

Support for English Learners

Unit 21, page 138: Prefixes: re-, un-, dis-

Some students may have difficulty understanding that a prefix can add meaning to a word.

Listen

Say: *Each Basic Word has the prefix re-, un-, or dis-. Remind students that a prefix is a word part that is added to the beginning of a base word and that the prefix adds meaning to the word. Say the Basic Word redo, emphasizing the prefix. Tell students that redo means "to do again."*

Continue with the meanings of the Basic Words *replace, dislike, disorder, unused, and unpaid.*

Speak and Read

Say: *Let's practice saying some Basic Words together. Say the Basic Word redo, emphasizing the prefix. Have students repeat after you. Continue with the words replace, dislike, and unused.*

Write the words *do* and *place* on the board. Have students read the words aloud as you point to them. Say: *We can make the words redo and replace by adding the prefix re- to the beginning of the words do and place. Have a volunteer add the prefix re- to the words do and place and circle the prefix re-. Have students read the words aloud as you point to them. Continue with the base words build and start. Ask: What does rebuild mean? What does restart mean?*

Repeat the procedure above with the prefixes *un-* and *dis-* and the base words *paid (unpaid), used (unused), please (displease), and trust (distrust).*

Spell

Beginning/Preproduction Have partners make word cards for the Basic Words *redo, restart, rebuild, dislike, displease, distrust, unused, unload, uncover, and unpaid.* Model the pronunciation of each word, emphasizing the prefixes. Have students shuffle the cards and then separate the words into three piles according to their prefixes. Have volunteers read the words aloud.

Early Production/Speech Emergent Write the Basic Words *redo, restart, unused, disorder, and unpaid* on the board. Have partners make word cards for the definitions "do again," "start again," "not used," "not in order," and "not paid." Tell students that they will match the words on the board with the definitions on the word cards. Have each pair write the Basic Word on the back of the card that shows its definition. Encourage students to say the words aloud to one another.

Intermediate/Advanced Have students write the base words *do, start, true, and trust* in their word-study notebooks. Then have them add a prefix to each base word to make a Basic Word. Ask students to write a sentence for each Basic Word and to underline each prefix. Have volunteers read their sentences aloud.

I will redo some of my homework.