

Support for English Learners

Unit 15, page 102: Prefix: in-

Some students may have difficulty understanding that the prefix *in-* adds meaning to a base word or word root.

Listen

Say: *Remember that a prefix is a word part added to the beginning of a base word or word root. A prefix adds meaning to the base word or root.*

Tell students that the prefix *in-* can mean “in,” “into,” “within,” or “not.” Explain how the spelling of the prefix can change. Say: *The prefix in- becomes im- before m or p. Before l or r, it becomes il- or ir-.*

Say: *The Basic Word insert is made up of the word root sert, which means “to join,” and the prefix in-, which means “in.”*

Continue with the Basic Words *illegal*, *imperfect*, and *irregular*, explaining the meaning of each base word and prefix.

Speak and Read

Say: *Let’s practice saying the Basic Word insert together. Say insert aloud, modeling the pronunciation of the word. Have students repeat after you. Write insert on the board and ask a volunteer to circle the prefix.*

Repeat with the Basic Word *imperfect*, saying the word and modeling its pronunciation. Have students repeat after you. Write *imperfect* on the board and ask a volunteer to circle the prefix. Continue with the Basic Words *illegal* and *irregular*.

Spell

Beginning/Preproduction Write on the board the Basic Words *individual*, *infection*, *impolite*, *illegal*, and *irrational*. Have students read the words aloud, stressing the prefixes, as you point to each word. Have students identify the letters that make up each prefix.

Early Production/Speech Emergent Read aloud the Basic Words *indent*, *infection*, *imperfect*, *improper*, *illegal*, and *irrational*. Have students copy the words into their word-study notebooks and make a list of the prefix sounds in the words.

Intermediate/Advanced Write on the board the Basic Words *indent*, *infection*, *imperfect*, *improper*, *illegal*, and *irrational*. Have students write a sentence for each word in their word-study notebooks. Ask volunteers to come to the board, write one of their sentences, and circle the prefix in the Basic Word. Then have students pronounce and spell the word. Ask: *Which spellings of the prefix in- do you see in these words?*

Sort

Draw a chart like the one below on the board. Distribute a piece of tape and one of these word cards to each student: *indent*, *immediate*, *illegible*, *irrational*, *impolite*, *inquire*, *illustrate*, and *irregular*. (Two or more students may have the same word cards.) Ask each student to tape his or her word card on the chart, under the correct heading.

<i>in-</i>	<i>im-</i>	<i>il-</i>	<i>ir-</i>