Lesson Objectives

**Day 1**

**Students will:**
- Understand that prefixes change the meaning of base words
- Understand that the prefix dis- means “opposite of, not”
- Understand that the prefix mis- means “wrongly”
- Understand that the prefix pre- means “before, earlier”
- Write spelling words and identify prefixes and meanings

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—dis-, mis-, pre-
- Teacher Word Cards—dislike, mismatch, preview, disable, misspell, prefix

**Day 2**

**Students will:**
- Understand how prefixes change the meaning of base words
- Sort words according to prefixes
- Identify the prefix, base word, and meaning for each spelling word

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 3: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—dis-, mis-, pre-
- Teacher Word Cards—dislike, mismatch, preview, disable, misspell, prefix

**Day 3**

**Students will:**
- Understand the meaning of prefixes
- Recognize prefixes and base words
- Sort words according to their prefixes
- Write sentences using words with the prefixes mis-, dis-, and pre-

**Materials:**
- BLM 2: Category Cards
- BLMs 4–5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—not or opposite of, wrongly, before
- Teacher Word Cards—pretest, misguides, discolor

**Day 4**

**Students will:**
- Recognize words with prefixes mis-, dis-, and pre- in a reading passage
- Sort words by their prefixes and identify base words and meanings
- Correctly spell dictated words and sentence

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

**Day 5**

**Students will:**
- Correctly spell the words with prefixes mis-, dis-, and pre-

**Materials:**
- Quick-Check Assessment

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

Providing Support
Provide extra practice for English Learners and struggling readers. Have these students pair up with fluent English speakers or proficient readers and write each spelling word on a piece of paper. Help the pairs cut the prefix off of each word and discuss the meaning of the base word. Then have pairs put the prefix back on the word and discuss how the prefix changes the meaning of the word.

Blending Practice
Remind students that dividing words into syllables can help them read long words in small chunks. Write the word disadvantage on the chalkboard. Point out that there are five vowels and four vowel sounds. Model using syllable patterns and knowledge of prefixes to divide the word: disadvantage. Point out that each syllable is like reading a small word. Read each syllable and then blend the syllables together: dis/ad/va/n/tage. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Prefixes re-, un-
Focus Words: relearn, recycle, uncover, uncommon
Write the following words on the chalkboard: relearn, recycle, uncover, uncommon. Ask students to read each word and identify the prefixes. Then ask them to answer questions about the words, for example: When would you need to relearn something? What does it mean to recycle? What is something you can uncover? What does it mean to be uncommon?

Introduce Prefixes dis-, mis-, pre-
Model
Write the words disagree, misdeed, and preteen on the chalkboard and circle the prefixes. Say: When prefixes are added to base words, they change the meaning of the word. The word disagree has the prefix dis- and the base word agree. The prefix dis- means “not” or “opposite of.” If I agree with what a person says, then I think they are right. If I disagree, then I don’t agree with them and I don’t think they are right.

Misdeed has the prefix mis-. A deed is an action of some kind. The prefix mis- means “wrongly.” A misdeed would be a wrong action.

Preteen has the prefix pre-. A teen is someone between thirteen and nineteen years old. The prefix pre- means “before,” so a preteen would be younger than age thirteen.

Guide
Write the words dishonest, misbehave, and prepay on the chalkboard. Remind students that dis- means “not.” Ask students what dishonest means. Ask students what the prefix mis- means. Then ask them what misbehave means if they know that the prefix means “wrongly.” Repeat with the word prepay.

Apply
Write the words disloyal, prehistoric, and misprint on the chalkboard. Have students turn to their neighbor and talk about the prefixes in each word and what each word means. Have them use each word in an oral sentence.
**Spelling Words with Prefixes**

**Unit Spelling Words:** disagree, dishonest, misspell, misplace, mislead, preteen, pretest, prehistoric

Write all of the spelling words on the chalkboard. **Say:** Each of the spelling words has the prefix dis-, mis-, or pre-. Look at the words disagree and dishonest. The prefix dis- on both words means “the opposite of” or “not.” Disagree means “to not agree” and dishonest means “to not be honest.” Ask volunteers to come up and circle the prefix in the words and underline the base words.

**Say:** The words misspell, misplace, and mislead all have the prefix mis-, which means “wrongly.” What happens when you misspell a word? What kinds of things are easy to misplace? Why or when might someone want to mislead you? Ask volunteers to come up and circle the prefix in the words and underline the base words. Tell students to remember to include the double s in misspell, one for the prefix and one for the base word spell.

**Say:** The words preteen, pretest, and prehistoric all have the prefix pre-, which means “before.” Is a student in fourth grade a preteen? When or why do you take a pretest? What is something that is prehistoric and why? Ask volunteers to come up and circle the prefix in the words and underline the base words.

Have students write each spelling word in their word study notebooks. Tell them to circle the prefix in each word and underline the base word. Have them write a short definition for each word.

**Assessment Tip**

Observe students to see if they understand that a prefix changes the meaning of a base word. Also note whether they are able to identify the prefixes and base words and can determine a word’s meaning based on the prefix.

**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
Help students recognize prefixes and base words by writing word equations on the chalkboard several times a day. Ask students to solve each equation and state a brief meaning for the word, for example, \( \text{dis} + \text{like} = \underline{\text{____}}, \) which means _____.

Common Features Sort

<table>
<thead>
<tr>
<th>dis-</th>
<th>mis-</th>
<th>pre-</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
<td>misspell</td>
<td>preschool</td>
</tr>
<tr>
<td>dislike</td>
<td>mismatch</td>
<td>prefix</td>
</tr>
<tr>
<td>disable</td>
<td>misbehave</td>
<td>premature</td>
</tr>
<tr>
<td>disobey</td>
<td>misconduct</td>
<td>preteen</td>
</tr>
<tr>
<td>dishonest</td>
<td>misdeed</td>
<td></td>
</tr>
<tr>
<td>disloyal</td>
<td>misfit</td>
<td></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 dis-, mis-, pre-
Teacher Word Cards: dislike, mismatch, preview
Teacher Category Cards: dis-, mis-, pre-

Show students the anchor poster and tell them to use it as a reference as you review the prefixes dis-, mis-, and pre-. Write the words dislike, mismatch, and preview on the chalkboard. Ask students to tell you the prefix in each word and ask volunteers to come up and circle the prefixes and underline the base words. Have pairs of students ask each other questions about the words, such as, What is something you dislike?

Common Features Sort
Teacher Word Cards: disable, misspell, prefix
Teacher Category Cards: dis-, mis-, pre-

Place the category cards in a row in the pocket chart and the word cards in a group to the side. Say: What is the prefix in disable? What category should I sort disable under? What is the prefix in misspell? What category does misspell go under? What is the prefix in the word prefix?

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

Spelling. Have students create a chart in their word study notebooks with the headings Word, Prefix, Base Word, Meaning. Ask them to write the spelling words in the first column and then complete the rest of the chart for each word.
Day Three

Assessment Tip
Monitor students to make sure they are able to identify prefixes and base words, and can determine the meanings of the words with prefixes. Note if students are using their understanding of prefixes to complete BLM 7.

Meaning Sort

Teacher Word Cards: pretest, misguide, discolor
Teacher Category Cards: not or opposite of, wrongly, before

Place the category cards in a row in the pocket chart. Say: When you’re working with words with prefixes, it’s important to know what the base word means, what the prefix means, and what the new word means. The prefix for pretest is pre-. Does the word mean “getting something wrong on a test,” “not taking a test,” or “taking a test before studying something”? I know the prefix pre- means “before,” so a pretest is a test you take before studying to see what you already know. I’ll place this word under before.

Have students help you sort the remaining words, using what they know about the meanings of the base words and the prefixes.

Give students the word cards from BLM 4 and the category cards from BLM 2: not or opposite of, wrongly, and before. Have students work independently to sort the word cards according to what the prefixes mean.

Buddy Sort

Give pairs of students a set of word cards from BLM 5 and the prefix category cards from BLM 2. Ask them to take turns drawing a word card, identifying the prefix, and placing the word in the appropriate category.

Applying Meaning. Give students BLM 7 and have them use the words with prefixes in sentences.

Buddy Sort

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.
Day Four

Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of words with prefixes.

Word Hunt

Give students the reading passage from BLM 9. Tell them to work independently to read the passage and circle the words with the prefixes dis-, mis-, and pre-.

When students have completed their word hunt, have them write the words they found on the chart in their word study notebooks that they created on Day Two. Ask them to write the word, the prefix, the base word, and the meaning for each 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: unwrap, recharge, unclear.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: dishonest, misplace, preteen.

Dictate the following sentence and have students write it on their papers: I disagree with the answers on the pretest about this prehistoric period.

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 dis-, mis-, and pre- using the Quick-Check for Unit 29.

Suggestions for Independent Practice
Open Sort. Have students work with a partner using all or some of the word cards. Tell them to sort the words in as many ways as they can think of—for example, by prefixes, alphabetically by third letter, by number of syllables, vowel and consonant sounds, and so on. Have them keep a list of their sorts to share with the class.

Finish the Sentence. Have pairs of students each select eight to ten word cards. Tell them to take turns thinking of a sentence for each word and then asking their partner to finish the sentence with a prefix word that makes sense in the sentence.

Speed Sort. Have partners place the word cards from BLM 3 facedown between them. Tell them to take turns drawing a word card, reading it, and sorting it into the correct prefix category as quickly as they can.

Make Words. Give each student the word cards from BLM 5. Tell them to use the prefixes from this unit and also from the previous unit (re-, un-) to make new words with new prefixes. Tell them to write their new words in their word study notebooks to share with the class.
Unit 29 Quick-Check: Prefixes dis-, mis-, pre-

Answer Questions
Directions: Look at the words in each row and write the word with a prefix that makes a real word.

1. misspell disspell prespell ________________
2. miscomfort discomfort precomfort ________________
3. misschool disschool preschool ________________
4. miscaution discaution precaution ________________

Apply
Directions: In the space below, list one word with the prefix mis-, one word with the prefix dis-, and one word with the prefix pre-.

_____________________   _______________________   _______________________

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>discontent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prepay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preset</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mistreat</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Think and Write about Prefixes dis-, mis-, pre-
Directions: In the space below, explain how understanding prefixes dis-, mis-, and pre- helps you as a reader, speller, and writer.