Lesson Objectives

Day 1  
**Students will:**
- Read and write words with prefixes *ex-, non-, and in-*

Day 2  
**Students will:**
- Sort words by prefixes *ex-, non-, and in-*

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 3

Day 3  
**Students will:**
- Sort words according to the prefixes *ex-, non-, and in-*

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

Day 4  
**Students will:**
- Identify words with prefixes *ex-, non-, and in-*
- Create lists of words organized by their prefixes
- Write and spell words prefixes *ex-, non-, and in-*

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

Day 5  
**Students will:**
- Spell words prefixes *ex-, non-, and in-*

**Materials:**
- Quick-Check Assessment

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**Materials:***
- Word Study Notebooks
- Pocket Chart
- BLM 5: Spelling Peer Check
- BLM 4: Word Cards

**Reading Passage (BLM 9):**

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Dan decided he would start a group that gave farm animals to people in need. While many of these groups give away money or services, one organization gives something rather unusual: farm animals.

One heifer, or cow, for example, would provide milk to drink or sell. The milk could help feed a child who is hungry. Or the milk could help a family be able to get their own food. Giving them food a few times would not help. Giving them a cow would. The group also helps families grow their own food.

So, the number of families helped can expand more quickly. Heifer also trains people to care for their animals so they are not treated inhumanely. They are asked to give "pass on the gift." They are asked to give the gift of farm animals to other families.

Hopes someday to end poverty and hunger, one animal at a time.
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**Spelling Dictation (BLM 10):**

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1. exceed  __________________________________________________________
2. nonstick  _________________________________________________________
3. incomplete _______________________________________________________
4. incorrect  _________________________________________________________
5. nonfiction _________________________________________________________
6. ex-, non- in-______________________________________________________
7. inland  __________________________________________________________
8. ____________land
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**Spelling Peer Check (BLM 11):**

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1. explore  ___________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
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**Word Study Notebooks:**
- *Word Study & Vocabulary 2: Unit 25: Prefixes*
- *Anchor Chart (BLM 1)*
- *Category Cards (BLM 2)*
- *Word Cards (BLM 3)*
- *Word Cards (BLM 4)*
- *Word Cards (BLM 5)*
- *Word Cards (BLM 6)*
- *Word Cards (BLM 7)*
- *Word Cards (BLM 8)*
- *Take-Home Activity (BLM 9)*
- *Take-Home Activity (BLM 10)*
- *Spelling Dictation (BLM 10)*

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

Supporting ELs

Point out to Spanish-speaking ELs that many Spanish words also contain the prefixes **ex-** and **in-**: explorer/explore; exceed/extend; invisible/invisible. Instead of the prefix **non-**, Spanish uses the word **no** and the prefixes **in-** and **des-**. Write the words on the chalkboard and have ELs work with fluent English-speaking partners to discuss these cognates and then create a personal dictionary that includes the spelling and meaning of this week’s spelling words.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word **invisible** on the chalkboard. Show how you divide the word into four syllables between the consonants **n** and **v**, between the consonant **s** and the vowel **i**, and between the vowel **i** and the consonant **b**. Explain that you now have four syllables. Reinforce that the first syllable contains the prefix **in-**. Read each syllable and then blend the syllables together: **in/vis/i/ble**. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Consonants c, s, t with Vowel i

**Focus Words**: special, vision, option, conscience, session, caption

Write the focus words on the chalkboard and ask students what they remember about these words. If needed, remind them that these are words that have the /sh/ sound spelled **ci**, **si**, or **ti**.

Have students write a sentence with each focus word.

Introduce Prefixes ex-, non-, in-

**Model**

Write the words **exclaim**, **income**, and **nonsense** on the chalkboard and read the words aloud. Have students repeat the words. **Say:** These words all have prefixes. Prefixes are added to the beginning of a base word and change its meaning. Look at **exclaim**. It has the prefix **ex-** added to the beginning. The prefix **ex-** means “out” or “away from.” Underline **ex-**. Explain that **exclaim** means “to speak suddenly.” Tell students that sometimes knowing the meaning of a prefix and a base word will help them know the meaning of a word. Other times it may not, as in the case of **exclaim**.

**Say:** Look at **nonsense**. It has the prefix **non-** added to the beginning. The prefix **non-** means “not.” Underline **non-** and ask students about the meaning of the word. If needed, define it as “something that does not make sense.”

**Say:** Now look at **income**. It has the prefix **in-** added before the base word. In the word **income**, **in-** means “in” or “into.” **In-** can also mean “not,” just like the prefix **non-**. Underline **in-**. Define the word for students as “money that ‘comes in’ to a household.”

**Guide**

Draw a three-column chart on the chalkboard with the headings: **ex-**, **non-**, and **in-**. Have students copy the chart in their word study notebooks.

Write **extend**, **nonfiction**, and **incorrect** on the chalkboard and read them aloud. Then have students sort these words in their word study notebooks.

**Apply**

Ask students to work with a partner to create sentences in their word study notebooks with the words from the columns of their charts.
Spelling Words with Prefixes ex-, non-, in-

Unit Spelling Words: exhaust, nonprofit, insane, exceed, exhale, nonstick, nonviolent, insight

Write the words *exhaust, nonprofit, and insane* on the chalkboard and read them aloud. Point out the base word *profit* in *nonprofit* and *sane* in *insane*. Also point out that *exhaust* does not have a base word. Remind students of the meanings of the prefixes in each word. Go over the meanings of words that students might not know.

Write the remaining spelling words on the chalkboard and read them with students. Ask volunteers to use a spelling word in an oral sentence.

Have students copy the spelling words in their word study notebooks. Have partners check each other’s spellings.

Ask students to circle the prefix in each spelling word and to discuss the meaning of the word and prefix with a partner.

Assessment Tip

Note which students have difficulty identifying the prefixes. You may want to work with these students, pointing out the prefix in each word. You can also have students keep the anchor poster on BLM 1 next to them to use as a reference.

Home/School Connection

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

Pattern Sort

<table>
<thead>
<tr>
<th>ex-</th>
<th>non-</th>
<th>in-</th>
</tr>
</thead>
<tbody>
<tr>
<td>exclam</td>
<td>nonexistent</td>
<td>income</td>
</tr>
<tr>
<td>exclude</td>
<td>nonliving</td>
<td>incomplete</td>
</tr>
<tr>
<td>exit</td>
<td>nonsense</td>
<td>incorrect</td>
</tr>
<tr>
<td>express</td>
<td>indent</td>
<td>indecent</td>
</tr>
<tr>
<td>extend</td>
<td>indoor</td>
<td>ingrown</td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>ex-</th>
<th>non-</th>
<th>in-</th>
</tr>
</thead>
<tbody>
<tr>
<td>exceed</td>
<td>nonfiction</td>
<td>infield</td>
</tr>
<tr>
<td>excel</td>
<td>nonprofit</td>
<td>inflow</td>
</tr>
<tr>
<td>excellent</td>
<td>nonstick</td>
<td>inhabit</td>
</tr>
<tr>
<td>exhale</td>
<td>human</td>
<td>insane</td>
</tr>
<tr>
<td>expand</td>
<td>insight</td>
<td>invisible</td>
</tr>
<tr>
<td>explore</td>
<td></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 the directions. Also pronounce and define each word for them.

Review Prefixes ex-, non-, in-

Read through the anchor poster with students. Ask volunteers to come up with their own example sentences for each word with prefixes ex-, non-, and in- shown on the poster. Then have them identify the prefix in each word.

Pattern Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards

Place the category cards next to each other in a pocket chart.

Show the words cards for exclude, incomplete, and nonsense to students and read them aloud.

Think aloud: I see a prefix in all of these words. Exclude has ex-, incomplete has in-, and nonsense has non-. I know that a prefix is a word part that is added to the beginning of another word. I also know that the prefix ex- means “out” or “away from,” the prefix non- means “not,” and the prefix in- means “not” or “in” or “into.”

Have students help you place the word cards under the correct category cards in the pocket chart.

Then have students help you sort the remaining cards from BLM 3 and ask them to explain why each word belongs in the category.

Buddy Sort

Give pairs of students the ex-, non-, and in- category cards from BLM 2. Have them use word cards from BLM 4 for this sort. Have partners alternate between reading a word aloud to each other and telling the prefix category (ex-, non-, in-) into which the word should be sorted.

Spelling. Ask students to choose four words they feel they need more practice with and have them write the words several times in their word study notebooks.
Teacher-Directed Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards

Give each pair of students one of the teacher word cards from BLM 5. Have students hold up their cards. Read each word aloud with students and discuss the meaning of the word. Gather the cards into a stack after all the words have been discussed.

Place the category cards in a pocket chart next to one another. Tell students that they will sort the words according to these prefixes.

Take a word card and read it to students. Ask them to tell you in which category you should place the word card. Repeat with all the cards.

After all the words have been sorted, read each list of words and ask students if they are sure the words are sorted in the correct columns. Discuss with students which words belong in which columns and why.

Applying Meaning. Give students BLM 7 and have them complete the activity, choosing the word that doesn’t fit with the others in the set.

Assessment Tip
Use students’ completed BLM 7 to assess their understanding of the spelling patterns for the words. Note whether they need more practice in applying the different spellings.

Providing Support
ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner and a dictionary 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 and the meanings of the words 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 *ex-*, *non-*, and *in-*. Once they have completed the word hunt, have them sort the words by prefix in their word study notebooks.

Then, have students work with partners and read the words they found aloud.

Word Hunt

Tell students that today they will be going on a word hunt, looking for examples of words that have the prefixes *ex-*, *non-*, and *in-* in a passage about the organization Heifer International. Point out that the word *international* doesn’t begin with the prefix *in-* but with the prefix *inter-*. Give each student a copy of the passage on BLM 9. Read a few lines with students and model finding and circling words with the target prefixes. Then ask students to complete the word hunt on their own.

Once they have completed the word hunt, have them sort the words by prefix in their word study notebooks.

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: *glacier*, *mansion*, *patient*.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: *exhale*, *invisible*, *nonviolent*.

Dictate the following sentence and have students write it on their papers: *Gerard’s idea to explore the cave seemed insane at first*.

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.

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**The Gift of Animals**

“Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.” — Chinese proverb

There are thousands of nonprofit groups in the world that aim to help those in need. While many of these groups give away money or services, one gives something rather unusual: farm animals.

Heifer International got its start with Dan West, a farmer from the Midwest. During the Spanish Civil War, Dan helped by giving milk to hungry children. Their sad state led him to an important insight: hungry people need to be able to get their own food. Giving them food only a few times would not help.

Dan decided he would start a group that gave farm animals to people to raise. The people could use the animals both for food and for extra income. One heifer, or cow, for example, would provide milk to drink or sell.

Some of the animals given away so far include sheep, rabbits, pigs, camels, yaks, horses, goats, chickens, fish, and even honeybees. Heifer asks anyone who receives an animal to “pass on the gift.” They are asked to give away at least one of the animal’s babies to another family in need. In doing so, the number of families helped can grow more quickly. Heifer also trains people to care for their animals so they are not treated inhumanely.

So far, Heifer International has helped people in 128 countries. The group hopes someday to end poverty and hunger, one animal at a time.
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 words with the prefixes ex-, non-, and in- using the Quick-Check for Unit 25.

Suggestions for Independent Practice

Speed Read. Have pairs of students select up to fifteen word cards and read the words to each other. Then have them take turns reading the words while the other student times their reading with a stopwatch.

Concept Sort. Give pairs or small groups of students a set of word cards. Ask them to sort them into categories of related meanings. For example, all of the adverbs and adjectives might be grouped together. Then have the groups try to guess how other groups have sorted their words.

Prefix/Base Matchup. Give pairs of students a set of word cards cut in half between the prefix and the base and place them facedown. Partners take turns turning over two cards and trying to match prefixes to bases.

Prefix Stories. Have small groups of students write a collaborative story. Students sit in a small circle. One student begins the story by writing a sentence that includes a word with a prefix ex-, non-, or in-. Then the student passes the story to the next student, who writes the next sentence in the story. The story writing continues until it reaches the last person in the circle. After the last student writes the ending of the story, he or she reads the entire story aloud.

Answer Key Unit 25 Quick-Check

Answer Key BLM 6

<table>
<thead>
<tr>
<th>ex-</th>
<th>non-</th>
<th>in-</th>
</tr>
</thead>
<tbody>
<tr>
<td>exhaust</td>
<td>nonskid</td>
<td>inhuman</td>
</tr>
<tr>
<td>exit</td>
<td>nonfiction</td>
<td>informal</td>
</tr>
<tr>
<td>extend</td>
<td>nonfat</td>
<td>invade</td>
</tr>
<tr>
<td>express</td>
<td>informal</td>
<td>inmate</td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. explore
2. indent
3. exclaim
4. exceed
5. inhabit
6. incomplete
7. nonsense
8. express

Answer Key BLM 8

1. inland
2. nonstick
3. incorrect
4. incomplete
5. nonfiction
6. nonstop
7. inland
8. export
Unit 25 Quick-Check: Prefixes ex-, non-, in-

Answer Questions
Directions: Choose the word that does not belong with the others.
1. excavate indoor inhabit
2. nonstop income nonfat
3. insight indent nonprofit
4. exhale exceed inlaid
5. insane nonstick invisible

Apply
Directions: In the space below, list three to five words you know that have prefixes ex-, non-, and in-.

____________   ____________   ____________   ____________   ____________

Directions: Using the words from the word bank, complete the following sort. Write each word in the appropriate prefix category.

<table>
<thead>
<tr>
<th>ex-</th>
<th>non-</th>
<th>in-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Bank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>explore, infield, ingrown, expel, nonviolent, nonskid, exclaim, expand, indecent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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