Lesson Objectives

Day 1

Students will:
- Understand that prefixes change the meaning of base words
- Understand that the prefix re- means “again”
- Understand that the prefix un- means “not”
- Write words with prefixes

Day 2

Students will:
- Understand how prefixes change the meaning of base words
- Sort words according to prefixes
- Sort words according to the meanings of the prefixes.

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—reappear, unsteady, refinish, unlock

Day 3

Students will:
- Understand that some words have false prefixes
- Identify base words and prefixes
- Sort words with prefixes
- Write base words, prefixes, and meanings for selected words

Materials:
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—re-, un-
- Teacher Word Cards—same as BLM 5

Day 4

Students will:
- Recognize words with prefixes re- and un- in a reading passage
- Organize words with prefixes on a chart
- Identify base words and meanings for words with prefixes
- Practice writing the spelling words

Materials:
- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

Day 5

Students will:
- Correctly spell words with prefixes re- and un-

Materials:
- Quick-Check Assessment

Additional Materials:
- Word Study Notebooks
- Pocket Chart
Day One

Providing Support
Help English Learners and struggling readers understand how the prefix un- changes the base word to mean the opposite. Use concrete objects to demonstrate meanings, for example, two glasses with equal amounts of water and two with unequal amounts of water. You can also give students the word cards for the spelling words unable, unclear, unequal, and unwrap, and then say sentences with the opposite meaning of the spelling words—for example, I am able to get my work done, or These directions are clear, etc. Students would hold up the word cards unable or unclear.

Review /k/ Spelled ck, ic, x
Focus Words: attack, traffic, complex, ticket, freckle, prefix, limerick, electric
Write the focus words on the chalkboard. Ask students to say each word one at a time, tell where they hear the /k/ sound, and tell what letters make this sound. If necessary, remind students that /k/ can be spelled using ck, ic, and x.

Introduce Prefixes re-, un-

Model
Write the words rebuild and unfair on the chalkboard and circle the prefixes. Say: A prefix is a group of letters that is added to the beginning of a base word. When a prefix is added to a word, it changes the meaning of the base word. The word rebuild has the prefix re-, which means “again,” so rebuild means “to build something again.” The word unfair has the prefix un-, which means “not,” so the word unfair means “not fair.”

Guide
Write the words retell and unable on the chalkboard and ask students to read the words with you. Ask students to identify the prefixes in each. Have them use the meanings of the prefixes to tell the meanings of the two words. Ask volunteers to use the words in oral sentences.

Apply
Write the words refill and unusual on the chalkboard. Have students work with a partner to identify the prefixes and tell what the words mean.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word rewrite on the chalkboard. Show how you divide the word into two syllables between the open vowel and consonant digraph wr: re/write. Explain that you now have an open vowel pattern and a CVCe pattern. Read each syllable and then blend the syllables together: re/write. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.
Spelling Words with Prefixes

Unit Spelling Words: rebuild, rewrite, recharge, reprint, unable, unequal, unclear, unwrap

Write the following spelling words on the chalkboard and read each word aloud: rebuild, rewrite, recharge, reprint. Say: Who can tell me what the prefix is in each of these words? What does it mean? When might you need to rebuild? When might you want to rewrite something? What things do you need to recharge? When would you want to reprint something?

Write the following spelling words on the chalkboard and read them aloud: unable, unequal, unclear, unwrap. Say: What prefix does each of these words have? What does un- mean? When might you be unable to do something? Think of a time when you felt that something was unequal. When might something be unclear? When would you like to unwrap something?

Have students write each spelling word in their word study notebooks. Tell them to underline the prefix in each word and write either “again” or “not” beside the appropriate spelling words.

Assessment Tip

Observe students to make sure they understand that prefixes are added to the beginning of base words. Also note whether students understand that the prefix re- means “again” and the prefix un- means “not.”

Home/School Connection

Students can take home a list of the unit spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Providing Support
Several times throughout the day, say a word with either the prefix re- or un- and each time ask different students to say the base word, give a meaning for the word, and use it in a sentence.

Pattern Sort

<table>
<thead>
<tr>
<th>re-</th>
<th>un-</th>
</tr>
</thead>
<tbody>
<tr>
<td>rebuild</td>
<td>unable</td>
</tr>
<tr>
<td>recycle</td>
<td>unbeaten</td>
</tr>
<tr>
<td>refill</td>
<td>uneven</td>
</tr>
<tr>
<td>reappear</td>
<td>unfair</td>
</tr>
<tr>
<td>retell</td>
<td>unfamiliar</td>
</tr>
<tr>
<td>retrace</td>
<td>unselfish</td>
</tr>
<tr>
<td>rewrite</td>
<td>unsteady</td>
</tr>
<tr>
<td>reuse</td>
<td>unusual</td>
</tr>
</tbody>
</table>

Meaning Sort

<table>
<thead>
<tr>
<th>again</th>
<th>not</th>
</tr>
</thead>
<tbody>
<tr>
<td>remix</td>
<td>unafraid</td>
</tr>
<tr>
<td>recapture</td>
<td>unbroken</td>
</tr>
<tr>
<td>recharge</td>
<td>uncertain</td>
</tr>
<tr>
<td>recount</td>
<td>unpleasant</td>
</tr>
<tr>
<td>reelect</td>
<td>unclear</td>
</tr>
<tr>
<td>refinish</td>
<td>uncover</td>
</tr>
<tr>
<td>relearn</td>
<td>unlock</td>
</tr>
<tr>
<td>remodel</td>
<td>unreal</td>
</tr>
</tbody>
</table>

Home/School Connection
Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs
Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.

Review Prefixes re-, un-

Use the anchor poster to help students review the prefixes. Write the following words on the chalkboard: rewrite, uneven, reuse, unselfish. Ask students to first explain what a prefix is. Then have them identify the prefixes in the words and use the meanings of the prefixes to tell what the words mean.

Pattern Sort

Teacher Word Cards: reappear, unsteady
Teacher Category Cards: re-, un-

Place the category cards in a row in the pocket chart. Hold up the word reappear and model how you sort the word. Say: I look for the base word and the prefix. The base word is appear and the prefix is re-. Adding re- to the base word changes the meaning of the base word to “appearing again after not being visible.” This word goes under re-.

Hold up the word card unsteady. Say: The base word is steady and the prefix is un-. Steady means “to be firmly placed in a stable position.” Adding un- to the word gives the opposite meaning. This word goes under un-.

Give pairs of students the word cards from BLM 3 and the prefix category cards from BLM 2. Have them sort the words according to their prefixes.

Meaning Sort

Teacher Word Cards: refinish, unlock
Teacher Category Cards: again, not

Place the category cards in the pocket chart. Hold up the word card refinish. Say: Does this word mean “not finished” or “to finish again”? This word has the prefix re- which means “again.” I’ll sort this word into the category again.

Hold up the card unlock and ask students to identify the prefix. Ask them what the word means and then place the card under the category not.

Have students work with a partner to sort word cards from BLM 4 according to their meanings, using the categories again and not from BLM 2.

Spelling. Have students make a chart in their word study notebooks with the headings Word, Prefix, Base Word, Meaning. Ask them to write their spelling words on the chart, along with the extra information about the words in each column.
Writing Sort
Teacher Word Cards: same as BLM 5
Teacher Category Cards: re-, un-

Place the category cards in the pocket chart. Have students copy the categories into their word study notebooks. Tell them that you will say a word and they will write it under the correct category according to its prefix.

Say each word from BLM 5, allowing time between words for students to write in their word study notebooks. After students have finished writing each word, place it in the pocket chart under the appropriate prefix so that students can check their work. Then continue with the next word.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the word with the correct prefix.

Oddballs
Write the words unit, under, and reptile on the chalkboard. Say: These words look like they have a prefix, but when you look closely, you’ll see that they don’t have base words. In these words, un and re are false prefixes; they aren’t prefixes at all.

Assessment Tip
Monitor students to make sure they are able to differentiate between words with prefixes and words with false prefixes. Observe students as they complete BLM 7 to make sure they are understanding how prefixes are used.

Writing Sort

<table>
<thead>
<tr>
<th>re-</th>
<th>un-</th>
</tr>
</thead>
<tbody>
<tr>
<td>recall</td>
<td>uncommon</td>
</tr>
<tr>
<td>reclaim</td>
<td>unequal</td>
</tr>
<tr>
<td>renew</td>
<td>untangle</td>
</tr>
<tr>
<td>repay</td>
<td>unpack</td>
</tr>
<tr>
<td>reprint</td>
<td>unplug</td>
</tr>
<tr>
<td>rediscover</td>
<td>unripe</td>
</tr>
<tr>
<td>restate</td>
<td>untie</td>
</tr>
<tr>
<td>return</td>
<td>unwrap</td>
</tr>
</tbody>
</table>

Providing Support
ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

Home/School Connection
Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs
Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of words with the prefixes re- and un-.

Word Hunt

Give students the reading passage from BLM 9. Tell them to read the passage and circle the words with the prefix re- and underline the words with the prefix un-.

When students have completed their word hunts, ask them to write the words on the chart in their word study notebooks that they made on Day Two. Have them write the word, the prefix, the base word, and the meaning of the word.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: attack, complex, prefix.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: recharge, unequal, reprint.

Dictate the following sentence and have students write it on their papers:

I was unhappy that we were unable to rebuild the tree house.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:

• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of prefixes re- and un- using the Quick-Check for Unit 28.

Suggestions for Independent Practice

Guess My Word. Have students work with a partner. Give them the word cards from BLM 3. Have them place the word cards facedown between them. Tell students to take turns drawing a card and then giving clues for their word until their partners guess the word.

Word Equations. Have students write word equations for four words with the prefix re- and four words with the prefix un-. Have them exchange their word equations with a buddy, complete each other’s word equations, and write the meanings for the words. For example, re + count = recount—“to count something again.”

Act It Out. Have students work in small groups of four. Give each group the following word cards: refill, rewrite, recount, repay, reprint, unhappy, uncover, unlock, unplug, untie, unwrap, unpack. Tell them not to look at the words and to place the cards facedown between them. Have students take turns drawing a card and then acting out the word as the rest of the group tries to name the word being pantomimed.

Write a Story. Have students write a short story using as many of the prefix un-words as they can. Then have them exchange stories with a partner. The partner will rewrite the story, using words that mean the opposite of the un- words. Ask partners to share the new versions of the stories.

Answer Key Unit 28 Quick-Check

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix</th>
<th>Base Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>renew</td>
<td>re</td>
<td>new</td>
<td>new again, start again</td>
</tr>
<tr>
<td>unplug</td>
<td>un</td>
<td>plug</td>
<td>take the plug out</td>
</tr>
<tr>
<td>unsteady</td>
<td>un</td>
<td>steady</td>
<td>not steady</td>
</tr>
<tr>
<td>recount</td>
<td>re</td>
<td>count</td>
<td>count again</td>
</tr>
<tr>
<td>unafraid</td>
<td>un</td>
<td>afraid</td>
<td>not afraid</td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. recharge
2. unclear
3. uncertain
4. refinish
5. recapturing
6. unpack, repack

Answer Key BLM 8

1. unwrap
2. reprint
3. repay
4. unbroken
5. return
6. untie, retie
Unit 28 Quick-Check: Prefixes re-, un-

Answer Questions
Directions: Look at the base words and then draw a circle around the prefix that makes a new word when added to the base. Write the new word on the blank line.

1. call re- un- ____________________
2. real re- un- ____________________
3. ripe re- un- ____________________
4. elect re- un- ____________________

Apply
Directions: In the space below, list two words with the prefix re- and two words with the prefix un-.

_________________   _________________   _________________   _________________

Directions: Complete the following chart.

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefix</th>
<th>Base Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>renew</td>
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<tr>
<td>unplug</td>
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<td>return</td>
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<td></td>
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<tr>
<td>unripe</td>
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<td></td>
</tr>
</tbody>
</table>

Think and Write about Prefixes re-, un-
Directions: In the space below, explain how understanding words with the prefixes re- and un- helps you as a reader, speller, and writer.

_____________________________________________________________________________