

Lesson 1: Prefixes: dis-, un-**★ All-STAR Readers Know**

A **prefix** is a word part that is added to the beginning of a base word. It changes the word's meaning.

The prefix *dis-* means "not" or "the opposite of."

- **dislike** = "not like"
- **disappear** = "the opposite of appear"

Find It! Read the paragraph below. Circle eight words that begin with the prefix *dis-*.

She's a Winner!

Few people would disagree that track star Wilma Rudolph was lightning fast. In the late 1950s and early 1960s, Americans discovered Rudolph. She was the first American woman to win three gold medals in one Olympic Game. Born in a poor family, young Wilma wore a brace on her left leg. Back then it was easy to discount her chances for success. But Wilma was not discouraged by her disability. She took off her brace every time she could. As her legs grew stronger, her discomfort disappeared. Her talent left others in disbelief. Today, Wilma Rudolph is remembered as one of the top athletes of the twentieth century!



On-Track Fact While in high school, Wilma Rudolph once scored 49 points in one basketball game, setting a Tennessee state record.

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The prefix *un-* means “not” or “to do the opposite of.”

- **unlikely** = “not likely”
- **untie** = “to do the opposite of tie”

Spell It! Add the prefix *un-* to the beginning of each base word below. Write the new word in the blank.

1 fair _____

2 pack _____

3 button _____

4 sure _____

5 happy _____

6 lock _____

7 clear _____

8 cover _____

Write It! Use the prefix *-un* to write the word for each definition.

9 not happy _____

10 the opposite of cover _____

11 not sure _____

12 not clear _____

13 the opposite of do _____

14 the opposite of lock _____

15 the opposite of tie _____

16 the opposite of wrap _____



Big Idea A true athlete is never unprofessional. How can an athlete be a hero?

Unit 5 • Lesson 1

Prefixes: dis-, un-

Objectives

Students will

- read a paragraph and circle the words that begin with the prefix *dis-*.
- add the prefix *un-* to base words and write them in the blanks.
- write the word with the *un-* prefix that matches the definition.



5-STAR Pointers

1 Activating Prior Knowledge

Write the following on the overhead: *My grandparents said, "We're hoping to eat the grapes we got. They're bigger than the cherries we bought from the farmer's daughter herding calves."*

Instruct students to identify the compound (*grandparents*), contraction (*we're*), inflectional and comparative endings (*hoping*, *bigger*), plurals (*grapes*, *cherries*, *calves*), and possessive (*farmer's*).

2 Introducing the Lesson

Tell students that in this lesson they will be learning about prefixes, beginnings that can be added to words to change their meaning. Write the words *disagree* and *unhappy* on the overhead. Explain that the prefix *dis-* means "not" or "the opposite of." The prefix *un-* means "not" or "to do the opposite of." Direct students to the **All-STAR Readers Know** boxes on pages 149 and 150.

3 Guided Practice

Write the following sentences on the board: *The sisters fight and disagree about which team is the best. It was so shocking I was in belief. That crazy*

Name _____

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Find It! Read the paragraph below. Circle eight words that begin with the prefix *dis-*.

She's a Winner!

Few people would **disagree** that track star Wilma Rudolph was lightning fast. In the late 1950s and early 1960s, Americans **discovered** Rudolph. She was the first American woman to win three gold medals in one Olympic Game. Born in a poor family, young Wilma wore a brace on her left leg. Back then it was easy to **discount** her chances for success. But Wilma was not **discouraged** by her **disability**. She took off her brace every time she could. As her legs grew stronger, her **discomfort** **disappeared**. Her talent left others in **disbelief**. Today, Wilma Rudolph is remembered as one of the top athletes of the twentieth century!



On-Track Fact While in high school, Wilma Rudolph once scored 49 points in one basketball game, setting a Tennessee state record.

Unit 5: Prefixes and Suffixes 149

story is unbelievable. Read aloud the sentences. Instruct the students to listen carefully and touch their noses if the sentence is correct (*yes, no, yes*).

4 Informal Assessment

Observe students during guided practice. Use the **All-STAR Intervention Strategies** on the next page for students who are struggling.

5 Independent Practice

Review the **All-STAR Readers Know** boxes on pages 149 and 150 with the students. Assign Student Workbook, pages 149 and 150. Read the instructions with the students, and make sure they understand the assignment. Assess the assignment in the way you deem most appropriate for the lesson.

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- unlikely = “not likely”
- untie = “to do the opposite of tie”

Spell It! Add the prefix *un-* to the beginning of each base word below. Write the new word in the blank.

- | | | | |
|----------|-----------------|---------|----------------|
| 1 fair | <u>unfair</u> | 5 happy | <u>unhappy</u> |
| 2 pack | <u>unpack</u> | 6 lock | <u>unlock</u> |
| 3 button | <u>unbutton</u> | 7 clear | <u>unclear</u> |
| 4 sure | <u>unsure</u> | 8 cover | <u>uncover</u> |

Write It! Use the prefix *-un* to write the word for each definition.

- | | |
|--------------------------|----------------|
| 9 not happy | <u>unhappy</u> |
| 10 the opposite of cover | <u>uncover</u> |
| 11 not sure | <u>unsure</u> |
| 12 not clear | <u>unclear</u> |
| 13 the opposite of do | <u>undo</u> |
| 14 the opposite of lock | <u>unlock</u> |
| 15 the opposite of tie | <u>untie</u> |
| 16 the opposite of wrap | <u>unwrap</u> |



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English-Language Development Strategies

Choosing Prefixes

English-language learners may be confused by the altering of word meanings by adding prefixes. They may also have trouble deciding when to use one of two similar prefixes, such as *dis-* and *un-*. To practice, write base words on the board and ask students to give the correct prefix (*happy* [*un-*], *agree* [*dis-*], *comfortable* [*un-*]).

★★★★★
All-STAR
Intervention
Strategies

Auditory Reinforcement

Create a class story. Say the first line of the story, making sure to include a word with the *dis-* or *un-* prefix. Call on students in turn to give the next line. Instruct them to include a word with one of the prefixes as well. After the class is done, read aloud the story. (*Tiger the cat was very unhappy.*)

Tactile/Kinesthetic Reinforcement

Materials: papers with an 8-square grid, marker, construction paper, pencils, scissors, glue

Write the words *happy*, *lucky*, *clear*, *wrap*, *appear*, *belief*, *comfort*, and *agree* in the grid. Make a copy for every student. Instruct students to draw a line down the middle of their construction paper, creating two columns. Tell them to label the columns *dis-* and *un-*. Instruct students to cut out the squares and glue the words under the correct heading.



Literature Connection

Krull, Kathleen. *Wilma Unlimited*. Voyager Picture Books, 2000. *The story of Wilma Rudolph, who overcame obstacles to become the world's fastest woman.* Point out the word *unlimited* in the title and ask students what it means. Read from the book, instructing students to listen for words with the *un-* and *dis-* prefixes.