Lesson Objectives

Day 1

Students will:
• Understand the function and meaning of prefixes and base words
• Understand the meaning of prefixes sub-, com-, pro-, and en- and how sometimes the meaning varies depending on the word
• Read and spell words with prefixes sub-, com-, pro-, and en-

Materials:
• BLM 1: Anchor Chart

Day 2

Students will:
• Sort words by prefixes
• Use and define words with prefixes sub-, com-, pro-, and en-

Materials:
• Anchor Poster
• BLM 2: Category Cards
• BLM 3: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—substitute, communism, protect, endanger

Day 3

Students will:
• Sort words with prefixes sub-, com-, pro-, and en- according to meaning
• Use knowledge of meanings and spelling patterns of sub-, com-, pro-, and en- words in sentences

Materials:
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Word Cards—same as BLM 4

Day 4

Students will:
• Identify words with prefixes sub-, com-, pro-, and en- in a passage
• Practice reading and pronouncing pro- words with different vowel sounds
• Write and spell words with sub-, com-, pro-, and en-

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

Day 5

Students will:
• Spell words using sub-, com-, pro-, and en-
• Use sub-, com-, pro-, and en- words in sentences

Materials:
• Quick-Check Assessment
Supporting ELs
Offer the following Spanish cognates for words with sub-, com-, pro-, and en-:
el submarino/submarine; el compuesto/compound; proveer/provide; encontrar/encounter. Explain that these words have similar meanings in English to those in Spanish. Explain that in English, the prefixes sub-, com-, pro-, and en- are similar in meaning to Spanish as well.

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. For example, write the word compress on the chalkboard. Show how you divide the word into two syllables between the consonants m and p:
com/press. Point out that there are two closed syllables which usually have the short vowel sound. Read each syllable and then blend the syllables together:
com/press: compress. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Prefixes re-, ex-, in-, de-
Focus Words: reconsider, replay, exhibit, exhale, inhale, deprive, detach
Write re-, ex-, in-, and de- on the chalkboard. Then say the word reconsider. Have students identify the prefix and then define the word. Repeat with the words replay, exhibit, exhale, inhale, deprive, and detach.

Introduce Prefixes sub-, com-, pro-, en-

Model
Write the prefixes sub-, en-, com, and pro- on the chalkboard. Say: Today we are going to study these prefixes. They appear in the following words. Write the words subway, submarine, enable, combine, and propel on the chalkboard under each prefix. Circle the prefix in each and then read the words aloud.

Point to the word subway. Say: A subway is an underground train or pathway. The prefix sub- means “below” or “under.” Way is the base word. We blend these two word parts to create a new word: sub/way: subway.

Repeat this process with enable, defining the prefix en- as “causing something to happen.”

Explain to students that like last week’s words, some words with prefixes this week do not have a base that stands alone. Offer combine as an example. Say: Its prefix com- means “with” or “together.” Combine means to “put together.”

Explain that the prefix pro- has several meanings. These meanings include “for,” “forward,” or “in favor of.” Discuss some examples of words that include each, such as profess, provoke, propaganda, and promote.

Guide
Ask a volunteer to read the word propel. Then have the student identify the prefix and the base word. Say: Pro- is the prefix and pel is the root. To propel is to move something forward. You propel a boat forward, for example. Have students use the word in another sentence.

Repeat this activity with the word submarine, this time having students define the word and use it in a sentence.

Provide students with the anchor chart on BLM 1 and tell them to use it as a reference to help them remember what the prefixes mean.
Apply

On the chalkboard, create a chart using the following heads: sub-, com-, pro-, and en-. Have students work in small groups to brainstorm words with these prefixes and write them in the correct column.

Spelling Words with Prefixes

Unit Spelling Words: subsidize, subcontinent, committee, companion, propaganda, provider, encourage, endanger

Write subsidize and subcontinent on the chalkboard and have students identify the prefix. Circle sub-. Say: The word subsidize has three syllables: sub/si/dize. It means “to provide monetary aid.” Subcontinent also has three syllables. This word means “a large part of land forming a part of a continent,” like the country India.

Next write the words committee and companion. Emphasize the prefixes as you sound out the words: com/mit/tee, com/pan/ion. Point out the double letters in the word committee, telling students to remember to include them when they spell the word. Also, remind students that some base words they are studying this week cannot stand on their own. Explain that this is true with committee, which is a group of people who come together to make decisions or work on a project, and companion, which means “a person who associates with, or cares for, another person.”

Write the words propaganda and provider on the chalkboard and have students read them with you a couple times. Point out that the first syllable of propaganda includes the second letter p: prop/a/gan/da. Explain that propaganda is writing and other materials that are “for” a particular cause, and are often biased. Explain that a provider is someone who supports or provides “for” someone else.

Write the words encourage and endanger on the chalkboard. Draw a slash between the prefix en- and the base words: en/courage, en/danger. Say: The prefix en- is added to the base words courage and danger. To encourage someone is to help them to have courage to do something. To endanger someone is to expose someone to danger.

Place students in small groups, giving each group one or two of the spelling words. Ask each group to create a sentence for their word to share with the rest of the class.

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

Assessment Tip

Notice which students are having difficulty with this week’s spelling words. Identify whether their challenges are in identifying the prefixes, spelling the words, or understanding word meaning. Practice breaking the words into syllables with students who have the first two challenges. Provide examples of the words used in oral sentences for students who are having difficulty with word meanings.

Home/School Connection

Students can take home a list of the unit 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 their notebooks and work with a partner to circle the prefixes.

Pattern Sort

<table>
<thead>
<tr>
<th>sub-</th>
<th>com-</th>
</tr>
</thead>
<tbody>
<tr>
<td>subcommittee</td>
<td>committee</td>
</tr>
<tr>
<td>subcontinent</td>
<td>communism</td>
</tr>
<tr>
<td>subsidize</td>
<td>companion</td>
</tr>
<tr>
<td>subtitle</td>
<td>competition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pro-</th>
<th>en-</th>
</tr>
</thead>
<tbody>
<tr>
<td>propaganda</td>
<td>enclose</td>
</tr>
<tr>
<td>propose</td>
<td>encourage</td>
</tr>
<tr>
<td>protect</td>
<td>endanger</td>
</tr>
<tr>
<td>provider</td>
<td>enhance</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 sub-, com-, pro-, en-
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: subtotal, promote, compile, enjoy. Have partners each choose a word. Then have partners work together to identify each word’s prefix and define the word. Support students as needed if they are having difficulty defining a word.

Pattern Sort
Teacher Word Cards: subtitle, communism, protect, endanger
Teacher Category Cards
Tell students that today they will be doing a pattern sort focusing on the unit’s prefixes.

Place word card subtitle in the pocket chart, sorting it underneath the category card sub-.

Think aloud: Subtitle has the prefix sub-, so I will place it in the category for sub-. I can use the meaning of the prefix, “below” or “under” to help me understand what the word means. A subtitle is the heading that comes under the main heading. It is also the words at the bottom of the screen in a foreign movie.

Have students help you place the remaining cards, communism, protect, and endanger, into the appropriate categories. Then have them use each word in a sentence.

Buddy Sort. Give pairs of students the prefix category cards and the word cards from BLM 3. Have partners work together to sort the words into the appropriate categories.

Spelling. Ask students to write the prefixes in a row in their word study notebooks. Then ask them to write the spelling words under the appropriate heading. Encourage them to share which words are most difficult for them to spell.

Oddballs
Point out to students that some words with pro- have different pronunciations. Say: For example, the word progress is pronounced prog/ress, with a short o when it is a noun, and prö/gress with a long o, when it is a verb.

Write the words promote and propaganda on the chalkboard. Model pronouncing each word. Have volunteers explain how the vowel sounds differ.
Day Three

Blind Sort

Teacher Word Cards: same as BLM 4

Write the prefixes in a row on the chalkboard, creating four columns. Have students copy the prefixes into their word study notebooks, creating a four-column chart. Explain that you want students to listen as you say words and identify the prefix. Then have them write each word in the correct column in their word study notebooks. Model with the word profess, explaining how you hear the prefix pro-, and then writing the word on the chalkboard.

Say the words from BLM 4, one at a time, allowing students time to write each word. You may want to have students work as a group or in pairs to provide extra support.

Buddy Sort

Ask pairs of students to repeat the blind sort with a buddy, using the word cards from BLM 5.

Blending. Write the word subcommittee 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. How do I decide how many syllables there are and where to divide them? I look for the vowels in the word and determine how many vowel sounds there are. Each syllable has one vowel sound. I see five vowels: u, o, i, e, e. I know that the double e makes one sound, so there are four vowel sounds and four syllables in the word. I also know that I divide words between consonants.

Draw slash marks to indicate the syllables: sub/com/mit/tee. Then point out that the first three syllables are closed syllables with short vowel sounds and the last syllable is an open syllable with a long vowel sound. Model reading each syllable and blending them together to read the word.

Write the words communism and encounter on the chalkboard, and ask students to identify the number of syllables and show how they would divide the words if they were trying to read them for the first time.

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

Assessment Tip

Note which students 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.
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 sub-, com-, pro-, and en-.

Word Hunt

Explain that students will be hunting for the prefixes sub-, com-, pro-, and en- in today's passage.

Distribute BLM 9 and have students read the passage once through. Then have them reread the passage, underlining any of the words that begin with the prefixes sub-, com-, pro-, and en-. After students have completed the search, have volunteers share and define the words they found.

Next have students create a diagram in their word study notebooks to organize words into sub-, com-, pro-, and en-. It can be a four-column chart, a word web, or another sort of diagram, as long as the categories are clear. Then ask students to copy the words they underlined into the correct part of their charts or diagrams.

Challenge students to search through other classroom texts for words with sub-, com-, pro-, and en- prefixes. Have them add these words to their lists.

After students have completed their charts, have them write a paragraph that uses four of the words from the chart, one word with each prefix.

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: research, interior, exterior.

Dictate the following words from this week's unit, one at a time, having students write them on the BLMs: companion, encourage, subcontinent.

Dictate the following sentence and have students write it on their papers:

The propaganda that the committee created spread across the subcontinent.

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 sub-, com-, pro-, and en- using the Quick-Check for Unit 4.

Suggestions for Independent Practice

Crossword Puzzle. Have students work with a partner to create a crossword puzzle that uses some sub-, com-, pro-, and en- words from the word cards. Then pairs can swap their puzzles with another pair and solve.

Make Words. Give groups a set of letter cards and the spelling words from BLM 3. Have students spell each spelling word using the word cards. Students alternate reading words, while the other student spells the words.

Matching. 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.

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.

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, while other students guess the word. The first student to guess the word correctly chooses the next card. The object is to guess the most words correctly.
Unit 4 Quick-Check:
Prefixes sub-, com-, pro-, en-

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

Word Bank  company  submerge  enclosed  progress  proceed

1. Oscar and Leah made very little ________________ weeding the yard because they were playing in the sprinklers.

2. The instructions said not to ________________ the watch in water.

3. My mother loves working for her ________________.

4. A card and a five-dollar bill were ________________ in the envelope.

Apply
Directions: In the space below, list three to five words you know that include prefixes sub-, com-, pro-, and en-.

_________________  ____________  ____________  ____________  ____________

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

<table>
<thead>
<tr>
<th>sub-</th>
<th>com-</th>
<th>pro-</th>
<th>en-</th>
</tr>
</thead>
<tbody>
<tr>
<td>entrust, proscribe, subset, communicate, provoke, propose, subcommittee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Think and Write about Prefixes sub-, com-, pro-, en-
Directions: In the space below, explain how understanding prefixes sub-, com-, pro-, and en- helps you as a reader, speller, and writer.