Lesson Objectives

Day 1

Students will:
• Understand the function and meaning of prefixes and base words
• Understand the meaning of prefixes pre-, fore-, post-, and after-
• Read and spell words with prefixes pre-, fore-, post-, and after-

Day 2

Students will:
• Sort words by prefixes
• Use and define words with prefixes pre-, fore-, post-, and after-

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLMs 3-4: Word Cards
• Teacher Word Cards—prepare, foreman, posttest, aftertaste

Day 3

Students will:
• Sort words with prefixes pre-, fore-, post-, and after- according to meaning
• Use knowledge of meanings and spelling patterns of pre-, fore-, post-, and after- words in sentences

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

Day 4

Students will:
• Identify words with prefixes pre-, fore-, post-, and after- in a passage
• Write and spell words with pre-, fore-, post-, and after-

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

Day 5

Students will:
• Spell words using pre-, fore-, post-, and after-
• Use pre-, fore-, post-, and after- words in sentences

Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart
• Stopwatches (Day 2)
Supporting ELs

Use gestures, pantomime, or sketches to demonstrate the meaning of before and after. Have ELs practice using these words in simple oral sentences telling about the order in which they do things in their day—for example, Before I came to school, I ate breakfast, or After school, I play soccer.

After students have a solid understanding of before and after, introduce them to this lesson’s prefixes. Discuss the meanings of the words with prefixes, using sketches, pantomime, and real objects whenever possible.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, write the word precede on the chalkboard. Show how you divide the word into two syllables between the prefix and the beginning consonant of the base word: pre/cede. Point out the two syllables with long vowel sounds—the open syllable and the syllable with silent final e. Read each syllable and then blend the syllables together: pre/cede: precede. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Prefixes in-, un-, dis-, mis-

Focus Words: insincere, uneasy, disconnect, misfortune

Ask students what they remember about prefixes and base words. Remind them that a prefix is added to a base word to create a new word with a new meaning.

Write insincere on the chalkboard. Have a volunteer identify the prefix and the base word. Then ask students to define the word.

Repeat with the words uneasy, disconnect, misfortune, disrespect, and incredible.

Introduce Prefixes pre-, fore-, post-, after-

Model

Write the prefixes pre-, fore-, post-, and after- on the chalkboard. Explain to students that in this lesson they will be working with these prefixes. Say: Pre- and fore- mean “before,” and post- and after- mean “after.” Remind students that fore- can also mean “in front of.”

Write the words prefix, foretell, postseason, and afternoon on the chalkboard. Read each word aloud, emphasizing the prefix.

Point to the pre- in prefix. Say: Pre- is the prefix added to the base word fix. Since the prefix pre- means “before,” the word prefix means “a word part that comes before a base word.”

Guide

Ask a volunteer to come to the chalkboard and read the word foretell. Have the student circle the prefix and the base word. Say: Fore- means “before.” So what does foretell mean? Make sure students understand that the word means “to tell the future before it happens.”

Repeat this activity with the words postseason and afternoon.

On the chalkboard, draw two columns with the following heads: Before and After. Have students tell you which two prefixes fall into each column. Then have them tell you in which columns to write the words prefix, foretell, postseason, and afternoon.

Apply

Have students copy the chart in their word study notebooks. Then ask them to work in small groups to brainstorm additional words that contain the prefixes. Have them write the words in the correct column.
Spelling Words with Prefixes

Unit Spelling Words: predetermine, precede, forefathers, forethought, posttest, postseason, afterword, afterthought

Write **predetermine** on the chalkboard and draw a line between **pre-** and **determine**. Explain that when you add prefixes to base words, the spelling of the prefix and the base word does not usually change.

Model combining the prefix and base word to spell the word on the chalkboard: **post + test = posttest**. Remind students that **post-** is always spelled with a **t**, so they need to remember that there are two letter **ts** in the word. Explain that sometimes when people are speaking, they erroneously leave out the **t** in words such as **postpone** or **postscript** (e.g., **pospone, poscript**). Explain that the **t** should be included in both speaking and writing.

Write the word **forefathers** on the chalkboard. **Say:** In this word, we added the prefix **fore-** to the word **fathers** to make the word **forefathers**. Our forefathers were men who came before us. Forefathers are our ancestors. Caution students not to drop the **e** when spelling words with **fore-**. Explain that although **for** and **fore** sound the same, the prefix always has an **e**.

Write the word **afterword** on the chalkboard. Draw a line between the prefix **after-** and the base word **word**. **Say:** An **afterword** is the part of a book that is written after the rest of the book. It comes at the end of the book. Point out that **afterword** should not be confused with **afterward**, which means “after something happened.” Explain that this is also true with the commonly confused words **forward** and **foreword**.

Write the remaining spelling words on the chalkboard and read them with students. Ask volunteers to create sentences using the words and to share their sentences with the class.

Have students copy the spelling words into their word study notebooks. Have partners check each other’s spelling. Then have them circle the prefixes in each word.

Assessment Tip

Notice which students are having difficulty spelling or blending this week’s words with prefixes. Remind them that all four prefixes are added to base words and neither the spelling of the base word nor the spelling of the prefixes changes. Explain that this is true despite the fact that two of these prefixes end with vowels (**pre-**, **fore-**) and two end with consonants (**post-**, **after-**).

Supporting ELs

ELs may already be familiar with some of this lesson’s prefixes. You may wish to use Spanish cognates to support understanding of similar prefixes. For example, Spanish uses **pre-**, but not **fore-** (presentimiento(a)/foreboding). Also note that **pos-** is used instead of **post-** in Spanish, so some ELs will need to be reminded to include the **t** when using this prefix.

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

Providing Support
Some students may have difficulty distinguishing the prefixes and the base words. Have them write each word in a notebook and work with a partner to circle the prefixes.

Pattern Sort

<table>
<thead>
<tr>
<th>pre-</th>
<th>fore-</th>
</tr>
</thead>
<tbody>
<tr>
<td>predict</td>
<td>foreman</td>
</tr>
<tr>
<td>preseason</td>
<td>foregone</td>
</tr>
<tr>
<td>predate</td>
<td>foreground</td>
</tr>
<tr>
<td>prepare</td>
<td>forerunner</td>
</tr>
<tr>
<td>premium</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>post-</th>
<th>after-</th>
</tr>
</thead>
<tbody>
<tr>
<td>posttest</td>
<td>afterward</td>
</tr>
<tr>
<td>postscript</td>
<td>afterglow</td>
</tr>
<tr>
<td>postdated</td>
<td>afternoon</td>
</tr>
</tbody>
</table>

Speed Sort

<table>
<thead>
<tr>
<th>before</th>
<th>after</th>
</tr>
</thead>
<tbody>
<tr>
<td>preface</td>
<td>postseason</td>
</tr>
<tr>
<td>preposition</td>
<td>afterthought</td>
</tr>
<tr>
<td>foreword</td>
<td>aftershocks</td>
</tr>
<tr>
<td>foresight</td>
<td>postpone</td>
</tr>
<tr>
<td>foretell</td>
<td>postcolonial</td>
</tr>
<tr>
<td>prehistoric</td>
<td>afterword</td>
</tr>
</tbody>
</table>

Review Prefixes pre-, fore-, post-, after-

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: prepare, forehand, postdate, aftereffects. Have partners each choose a word. Ask them to work together to identify each word’s prefix and then define the word.

Pattern Sort

Teacher Word Cards: prepare, foreman, posttest, aftertaste
Teacher Category Cards: pre-, fore-, post-, after-

Explain to students that today they are going to sort words into categories by their prefixes. Place the word card prepare in the pocket chart.

Think aloud: Prepare has the prefix pre- which means “before.” So prepare goes in the category pre-. Prepare is “to get ready before you do something.”

Have students help you place the remaining cards into the appropriate categories. Have them describe the meaning of the word and prefix as they sort them.

Buddy Sort. Give pairs of students the prefix category cards from BLM 2 and the word cards from BLM 3. 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 pre-, fore-, after-, and post-. Ask students to practice writing each spelling word and then ask a partner to check their spelling.

Speed Sort

Teacher Category Cards: before, after

Place the category cards before and after in the pocket chart. Review with students what the unit prefixes mean. Explain that students are going to do a “Speed Sort” on their own, categorizing words as words that have to do with before and words that have to do with after.

Give each student a set of the word cards from BLM 4 and a stopwatch. Have students sort the cards into before and after as quickly as they can with accuracy. Have partners check each other’s work. Then have them repeat the sort and try to beat their last time.

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.
Blind Sort

**Teacher Word Cards: same as BLM 5**

Have students reiterate the meanings of the prefixes **pre-**, **fore-**, **post-**, and **after-**, and suggest examples of words that contain each prefix.

Write the prefixes on the chalkboard in a row creating four columns. Have students create a four-column chart in their word study notebooks and write each of the categories as a column head.

**Say:** When I say the word *forethought*, I hear the prefix *fore-* at the beginning of the word. I will write the word *forethought* on the chalkboard in the column under the prefix *fore-*.

Tell students you are going to say some words with prefixes and you want them to write the words in the correct columns. Say the words from BLM 5, one at a time. After students write each word, write it on the chart on the chalkboard so students can check their work.

**Blending.** Model blending prefixes with base words as you read the words. Write the word *preventative* on the chalkboard. As you explain how you would divide the word, model dividing the word on the chalkboard. **Say:** If I didn’t know how to read this word, I could divide it into syllables, read each syllable, and blend them together. I would first divide the word after the prefix.

I would make the next division between the two consonants *n* and *t*. I see the ending *-ive*, so I would divide the word right before it. I know how to read *pre-*. The next syllable is a closed syllable with a short vowel sound, so that is easy to read too. The next syllable is an open vowel, which is often long, but if I read */tay/*, it doesn’t sound right. I know the ending *-ive* is pronounced */iv/*, so now I can blend the syllables together to read *preventative*.

**Applying Meaning.** Give students BLM 7 and ask them to complete the cloze, choosing the correct word.

*Assessment Tip*

Note which students make spelling errors when completing the cloze passages. Review rules for combining prefixes with base words as needed, or review spelling patterns in base words that are giving students difficulty.

**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.
Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of prefixes pre-, fore-, post-, and after.

Word Hunt

Distribute BLM 9 to students. Explain that they will read the passage and find words that include the prefixes pre-, fore-, post-, and after.

Ask students to read the passage through once before looking for the words. Then have them reread the passage and underline 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 pre-, fore-, post-, and after. Have students copy the words they underlined into the correct column of the chart.

Challenge students to search through other classroom texts for words with the prefixes pre-, fore-, post-, and after. Have them add these words to their lists.

After students have completed their charts, have them write four sentences, using one of the prefix words in each sentence.

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: incredible, misstep, uncommon.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: proceed, posttest, afterword.

Dictate the following sentence and have students write it on their papers: Because of the forethought of my forefathers, we have records of our family tree from the 1400s through postcolonial times.

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 pre-, fore-, post-, and after- using the Quick-Check for Unit 2.

Suggestions for Independent Practice

My Word Means . . . Give groups of six students six word cards. Have each student describe the meaning of the word on his or her card. Then the rest of the students take turns guessing which word card the speaker is holding. The object is to correctly guess the most words.

Prefix Opposites. Distribute the following word cards to a pair of students: pretest, posttest, foreword, afterword, preseason, postseason. Then have students mix up the cards and place each card facedown on a table. Have partners take turns turning over two cards. If the cards are opposites, the partner can keep the pair. Otherwise, it is the next partner’s turn. The object of the game is to match the most cards to their opposites.

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

Spell It. Give pairs of students twelve word cards. Partner A reads the first card and then listens as Partner B spells the word aloud. Partner A corrects Partner B as needed. Then partners alternate reading the word on the word card and spelling it aloud. The object is to spell all words correctly.
Unit 2 Quick-Check: Prefixes pre-, fore-, post-, after-

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

Word Bank

<table>
<thead>
<tr>
<th>word bank entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>aftershock</td>
</tr>
<tr>
<td>aftereffects</td>
</tr>
<tr>
<td>preposition</td>
</tr>
<tr>
<td>preseason</td>
</tr>
<tr>
<td>postpone</td>
</tr>
<tr>
<td>foretell</td>
</tr>
</tbody>
</table>

1. “Which is the verb and which is the __________________?” the teacher asked.

2. Morgan could not __________________ which contestant would be the winner.

3. We had to ________________ the party because my mother was sick.

4. During the ________________, their team won five games.

Apply
Directions: In the space below, list three to five words you know that include the prefixes pre-, fore-, post-, and after-.

____________   ____________   ____________   ____________   ____________

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 entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>forefinger</td>
</tr>
<tr>
<td>aftermath</td>
</tr>
<tr>
<td>prepare</td>
</tr>
<tr>
<td>postdate</td>
</tr>
<tr>
<td>foreshadow</td>
</tr>
<tr>
<td>posttest</td>
</tr>
<tr>
<td>previous</td>
</tr>
<tr>
<td>afterthought</td>
</tr>
</tbody>
</table>

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

________________________________________________________________________