Lesson Objectives

Day 1
Students will:
- Understand the function and meaning of prefixes and base words
- Understand the meaning of prefixes in- ("not"), un- ("not, opposite of"), dis- ("not, opposite of"), and mis- ("bad, badly")
- Read and write words with prefixes in-, un-, dis-, and mis-

Day 2
Students will:
- Sort words by prefixes
- Use and define words with prefixes in-, un-, dis-, and mis-

Materials:
- Anchor Poster
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards—in-, un-, dis-, mis-
- Teacher Word Cards—same as BLM 3

Day 3
Students will:
- Sort words with prefixes in-, un-, dis-, and mis- according to meaning
- Use knowledge of meanings and spelling patterns of in-, un-, dis-, and mis- words in sentences

Materials:
- BLM 2: Category Cards
- BLM 5: Word Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards—not or opposite of, bad or badly
- Teacher Word Cards—same as BLM 4

Day 4
Students will:
- Identify words with prefixes in-, un-, dis-, and mis- in a passage
- Identify in-, un-, dis-, and mis- words that do not follow the rules for changing the base word meanings
- Write and spell words with in-, un-, dis-, and mis-

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

Day 5
Students will:
- Spell words using in-, un-, dis-, and mis-

Materials:
- Quick-Check Assessment

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

Supporting ELs
Review the meaning of the base words sincere, easy, connect, and fortune. Define the words using gestures, sketches, or pantomime where possible. Then, word by word, review the meaning, add the prefix, and show by X marks that the meaning of the words has changed to the opposite.

Repeat this process with other base words for challenging words from this lesson.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, write the word disconnect on the chalkboard. Point out the three vowels, each having a vowel sound, indicating three syllables. Show how you divide the word into syllables using the syllable pattern rule for dividing between consonants: dis/con/nec/t. Point out that the individual syllables are easier to read and are similar to short words they know. Model reading each syllable and then blending the syllables together: dis/con/nec/t: disconnect. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Spelling i before e Except after c
Focus Words: priest, neither, weigh, grief, conceit, sleigh
Write the focus words on the chalkboard. Ask students to read the words and determine the vowel sounds in each word and the letters that stand for those vowel sounds. Make sure students understand that ei can stand for the long e sound and the long a sound.

Introduce Prefixes in-, un-, dis-, mis-

Model
Write the following words on the chalkboard and read them aloud: insincere, uneasy, disconnect, misfortune. Explain that each of these words contains a base word and a prefix.

Define base words and prefixes. Say: A prefix is a set of letters added to the beginning of a base word. Prefixes change the meaning of the base word. A base word is the main word part.

Point to the in- in insincere and circle the base word. Say: In- is the prefix and sincere is the base word.

Ask students to define sincere. As needed, supply the definition “real, honest, or genuine.” Then explain that the prefix in- means “not.” Say: So insincere means “not sincere” or “not honest and genuine.” Adding the prefix gives the opposite meaning. The prefix in- has another meaning—“into”—as in information, for example. However, this unit will focus on the “not” meaning.

Ask students to name the prefix and define the base word. Say: All these prefixes change the base word to a negative meaning or to an opposite meaning. In- means “not.” Un- or dis- mean “not” or “the opposite of,” and mis- means “bad” or “badly.”

Guide
Ask a volunteer to come to the chalkboard and read the word uneasy. Have the student circle the prefix and the base word. Make sure students understand that the word describes a feeling that is “not easy.”

Repeat this activity with the words disconnect and misfortune.

On the chalkboard, draw four columns with the following heads: in-, un-, dis-, and mis-. Have students brainstorm words with these prefixes and write them on the chalkboard. Caution students to watch out for false prefixes in words such as uncle.
Apply
Have partners tell each other the meanings of the prefixes and how they change the meaning of the base words.

Spelling Words with Prefixes

Unit Spelling Words: disrespect, disapprove, incredible, infrequent, mischief, misstep, uncommon, ungrateful

Write the word respect on the chalkboard. Say: When we respect someone, we hold them in esteem and think highly of them. Model combining the prefix dis- to the base word to spell the word disrespect. Say: When we add the prefix dis-, we change the meaning. Disrespect means the opposite of respect.

Repeat with the word approve, providing the meaning, and discussing how the meaning changes when we add the prefix dis-.

Point out that when we add the prefix dis- to base words, the spellings of the base words do not change.

Next write the word credible on the chalkboard. Discuss the meaning of the word. Model combining the prefix in- to the base word to spell the word: in- + credible = incredible. Ask students how the meaning of credible has changed by adding the prefix.

Explain that the prefixes in-, un-, and mis- change a word to the opposite or negative meaning. Demonstrate adding prefixes to base words to spell the words infrequent, mischief, misstep, uncommon, and ungrateful.

Remind students that words with the prefixes mis- and dis- should have only one s before the base word. Point out that words like misstep have a double s because the base word begins with s.

Have students read all the spelling words. Ask volunteers to create oral sentences using the words.

Have students copy the spelling words into their writing notebooks. Encourage students to watch for base words that are irregular or commonly misspelled, such as chief or grateful. Have partners check each other’s spelling. Then have them circle the prefixes in each word.

Assessment Tip
Notice which students are having difficulty identifying prefixes or creating meaningful sentences with this week’s words. Provide sample sentences that reinforce the spelling and meaning of the words.

If students are struggling with the spelling words, confirm whether the issue is with the spelling of the base word or with the addition of the prefix. Identify any spelling rules students need to review, and reteach those words to students.

Home/School Connection
Students can take home the list of spelling words and practice reading, writing, and spelling the words with a family member.
Review Prefixes in-, un-, dis-, mis-

Show students the anchor poster and ask them to define base words and prefixes in their own words.

Then list the following words on the chalkboard: distrust, inability, misfit, unlucky. Have partners each choose a word. Then have partners work together to identify each word’s prefix and then define the word.

Pattern Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards: in-, un-, dis-, mis-

Place the category cards in a row in the pocket chart and hold up the word card inability.

Think aloud: Inability has the prefix in- which means “not.” So inability goes in the category in-. Inability is when someone is not able to do something. For example, I have an inability to speak Italian.

Hold up the word card distrust. Ask students under which category it belongs. After students have answered correctly, place the word card in the dis- category. Then ask a volunteer to define the word and use it in a sentence.

Have students help you sort the remaining words. Have them describe the meaning of the word and prefix to each other as they sort them.

Buddy Sort

Give pairs of students the prefix category cards from BLM 2 and the word cards from BLM 4. Ask pairs to work together to sort the words into the appropriate categories.

Spelling. Remind students that base word spellings do not change when you add the prefixes in-, un-, dis-, and mis-. Ask students to practice writing each spelling word two times and then ask a partner to check their spelling.
 Meaning Sort

Teacher Word Cards: same as BLM 4
Teacher Category Cards: not or opposite of, bad or badly

Remind students that the prefixes add meaning to words. When the prefixes dis-, in-, and un- are added to some words, they change the meaning to the opposite of the base word. When mis- is added, it adds the meaning “bad or badly” to the base word.

Hold up the card for misfortune. Say: The prefix mis- means “bad” and fortune means “chance” or “success.” Into which of these categories should I place misfortune?

Place the misfortune in the pocket chart and hold up the word card for unfasten. Say: Unfasten is the opposite of fasten. I’ll place this card in the pocket chart under not or opposite of.

Hold up the word card for dishonest. Ask students where you should place the card in the pocket chart.

Continue holding up the teacher words cards, asking students to help you sort them into the correct categories.

Independent Sort

Give students the definition category cards from BLM 2 and word cards from BLM 5. Ask them to sort each word under its definition.

Oddballs

Point out to students that some words with the prefixes in-, un-, and dis- do not mean exactly the opposite of their base word. Write the word disease on the chalkboard. Say: In the word disease, the prefix dis- doesn’t exactly give the base word ease its opposite meaning, because the word disease seems more serious than “not ease.”

Write the following two words on the chalkboard: mistake and mischief. Say: We don’t usually think of mistake and mischief as “bad take” and “bad chief,” but the “bad” meaning of the prefix mis- is still clear in these words.

Applying Meaning. Give students BLM 7 and have them complete the cloze, choosing the correct in-, un-, dis-, mis- word.
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 prefixes in-, un-, dis-, and mis-.

Word Hunt
Distribute BLM 9 to students. Explain that they will read the passage and find words that include the prefixes for in-, un-, dis-, and mis-. Ask students to read the passage through once before looking for the words. Then have them reread the passage and circle the words they find with the prefixes. After students have completed the search, have volunteers share and define the words they found.

Next have students create a four-column chart in their word study notebooks with the headings in-, un-, dis-, and mis-. Have students copy the words they circled into the correct column of the chart.

After students have completed their charts, have them write four sentences, using at least one word with each prefix.

Have volunteers identify the prefix and base word in each of these words. Then ask them to compare the expected meaning of the word to its actual meaning.

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

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: disapprove, infrequent, mischief.

Dictate the following sentence and have students write it on their papers:
The principal was very surprised by the disrespect the student showed her, since this sort of mischief was uncommon at her school.

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 in-, un-, dis-, and mis- using the Quick-Check for Unit 1.

Suggestions for Independent Practice

Matching. Give pairs of students the four 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 partner prefix.

Prefix Pictures. Give a group of six to eight students enough word cards for each student. (Be sure to select the cards that are easiest to draw, such as inhuman, unlucky, or untidy.) Group students into two teams. Then have each student draw a representation of his or her word on the chalkboard. Have groups work together to determine which word the other group has drawn. The object is to identify the most words correctly.

Word Find. Have pairs of students create and solve word finds. Give each student three word cards and a sheet of plain paper. Have them write each word forward or backward in vertical or horizontal columns. Then have them add random letters to complete each column and row. You may wish to model creating the word find on the chalkboard before students begin. After partners have each created a word find, they should swap word finds and solve.

Complete It. Have pairs of students complete cloze sentences with words from the word cards. Each student should create four or five sentences and then exchange sentences and complete them.

Answer Key Unit 1 Quick-Check

<table>
<thead>
<tr>
<th>in-</th>
<th>Meaning: not</th>
<th>un-</th>
<th>Meaning: not or opposite of</th>
</tr>
</thead>
<tbody>
<tr>
<td>incredible</td>
<td>uncommon</td>
<td>infrequent</td>
<td>ungrateful</td>
</tr>
<tr>
<td>inaccurate</td>
<td>uneasy</td>
<td>informal</td>
<td>unexpected</td>
</tr>
<tr>
<td>dis-</td>
<td>Meaning: not or opposite of</td>
<td>mis-</td>
<td>Meaning: bad or badly</td>
</tr>
<tr>
<td>disapprove</td>
<td>mischief</td>
<td>disrespect</td>
<td>misstep</td>
</tr>
<tr>
<td>disrespect</td>
<td>misfit</td>
<td>discourage</td>
<td>mistrust</td>
</tr>
<tr>
<td>discouragement</td>
<td>mistrust</td>
<td>misstep</td>
<td>mistrust</td>
</tr>
<tr>
<td>misleading</td>
<td>misleading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. inexperienced
2. discourage
3. unknown
4. unfriendly
5. unreasonable
6. incredible
7. misspell
8. undo
9. informal
10. disfigure
Unit 1 Quick-Check: Prefixes in-, un-, dis-, mis-

Answer Questions
Directions: Choose the correct word from the word bank to complete each sentence. There will be two words left over.

Word Bank
mistake  disbelief  disprove  unaware  unlucky  untidy

1. I could not hide my ________________ when he told me he was an alien.

2. “I was ________________ that we had to write one hundred words!” Mark exclaimed after his teacher said his essay was too short.

3. Clothes were all over the floor of Jana’s ________________ room.

4. Harold was disappointed that he made a ________________ on his math test.

Apply
Directions: In the space below, list three to five words you know with the prefixes in-, un-, dis-, mis-.

_________________  ______________  ______________  ______________  ______________

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

<table>
<thead>
<tr>
<th>in-</th>
<th>un-</th>
<th>dis-</th>
<th>mis-</th>
</tr>
</thead>
</table>

Word Bank
disgrace, mistake, distaste, inhuman, misleading, unfasten, dishonest, insane, unreasonable

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