Lesson Objectives

**Day 1**

**Students will:**
- Understand that in- means "not"
- Understand that in- words can be different parts of speech
- Understand that in- changes spelling before base words starting with m, l, r, and p
- Recognize the spelling patterns in-, im-, il-, and ir-
- Define words using the meanings of the prefix and base word or root
- Read and write words with the prefixes in-, im-, il-, and ir-
- Generate oral and written sentences using in- words

**Materials:**
- Anchor Poster

**Day 2**

**Students will:**
- Sort words by spelling patterns in a blind sort
- Write sentences using words with the prefixes in-, im-, il-, and ir-

**Materials:**
- Anchor Poster
- BLM 2: Category Cards
- BLM 4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 3

**Day 3**

**Students will:**
- Sort words by spelling patterns in a written sort
- Use knowledge of in-, im-, il-, and ir- spelling patterns to spell words correctly

**Materials:**
- BLM 2: Category Cards
- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 5

**Day 4**

**Students will:**
- Identify words with the spelling patterns in-, im-, il-, and ir- in a passage
- Create lists of in- words organized by their spelling patterns
- Use knowledge of in-, im-, il-, and ir- spelling patterns to spell words correctly

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

**Day 5**

**Students will:**
- Use knowledge of in-, im-, il-, and ir- spelling patterns to spell words correctly

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

Supporting ELs

Help ELs understand the effect of adding in- to a base word or root. For Spanish speakers, explain that not is no in Spanish.

Make sure ELs understand the meanings of the example words. If necessary, use sketches, gestures, or other movements to help communicate the meanings. Contrasting these words with their antonyms may help. For example, have a student act out the meaning of the word active, and then the word inactive.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word imperfect on the chalkboard. Circle the vowels and remind students that each syllable contains one vowel sound. Show how you divide the word into three syllables between the consonants m and p, and the consonants r and f. Explain that you now have two closed syllables with short sounds and one syllable with an r-influenced vowel sound. Read each syllable and then blend the syllables together: im/per/fect: imperfect.

Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Suffixes -able, -ible with e-Drop and y to i

Focus Words: usable, admirable, replaceable, sensible, reliable

Write the words usable, admirable, and replaceable on the chalkboard. Ask students to identify the base word in each. Ask them if the base word drops or keeps the final e before -able is added, and why.

Write the word sensible on the chalkboard. Have a student explain the spelling pattern (e-drop + -ible). Ask students which pattern is more common, e-drop + -able or e-drop + -ible? (e-drop + -able)

Write the word reliable on the chalkboard. Ask students to identify the base word and explain how it changes before -able is added.

Introduce Prefix Assimilation in-

Model

Write the word incorrect on the chalkboard. Hold up an example of a quiz or test with a question answered incorrectly (marked in red, etc.). Say: The answer to this question is incorrect. The adjective incorrect means “wrong,” or “not correct.” The prefix in- means “not.”

Write the words immobile, illegal, and irresistible on the chalkboard. Say: Sometimes the prefix in- changes spelling. The prefixes im-, il-, and ir- are all forms of in-, and mean “not.” Pantomime the meaning of immobile for students, and use illegal and irresistible in oral sentences, such as, Driving faster than the speed limit is illegal. Chocolate is irresistible. Point out that adding the prefix makes the word mean the opposite of the base word.

Explain that words with the prefix in- are often adjectives, but in- words can also be nouns or verbs.

Guide

Provide students with practice in using words that begin with the prefix in- and its variations. Write the words inactive, imperfect, illogical, and irresponsible on the chalkboard. Guide students to define each word by removing the prefix, considering the meaning of the base word, and then thinking about how the meaning of the prefix affects the overall meaning of the word. Have students use the words in oral sentences.
Apply
Ask students to choose four of the words with prefixes from the chalkboard and write sentences using the words in their word study notebooks.

Spelling Words with the Prefix in-

Unit Spelling Words: inaccurate, incapable, immediate, impartial, illegal, illogical, irrational, irreplaceable

Write the categories in-, im-, il-, and ir- on the chalkboard, along with the unit spelling words arranged in random order on another part of the chalkboard. Ask students to help you sort the words by the first two letters of the word. Write the words under the correct categories. Say: Remember that the prefix in- sometimes changes spelling. Look at the words in the im-, il-, and ir- columns. Do you see any clues as to why the prefix changes spelling in these words?

If necessary, prompt students to notice that in most of these words, the second letter of the prefix changes to match the first letter of the base word or word root. Circle the base word of illegal: legal. Say: The base word begins with l so we add the prefix il-. It makes the word easier to say. Try saying illegal and illegal. Which sounds less awkward?

Explain that over time, the /n/ sound became assimilated, or absorbed, into the sound at the beginning of the word to which in- was attached, and the spelling of the prefix changed to reflect this pronunciation.

Point out that in- changes spelling when the base word or root begins with the letters l, m, p, or r. Base words or roots beginning with the letters m or p both take the spelling im-.

Show students the anchor poster and tell them to use it as a reference when adding the prefixes to base words.

Read the spelling words with students and ask volunteers to use a word in an oral sentence. Have students copy the spelling words in their word study notebooks, circling the prefix in each word.

Providing Support
Make students aware that in some words beginning with in-, im-, il-, and ir-, the letters are not a prefix; for example, the word interest. Remind students to look for the presence of a base word or word root to determine if in- and its variants form a prefix.

Assessment Tip
Note any students that have difficulty using the spelling words in meaningful sentences. Remind these students that they can remove the prefix and look at the meaning of the base word or root first. When they add the prefix, the meaning is the opposite of the base word’s or root’s meaning.

Supporting ELs
Many of the spelling words have Spanish cognates, including incapaz/incapable; inmediato(a)/immediate; irracional/irrational. Note also that the pattern of change in the prefix is the same as in English.

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
If students have difficulty hearing the sounds in the prefixes, they can perform the sorts while looking at the word cards instead of “blind.”

Teacher-Directed Sort

<table>
<thead>
<tr>
<th>in-</th>
<th>im-</th>
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<tbody>
<tr>
<td>inactive</td>
<td>immature</td>
</tr>
<tr>
<td>incorrect</td>
<td>imperfect</td>
</tr>
<tr>
<td>immature</td>
<td>immediate</td>
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<tr>
<td>impatient</td>
<td>improbable</td>
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<tr>
<td>immobile</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>il-</th>
<th>ir-</th>
</tr>
</thead>
<tbody>
<tr>
<td>illicit</td>
<td>irresponsible</td>
</tr>
<tr>
<td>illegal</td>
<td>irratical</td>
</tr>
<tr>
<td>irresponsible</td>
<td>irrigation</td>
</tr>
</tbody>
</table>

Buddy Sort

<table>
<thead>
<tr>
<th>in-</th>
<th>im-</th>
</tr>
</thead>
<tbody>
<tr>
<td>innumerable</td>
<td>immaterial</td>
</tr>
<tr>
<td>insecure</td>
<td>immaterial</td>
</tr>
<tr>
<td>indecent</td>
<td>immovable</td>
</tr>
<tr>
<td>inappropriate</td>
<td>immeasurable</td>
</tr>
<tr>
<td>immerser</td>
<td>immense</td>
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</tbody>
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<table>
<thead>
<tr>
<th>il-</th>
<th>ir-</th>
</tr>
</thead>
<tbody>
<tr>
<td>illegitimate</td>
<td>irreconcilable</td>
</tr>
<tr>
<td>illogical</td>
<td>irreparable</td>
</tr>
<tr>
<td>irresponsible</td>
<td>irreligious</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 Prefix Assimilation in-
Show students the anchor poster and ask volunteers to tell you in their own words when and why the prefix in- changes spelling. Ask them to tell you the other spellings of in-.

Write the base words correct, mobile, legal, and resistible on the chalkboard. Ask students which spelling of in- to add to each and how they know this.

Teacher-Directed Sort

Teacher Word Cards: same as BLM 3
Teacher Category Cards
Place the category cards next to each other in a pocket chart. Hold up the word card insecure and read it aloud. Say: Did you hear the /n/ sound in the prefix? I’m going to place the word insecure under the in- category.

Read the word card irregular. Ask students what sound they hear in the prefix and under which category in the pocket chart it belongs.

Repeat with the word card impatient. If necessary, remind students that the first letter of the base word or root also gives them useful information. Base words or roots starting with m or p take the prefix im-.

Read aloud the remaining word cards and have students tell you what sound they hear in the prefix and in which category to place each word.

Buddy Sort

Have students work in pairs. Give each pair of students the category cards from BLM 2 and the word cards from BLM 4. Have one student read a word aloud without showing the word to his or her partner, and the other student tell him or her in which category to place it. Then have partners switch roles, and continue until all the words are categorized.

Spelling. Select an example of each of the different prefixes from the unit spelling words. Have students write sentences in their word study notebooks that use the words. Remind students to identify each word’s part of speech and use correct grammar in their sentences.
Blind Sort

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

**Teacher Category Cards**

Give each student a set of category cards from BLM 2. Explain that you are going to read words on the word cards without letting the students see the word. **Say:** I’m going to say a word and I want you to listen carefully to the prefix: **impossible**. What prefix did you hear at the beginning of the word? **Everyone hold up the category card for **im**-**.

If necessary, remind students that base words or roots starting with m or p take the prefix **im**, while base words or roots starting with other letters take the prefix **in**. Remind them that variations on the **in** spelling are **il** and **ir**, which are used when the first letter of the base word starts with l or r.

Read each word card aloud, one at a time. Ask students to hold up the category card that represents the prefix they hear at the beginning of the word. After all students are holding up a card, show them the word so they can check the prefix.

**Blind Sort**

<table>
<thead>
<tr>
<th>in-</th>
<th>im-</th>
</tr>
</thead>
<tbody>
<tr>
<td>inaccurate</td>
<td>immigrant</td>
</tr>
<tr>
<td>incapable</td>
<td>imminent</td>
</tr>
<tr>
<td>incompetent</td>
<td>immune</td>
</tr>
<tr>
<td>inefficient</td>
<td>impersonal</td>
</tr>
<tr>
<td>inescapable</td>
<td>impossible</td>
</tr>
<tr>
<td>impractical</td>
<td>irreplaceable</td>
</tr>
</tbody>
</table>

**Assessment Tip**

Review students’ completed BLM 7s to assess their understanding of the spelling and meaning of words with the prefix **in** and its variation.

**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

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 words with the prefixes in-, im-, il-, and ir-.

Jerry’s Mistake
As Jerry walked for his father, he passed through the dim light that illuminated his father’s library. He studied the old maps that hung from the walls. He’d known he was going to get into trouble for ditching his brother Marcus at the movie theater. His friends were hanging out at the arcade, and the temptation to join them had been irresistible. He knew leaving his brother alone was irresponsible. Now he was angry he had to enter so he could find out what his punishment would be.

At last the door opened and his father entered the room, taking a seat and going steadily at him like a hawk. Jerry squirmed under his glare, suddenly feeling insecure. He wished he could shrink into the floor.

“I’m sorry, Dad,” he said, a lump in his throat. “I shouldn’t have done it.”

His father leaned forward with a sympathetic look and tousled Jerry’s hair with a slight smile. Jerry felt an immense sense of relief, as if the dark cloud that had settled over him had lifted with his confession.

“I’m glad you understand that your actions were wrong,” his father said. “I know it’s been tough not having Maria around to help anymore, but that means we have to be extra sure to look out for one another.” Jerry nodded silently.

“Unfortunately,” he continued, “I will have to punish you. No more movies on your own—agreed?”

Jerry rubbed his hands together. “Agreed.”

“Next time I’ll do better, Dad, I promise.”

Word Hunt
Give students a copy of the passage on BLM 9. Tell them that they are going on a word hunt, looking for examples of words with the prefix in- and its spelling variations, im-, il-, and ir-.

Model reading a sentence and finding and underlining words with the prefixes. Then ask students to complete the word hunt on their own.

Ask pairs of students to begin lists of words with the prefixes in-, im-, il-, and ir-, starting with the words in the passage. Then have the pairs look through other texts for more words they can add to their lists. Remind students that in some words beginning with in-, im-, il-, and ir-, the letters are not a prefix, and that they should not add these words to their lists.

After students have had time to develop their lists, compare the numbers of words they found in each category. Which category has the most words? The fewest words?

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 prefix assimilation in- using the Quick-Check for Unit 5.

Suggestions for Independent Practice

Words within Words. Have small groups of students choose one of the longer words from the word cards (such as inappropriate, immeasurable, or unreconcilable) and supply them with a stopwatch. Have them compete to see how many new words they can form from the letters in their chosen word within a given amount of time.

Crossword Puzzle. Have students work with a partner to create a crossword puzzle that uses some of the words from the word cards. Instruct them to write a clue for each word and draw boxes on a sheet of graph paper in which to write the word. Remind them to label their clues with a number and a direction (e.g., 1 Down, 3 Across, etc.). Students can exchange puzzles with another group and try to solve them.

Choose the Definition. Provide each student with eight to ten word cards and access to a dictionary. Have them write a definition for each word using their own words. Students may use the dictionary for help as they write their definitions. Have them exchange definitions and word cards with a partner who used a different set of word cards. Each student then matches each word with its definition.

Prefixes and Base Words/Roots. Give students index cards and word cards from one of the BLMs. Have them write the base word for each of the word cards on an index card. Using the category cards from BLM 2, have them sort the base words to the spelling of the prefix they take. If students need a greater challenge, give them a stopwatch and let them see who can sort the cards the fastest. Students can then also time themselves to match the base words with the word cards containing the words with their prefixes.
Unit 5 Quick-Check: Prefix Assimilation in-

Answer Questions

Directions: Choose the word for each question that does not have the correct spelling of the prefix in-. Next to each incorrect word, write the correct spelling.

1. a. immerse ____________ b. irregular ____________ c. illicit ____________ d. imperfect ____________
2. a. immobile ____________ b. illogical ____________ c. inefficient ____________ d. illuminate ____________
3. a. illustrious ____________ b. inappropriate ____________ c. imsecure ____________ d. irreparable ____________
4. a. incorrect ____________ b. irrigation ____________ c. impasse ____________ d. impersonal ____________

Apply

Directions: In the space below, list three to five words you know that contain one of the prefixes in-, im-, il-, or ir-.

____________   ____________   ____________   ____________   ____________

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>im-</th>
<th>il-</th>
<th>ir-</th>
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<tbody>
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</table>

Word Bank
irrefutable, impatient, illegal, immortal, inactive, inescapable, irresponsible, immense

Think and Write about Prefix Assimilation in-

Directions: In the space below, explain how understanding that the spelling of the prefix in- changes when added to words starting with l, m, p, and r helps you as a reader, speller, and writer.