# Unit 34, page 216: Prefixes re and un

Some children may be unfamiliar with the use of prefixes.

## Listen

Say: *A prefix is a word part added to the beginning of a base word to add meaning. The prefix re usually means "again." The prefix un usually means "not" or "opposite of." Let's listen to some Basic Words with the prefix re or un: retell, reread, unpack, unlock. If you tell something more than once, you retell it, or tell it again. When you take things out of a bag or suitcase, you unpack*. Model the pronunciation of each Basic Word, pausing briefly between the prefix and base word.

## Speak and Read

Write the Basic Words *reread* and *unlock* on the board. Say: *We make the word reread by adding the prefix re to the base word read. We can make the word unlock by adding the prefix un to the base word lock. Let's practice using the words reread and unlock in sentences: I will reread the story after class. I unlock the door before I enter*. Ask the class to repeat *reread* and *unlock* after you. Have volunteers explain the meaning of the words. Continue with the Basic Words *repaint* and *unhappy*.

## Spell

**Beginning/Preproduction** Create and distribute word cards for the Basic Words *unhappy*, *unsafe*, *unkind*, *retell*, *remake*, and *rename*. Model the pronunciation of each word, emphasizing the prefix *re* or *un* in each word. Have children take turns reading the words aloud as they point to the prefixes on the cards.

**Early Production/Speech Emergent** Have partners make cards for the following definitions: *not happy, not safe, not kind, tell again, make again*, and *name again*. On the back of each card, have each pair write the Basic Word that corresponds to the definition. Have children read aloud each Basic Word and its definition.

**Intermediate/Advanced** Have children work in groups. Assign each group one of the following words: *tell, paint, happy, kind,* or *like*. Say: *These are base words. Add the prefix re or un to each base word to make a Basic Word*. Have each group write two sentences, using a base word in one and the corresponding Basic Word in other.

## Sort

Pair children of different proficiency levels. Have them use the Basic Words list to complete the chart below into their word-study notebooks.

| Prefix **re** | Prefix **un** |
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