Prefixes *re-, un-*

Generalization A prefix is added to the beginning of a base word to make a new word that combines the meaning of the prefix with the meaning of the base word. The prefix *re-* means "again" or "back." The prefix *un-* means "not" or "the opposite of."

Student Objective Read and spell words with *re-* and *un-.*

Materials
- Word Study Notebook, pages 65–68
- SavvasRealize.com
  - Interactive Sort
  - Writing Sort
  - Blind Sort
  - Speed Sort
  - Spin and Spell 🔊

Words		
re-	*un-*	
rebuild	**unable**	**Oddballs**
recopy	unkind	uncle
recycle	unwrap	reptile
refinish	unselfish	rescue
refill	unbutton	
rewrite	unhappy	
retrace	unpack	
retake	unfair	
return	uneven	
review	unequal	
remodel	unbeaten	

Introduce, Model, and Reflect

Introduce Display the words and read them aloud with students. Ask: What do you notice about these words? Students may say that they all begin with *re-* or *un-*. If necessary, guide them to see that in most of the words a complete, smaller word follows *re-* or *un-*. Remind students that they dealt with base words when they added endings such as *-ed, -ing,* and *-er.* Say: Rather than having an ending added, these base words have *re-* or *un-* added at the beginning. *Re-* and *un-* are called *prefixes. Prefixes* are word parts added to the beginning of words to create new words.

Develop Vocabulary: Antonyms Remind students that antonyms are words with opposite meanings. Show students how easy it is to find antonyms for the list words with *un-* by simply removing *un-*:

unable	• cannot do something
able	• can do something
unwrap	• to take a wrapping off
wrap	• to put a wrapping on
unhappy	• not glad
happy	• glad

Have students suggest sentences with the antonyms, as in: *I am* unable *to drive a car, but I am* able *to ride a bike.*

Introduce the Sort Say: We know the prefix *un-* can create antonyms. Let's sort these words by their prefixes. Then we'll figure out how the meaning of the prefix affects the meaning of the new word it makes. Display the headers.

Model Point to and discuss each header and the key word that has the prefix *re-* or *un-*. Say: Notice that we'll also need to look for oddballs. Then model how to sort a few words, for example, point to *recopy* and say: The base word in *recopy* is *copy*. The prefix is *re-*, so I will put *recopy* in the column under *re- rebuild*.

Sort by Prefix Have students complete the sort with you. If students include the oddballs *uncle, reptile,* and *rescue* under the prefixes, wait till the sort is over to discuss how these words have no base words and that the letters *un* and *re* in the words are not prefixes. If students do sort these words correctly, congratulate them.

After the sort, read the words in each column together. Then have students identify the base word in each word and define the word. For example, ask: What is the base word in *rebuild*? What do you do when you *rebuild* something? At the end of the column, ask: What do you notice about the meanings of all the words that begin with *re-*? (They include the meaning of "again" or "back.") Do the same for the *un-* words, leading students to see that the prefix has the meaning "not" or "the opposite of."

Reflect Ask: What did you learn about prefixes in general from this sort? (They are added to the beginnings of base words and add their meanings to the meanings of the base words.) What did you learn about the prefixes *re-* and *un-* in particular from this sort? (*Re-* means "again" or "back"; *un-* means "not" or "the opposite of.") Suggest students add the meanings of the prefixes to the headers.

Practice and Extend

Sort Again Have partners work together to sort the words before students sort the words independently several times. Then have partners do a modified blind sort. One student chooses a word and defines it (for example, "to do the opposite of button") for the partner to name and sort. Model this activity for students beforehand.

Writing Sort Have students complete the writing sort activity on page 68 independently. Then have partners compare answers and read the words aloud together.

Build and Extend Invite students to build more words with *re-* and *un-*. Provide these base words: *cover, fasten, fold, named, tie, used, wind.* Have students add *re-* and *un-* to each, define the word, and use it orally in a sentence.

Word Hunt Invite students to search for more *re-* and *un-* words in self-selected books, textbooks, newspapers, and magazines. They will likely find many. In some words the prefixes will vary somewhat in meaning from "again," "back," "not," or "the opposite of" *(remove, unearth)*; some will not contain the prefixes at all *(remote, union)*; many *re-* words will not have English base words but rather Latin roots *(repeat, report)*. Compile students' findings and discuss how to sort them. Create a group chart.

More Practice Schedule time for students to play Spin and Spell, which you can download from SavvasRealize.com.

Apply and Assess

Additional Words *recapture, recharge, reelect, refresh, refuel, relive, remake, unbroken, unclear, unfriendly, unlock, unplug, unripe, untangle*

Additional Words Activity Display the additional words. Have students read them aloud and define them.

Alternative Sort: Parts of Speech Have students sort the list words by their part of speech: *Noun, Verb, Adjective*. A few of the *re-* words and one oddball (*rescue*) may be used as both a noun and a verb. After the sort, ask: Which prefix is found mainly in verbs? *(re-)* Mainly in adjectives? *(un-)*

Assess Call aloud at least ten list words and have students spell them.

Supporting All Learners

School-Home Connection		
Highlight the Prefix Write each word in pencil. Then highlight the prefix in it. OR: Write the prefix in crayon and the rest of the word in pencil.	**Memory Game** Play a memory game with a family member. Lay all the word cards facedown and then turn over two cards at a time to find words that begin with the same prefix. Whoever collects the most pairs wins.	**Sentence Application** Write seven sentences with your list words. Try to use at least two words in a sentence, as in *The unhappy girl will retrace her steps to try to find her lost glove.* Then read your sentences aloud to a family member.

Supporting Multilingual Learners		
Language Acquisition Focus on the meanings of the base words, demonstrating the actions of the verbs (*build, copy, write, button, wrap,* and so on) and examples of the adjectives *(happy, kind, even, equal).* Then explain that students need to add the meaning of the prefix *re-* ("again" or "back") or *un-* ("not") onto the meaning of each base word.	**Language Transfer** Prefixes are common in various European languages. Invite children or their family members to share examples of words with prefixes in their home languages. If possible, show these words in written form and divide them between the prefix and the base word.	**Language Transfer** The Spanish prefix *re-* is similar to the English prefix *re-*, and a few list words have Spanish cognates: *recopiar (recopy), reciclar (recycle), remodelar (remodel), reptil (reptile).* Use these cognates to help Spanish speakers learn the English words.

Differentiated Support	
Extra Support The sort is a visual one; students should not have difficulty separating the *re-* words from the *un-* words. For meaning, tell students to focus on the base words; assure them that these are familiar words and that they need to add the meaning of the prefix to the meaning of a base word that they already know.	**Challenge** Show students the words with Latin roots that the group compiled in Word Hunt. Show them how to read an etymology in a dictionary. Have them look up the words with Latin roots and report some of the word histories to the group.

recopy	uncle	unkind
recycle	unwrap	reptile
refill	unselfish	refinish
unbutton	unhappy	rewrite
retrace	unpack	retake
unfair	return	uneven
review	unequal	unbeaten
remodel	rescue	

Prefixes re-, un-

Oddball					

un- **unable**					

re- **rebuild**					

1. Write the meaning of the prefix on the line next to each header.

Prefix re-: _____

Prefix un-: _____

2. Make new words by adding the prefix re- or un- to the following base words. Write the words on the lines.
(Note: You can add more than one prefix to some words.)

___build _____	___button _____
___able _____	___write _____
___copy _____	___trace _____
___cycle _____	___pack _____
___kind _____	___take _____
___wrap _____	___fair _____
___fill _____	___turn _____
___selfish _____	___even _____
___finish _____	___view _____
___happy _____	___equal _____
___model _____	___beaten _____