Lesson Objectives

Day 1

Students will:
- Read and write words with prefixes uni-, bi-, tri-

Materials:
- BLM 1: Anchor Chart

Day 2

Students will:
- Sort words by prefixes uni-, bi-, tri-

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 5

Day 3

Students will:
- Sort words by prefixes uni-, bi-, tri-

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 uni-, bi-, tri-
- Create lists of words organized by their spelling patterns
- Write and spell words prefixes uni-, bi-, tri-

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

Day 5

Students will:
- Spell words prefixes uni-, bi-, tri-

Materials:
- Quick-Check Assessment

Reading Passage (BLM 9)

Spelling Dictation (BLM 10)

Spelling Peer Check (BLM 11)

Anchor Chart (BLM 1)

Category Cards (BLM 2)

Word Cards (BLM 3)

Word Cards (BLM 4)

Word Cards (BLM 5)

Take-Home Activity (BLM 6)

Classroom Activity (BLM 7)

Take-Home Activity (BLM 8)

Additional Materials:
- Word Study Notebooks
- Pocket Chart
- Dictionaries (Day 1)
- Stopwatches (Day 3)
Day One

Supporting ELs
Have ELs partner with a fluent English speaker to compare numbers in their native language and English and identify any cognates. Explain to students that prefixes related to numbers also have Spanish cognates: unido(a)/united; la trilogía/trilogy; el unicornio/unicorn; bisecar/bisect; el triángulo/triangle; único(a)/unique; triple/triple. Have ELs create charts of prefixes and cognates to help them remember English prefixes.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word unicorn on the chalkboard. Show how you divide the word into three syllables between the vowel u and the consonant n and between the vowel i and the consonant c. Explain that you now have three syllables. Reinforce that the first and second syllable contain the prefix uni-. Read each syllable and then blend the syllables together: u/ni/corn, unicorn. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Prefixes ex-, non-, in-
Focus Words: exit, nonfiction, incomplete
Ask students what prefixes occur in exit, nonfiction, and incomplete. Point out prefixes ex-, non-, and in- if needed.
Have students to work with a partner to use each of the words in an oral sentence.

Introduce Prefixes uni-, bi- tri-
Model
Remind students that they have been learning about prefixes. Say: Prefixes are added to the beginning of a base word and often change the meaning of that word.

Write the words unicycle, bicycle, and tricycle on the chalkboard and read the words aloud. Have students repeat the words. Say: These words have prefixes added to the beginning of the base words. Look at unicycle. It has the prefix uni- added to the beginning. The prefix uni- means “one.” When uni- is added to cycle, it means “a cycle with one wheel.” Underline uni-.

Say: Look at bicycle. It has the prefix bi- added to the beginning. The prefix bi- means “two.” It changes the meaning of cycle to “a cycle with two wheels.” Underline bi-.

Say: Now look at tricycle. It has the prefix tri- added to the beginning of the base word. Tri- means “three.” It changes the meaning of cycle to “a cycle with three wheels.” Underline tri-.

Guide
Draw a three-column chart on the chalkboard with the headings: uni-, bi-, and tri-. With students, decide which column each of the words on the chalkboard belongs in and write the words in the correct column. Then have students copy the chart into their notebooks.

Write united, biweekly, and trilogy on the chalkboard and read them aloud. Reinforce the rule that when a prefix is added to the beginning of a base word, it changes its meaning. Have students sort each word into the correct column of the chart in their word study notebooks. Then write the correct answers on the chalkboard and have students check their work.

Apply
Ask students to work with a partner to identify how the meaning of each word changed when the prefixes were added. Encourage students to use dictionaries.
Spelling Words with Prefixes uni-, bi- tri-

Unit Spelling Words: united, biweekly, trilateral, unicorn, bisect, unique, triple, universal

Write the words united, biweekly, and trilogy on the chalkboard and read them aloud. Point out the base word weekly in biweekly. Go over any word that students might not know, such as trilateral. Remind students of the meanings of the prefixes in each word. Give students the anchor chart on BLM 1 and have students copy the rules in their word study notebooks.

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

Ask students to 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 identify the meaning of each one to a partner.

Assessment Tip

Offer students who are having difficulty sorting prefixes the opportunity to use the anchor chart on BLM 1 as a resource. Help them add additional in-, bi-, and tri- words to the BLM, along with example sentences.

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

Closed Sort

<table>
<thead>
<tr>
<th>bi-</th>
<th>tri-</th>
<th>uni-</th>
</tr>
</thead>
<tbody>
<tr>
<td>bicycle</td>
<td>triangle</td>
<td>unicorn</td>
</tr>
<tr>
<td>biplane</td>
<td>tricycle</td>
<td>unicycle</td>
</tr>
<tr>
<td>bisect</td>
<td>trilogy</td>
<td>union</td>
</tr>
<tr>
<td>biweekly</td>
<td>triplet</td>
<td>unique</td>
</tr>
<tr>
<td></td>
<td>trisect</td>
<td>unisex</td>
</tr>
<tr>
<td></td>
<td></td>
<td>united</td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>bi-</th>
<th>tri-</th>
<th>uni-</th>
</tr>
</thead>
<tbody>
<tr>
<td>biannual</td>
<td>trilateral</td>
<td>uniform</td>
</tr>
<tr>
<td>biceps</td>
<td>trillion</td>
<td>unilateral</td>
</tr>
<tr>
<td>bilingual</td>
<td>trimester</td>
<td>unison</td>
</tr>
<tr>
<td>billion</td>
<td>trio</td>
<td>unitard</td>
</tr>
<tr>
<td>binocular</td>
<td>tripod</td>
<td>universe</td>
</tr>
<tr>
<td>bivalve</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 uni-, bi-, tri-

Show students the anchor poster and ask volunteers to name several examples of other uni-, bi-, or tri- words.

Closed Sort

Teacher Word Cards: bicycle, triangle, unicorn
Teacher Category Cards: bi-, tri-, uni-

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

Think aloud: I see a prefix in all of these words. I know from our earlier discussion that a prefix is a word part that is added to the beginning of another word. I also know that the prefix bi- means “two,” the prefix tri- means “three,” and the prefix uni- means “one.” I am going to sort the word bicycle. It contains bi- so I will sort it under bi-.

Have students help you place the other two word cards in the correct category.

Give students the category cards for uni-, bi-, and tri- from BLM 2 and the word cards from BLM 3.

Have students work in small groups to sort the remaining cards from BLM 3. Then ask them to explain why each word belongs in the category.

Buddy Sort

Give pairs of students the category cards from BLM 2. Have them use word cards from BLM 4 for this sort. Have partners alternate between reading a card and telling into which category it should be sorted.

Spelling. Ask students to write each spelling word in their word study notebooks while looking at the word. Then have students cover the words, one at a time, and try to spell them without looking. Then have the students rewrite them without looking.
Blind Sort

Teacher Word Cards: same as BLM 5
Teacher Category Cards

Remind students that prefixes are added to the beginning of a word.

Place the teacher category cards in a pocket chart so that students can see them.

Tell students that you will call out one word at a time and they will write the word in the appropriate category in their word study notebooks. Call out the words from BLM 5.

If students need support, write the word on the chalkboard to either model the spelling or to have students check their spelling.

Applying Meaning. Give students BLM 7 and have them complete the cloze activity.

Speed Sort

Have students use words from either BLM 3 or BLM 4 to complete the “Speed Sort.” Have students work with a partner.

Tell students to sort the words into three categories: uni-, bi-, and tri-. Have students time themselves using a stopwatch. Have them repeat the sort to increase their time.

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.

Blind Sort

<table>
<thead>
<tr>
<th>bi-</th>
<th>tri-</th>
<th>uni-</th>
</tr>
</thead>
<tbody>
<tr>
<td>bifocals</td>
<td>triad</td>
<td>unanimous</td>
</tr>
<tr>
<td>bimonthly</td>
<td>triathlon</td>
<td>unify</td>
</tr>
<tr>
<td>biped</td>
<td>triceratops</td>
<td>unity</td>
</tr>
<tr>
<td>biplane</td>
<td>trinity</td>
<td>universal</td>
</tr>
<tr>
<td>bionic</td>
<td>trivet</td>
<td></td>
</tr>
<tr>
<td>binary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bilateral</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Day Three

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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 the target prefixes.

Word Hunt
Tell students that for today’s word hunt, they will be looking for examples of words that have the prefixes uni-, bi-, and tri-.

Give students copies 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.

After they have completed the word hunt, have them sort the words they found in their word study notebooks.

Then, have students meet together in small groups and read the words they found aloud to the group.

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: exceed, insane, nonprofit.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: unique, bisect, triple.

Dictate the following sentence and have students write it on their papers: In our biweekly reading group, we discussed the third book in the fantasy trilogy, which featured a lion and a unicorn.

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 words with the prefixes uni-, bi-, and tri- using the Quick-Check for Unit 26.

Suggestions for Independent Practice

Word Charades. Give groups of students a stack of word cards. One student chooses a word card and uses gestures and pantomime to define that word. Students guess the word and the first student to guess correctly chooses the next card. The object is to guess the most words correctly.

Word Explorers. Give students magazines or newspapers that can be cut up. Have them search for words that include this week’s prefixes and then circle or cut out the words. Afterward, they can sort the words by prefix.

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.

Prefix Match Up. Give pairs of students the three prefix category cards and a set of word cards. Have students place the prefixes faceup. Partners then take turns turning over a card and trying to match it to its prefix.

Answer Key Unit 26 Quick-Check

Answer Key BLM 6

<table>
<thead>
<tr>
<th>uni-</th>
<th>bi-</th>
<th>tri-</th>
</tr>
</thead>
<tbody>
<tr>
<td>unity</td>
<td>biplane</td>
<td>triceratops</td>
</tr>
<tr>
<td>universal</td>
<td>biceps</td>
<td>trinity</td>
</tr>
<tr>
<td>union</td>
<td>bilingual</td>
<td>triad</td>
</tr>
<tr>
<td>unique</td>
<td>bisect</td>
<td>trilogy</td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. triceratops
2. universe
3. biceps
4. Bifocals
5. unicycle
6. trilogy
7. union

Answer Key BLM 8

1. bicycle
2. triangle
3. unique
4. uniform
5. triathlon
6. binoculars
Unit 26 Quick-Check: Prefixes uni-, bi-, tri-

Answer Questions
Directions: Choose the word that does not belong with the others.
1. unicycle united bicycle
2. trio biceps trilateral
3. tripod tricycle universe
4. billion unison uniform
5. biweekly bisect universal
6. triceratops uniform united
7. triathlon binocular biped
8. triple triangle bifocals

Apply
Directions: In the space below, list three to five words you know that have the prefix uni-, bi-, or tri-.

_________________________   ______________________   ______________________   ______________________   ______________________

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

<table>
<thead>
<tr>
<th>bi-</th>
<th>tri-</th>
<th>uni-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Word Bank
bilingual, biceps, triple, union, unison, trilateral, trilogy, unicorn, unique

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