = <u>disconnect</u>
5. Meaning: not happy	
<u>un</u>	+ happy = <u>unhappy</u>

PHONICS AND SPELLING 125

guide me

High-Frequency Words Have children look at their Targeted Lessons Student Book, p. 126. Tell children that some words are common words that they will see often as they read. Sometimes they can sound these words out, but sometimes they can't. **We use these words often, so if you remember what the words look like, you'll be able to read them.** Have them look at the first word on p. 126, *says*. **This word is *says*. It begins with the sound /s/ spelled s. What does *says* mean? (tells, speaks) The other word is *wash*. What kinds of things do you wash?** Tell children that they will read the words *says* and *wash* as they read the story *My Dog Fred*.

work time

Decodable Text Have children look at *My Dog Fred*. Read the story aloud and have children repeat after you. Then have partners take turns reading the story aloud to each other. Have children circle the words with prefixes *re-*, *un-*, and *dis-*. (*disobeys*, *refill*, *replace*, *unable*, *dislikes*, *unhappy*) Ask students to identify the prefix and base word in each. As time allows, talk about how the prefix changes the meaning of the base word.

check for understanding

What is a prefix? (a word part added to the beginning of a word that changes the meaning of a word) Write the prefix *re-* on the board. **What is this prefix? (re-)** **What does it mean?** (again) Write the word *redo* on the board. **What is the word? (redo)** **Cover the prefix and read the base word. (do)** **What does *redo* mean?** (do again) Continue with *unload* and *disown*.

Now let's spell words with prefixes. The first word we will spell is *retest*. **What is the prefix? (re-)** Write it first. **What is the base word in *retest*? (test)** Say and write the sounds in *test*. Continue with *unsafe* and *dislike*.

reflect

Have children think about what they have learned. **What new words can you read and spell?** Ask them to suggest other words they know that have the prefixes *re-*, *un-*, or *dis-*.

guide me

says

wash

work time

Read the story.

My Dog Fred

My dog is called Fred. Fred is a good dog. But sometimes Fred **disobeys**.

I take care of Fred. I **refill** his food bowl. I **replace** his dirty water with clean water. I put Fred on a leash. We walk around the block.

Some days it rains. We are **unable** to walk. Fred **dislikes** those days.

Fred likes to get in the mud. But Mom says I must wash Fred. That makes me **unhappy**. Fred really **dislikes** baths!



Prefixes *re-*, *un-*, *dis-*

➞ show me

Circle the prefix. Read the word.

re- (means “again” or “back”)	un- (means “not” or “do the opposite of”)	dis- (means “not” or “away”)
reheat remake retell reuse	unable unplug unlock untie	disagree discomfort dishonest disobey

Copyright © Savvas Learning Company LLC. All Rights Reserved.

Add the prefix to write a new word.

re + pay = _____

un + clean = _____

dis + appear = _____

➤ guide me

Circle the prefix. Underline the base word. Read the word.

unkind	reopen	disprove
--------	--------	----------

Read the clue. Add a prefix to make a new word.

Meaning: not known

_____ + known = _____

Meaning: to fill again

_____ + fill = _____

➤ work time

Circle the prefix. Underline the base word. Read the word.

1. disown	2. rewrite	3. unseen
-----------	------------	-----------

Read the clue. Add a prefix to make a new word.

4. Meaning: to do the opposite of connect

_____ + connect = _____

5. Meaning: not happy

_____ + happy = _____

➤ guide me

says

wash

➤ work time

Read the story.

My Dog Fred

My dog is called Fred. Fred is a good dog. But sometimes Fred disobeys.

I take care of Fred. I refill his food bowl. I replace his dirty water with clean water. I put Fred on a leash. We walk around the block.

Some days it rains. We are unable to walk. Fred dislikes those days.

Fred likes to get in the mud. But Mom says I must wash Fred. That makes me unhappy. Fred really dislikes baths!

