

Pretending with Prefixes

Purpose

Students will learn the meanings of simple prefixes and suffixes.

Materials

For the teacher: *Fortunately* by Remy Charlip, chalk, chalkboard, overhead projector, transparency of Black Line Master (BLM) *Common Prefixes and Their Meanings*

For the students: sample book pages, drawing paper, pencils, crayons

Activity

A. Pre-Activity Discussion

1. Show students the book *Fortunately* and ask them if they know what that word means. Write the word “fortunately” on the chalkboard.
2. Define *fortunately*, demonstrating the use of a dictionary.
3. Define the terms *prefix* and *suffix*. Explain that prefixes and suffixes have meanings of their own.
4. On the chalkboard, add the prefix “un-” to the word “fortunately.”
5. Ask students how the meaning of the word changes.

B. Activity

1. Read *Fortunately* aloud to the class.
2. Discuss with students the format of the book: one page starts with the word *fortunately* and the next page starts with *unfortunately*.
3. Ask students how the prefix *un-* changes the story.
4. Share the BLM transparency *Common Prefixes and Their Meanings*.
5. Have students brainstorm words that have one of these prefixes or suffixes and write them on the board.
6. Tell students that they will be making two pages for a class book, modeled after the book *Fortunately*.
7. Have students choose one of the words on the board.
8. Ask each student to write two sentences, one using his/her word choice and the other using his/her word choice with a prefix added to it (e.g., “I like to eat apple pie. I dislike picking apples to make the pie.”).

(continued)

EXTENDING
THE



ACTIVITY

Make a class “dictionary” from the sentences students create. To add to the dictionary, give each student a list of three words and prefixes to write sentences for and illustrate. Compile and alphabetize all the entries and put the dictionary in the classroom library.

INCORPORATING



TECHNOLOGY

Have students use a word processing program to write the sentences or captions for each page.

Standards Link
2.6.9





Activity (continued)

9. Have students write their sentences on pieces of drawing paper folded in half (one side for each sentence) and illustrate them.

Questions for Review

Basic Concepts and Processes

While students are working on their book pages, ask them the following questions:

-  Do you know what a prefix is?
-  Can you explain the difference between prefixes and suffixes?
-  How does a prefix change the meaning of a word?
-  Can you give me an example of a word that contains a prefix?
a suffix?
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Common Prefixes and Their Meanings

be = about, around, or all over

com = with or together

de = from

dis = the opposite of or not

en = in

ex = out or from

in = into or not

pre = before

pro = in front of

re = again or back

sub = under

un = not

Common Prefixes and Their Meanings

Teacher Directions

Discuss the BLM *Common Prefixes and Their Meanings* with students. Help students brainstorm base words that have prefixes.

Answer Key

Answers will vary.