

Recognizing Prefixes

CA Content Standard 1.1: Identify and use the literal and figurative meanings of words and understand word derivations.



BEHIND THE SCENES BACKGROUND INFORMATION

Objective

Students will recognize prefixes and use them to understand word meanings.

Vocabulary Terms

Affix: A part added to a word to make a different word

Prefix: An affix that is added to the beginning of a word to make a different word

Root: The basic part of a word to which affixes may be added

Suffix: An affix that is added to the end of a word to make a different word

Materials

- student books, pages 17–24



SETTING THE STAGE OPENING ACTIVITY

approximately 5 minutes

Activate students' background knowledge about prefixes.

- Have students open their books to page 17 (T27) and examine the puzzle pieces.
- Have students determine the correct order of the pieces and share their responses. Focus the discussion on how the different parts of a train have different functions.
- Explain that when the parts of a train are put together in the proper order, they create an operating train.
- Tell students that, similarly to a train, words have different parts that are put together in a proper order.



DRESS REHEARSAL INSTRUCTION & GUIDED PRACTICE

approximately 20 minutes

Introduce prefixes.

- Have students turn to page 18 (T28).
- Read the introduction and emphasize that many complex words are made up of word parts and that recognizing common word part meanings can help students determine the meanings of unfamiliar words.
- Explain that a prefix is added to the beginning of a word to make a new word.

- Have students turn to page 19 (T28).
- Call students' attention to the table of common prefixes and encourage students to familiarize themselves with the word parts listed.
- Have students respond to the prompt.

Instruction Sample Answers

rewind: *wind again*; dislike: *do not like*; nonessential: *not essential*; reassure: *assure again*

Have students use prefix clues to determine the meaning of words in "A Life Free From Care."

- Point out the graphic organizer and example answer on page 103 (T183) and explain that students will use the table to identify the meaning of a prefix and then the meaning of a word.
- Together as a class, read "A Life Free From Care."
- Pause after reading the third paragraph and have students explain the meaning of the second example from the table.



You may want to model ways to respond to difficult vocabulary as you read. For example, you might pause after encountering the word "rheumatism" in the last paragraph and explain that the author's description of the pain Wieck had when she played the piano suggests that the word "rheumatism" describes a painful physical condition."

- Complete the graphic organizer as a class.
- To help students focus on identifying the prefixes and the meaning of the words, you may want to ask the following questions:

Which part of the word is the prefix? What does it mean?

Which part of the word is the root or base word? What does it mean?

How do the other words in the passage help you identify the meaning of this word?

Guided Practice Sample Answers

Word	Prefix	Meaning of Word
"When Wieck was four years old, she was <i>unable</i> to speak."	<i>un-</i>	not able; incapable of performing an action
"'There is nothing that <i>surpasses</i> the joy of creation...,' she wrote, 'one lives in a world of sound.'"	<i>sur-</i>	<i>to pass beyond; to go beyond what was expected</i>
" <i>Enraged</i> , her father threatened to harm Schumann if he and Clara saw each other again."	<i>en-</i>	<i>to increase in rage; to be extremely angry</i>
" <i>Impatient</i> , Wieck and Schumann took her father to court."	<i>im-</i>	<i>not patient; annoyed at being kept waiting</i>
"Her words showed <i>foresight</i> ."	<i>fore-</i>	<i>having sight before; an instance of knowing beforehand</i>
"Schumann's mental health was <i>unstable</i> ."	<i>un-</i>	<i>not stable; changeable</i>



SHOW TIME INDEPENDENT PRACTICE

approximately 20 minutes

Have students apply their analytical skills on their own.

- Have students turn to page 22 (T30).
- Read the directions aloud and be sure that students understand the activity.

Give students approximately 15 minutes to complete the activity.

- As students work, circulate and ask them to explain their thinking. Redirect students as needed by asking them questions about their work. Effective questions might include the following:
 - Which part of the word is the prefix? What does it mean?*
 - Which part of the word is the root or base word? What does it mean?*
 - How do the other words in the passage help you identify the meaning of this word?*



Encourage struggling students to use a systematic process to identify word meanings. First, cover up the prefix and ask, "What word do you see?" or "Does this word look similar to another word you already know?" Then cover up the root or base word and ask, "What does this prefix mean?" "What other words do you know that use this prefix?"

Independent Practice Sample Answers

Word	Prefix	Meaning of Word
"Emperors get to do whatever they want, it is true—that is our <i>misfortune</i> ."	<i>mis-</i>	bad fortune; unhappy conditions that affect someone's life
"I was <i>preoccupied</i> with all the amazing options, for even when I slept that night I dreamt of all the things he had shown me."	<i>pre-</i>	<i>to be already occupied; absorbed in thought</i>
"But my foolishness had only begun, and the next day, the French tailor told me he was going to show me an <i>unusual</i> new cloth."	<i>un-</i>	<i>not usual; out of the ordinary</i>
"All I know is that the tailor took something out of his bag, and, not wanting to appear <i>inexpert</i> , I began to tell him how amazing it was."	<i>in-</i>	<i>not expert; without skill or experience</i>
"Its lightweight feel is extremely <i>uncommon</i> ; it is unlike anything in this world."	<i>un-</i>	<i>not common; rare</i>
"So I gave the order, the tailor set his price, I paid it, and he set to work, and all through the next week I asked for a <i>preview</i> , but he always said I should wait for the big day."	<i>pre-</i>	<i>to view before; the opportunity to see something in advance</i>

- Bring the class together and have students share their responses.



RAVE REVIEWS REFLECTION & ASSESSMENT

Formal Assessment

- Review students' work from the Show Time section of the lesson.

Informal Assessment

- As students engage in classroom discussion, note how adeptly they recognize prefixes.



ENCORE! ENCORE! EXTENSION ACTIVITIES

Writing Extension

- Have students analyze their own writing for correct prefixes. Instruct students to make revisions as necessary. You may wish to have students work with an existing piece of writing or have them draft an essay describing why they think Clara Wieck started to have doubts about her talent.

Group Project

- Have students create a multiple-choice question that asks someone to identify the meaning of a made-up word. Students should create a word with a prefix (e.g., “prebabgaloo”). Instruct students to write answer choices that reflect the meanings of prefixes. (e.g., What does “prebabgaloo” mean? A: during a hockey game B: while swimming C: after a track meet D: before the football game). Have students exchange questions and identify the correct answers.

Name _____ Date _____

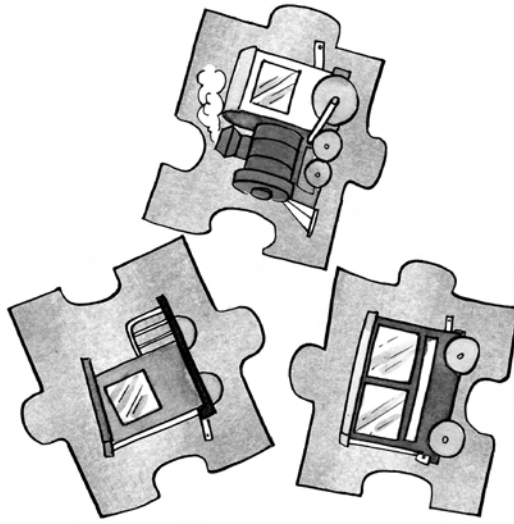
Recognizing Prefixes

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SETTING THE STAGE OPENING ACTIVITY

What is the correct order of the puzzle pieces?



Name _____

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**DRESS REHEARSAL**
INSTRUCTION & GUIDED PRACTICE**VOCABULARY TERMS****Affix:** A part added to a word to make a different word**Prefix:** The affix that is added to the beginning of a word to make a different word**Root:** The basic part of a word to which affixes may be added**Suffix:** The affix that is added to the end of a word to make a different word**INTRODUCTION**

The English language has thousands of words, so it is almost impossible to memorize all of their meanings. Recognizing word parts can help you determine the meaning of an unfamiliar word. The three parts of a word are the root, the prefix, and the suffix.

The **root** is a base word with no affixes. In the Opening Activity, the puzzle piece with the train car represents the base.

For example: The word *work* is a base word.

The **affix** that can be added to the beginning of a word is a **prefix**. In the Opening Activity, the puzzle piece with the locomotive represents the prefix.

For example: *re-* + *work* = *rework*

The affix that can be added to the ending of a word is a **suffix**. In the Opening Activity, the puzzle piece with the caboose represents the suffix.

For example: *work* + *-able* = *workable*

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**DRESS REHEARSAL**
(continued)

The table below shows common prefixes and their meanings.

Prefix	Meaning
com-, co-, con-, cor-	with, together
de-	opposite of, away from, undo
dis-	opposite
en-	put into, make
extra-	outside of, beyond
fore-	earlier, in front of
im-, in-, un-	not
leg-	law
mis-	wrong, opposite, not
non-	not
pan-	complete
pre-	before
re-	back, backward, again
sur-	above, over
uni-	one

• How does the prefix change the meaning of the words below?

wind/rewind like/dislike essential/nonessential assure/reassure

unit 1

SKILL LESSONUNIT 1: VOCABULARY
LESSON 3: RECOGNIZING PREFIXES

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DRESS REHEARSAL *(continued)*

Read the passage and complete the graphic organizer that follows.

A Life Free From Care

In the 1800s, a child pianist rose to stardom in Europe. The child's name was Clara Wieck. She was born in Germany in 1819; her father was a piano teacher and her mother was a talented pianist and singer.

When Wieck was four years old, she was unable to speak. Her father was worried that she might be deaf, so he tested the idea by trying to teach her the piano by ear. In the end, Wieck was not deaf; in fact, she showed an extreme gift, and he began to train her as a concert pianist.

By the age of 11, Wieck was performing solo in Paris. At 14, she started composing her first piece. Two years later, she performed this work with a full orchestra. Composing gave her great pleasure. "There is nothing that surpasses the joy of creation...", she wrote, "one lives in a world of sound."

When she was 18, one of her father's students, Robert Schumann, proposed to Wieck. Enraged, her father threatened to harm Schumann if he and Clara saw each other again. However, they were in love and wrote to each other secretly. Without her father's consent, they could not marry until Wieck turned 21. Impatient, Wieck and Schumann took her father to court. The case lasted years, but they won. The couple married one day before Wieck's 21st birthday.

Wieck herself had doubts about marrying Schumann. She wrote: "Robert, test yourself. Are you in a position to offer me a life free from care?...Must I bury my art now?" Her words showed foresight. Robert Schumann became one of the greatest composers of his age. Wieck's work had to take second place to her role as his wife and mother of their eight children.



Schumann's mental health was unstable. Wieck ran the household and earned most of their income. Also, living with a genius shook her confidence. In the diary that she and Robert kept together, Wieck wrote: "I once believed that I possessed creative talent, but I have given up this idea; a woman must not desire to compose—there has never yet been one able to do it. Should I expect to be the one? Even so, Wieck did compose 66 pieces of music. She toured tirelessly, and introduced audiences all over Europe to her husband's work.

Music gave Wieck solace in times of struggle. Four of her children died in her lifetime. In 1856, Schumann himself died in a mental asylum. Wieck had rheumatism and was often in great pain when she played. Yet she performed until just a few years before her death, at age 76. These days her work is increasingly popular.

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DRESS REHEARSAL *(continued)*

Use the prefix to help determine the meaning of the italicized words from the passage.

Recognizing Prefixes

Word	Prefix	Meaning of Word
"When Wieck was four years old, she was <i>unable</i> to speak."	un-	not able; incapable of performing an action
"There is nothing that <i>surpasses</i> the joy of creation..." she wrote, "one lives in a world of sound."		
" <i>Enraged</i> , her father threatened to harm Schumann if he and Clara saw each other again."		
" <i>Impatient</i> , Wieck and Schumann took her father to court."		
"Her words showed <i>foresight</i> ."		
"Schumann's mental health was <i>unstable</i> ."		

SKILL LESSON

UNIT 1: VOCABULARY
LESSON 3: RECOGNIZING PREFIXES

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SHOW TIME
INDEPENDENT PRACTICE

Read the passage and complete the graphic organizer that follows.

The Emperor's Least Favorite Outfit

I had been feeling restless for a long time, and I dislike that feeling; it's like being trapped inside when you want to go outside. Emperors get to do what they want, it is true—that is our misfortune.

When I remember the day my troubles began, I feel an acutely painful pang of regret. It was a peaceful spring afternoon, the smell of flowers was in the air, and I was ready for a change. My servant told me that a foreign tailor from France had arrived and wanted to see me. The tailor's face looked good and intelligent, so I carelessly put my trust in him.

The tailor showed me so many beautiful things: silk the color of sea foam, snows-white cushions with brass buttons, pajamas made out of feathers, and something he called a "cowboy hat." I was preoccupied with all the amazing options, for even when I slept that night, I dreamt of all the things he had shown me. I dreamt that I was wearing a suit made of crocodile skin, but then, lo and behold, the crocodile suit came to life and started snapping its jaws, and I had to slip out of it and run away! That dream should have warned me.

But my foolishness had only begun, and the next day, the French tailor told me he was going to show me an unusual new cloth. "It's very rare," he said, "and rightly so. Only the most expert eye can appreciate its beauty. But to a real expert, it is the most desirable cloth in the world."

I can't quite explain what happened next. I keep replaying it in my mind. All I know is that the tailor took something out of his bag, and, not wanting to appear inexperienced, I began to tell him how amazing it was.

"It's unlike anything I've ever seen!" I said, pretending I was an expert.

I should say that it was very sunny that day, and I was quite tired, because I had not slept well after my terrifying dream from the night before. When the tailor took the fabric out of his bag and held it up in front of the sunny window, I had to squint my weary eyes. "It's brilliant," I said, not knowing that I was talking not about the cloth, but about the sun.

Perhaps I was wearing my royal gloves when I reached out to touch the cloth; perhaps those gloves kept me from feeling properly. "It's the lightest thing in the world," I said.

"Indeed, your highness," said the tailor. "Its lightweight feel is extremely uncommon; it is unlike anything in this world. And may I offer a small piece of advice—it would make the perfect outfit for your summer parade."

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SKILL LESSON

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SHOW TIME
(continued)

So I gave the order, the tailor set his price, I paid it, and he set to work, and all through the next week I asked for a preview, but he always said I should wait for the big day. On the morning of the parade, he came to my quarters with the new suit and fitted it to me, but I didn't really observe what he was doing; I was thinking only about how my subjects would admire my suit.

What a surprise then, when the parade began and I stood tall on my parade float, showing off my outfit for every eye to see. Everyone complimented me, but they didn't seem completely enthusiastic. I was disappointed, but then I remembered what the tailor had said about the cloth. "Only the most expert eye can appreciate its beauty." So, my subjects were not experts, and in fact, I was not sure that I was an expert myself, but I had to pretend, because I was the emperor.

You have probably heard what happened next; indeed, it is probably the greatest gossip in the world. The parade was almost over, when I heard the voice of a little girl, clear as a bell. "He's naked; he's totally undressed!"

Instantly, the crowd was silent, and I knew, in my heart of hearts, that I was a fool; I felt my heart flatten. The tailor had shown me a cloth made out of nothing, and made me believe that it was something admirable. Never again will I believe that just because I am an emperor, I am an expert in anything.


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 UNIT 1: VOCABULARY
LESSON 3: RECOGNIZING PREFIXES

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Name _____ Date _____



SHOW TIME (continued)

Use the prefix to help determine the meaning of the italicized words from the passage.

Recognizing Prefixes

Word	Prefix	Meaning of Word
“Emperors get to do what they want. It is true—that is our <i>misfortune</i> .”	<i>mis-</i>	bad fortune; unhappy conditions that affect someone's life
“I was <i>preoccupied</i> with all the amazing options, for even when I slept that night, I dreamt of all the things he had shown me.”		
“But my foolishness had only begun, and the next day, the French tailor told me he was going to show me an <i>unusual</i> new cloth.”		
“All I know is that the tailor took something out of his bag, and, not wanting to appear <i>inexpert</i> , I began to tell him how amazing it was.”		
“Its lightweight feel is extremely <i>uncommon</i> ; it is unlike anything in this world.”		
“So I gave the order, the tailor set his price, I paid it, and he set to work, and all through the next week I asked for a <i>preview</i> , but he always said I should wait for the big day.”		