

<b>Title:</b> Prefixes	<b>Grade:</b> 4th Grade
<b>Content:</b> Vocabulary	<b>Duration:</b> 5-10 minutes daily for one week

**Standard:**

- **RF.4.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RL.4.1:** Determine the meaning of unknown words.

**Objective:** Students will identify and explore words that use the prefixes under-, de-, in-, and non-.

**Materials:**

- Vocabulary Choice Board

**Introduction Description:**

Understanding prefixes will help students figure out the meaning of unknown words. We are able to use the meaning of prefixes to help figure out the meaning of unfamiliar words that we come across when we are reading.

This week students will spend some time working on identifying and using the prefixes under-, de-, in-, and non- in different words. Encourage students to be creative to add or modify the choice boards. By the end of the week they will need to have practice with the four prefixes everyday.

*under- means too little or below*

- Example: If I went into hiding under ground, I went below the ground level.
- Example: If I was underfed I was fed too little.

*de-means down or away*

- Example: If I deport from the city, I am moving away from the city.
- Example: If I decrease my speed, then my speed is going down.

*in - means not or within*

- Example: If my assignment was incomplete, my assignment was not completed.
- Example: If I stay inside, I am staying within a building.

*non- not*

- Example: If my food was nondairy, then my food does not have dairy in it.
- Example: If I was reading a nonfiction book, then my book is not fiction.

**Steps:**

- Each day choose a different activity to complete from the choice board.
- When they are finished with the activity for the day, place an X over the box.

**Adaptations:**

- Use the word bank instead of coming up with your own words.
- Use a dictionary to help find words. <https://www.merriam-webster.com/>

**Finished Product :** At the end of the week, they will have completed five activities.

## PREFIX CHOICE BOARD

Each day choose ONE activity to complete each day.

*under- below or too little*

*de- down or away*

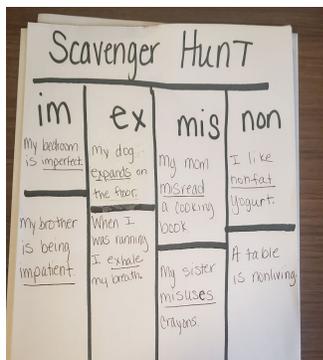
*in- not or opposite*

*non- not*

### Scavenger Hunt

Walk around your house and find ways you can add the prefixes and suffixes to objects or actions .

*Example: My brother is being impatient.*



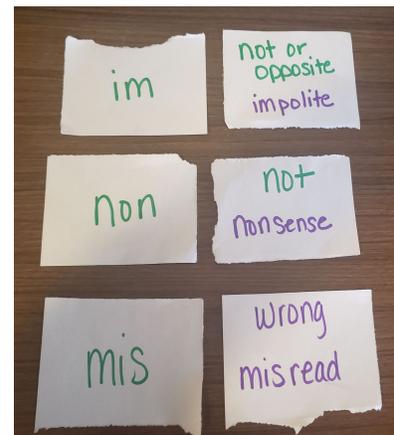
### Free Choice

Make up your own activity to go along with the list of prefixes.

What did you do? Explain.

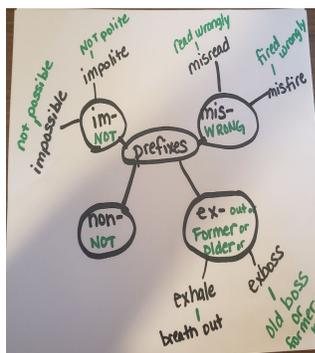
### Flashcards

Cut up squares or strips of paper. Write each prefix on their own piece of paper. Then write their meaning on their own paper. Play a game or study with the flashcards.



### Make a Web

Make a web of words that start with the four prefixes. Use the picture below to help guide you.



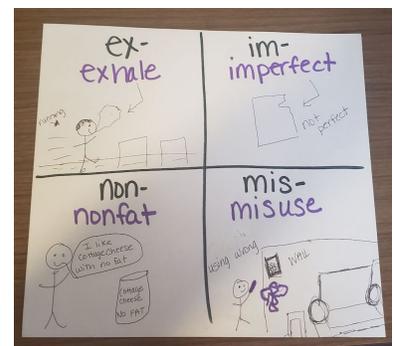
### Charades

Come up with a list of words or that use the four prefixes or use the list below. You will pick out the word and act it out. Another person will need to guess what you are acting out. Play as a family or with brothers and sisters.

### Draw or Take a Picture

Come up with one word that starts with each prefix.

Draw and label a picture of that word.



### Word Bank

underhand	underground	underarm	undersea	underpaid	underwater
decline	decrease	decompose	decide	defrost	decay
Inactive	incomplete	insane	inability	inside	inland
nontoxic	nonfiction	nontoxic	nonverbal	nonsense	nonliving