

Unit 2: Overcoming Adversity

Day 1: Detours: Affixes (prefix re-)

Content Objectives:

1. Students will complete a crossword puzzle to learn the two meanings of the prefix re- .
2. Students will compare the use of re- as a prefix in Spanish to its use as a prefix in English.

Language Objectives:

1. Students will discover that re- attaches to verbs.
2. Students will be able to distinguish words that contain the prefix re- from ‘imposters’ that just start with the letters r-e.

Teacher Materials:

1. Objectives overhead
2. secret word part crossword puzzle overhead and solution
3. re- chart overhead
4. Fine point green overhead marker
5. Prefix green light mini-poster
6. *To Root, To Toot, to Parachute: What is a Verb?* by Brian P. Cleary, Millbrook Press

Student Materials:

1. Secret word part worksheet
2. re-chart worksheet
3. Binders, pencils, and green markers

Day at a Glance:

1. **(10 min) Review** compound words
2. **(15 min) Introduce** prefix re- through crossword puzzle
3. **(15 min) Complete re- worksheet** to discover that re- attaches to verbs and to distinguish re- as a prefix from r-e letter strings.
4. **(5-10 min) Discuss objectives and Wrap-up**

Activities:

(10 min – review compound words)

Last week (or earlier this week) we started our new vocabulary curriculum, *Words in Motion*. Who remembers some of the things we talked about? [possible responses: becoming word collectors, parts of speech, cognates, and compound words]. **Right, we talked about all of those things in Unit 1, and we’re going to continue to work with those ideas. Let’s think for a minute about what we learned about compound words. Who remembers what a compound word is?** [One word made up of two smaller words.] **Right, when we looked at compound words, we saw how we could divide them into two meaningful parts, like *class* and *room* for *classroom*, and that gave us clues to the meaning of the whole compound word.**

Let’s do a quick brainstorm. I’m going to give you two minutes to work with a partner to come up with all of the compound words you can think of using the words “snow” or “sun.” [Possible responses: snow--snowplow, snowball, snowstorm, snow, snowman; sun--sunshine, sunflower, sunstroke, sunbathe, suntan, sunlight, sunrise, sundown, sunset. Review the answers with the students.]

(15 min – introduce re- through crossword puzzle)

Now we’re going to look at another way word parts can help us. I’d like you to work with your partner again, and this time do a crossword puzzle together. There is a secret word part to discover. See if you can find the secret word part and figure out what it means! [Show overhead transparency of the crossword puzzle, and pass out the student worksheet versions of it.]

📄 Differentiation: You can give the version with the word bank to students who may need extra support. You will need to make the needed number of copies of this worksheet if you choose to use it. You could also write the words on the board.

After giving students about 5 minutes to complete the crossword puzzle, review the answers and ask the students what they have discovered about these words—**What do they have in common?** [Anticipated response: All of the words begin with re-.] **Right, all of these words begin with re-.**

Does anyone know what you call the beginning part of a word, like re-? [prefix] Right, it's called a prefix. We talked about compound words and found that they are made up of smaller, meaningful parts that give us clues to their meaning. Today we're starting to discover that there are other smaller word parts that can also give us clues to the word's meaning.

(15 min – re- worksheet)

[Project Overhead 2 and hand out student copies.] **The first meaningful word part that we're going to talk about is called a prefix – it's the part that you find at the beginning of a word, and it gives us a clue to the word's meaning. What does re- mean at the beginning of these words?**

[Anticipated response: In some it means “again” and in some it means “back.” These are actual questions on the crossword puzzle.] **Did anyone notice any Spanish words that started with re-? What are they?**

[reponer, renacer] Does re- mean ‘again’ or ‘back’ in the Spanish words, too? [yes]

So we have discovered the prefix re-, and we have noticed that it is a prefix in both English and Spanish, and means the same thing in both languages. [Point to re- in the prefix column in the table.] Go over the examples of *repaint* and *reponer* (*ray-poh-NER*), and have the students help you to recall 2 more words from the crossword puzzle (pulling from both “again” and “back” meanings) to fill out the chart with you (e.g., repay / re / pay (back), etc.).

We can see a traffic light in the prefixes box. We use a green traffic light to remind us about prefixes because prefixes come at the beginning of the word. When we see a prefix, we can think to ourselves, “Go! Start to think about the meaning of the word!” [Show the green light prefix mini-poster. After class, post it somewhere where you can refer to it in subsequent lessons.] **Since we're using a green light to help us remember prefixes, we're going to underline prefixes that we find with our green marker.** [Underline re- in the whole words in the first column with your green marker, and have students do the same on their worksheets.] **Since your worksheets are in black and white, also color the bottom light of the traffic light green.**

! **Note:** You may want to have them put their dry erase board underneath their worksheet if the green markers bleed through the worksheet paper. If this is necessary, be sure that they consistently use one side of the dry erase board as their workmat, and leave the other side clean to use as a dry erase board with their black dry erase marker only.

What do you notice about the words in the base column? What do they have in common? [Anticipated response: They are verbs.] **Right, they are verbs, or action words – we learned about these in Unit 1 when we talked about parts of speech.** [Discuss with the students what it means that all of the words in the base word column are verbs (i.e., that re- is a prefix that attaches only to verbs). Have them think of two more verbs that go with re-, write these on their sheets, and share their meanings. (Examples: *redo*, *redraw*, *rewire*, *reappear*, *reread*, etc.)] For students that are proficient in Spanish, have them come up with one English word and one Spanish word.

! **Note:** It is not completely true that re- can only attach to verbs. It can also attach to nouns, adjectives, and adverbs that are derived from verbs, such as reaction or reactive. We will teach the students about this when we introduce suffixes. For the time being, this is a simple rule that is generally true and reinforces the parts of speech that you've been reviewing for the past few days. If a student brings up a word like '*reaction*' and challenges the idea that re- can only attach to verbs, praise him/her for being very clever and say that that's true, and you'll talk about it more in a few weeks. Reinforce that re- can't attach to nouns or adjectives that don't have anything to do with actions, such as *chair*, *Connecticut*, *happy*, etc.

Ask the students to think of three words that are not verbs and do not go with re-, and write these in the "not allowed rows" in the second table. Again, for students that are able, have them do this with 1 Spanish word and 2 English words so that they see that in Spanish as well, re- can only attach to verbs. Ask them what part of speech these words are (eg. the noun *hat*, the adjective *beautiful*, etc.). If they fall into the other grammatical categories discussed in unit 1 (nouns and adjectives), help reinforce those categories. If they come up with other parts of speech that we haven't discussed, just identify what it is (e.g., *into*—**Right, that's not a verb; it's a preposition and we can't use it with re-. Good.**).

Is re- at the beginning of a word always a prefix that means back or again? [Anticipated response: No. Discuss the example in the puzzle: “read.” Say that this happens sometimes with our words, and we call these letters “imposters.” Have the students add words to this column, such as *reason*, *ready*, etc. Notice that the same is true for Spanish – words like *real* (*ray-AL*), *resto* (*RES-toe*).]

(Wrap-up: 5-10 min) Post the objectives on the overhead, read them to the students, and ask students to give you a thumbs up/thumbs down about whether or not you’ve achieved each one. Note that it’s unusual to wait until the end of class to introduce the objectives, but that you didn’t want to give away some of the key ideas that you worked through today by reading the objectives ahead of time. Have students place their completed worksheets behind the ‘prefix’ tab of the ‘Detours’ side of their binders and return their pencils and markers to the pencil pouch. Put away binders.

! **Note:** If you have time left over, you can read *To Root, To Toot, to Parachute* (the book about verbs) to reinforce the work we’ve been doing on parts of speech.

Concluding activity: Take a Stand. Have the students put away their things. Say: **I’m going to say a word. If you think it’s a word that uses re- as a prefix, then you will take a stand by standing up. If you think it’s an imposter, stay seated.** [Note: If you’d prefer, you can play this game with thumbs up/thumbs down instead of having the kids stand and sit.] **Ready? Let’s start:**

reappear (yes)
real (no – imposter)
rejoin (yes)
reorder (yes)
rest (no—imposter)
retain (yes)