Lesson Objectives

Day 1

**Students will:**
- Understand the meanings of the prefixes ex- (“out, out of, or beyond”) and ob- (“against, in the way”)
- Understand that ex- and ob- change spelling
- Understand how to use the prefix and root to determine word meaning
- Brainstorm words with the prefixes ex-, ef-, ob-, op-, of-, and oc-
- Predict rules for spelling changes in the prefixes ex- and ob-
- Understand the spelling patterns ex-, ef-, ob-, op-, of-, and oc-
- Read and spell words with the prefixes ex-, ef-, ob-, op-, of-, and oc-

**Materials:**
- Anchor Poster

Day 2

**Students will:**
- Use ex- and ob- words in oral sentences
- Sort words by spelling patterns
- Articulate the reasons why ex- and ob- change spelling or stay the same in given words

**Materials:**
- BLM 2: Category Cards
- BLMs 3–4: 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 “Speed Sort”

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

Day 4

**Students will:**
- Identify words with the spelling patterns ex-, ef-, ob-, op-, of-, and oc-
- Use prefixes and roots to determine word meaning
- Write a paragraph using words with the prefixes ex-, ef-, ob-, op-, of-, and oc-
- Use knowledge of ex-, ef-, ob-, op-, of-, and oc- 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 ex-, ef-, ob-, op-, of-, and oc- spelling patterns to spell words correctly

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

Providing Support
When students are brainstorming words, remind them that these letters are not always prefixes even if they appear at the beginning of a word. (For example, oc in ocean is not a prefix.) If students give examples of these words, write them on another part of the chalkboard.

Supporting ELs
Make sure that ELs understand the meaning of ex- and ob- and that the different prefix spellings all have the same meaning. Pair ELs with fluent English speakers and have them explain the definitions by drawing pictures of or acting out the meanings.

All of the spelling words have Spanish cognates, including: eficiente/efficient; la objeción/objection; la ocasión/occasion. Note that the pattern of prefix spelling changes in these words is the same as in English.

Review Prefix Assimilation sub-
Focus Words: subversive, suffix, support, succumb, suspect
Remind students that the prefix sub- sometimes changes spelling. Ask students to name the five ways that the prefix can be spelled (sub-, suf-, sup-, suc-, sus-), and write the five spellings on the chalkboard.

Ask students for an example of a word with each prefix spelling.

Introduce Prefix Assimilation ex-, ob-

Model
Write the word excavate on the chalkboard and read it aloud. Circle the prefix ex- and the root cav. Say: The prefix ex- means “out, out of, or beyond.” The root cav means “hollow.” These clues help you understand that excavate means “to hollow out.”

Explain that before a root beginning with the letter f, the prefix ex- changes spelling, becoming ef-. Write the word effort on the chalkboard. Circle the prefix. Say: In the word effort, you see the root fort, which means “strength.” When you combine this meaning with the meaning of the prefix, “out of,” you understand that effort means “out of strength or hard work.”

Introduce the prefix ob-, which means “against, in the way.” Say: This prefix also changes spelling, to op-, of-, and oc-. Write the words obstruction, offer, opponent, and occupy on the chalkboard. Circle the prefix in each. For each word, discuss how the meaning of the prefix and the root combine to form the word’s meaning.

Guide
Show students the anchor poster and tell them to use it as a reference.

Write the prefix spellings ex-, ef-, ob-, op-, of-, and oc- in columns on the chalkboard. Ask students to think of examples of words with these prefixes. If students get stuck, provide examples such as exaggerate, effusive, obsolete, opposite, offensive, and occurred.

Help students to use the meaning of the prefix and root to understand each word’s meaning.

If students need support, allow them to use a dictionary to find examples of words with the prefix spellings ex-, ef-, ob-, op-, of-, and oc-.
Apply

Ask students to look at the lists of words on the chalkboard and think about what they learned in previous lessons about prefix assimilation. Ask them to predict the rules for when and how ex- and ob- change spelling. Have them write their ideas in their word study notebooks.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word effort on the chalkboard. Show how you divide the word into two syllables between the two consonants, f and f. Explain that you now have two syllables, one with a short vowel sound and one with an r-controlled vowel sound. Read each syllable and then blend the syllables together: ef/fort: effort. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Assessment Tip

Note which students look at the first letter of the root to determine which prefix spelling to apply. For students who have difficulty with the concept, review the spelling changes. For the prefix ex-, students only need to remember one letter—f—that the prefix changes before. With ob-, students need to remember three letters—p, f, and c—before which the spelling changes.

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.

Spelling Words with Prefix Assimilation

Unit Spelling Words: exaggerate, excessive, efficient, objection, obstinate, opportunity, offend, occasion

Tell students that adding ex- and ob- to some roots can result in words that are awkward to pronounce. Write the misspelled words exficient and obportunity on the chalkboard along with the correct spellings, efficient and opportunity. Have students say the words with you, contrasting the ease of pronunciation between the incorrect and the correct forms. Explain that in these cases, the prefix changes spelling because it is assimilated, or absorbed, into the sound at the beginning of the word.

Write the categories ex-, ef-, ob-, op-, of-, and oc- on the chalkboard, and write the word exaggerate in the first column. Say: The prefix retains the ex- spelling when it comes before vowels and most consonants. It changes to ef- in front of f. Write the word efficient on the chalkboard in the ef- column.

Write the word objection on the chalkboard in the ob- column. Say: The prefix ob- retains this spelling in front of all letters except p, f, and c. Write opportunity, offend, and occasion on the chalkboard in the appropriate columns. Say: In front of p, the prefix changes to op-, as in the word opportunity. In front of f, the prefix changes to of-, as in offend. And in front of c, the prefix changes to oc-, as in occasion.

Point out that the prefix spellings ef-, op-, of-, and oc- always create double consonants in words, and that students will need to take extra care to remember to include the “silent” consonant.

Write cessive on the chalkboard and ask which spelling of ex- goes with this root, and why. (ex-: The prefix only changes spelling before f.) Write stinate on the chalkboard and ask which spelling of ob- goes with this root, and why. (ob-: The prefix only changes spelling before p, f, and c.)

Have students write the spelling words in their word study notebooks. Have them circle the prefix in each word.
Day Two

Spelling Patterns Sort

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Variation 1</th>
<th>Variation 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ex-</td>
<td>exaggerate</td>
<td>excessive</td>
</tr>
<tr>
<td></td>
<td>excavate</td>
<td>excise</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>expenditure</td>
<td></td>
</tr>
<tr>
<td>ef-</td>
<td>efficient</td>
<td>effusive</td>
</tr>
<tr>
<td>ob-</td>
<td>objection</td>
<td>obstinate</td>
</tr>
<tr>
<td>oc-</td>
<td>objectionable</td>
<td>obligation</td>
</tr>
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</table>

Buddy Sort

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Variation 1</th>
<th>Variation 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ex-</td>
<td>except</td>
<td>effigy</td>
</tr>
<tr>
<td></td>
<td>exclamation</td>
<td>effluent</td>
</tr>
<tr>
<td></td>
<td>exile</td>
<td>effrontery</td>
</tr>
<tr>
<td>op-</td>
<td>opponent</td>
<td>offer</td>
</tr>
<tr>
<td>of-</td>
<td>offend</td>
<td>occupation</td>
</tr>
<tr>
<td>oc-</td>
<td>occasion</td>
<td>occurrence</td>
</tr>
</tbody>
</table>

Review Prefix Assimilation ex-, ob-

Ask students what the prefixes ex- and ob- mean. (ex-: “out, out of, beyond”; ob-: “against, in the way”) Have them name all the spelling variations of both prefixes. (ex-, ef-, ob-, of-, oc-)

Write the words efficient, opportunity, offend, and occasion on the chalkboard, and ask volunteers to tell you in their own words why the prefix changes spelling in each of these words.

Have volunteers use the words on the chalkboard in oral sentences.

Spelling Patterns Sort

Teacher Word Cards: same as BLM 3

Teacher Category Cards

Place the category cards in a pocket chart.

Model sorting by the spelling of the prefix. Hold up the word card effusive.

Think aloud: The root in the word effusive starts with the letter f, so the prefix changes spelling to ef-. So I’ll place effusive in the chart under ef.

Place the word card in the pocket chart.

Ask students to help you place the remaining cards. Prompt volunteers to think aloud and explain whether the prefix changes spelling, before telling you which category to place the word in.

Spelling. Have students look at the list of spelling words in their notebooks. Ask students to work with a partner and discuss the prefix spelling changes in the spelling words. For each word, have them state whether or not the prefix changes spelling and, if it does, explain why.

Buddy Sort

Give pairs of students the category cards and the word cards from BLM 4. Tell students that they will work together to sort the words into categories according to the prefix spelling.

After students have finished sorting, ask them to tell which words they have in each column. For each word, ask them to say whether the prefix changes spelling.

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.
Day Three

**Speed Sort**

Give students the category cards, the word cards from BLM 5, and a stopwatch or other timing device.

**Say:** *In this sort, you will “race against the clock” to sort the words by prefix spelling. As you sort, you’ll time yourself with a stopwatch, and then repeat the sort to see if you can improve your time.*

Have students start the stopwatch, sort the words by prefix spelling, and then stop the stopwatch. Direct them to review their work and make sure they have sorted all the words correctly, and then write their time in their word study notebook.

Have students repeat the sort, trying to increase their accuracy and speed with each attempt.

**Applying Meaning.** Give students BLM 7 and have them match the words with their correct definitions and choose the correct words to complete each sentence. Remind students to check their spelling.

**Oddballs**

Tell students that the spelling of the prefix *ex* can, rarely, change to *ec* and *e*.

Write the words *eccentric*, *eject*, *emotion*, and *erode* on the chalkboard. If students are unfamiliar with any of the words, have them speculate as to their meanings by using the meanings of the prefixes and roots.

### Speed Sort

<table>
<thead>
<tr>
<th>ex-</th>
<th>ef-</th>
<th>ob-</th>
</tr>
</thead>
<tbody>
<tr>
<td>extraction</td>
<td>effort</td>
<td>obsolete</td>
</tr>
<tr>
<td>exit</td>
<td>effervescence</td>
<td>obnoxious</td>
</tr>
<tr>
<td>exceed</td>
<td>efface</td>
<td>observation</td>
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<tr>
<td>exception</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>op-</th>
<th>of-</th>
<th>oc-</th>
</tr>
</thead>
<tbody>
<tr>
<td>oppression</td>
<td>offensive</td>
<td>occurred</td>
</tr>
<tr>
<td>opposite</td>
<td>officious</td>
<td>occasionally</td>
</tr>
</tbody>
</table>

**Assessment Tip**

Use students’ completed BLM 7 to assess their understanding of the prefixes *ex* and *ob* and their spelling changes. Note whether they need more practice in understanding the meanings 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.
Word Hunt

Give students a copy of the passage on BLM 9. Say: You are going on a word hunt to look for examples of words with the prefixes ex- and ob- and their spelling variations, ef-, of-, of-, and oc-.

Read a few sentences with students and model finding and underlining words that begin with the prefixes. Then ask students to complete the word hunt on their own.

Have students write the words they find in their word study notebooks. As a group, talk about the meanings of words the students know and speculate about the meaning of other words, using the meanings of the word parts along with context clues from the passage to define them.

Challenge students to write a paragraph in their word study notebooks using at least five of the ex- and ob- words from the passage. Remind students that these words are different parts of speech, so they should make sure they use the words with correct grammar.

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: subconscious, supplement, successive.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: efficient, opposition, offensive.

Dictate the following sentence and have students write it on their papers: The obstinate boy refused to wear nice clothes for the occasion of his mother’s birthday.

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 words with the prefixes ex- and ob- and their spelling variations using the Quick-Check for Unit 8.

Suggestions for Independent Practice

Meanings and Derivations. Have pairs of students choose a word from the word cards whose root is unfamiliar to them. Ask them to research the word’s etymology using a dictionary or other source of etymological information. Students can write their findings on a sheet of paper, and all the etymologies can be bound together into a class derivations book.

Team Spelling. Divide the word cards from BLMs 3–5 into easy, medium, and difficult levels. Assign point values to the words based on their level of difficulty: easy words are worth one point, medium words are worth two points, and difficult words are worth three points. Divide students into two teams. The first player decides whether he or she wants an easy, medium, or difficult word. Someone on the opposing team draws a word from that group and reads it aloud. If the player spells it correctly, his or her team receives the point value of that word. The word card is then discarded. Teams alternate turns and roles until all the word cards are gone. Keep a running tally of points on the chalkboard. The team with the most points wins.

Open Sort. Have students work in pairs. Give each group one set of word cards from BLMs 3–5. Tell students that they are going to sort the words, but they will determine the categories. Have students work together to decide on categories. They might sort by part of speech, positive or negative connotation, or any other criteria. After students have sorted the words, have them explain why they chose the categories and how they assigned each word to its category.

Synonyms and Antonyms. Have students choose five word cards. Direct them to write as many antonyms and synonyms for each word that they can think of in their word study notebooks. Once students have exhausted their memories, allow them to check a dictionary or thesaurus to find additional synonyms and antonyms.
Unit 8 Quick-Check: Prefix Assimilation ex-, ob-

Answer Questions

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

1. a. opponent ____________  b. occurred ____________  c. excrete ____________  d. exfusive ____________
2. a. efferent ____________  b. obposite ____________  c. excavate ____________  d. opposition ____________
3. a. obsolete ____________  b. occurred ____________  c. efficient ____________  d. efursion ____________
4. a. ofstinate ____________  b. extraction ____________  c. effervescence ____________  d. obnoxious ____________

Apply

Directions: In the space below, list three to five words you know that contain one of the prefixes ex-, ef-, ob-, op-, of-, or oc-.

__________________________  __________________________  __________________________  __________________________  __________________________

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

<table>
<thead>
<tr>
<th>ex-</th>
<th>ef-</th>
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<th>op-</th>
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Word Bank
objection, expenditure, effigy, extension, occupy, officious, opportunity, effort

Think and Write about Prefix Assimilation ex-, ob-

Directions: In the space below, explain how understanding prefix assimilation ex-, ob- helps you as a reader, speller, and writer.