

Unit 3: Learning a Second Language

Day 1: Detours: affixes (negative prefixes)

Content Objectives:

1. Students will complete a word search to discover the family of negative prefixes.

Language Objectives:

1. Students will discover that in- is a 'chameleon prefix' that changes depending on the word it is attached to.
2. Students will be able to distinguish words that contain negative prefixes from 'imposters' that just start with the same letters.

Teacher Materials:

1. objectives overhead
2. opposites word search overhead and solution
3. negative prefixes chart overhead
4. fine point green and black overhead markers
5. white board marker
6. prefix green light mini-poster from Unit 2

Student Materials:

1. opposites word search worksheet
2. negative prefixes worksheet
3. binders, pencils, and green markers
4. exit cards

Day at a Glance:

1. **(10 min) review** the prefix re-
2. **(15 min) Introduce** negative prefixes through a word search
3. **(15-20 min) Complete negative prefixes worksheet** to discover the chameleon prefix in- and to distinguish prefixes from imposters.
4. **(5 min) Discuss objectives and wrap-up**

Activities

(10 min – review re-) In our last unit, we learned about the prefix **re-**. First of all, who remembers where you find a prefix? [at the beginning of a word] **Right, you find a prefix at the beginning of a word. And what does a prefix do? What is its function?** [It changes the meaning of the word.] **Right, a prefix changes the meaning of the word. So the first prefix that we talked about was re-**. [Write **re-** on the white board.] **Who remembers how re- changes the meaning of a word? What does re-mean?** [‘again’ or ‘back, against’ - make sure both meanings are generated]. **Right, re- can mean two different things – it can mean ‘again,’ as in *reheat*, or it can mean ‘back, against,’ as in *retain*. Let’s see if we can work together to come up with some words that use re- as a prefix. Let’s see if we can come up with 10 words (or pick a number that seems realistic for your class) that have re- as a prefix in one minute – you call them out and I’ll write them down.** [Write the words that students call out on the white board. If they call out any imposters, don’t write them down. When you have your list, see if you met your challenge target, and then walk through the words one by one to confirm that they all use re- as a prefix.] **Great job, everybody! Now we also talked about imposters, or words that start with the letters r-e-, but those letters aren’t a prefix – they’re just letters. For example, we said the word *real* was an imposter because re + al doesn’t make any sense – you can’t ‘al’ again or ‘al’ back. So let’s challenge ourselves to see if we can come up with 10 (or a number that seems reasonable) r-e- imposters in one minute.** [Have students call out imposters, and again, write them on the board. At the end of a minute, see if you’ve met your target, and walk through the words to make sure that they are all imposters.] **Great work, everybody!**

!Note: In Unit 2, we taught the students that re- attaches to verbs, which isn’t entirely true, as we explained in a note to you in the Unit 2, Day 1 lesson plan. If some words that are not verbs are generated here and a student asks about that, praise him/her for being clever and say that it’s true, that re- can actually attach to other parts of speech as well, and you’ll talk about that more in an upcoming unit. If nobody notices, though, don’t point it out yet – wait until we address it in a future yet.

Today we're going to continue to talk about prefixes, and these are our content and language objective. [Project today's objectives and read them to the class.]

(15 min – word search) Now we're going to look at another way word parts can help us. I'd like you to team up with the person next to you and work on this word search. You are going to be looking for words that mean the opposite of the words listed below the puzzle. When you find the opposite of a word on the list, write it on the line next to the word. [Show the overhead of the word search and pass out the student worksheet version of it. Note that the teacher version has the solution on the second page.] **Let's do the first one together. The first word on the list is *appear*. Let's pretend that we don't know the word that means the opposite, and see if we can just find *appear* first – then that will lead us to the word that means the opposite. Does anyone see it?** [*appear* starts 7 over in the top row, and travels downwards towards the right] **Good, here's *appear* right here** [start to circle it but back your pen towards the prefix *dis-* as you do that] **and if we keep on moving back, we see that the whole word is *disappear* – so *disappear* is the word that means the opposite of *appear*, and we should write that word on the line next to *appear* after we finish circling it.** [Finish circling *disappear* in entirety and then write it on the line next to *appear*. Make sure all students do the same on their worksheets.] **Now that you have the idea, continue to work with your partner to do the rest.**

After students have finished the word search, review answers and ask the students to look at the new word they have written (e.g. *disappear*), and to find and circle the original word within that word (e.g. *appear*). Ask them to now look at the parts of the words that are not circled. **What is left after you circle the original word?** [Anticipated response: *dis-*, *in-*, *im-*, *ir-*, *il-*, *un-*] **Are these groups of letters all in the same position?** [Yes, at the beginning of the words.] **Who remembers what happened to the meaning of these words when we added these little parts at the beginning?** (Anticipated response: the meaning of the words changed to the opposite.) **And what do we call a little part that comes at the beginning of a word and changes the meaning of the word?** [prefixes]. **Right, just like *re-*, all of these small parts that we've just discovered are all prefixes. Prefixes come at the beginning of a word and change the word's meaning, so we use a green light to help us remember where prefixes go and what they do – “Go! Begin to think about the meaning of the word!”** [Point to the

green traffic light mini-poster.] **Let's go through and underline all of the prefixes that we just found in green.** [Have students take out their green markers from their pencil pouches – and their white boards if you'd like them to use those as desk protectors (if so, make sure they always use the same side for that purpose) and underline all of the prefixes in green.]

(15-20 min – negative prefixes worksheet) Show the negative prefixes overhead. Read (or ask a student to read) the prefix definition. **So we have discovered a set of prefixes that turn a word into its opposite. Let's see if we can learn some more about them.** Pass out the student negative prefixes worksheet and ask the students to do the following: 1) transfer their highlighted prefixes from the word search sheet to the new chart; and 2) write the whole word on the right.

Now we will do some detective work. There are really only three prefixes here: un-, dis-, and in-, but sometimes in- becomes im-, il-, or ir- --- it is like a chameleon! What do I mean when I say it's like a chameleon? What do chameleons do? [Chameleons change color according to their habitat so that predators will not see them.] **See if you can figure out the "habitat" in each these words: impossible, immeasurable, illegal, and irresponsible. Why does in- change in these words?** Through the use of examples and discussion, help students to discover these rules:

1. We use im- instead of in- with words that begin with m or p
2. We use il- instead of in- with words that begin with l
3. We use ir- instead of in- with words that begin with r

Ask the students to practice saying these words with the in- prefix: *in + possible, in + logical, in + measurable, in + responsible*. They will see how hard this is, compared to pronouncing *incorrect*, for example, where it is easy. They might be able to feel where the beginning sound of the bases is formed and see that in- "changes" to be closer to that sound. For example, in *impossible*, m and p are both formed with the lips closed, whereas for *inpossible*, they would be open for the n, and then closed for the p. That's a lot of work! Explain that this is how language works—it changes in ways that make it easier for us to talk!

[**!Note:** If you are running out of time, don't worry about this next section – the review on Unit 4 Day 1 will touch on the same ideas.] **Can you think of**

any other words that use the chameleon prefix? Let's see if we can come up with some together. [Record students' correct responses in the 'in-chameleon' box on the second page of the negative prefixes overhead, and have students copy them in the same box on the back of their worksheet.] **Great ideas, everybody! Now, just as we noticed with the prefix re-, there are imposters with the negative prefixes as well. In other words, there are words that start with the same letters, but where those letters aren't prefixes – they don't change the meaning of the word. So for example, here in the 'imposters' box, we have the word *under*. Let's see if we can come up with some more examples of imposters for the negative prefixes.** [Record students' correct responses in the 'imposters' box on the second page of the negative prefixes overhead, and have students copy them in the same box on the back of their worksheet.]

(5 min. Wrap-up) Have students return their markers (and white boards, if they took them out) to their binders, and place the word search and negative prefixes worksheets behind the 'prefixes' tab on the Detours side of their binders.

Review the objectives for the day and do a thumbs-up or thumbs-down to determine whether or not students think they were met. Ask the students to write one word starting with one of the prefixes they learned today on an exit ticket as they leave the room.