Lesson Objectives

Day 1  
**Students will:**  
- Understand the function and meaning of prefixes and base words  
- Understand the meaning of prefixes re-, ex-, in-, and de-  
- Brainstorm and sort words with prefixes re-, ex-, in-, and de-

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

Day 2  
**Students will:**  
- Sort words by prefixes  
- Use and define words with prefixes re-, ex-, in-, and de-

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

Day 3  
**Students will:**  
- Sort words with prefixes re-, ex-, in-, and de- according to prefixes  
- Identify syllables in words  
- Identify re-, ex-, in-, and de- words that do not have the literal meaning of the prefix plus the base word

**Materials:**  
- BLM 2: Category Cards  
- BLMs 4–5: Word Cards  
- BLM 7: Classroom Activity  
- BLM 8: Take-Home Activity  
- Teacher Word Cards—reconsider, reclaim, ingredient, inmate, reappear, excess, research, decrease, demerit

Day 4  
**Students will:**  
- Identify words with prefixes re-, ex-, in-, and de- in a passage  
- Write and spell words with re-, ex-, in-, and de-  
- Use knowledge of meanings and spelling patterns of re-, ex-, in-, and de- words to write sentences

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

Day 5  
**Students will:**  
- Spell words using re-, ex-, in-, and de-

**Materials:**  
- Quick-Check Assessment
Day One

Supporting ELs
Review the meaning of this week’s prefixes using cognates such as explorar/explore, inflar/inflate, revisar/revise. Explain that these prefixes are used the same way in English as they are in Spanish. Next, explain that in English the prefix de- is sometimes used the same way as the Spanish prefix des-. Offer the examples desinflar/deflate to illustrate.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, write the word deprive on the chalkboard. Show how you divide the word into two syllables between the ending vowel of the prefix and the beginning consonant of the base: de/prive. Explain that you now have two syllables with long vowel sounds, the first syllable an open syllable and the second following the VCe pattern. Read each syllable and then blend the syllables together: de/prive: deprive. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Prefixes pre-, fore-, post-, after-
Focus Words: prepare, precede, foretell, foreword, postpone, posttest, afterglow, afternoon
Revisit prefixes and base words with students. Write prepare on the chalkboard. Have a volunteer circle the prefix and underline the base word. Then ask students to define the word and use it in a sentence.
Repeat with the words precede, foretell, foreword, postpone, posttest, afterglow, afternoon.

Introduce Prefixes re-, ex-, in-, and de-
Model
Write the prefixes re-, ex-, in-, and de- on the chalkboard. Say: Today we are going to discuss prefixes re-, ex-, in- and de-. Write the words replay, explore, install, and defrost on the chalkboard. Read each word aloud and circle the prefix.
Point to the re- in replay. Say: The word replay means to play again. Re- is the prefix. Play is the base word. We blend these two word parts to create a new word: replay. Explain that the prefix re- means “again” or “back.”
Point to the word explore and read it aloud, emphasizing its prefix. Explain that some words with these prefixes do not have a base that stands alone. Explore is such a word. Its prefix ex- means “out of” or “beyond.” Explore means “to travel to unknown lands.” Tell students that with these words, knowing the meaning of the prefix may help them remember what the word means, but the word’s meaning will not be clear from the prefix and the base word alone.

Guide
Ask a volunteer to read the word install. Say: In- means “into.” Install is to put something in. You might install a new refrigerator, for example. Ask another volunteer to use the word in an oral sentence.
Ask a volunteer to read word defrost, this time having students define the word. Ask them if they know what the prefix means. Tell them that de- means “down” or “to take away.”

Apply
On the chalkboard, draw four columns with the following heads: re-, ex-, in-, and de-.
Have students work in small groups to brainstorm words with these prefixes. Ask groups to share their words and record them in the correct column on the chart.
Spelling Words with Prefixes

Unit Spelling Words: reconsider, interior, inhale, decrease, research, detract, extinct, exterior

Write the prefix re- on the chalkboard. Then write reconsider and circle the prefix. Remind students that when you add prefixes to base words, the spelling of the prefix and the base word does not usually change. Say: In this word, we added the prefix re- to the base consider: reconsider.

Next write the word interior. Model combining the prefix and base word to spell the word. Remind students that most of the base words they are studying this week cannot stand on their own and that they come from Greek and Latin roots. Explain that this is true with interior, which is the inside of a building.

Write the word inhale on the chalkboard. Say: In this word, we added the in- to the root hale.

Write the word decrease on the chalkboard. Draw a slash between the prefix de- and the base crease. Say: Decrease. This means “to take away.” When you decrease the amount of paper you use, you help save resources. Point out that some of this week’s words, such as increase and decrease, are antonyms.

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 with this week’s prefixes. Remind them that all four prefixes are added to base words or Greek and Latin roots, 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 (re-, de-) and two end with consonants (in-, ex-). Also remind students that understanding the meaning of each prefix may help them remember the definition of a word, but in some cases the word’s meaning will not be clear from the meaning of the prefix word and the base.

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>re-</th>
<th>ex-</th>
<th>in-</th>
<th>de-</th>
</tr>
</thead>
<tbody>
<tr>
<td>reappear</td>
<td>excellent</td>
<td>include</td>
<td>decrease</td>
</tr>
<tr>
<td>reclaim</td>
<td>exhale</td>
<td>inhabit</td>
<td>defuse</td>
</tr>
<tr>
<td>reconsider</td>
<td>exhaust</td>
<td>ingredient</td>
<td>delete</td>
</tr>
<tr>
<td>research</td>
<td>extinct</td>
<td>interior</td>
<td>detract</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 what they are supposed to do on the BLM.

Review Prefixes re-, ex-, in-, de-
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: reaction, inmate, exile, deprive. Have partners each choose a word. Then have partners work together to identify each word’s prefix and then define the word. Support students as needed if they are having difficulty defining a word.

Pattern Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards
Place the category cards in a pocket chart. Review their meanings with students.

Think aloud: Reconsider has the prefix re- which means “again” or “back.” So I will place reconsider under the category card re-. To reconsider is to think about something again.

Hold up the word card exhale. Ask students to identify the prefix and what it means, and then tell what the word means. Ask them where you should place the word in the pocket chart.
Repeat with the rest of the words in the set, asking students to help you sort the words.

Spelling. Ask students to write the prefixes in their word study notebooks at the top of a four-column chart. Then ask students to write the unit spelling words on the chart according to their prefixes.
Guess My Category Sort

Teacher Word Cards: reconsider, reclaim, ingredient, inmate, reappear, excess, research, decrease, demerit

Sort the words in a pocket chart according to the number of syllables in the words, without telling students how you are sorting the words. Say: Have a look at the way I’ve sorted these words in the pocket chart. Can anyone guess what my categories are?

If students have difficulty, have them read the cards in each category to see if that helps them recognize that the words are sorted by syllables.

Common Features Sort

Give pairs of students the category cards for the prefixes and the word cards from BLMs 4 and 5. Ask them to sort the words according to their prefixes.

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

Oddballs

Point out to students that some words with de- are not really words without the de- prefix. Write the words dessert, decade, and delicate on the chalkboard. Model looking each word up in a dictionary and determining that they do not have the prefix de- plus a root word. Say: Each of these words contains de-, but in these words it is not a prefix.

Have groups work with a dictionary to generate other examples of de- words in which de- is not a prefix. You may also wish to have students check their word hunt words to ensure that they did not include any false de- words.

The prefix in- means “into” in the words in this unit. However, the prefix in- has another common meaning—“not.” For example, inactive means “not active.” The meanings of other nearby words can help you determine the meaning of the prefix in- when you find it.

Assessment Tip

Note which students make have difficulty completing the cloze passages. Have students review or look up the meaning of words with which they are having difficulty. Then have them substitute the definition for the word to test the word in the cloze passage.

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.
**Day Four**

**Proving 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 re-, ex-, in-, and de-.

**Word Hunt**

Explain that students will be going on a word hunt today to find words that include the prefixes for re-, ex-, in-, and de-.

**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 prefixes re-, ex-, in-, and de-.

**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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**Steve Jobs**

Computers are everywhere today: in businesses, homes, hospitals, and schools. We take them for granted, and most kids can’t imagine life without them. Although he didn’t invent computers, Steve Jobs and his partner were the first to design and successfully produce a small computer.

Steve Jobs grew up in northern California, where he loved to repair all kinds of mechanical devices. After a short time in college, he got a job designing early video games. He left to travel to exotic lands but eventually moved back to northern California. There he got together with old friend and fellow electronics buff Steve Wozniak. They were very interested in computers and joined a club for people who were creating the growing field.

At that time, computers were huge and extremely expensive; they filled up entire rooms! Jobs thought that if they could decrease the size and cost, there would be a huge market for personal computers. People would want them for their homes and businesses. The two Steve’s got together and formed Apple Computer Company. They borrowed money to build their designs. Eventually they built the Apple II, and it created the excitement they had desired.

Other successes and several failures followed, and Jobs departed from the company. Later, after co-founding the successful animation studio Pixar, he returned to head Apple again. The company excelled at creating a variety of mechanical devices. After a short time in college, he got a job designing early video games. He left to travel to exotic lands but eventually moved back to northern California. There he got together with old friend and fellow electronics buff Steve Wozniak. They were very interested in computers and joined a club for people who were creating the growing field.

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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 re-, ex-, in-, and de- using the Quick-Check for Unit 3.

Suggestions for Independent Practice

Prefix Opposites. Challenge students to find the words from the word cards that are opposites. (inhale/exhale, inflate/deflate, interior/exterior)

Prefix Match-Up. 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 prefix.

Word Find. Have pairs of students create and solve word finds. Give each student five 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.

What’s My Word? Give small groups of students a stack of word cards. One student picks a card and describes the word to students by listing one syllable, naming a word that rhymes with it, or using another spelling or phonics-based description. Then other students guess the word and tell its meaning. The first student to name the correct word gets to draw the next card.

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

Word Bank insert deflate excess except repair export

1. After the party, there was a lot of _____________ food because we’d made too much.

2. I need to _______________ the broken chain on my bicycle.

3. The inner tube got a hole and started to _______________.

4. Hans had to check the instructions about where to _______________ the fastener.

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

____________   ____________   ____________   ____________   ____________

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

<table>
<thead>
<tr>
<th>re-</th>
<th>ex-</th>
<th>in-</th>
<th>de-</th>
</tr>
</thead>
<tbody>
<tr>
<td>replay, inhale, exterior, interior, reclaim, delete, reconsider, excess, except, detach, demerit</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

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