Lesson Objectives

Day 1

Students will:
• Understand size prefixes
• Read and write words with size prefixes

Materials:
• Anchor Poster
• Teacher Category Cards—micro-, mega-, super-, hyper-
• Teacher Word Card—megaphone, supermarket, microwave, hyperactive

Day 2

Students will:
• Sort words with Greek and Latin prefixes by meaning
• Sort words by Greek and Latin prefixes

Materials:
• BLM 2: Category Cards
• BLM 5: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—microbe, same as BLM 3

Day 3

Students will:
• Sort word pairs based on whether they are compound words or not
• Sort words by Greek and Latin size prefixes
• Write sentences using Greek and Latin size prefixes

Materials:
• BLMs 4–5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Word Cards—hyperglycemic, megahit, microbe

Day 4

Students will:
• Identify words with Greek and Latin size prefixes in a passage
• Write and spell words with Greek and Latin size prefixes

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

Day 5

Students will:
• Correctly spell words with Greek and Latin size prefixes

Materials:
• Quick-Check Assessment

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

**Supporting ELs**
Some English Learners may have difficulty analyzing the meaning of words with size prefixes. For example, they may know that a **microwave** is an appliance that cooks food. They might not understand how the meaning of **micro-** relates to the meaning of the word **microwave**. Using simple drawings, gestures, and phrases explain that a microwave oven uses microwaves to cook food. Explain that microwaves are small waves of energy used to heat solids or liquids.

**Blending Practice**
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word **supermarket** in the pocket chart. Show how you divide the word into four syllables, **su/per/mar/ket**. Point out where each syllable break occurs. Read each syllable and then blend the syllables together: **su/per/mar/ket**: supermarket. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

**Review Number Prefixes mono-, uni-, bi-, tri-**
Focus Words: monologue, universal, biceps, triad
Write the words **monologue**, **universal**, **biceps**, and **triad** on the chalkboard. Ask students to identify the prefix in each word and identify the meaning.
Have pairs write sentences with each word and then share their sentences with the class.

**Introduce Size Prefixes micro-, mega-, super-, hyper-**
Teacher Word Cards: megaphone, supermarket, microwave, hyperactive
Teacher Category Cards: micro-, mega-, super-, hyper-

**Model**
Write the prefixes **micro-**, **mega-**, **super-**, and **hyper-** on the chalkboard. **Say:** These prefixes are Greek and Latin size prefixes. Write the meaning of each prefix as you point to it. **Micro-** means “small,” **mega-** means “great” or “million,” **hyper-** means “over” or “beyond,” and **super-** means “over” and “above.”
Place the **micro-**, **mega-**, **super-**, and **hyper-** category cards in a pocket chart. Hold up the **megaphone** word card and say the word aloud, emphasizing the prefix. **Say:** The prefix in this word is **mega-**. I will put this card in the **mega-** column. Place the word card under the **mega-** category card in the pocket chart.
Then show students how you can use what you know about the meaning of the word root **phon** (“sound”) to help you understand that a **megaphone** is “something that makes sound very large or loud.”

**Guide**
Write the word **supermarket** on the chalkboard and read it aloud. **Say:** What prefix do you recognize in this word? Have a volunteer underline the prefix **super-**. Guide students to identify the meaning of the prefix as “over, above.” Have them discuss the meaning of the word **supermarket**. Hold up the word card for **supermarket** and have students tell you where to place it according to the size prefix in the word. Place **supermarket** under the **super-** category card in the pocket chart.
Apply

Have students identify the prefixes for the remainder of the word cards and place them under the correct category in the pocket chart. Have students copy the chart in their word study notebooks.

Then have pairs of students brainstorm words they know or have seen that contain a size prefix. Have pairs sort the words in their chart. Ask pairs to share their charts.

Spelling Words with Size Prefixes

Unit Spelling Words: hyperventilate, megabyte, microscope, superhighway, hypersensitive, microbe, megawatt, superficial

Introduce the anchor poster. Have students refer to it as they work with the spelling words.

Write the spelling words on the chalkboard. Have students identify the prefix in each word. Underline each prefix. **Say:** Notice that the spelling of the prefix does not change when it is combined with a base word. Also notice that the prefix does not change the spelling of the base word.

Ask students to copy the spelling words in their word study notebooks. Have partners check each other’s spellings. Ask students to identify the meaning of each spelling word.

Assessment Tip

Notice which students have difficulty sorting words based on the meanings of the size prefixes. If students are having difficulty, have them each write word, use the category cards to identify the prefix, and underline the prefix before sorting the words.

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.
Common Features Sort

<table>
<thead>
<tr>
<th>micro-</th>
<th>mega-</th>
</tr>
</thead>
<tbody>
<tr>
<td>microbus</td>
<td>megabyte</td>
</tr>
<tr>
<td>microcosm</td>
<td>megadose</td>
</tr>
<tr>
<td>microscope</td>
<td>megacycle</td>
</tr>
<tr>
<td>microwave</td>
<td>megaphone</td>
</tr>
<tr>
<td>super-</td>
<td>hyper-</td>
</tr>
<tr>
<td>superhero</td>
<td>hyperactive</td>
</tr>
<tr>
<td>superhighway</td>
<td>hyperbole</td>
</tr>
<tr>
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<td>hypercritical</td>
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<tr>
<td>supervision</td>
<td>hyperventilate</td>
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</table>

Meaning Sort

<table>
<thead>
<tr>
<th>small</th>
<th>great</th>
</tr>
</thead>
<tbody>
<tr>
<td>microbus</td>
<td>megabyte</td>
</tr>
<tr>
<td>microcosm</td>
<td>megadose</td>
</tr>
<tr>
<td>microscope</td>
<td>megacycle</td>
</tr>
<tr>
<td>microwave</td>
<td>megaphone</td>
</tr>
<tr>
<td>over/beyond</td>
<td>over/above</td>
</tr>
<tr>
<td>hyperactive</td>
<td>superhuman</td>
</tr>
<tr>
<td>hyperbole</td>
<td>supervision</td>
</tr>
<tr>
<td>hypercritical</td>
<td></td>
</tr>
</tbody>
</table>

Home/School Connection

Give students 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 Size Prefixes micro-, mega-, super-, hyper-

Write the word supermarket on the chalkboard. Ask students to read the word aloud. Then ask students to identify the size prefix in the word. Have a volunteer underline the prefix super-. Have the class identify the meaning of the prefix super-. Then have the class tell what the word means.

Have students call out the other size prefixes they learned and their meanings. Record the prefixes and meanings on the chalkboard.

Common Features Sort

Teacher Word Card: microbe

Teacher Category Cards: micro-, mega-, super-, hyper-

Place the category cards next to each other in a pocket chart. Hold up the word card microbe. Say: What is the prefix in this word? Where should I put the word in the pocket chart? Students should identify micro- as the prefix and direct you to place the card under the micro- category card. Place the word card under the micro- category card in the pocket chart.

Provide students with prefix category cards from BLM 2 and the BLM 3 word cards. Have students sort the words based on the prefix in each word.

Review students’ sorts and have them record the correct sort in their word study notebooks.

Meaning Sort

Teacher Word Cards: same as BLM 3

Teacher Category Cards: small, great, over/beyond, over/above

Place the meaning category cards next to each other in a pocket chart. Review the meanings of each size prefix with students. Explain that they will sort words by the meanings of the size prefixes they have learned.

Read aloud each word from BLM 3. Have students tell you in which pocket to place each card based on the meaning of the prefix. Discuss word meanings as you sort.

Spelling. Have students sort their spelling words based on the size prefix of each word.
Common Features Sort

Write the words superpower and superior on the chalkboard. Ask students to identify the prefix in each word. Underline the prefix super-.

Explain that some words with the prefix super- are compound words. Ask students to identify which word on the chalkboard is a compound word. Circle the word superpower.

Have students create a two-column chart in their word study notebooks, using the words superpower and superior as key words for sorting by compound words and words that aren’t compound words. Give pairs of students a set of word cards from BLM 4. Have students record the sort in their charts.

No Peeking Sort

Teacher Word Cards: hyperglycemic, megahit, microbe

Place the word cards hyperglycemic, megahit, and microbe next to each other in a pocket chart. Point to each word and read it aloud. Explain that these are the key words they will use to sort their word cards.

Have students copy the key words into a three-column chart in their word study notebooks. Provide pairs of students with a set of word cards from BLM 5. Have students sort the words on the word cards by writing them into the appropriate column in their charts.

Applying Meaning. Give students BLM 7 and have them complete the activities using prefixes. Remind students to check their spelling.

Common Features Sort

<table>
<thead>
<tr>
<th>Compound Words</th>
<th>Not Compound Words</th>
</tr>
</thead>
<tbody>
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<td>superpower</td>
<td>superior</td>
</tr>
<tr>
<td>supersuburb</td>
<td>superbus</td>
</tr>
<tr>
<td>supercharge</td>
<td>supercomputer</td>
</tr>
<tr>
<td>superego</td>
<td>supertanker</td>
</tr>
<tr>
<td>superstar</td>
<td>supermarket</td>
</tr>
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<td>superfine</td>
<td>superior</td>
</tr>
<tr>
<td>superior</td>
<td>superbe</td>
</tr>
<tr>
<td>superfast</td>
<td>supercilious</td>
</tr>
<tr>
<td>superlative</td>
<td>supersede</td>
</tr>
<tr>
<td>supervise</td>
<td>supervise</td>
</tr>
</tbody>
</table>

No Peeking Sort

<table>
<thead>
<tr>
<th>hyperglycemic</th>
<th>megahit</th>
<th>microbe</th>
</tr>
</thead>
<tbody>
<tr>
<td>hypersensitive</td>
<td>megavitamin</td>
<td>microfilm</td>
</tr>
<tr>
<td>hypertension</td>
<td>megawatt</td>
<td>micrometer</td>
</tr>
<tr>
<td>hypertext</td>
<td></td>
<td>microorganism</td>
</tr>
<tr>
<td>hyperthyroidism</td>
<td></td>
<td>microphone</td>
</tr>
<tr>
<td>hyperdrive</td>
<td></td>
<td>microsurgery</td>
</tr>
</tbody>
</table>

Assessment Tip

Use students’ completed BLM 7 to assess their understanding of Latin and Greek size prefixes. Note whether they need more practice in identifying how the prefixes contribute to the meaning of the words.

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. It might be helpful to remind students of the similarities in the prefixes in English and Spanish.
Providing Support

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

Word Hunt

Give students a copy of the passage on BLM 9. Tell them that they will read the passage and circle words with Greek and Latin size prefixes. After students have completed the word hunt, ask volunteers to share the words that they found.

Then ask students to determine which words with the prefix super- are compound words. Ask volunteers to share the words that they found.

Ask pairs of students to begin lists of words in their word study notebooks. They can start the lists by using the words in the passage.

Then ask the pairs to look through other texts, looking for words with these prefixes. Have them add the words to their lists.

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. triangle, monorail, binoculars.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs. superficial, megabyte, hyperventilate.

Dictate the following sentence and have students write it on their papers: Scientists use supersensitive microscopes to look for microbes.

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.

Answer Key Reading Passage (BLM 9)

Home/School Connection

Have students take the reading passage on BLM 9 home to read to a family member and point out the words with the size prefixes hyper-, mega-, micro-, and super-.

Supporting ELs

Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.
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 Greek and Latin size prefixes using the Quick-Check for Unit 25.

Suggestions for Independent Practice

Create a Word. Have groups of students generate new words that include the prefixes micro-, mega-, super-, and hyper-. The words can be actual words or they can be nonsense words. For each word, have students write a short definition and a sentence. Have groups share their words, definitions, and sentences.

Act It Out. Have pairs of students work as a team against other pairs of students. Have students place the word cards facedown in a pile. One member of a team draws a card without his or her partner seeing. The student then uses pantomime and gestures to help his or her partner guess the word. The pairs have two minutes to guess the word. If they guess it correctly, they get a point. Then the next pair repeats the process.

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

Unit 25 Quick-Check:
Size Prefixes micro-, mega-, super-, hyper-

Answer Questions

Directions: Read the questions and choose the best answer.

1. A scientist uses a powerful __________ to look at human cells.
   - microcosm  
   - microscope  
   - microwave

2. The __________ puppy raced around the yard ten times.
   - hyperactive  
   - hyperbole  
   - hypercritical

3. The cheerleaders used a __________ to help the crowd hear the words to the cheer.
   - megabyte  
   - megaphone  
   - megadose

4. Marvin bought vegetables, chicken, and apples at the __________.
   - superhero  
   - supermarket  
   - superhuman

Apply

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

Word Bank

hyperventilate, megabyte, microwave, superhighway, superficial, hyperglycemic, megaton, micrometer, microorganism, megahit, hypersensitive, superlative

- hyper-  
- mega-  

Answer Key Unit 25 Quick-Check

<table>
<thead>
<tr>
<th>hyper-</th>
<th>mega-</th>
</tr>
</thead>
<tbody>
<tr>
<td>hyperbole</td>
<td>megaton</td>
</tr>
<tr>
<td>hyperactive</td>
<td>megadose</td>
</tr>
<tr>
<td>hypertext</td>
<td>megawatt</td>
</tr>
<tr>
<td>super-</td>
<td>micro-</td>
</tr>
<tr>
<td>superlative</td>
<td>microbus</td>
</tr>
<tr>
<td>supercharge</td>
<td>micrometer</td>
</tr>
<tr>
<td>supertanker</td>
<td>microwave</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. microwave  
2. superhighway  
3. super  
4. hypersensitive  
5. triathlon

Answer Key BLM 8

1. megahit  
2. supertanker  
3. superintendent  
4. microfilm  
5. superbug
Unit 25 Quick-Check:
Size Prefixes micro-, mega-, super-, hyper-

Answer Questions
Directions: Read the questions and choose the best answer.

1. A scientist uses a powerful __________ to look at human cells.
   microcosm     microscope     microwave

2. The __________ puppy raced around the yard ten times.
   hyperactive     hyperbole     hypercritical

3. The cheerleaders used a __________ to help the crowd hear the words to the cheer.
   megabyte     megaphone     megadose

4. Marvin bought vegetables, chicken, and apples at the __________.
   superhero     supermarket     superhuman

Apply
Directions: In the space below, list three to five words you know that have a size prefix.
____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>hyperventilate, megabyte, microwave, superhighway, superficial, hyperglycemic, megaton, micrometer, microorganism, megahit, hypersensitive, superlative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>hyper-</th>
<th>mega-</th>
<th>micro-</th>
<th>super-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Think and Write about Size Prefixes micro-, mega-, super-, hyper-
Directions: In the space below, explain how understanding Greek and Latin size prefixes helps you as a reader, speller, and writer.