

Lesson Objectives

Day 1 **Students will:**
 • Read and write words with prefixes **pre-** and **fore-**

Day 2 **Students will:**
 • Sort words by prefixes **pre-** and **fore-**

- Materials:**
- BLM 1: Anchor Chart
 - BLM 2: Category Cards
 - BLM 4: Word Cards
 - BLM 6: Take-Home Activity
 - Teacher Category Cards
 - Teacher Word Cards—same as BLM 3

Day 3 **Students will:**
 • Sort words by prefixes **pre-** and **fore-**
 • Define words using the meanings of prefixes as a guide

- Materials:**
- BLM 7: Classroom Activity
 - BLM 8: Take-Home Activity
 - Teacher Category Cards
 - Teacher Word Cards—same as BLM 5

Day 4 **Students will:**
 • Identify words with prefixes **pre-** and **fore-**
 • Create lists of words organized by their spelling patterns
 • Write and spell words prefixes **pre-** and **fore-**

- Materials:**
- BLM 9: Reading Passage
 - BLM 10: Spelling Dictation
 - BLM 11: Spelling Peer Check

Day 5 **Students will:**
 • Spell words with prefixes **pre-** and **fore-**

Materials:

- Quick-Check Assessment

Prefixes pre-, fore-

The prefix pre- means "before"
 The fifth grade class was full of pre-fore.
 I enjoyed watching the pre-view of the action movie that is coming out this summer.

The prefix fore- means "before" or "in front of"
 The hottest left a mark on my forehead.
 I sometimes wish I could foresee the future.

Anchor Chart (BLM 1)

Anchor Chart (BLM 1)

pre-	fore-

Category Cards (BLM 2)

Category Cards (BLM 2)

forearm	preface
forecast	prefix
forehand	preheat
forehead	prejudge
foremost	premature
foresee	preschool
foreshadow	preteen
foreword	preview

Word Cards (BLM 3)

Word Cards (BLM 3)

foreclose	preamble
forefather	precaution
foreground	precook
foreman	predate
foresight	prelude
foretell	prepay
forethought	preset
foretold	pretest

Word Cards (BLM 4)

Word Cards (BLM 4)

forebear	preadolescent
forebode	precede
forebrain	predict
forecaster	pregame
foreclosure	prehistoric
forerunner	preregister
foreshock	preseason
forewarn	prewash

Word Cards (BLM 5)

Word Cards (BLM 5)

Spelling Patterns

Word Bank

preach	preclude	predefine	preempt	preestablish
prepay	preclude	predefine	preempt	preestablish

Take-Home Activity (BLM 6)

Take-Home Activity (BLM 6)

Using Prefixes

Directions: Write the prefix before each word and write the new word.

- pretend
- pretend
- pretend
- pretend

Directions: Look at each base word. Write the prefix before or after. Use the blank line.

- pretend
- pretend
- pretend
- pretend

Classroom Activity (BLM 7)

Classroom Activity (BLM 7)

Using Prefixes

Directions: Write the prefix before each word and write the new word.

- pretend
- pretend
- pretend
- pretend

Directions: Write the prefix before or after each word. Then write the new word.

- pretend
- pretend
- pretend
- pretend

Take-Home Activity (BLM 8)

Take-Home Activity (BLM 8)

Kids in the Kitchen

Directions: Write the prefix before each word and write the new word.

- pretend
- pretend
- pretend
- pretend

Directions: Write the prefix before or after each word. Then write the new word.

- pretend
- pretend
- pretend
- pretend

Reading Passage (BLM 9)

Reading Passage (BLM 9)

Spelling Dictation

Review Words

- pretend
- pretend
- pretend

New Words

- pretend
- pretend
- pretend

Sentences

Spelling Dictation (BLM 10)

Spelling Dictation (BLM 10)

Spelling Peer Check

Directions: Write the prefix before each word and write the new word.

Word	Spelled By (if needed)	Correct Spelling
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____

Spelling Peer Check (BLM 11)

Spelling Peer Check (BLM 11)

Additional Materials:

- Word Study Notebooks
- Pocket Chart
- Dictionaries (Day 1)

Day One

Supporting ELs

Pair ELs with fluent English speakers. Have the fluent English speaker help the EL make flashcards that include words with prefixes **pre-** and **fore-** on the front and definitions and cognates on the back. Encourage the partners to work on pronunciation, too, having the fluent English speaker say each word aloud and then having the EL repeat the word.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word **foreshadow** on the chalkboard. Show how you divide the word into three syllables between the vowel **e** and the consonant **s** and the consonant **d** and the vowel **o**. Explain that you now have three syllables. Reinforce that the first syllable contains the prefix **fore-**. Read each syllable and then blend the syllables together: **fore-shad-ow: foreshadow**. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Prefixes uni-, bi-, tri-

Focus Words: unison, uniform, biweekly, bilingual, trilogy, trio

Read the words **uniform** and **unison** to students. Remind them that these words have the prefix **uni-**, which means “one.” Then read the other focus words to students and have them identify prefixes **bi-** and **tri-**.

Introduce Prefixes pre-, fore-

Model

Remind students that they have been learning about prefixes. **Say:** *Prefixes are added to the beginning of a base word and usually change the meaning of that base word.*

Write the words *preschool* and *forecast* on the chalkboard and read the words aloud. Have students repeat the words. **Say:** *These words both have prefixes. **Preschool** has the prefix **pre-**. The prefix **pre-** means “before.” The base word in **preschool** is **school**. **Preschool** is the school you go to before “regular” school, which starts with *kindergarten*. Underline **pre-**.*

Say: *Look at **forecast**. It has the prefix **fore-** added to the beginning. The prefix **fore-** means “before” or “in front of.” The base word in **forecast** is **cast**. **Forecast** means to tell something before it happens, as in a weather forecast. Underline **fore-**.*

Guide

Draw a two-column chart on the chalkboard with the headings **pre-** and **fore-**. With students, decide which column the rest of the words on the chalkboard belong in and write the words in the correct column. Have students copy the chart into their notebooks to use as a reference.

Have students practice sorting words according to their prefixes. Write *prefix* and *forearm* on the chalkboard and read them aloud. Reinforce the rule that when a prefix is added to the beginning of a base word, it changes its meaning. Then have students sort these words into the chart in their word study notebooks.

Apply

Ask students to work with a partner to identify how the meaning of each word changed when the prefixes were added. Encourage students to use dictionaries as needed to check word meanings.

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Spelling Words with Prefixes pre-, fore-

Unit Spelling Words: premature, forehead, precaution, preview, prejudge, forecast, foresee, foreshadow

Write the words *premature* and *forehead* on the chalkboard and read them aloud. Remind students of the meanings of the prefixes in each word and point out the base words.

Write the remaining spelling words on the chalkboard and read them with students. Go over any word meanings of words that students might not know, such as **premature**. Have students write the words and meanings in their word study notebooks.

Ask students work with partners to check each other's spellings and then use the spelling words in oral sentences.

Assessment Tip

Work with students who have difficulty identifying prefixes. Review the words presented, pointing out the prefix and base word in each one. You can also have students keep the anchor chart on BLM 1 next to them so that they can see sentences with examples of words with these spellings.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.

Day Two

Common Features Sort

pre-	fore-
preface	forearm
prefix	forecast
preheat	forehand
prejudge	forehead
premature	foremost
preschool	foresee
preteen	foreshadow
preview	foreword

Buddy Sort

pre-	fore-
preamble	foreclose
precaution	forefather
precook	foreground
predate	foreman
prelude	foresight
prepay	foretell
preset	forethought
pretest	foretold

Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand the directions. Also pronounce and define each word for them

Review Prefixes pre-, fore-

Give students the anchor chart on BLM 1 and ask volunteers to read it aloud. Then have students write their own example sentences for each word on BLM 1.

Common Features Sort

Teacher Word Cards: same as BLM 3

Teacher Category Cards

Place the category cards next to each other in a pocket chart.

Show the word cards for **foremost** and **preheat** to students and read them aloud.

Think aloud: *I hear the prefix **fore-** in **forearm** and the prefix **pre-** in **preview**. I know that **fore-** means "before" or "in front of" and **pre-** means "before." So, this tells me that **forearm** is the part of the arm that comes first, or before, other parts of the arm. **Preview** must mean, then, "an advance viewing of something."*

Hold up the word card **preheat**. Say the word aloud and ask students which prefix they hear in the word and what they think the word means.

Have students help you place the word cards under the correct category cards in the pocket chart. Have them explain why each word belongs in the category.

Buddy Sort

Give pairs of students the category cards from BLM 2. Have them use word cards from BLM 4 for this sort. Have partners alternate between reading a word aloud and telling the prefix category (**pre-**, **fore-**) into which the word should be sorted.

Spelling. Have students practice writing the spelling words in their word study notebooks.

Teacher-Directed Sort

Teacher Word Cards: same as BLM 5

Teacher Category Cards

Give each pair of students one of the teacher word cards. Have them hold up their cards for all to see. Read each word aloud with students and discuss the meaning of the words. Gather the cards into a stack after all the words have been discussed.

Tell students that they will sort the words according to their prefixes. Place the category cards in a pocket chart next to one another.

Take a card and read it to students. Ask them to tell you in which category you should place the word card. Repeat with all the cards.

After all the words have been sorted, read each list of words and ask students if they are sure the words are sorted in the correct columns. Discuss with students which words belong in which columns.

Applying Meaning. Give students BLM 7 and have them define words with prefixes and use prefixes correctly in words.

Teacher-Directed Sort

pre-	fore-
preadolescent	forebear
precede	forebode
predict	forebrain
pregame	forecaster
prehistoric	foreclosure
preregister	forerunner
preseason	foreshock
prewash	forewarn

Assessment Tip

Use students' completed BLM 7 to assess their understanding of the spelling patterns for the words. Note whether they need more practice in applying the different spellings.

Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner and a dictionary to read and complete it.

Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

Supporting ELs

Make sure that ELs understand what to do on BLM 8 and the meanings of the words since there may not be anyone at home who speaks English well enough to help them complete it.

Day Four

Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of words with the target prefixes.

Kids in the Kitchen

Many adults think that when kids cook, it will be a disaster. Not true! Some adults **foresee** messy pots and pans, spilled foods, and dishes that are either too burned to eat or not cooked enough. But while teaching kids to cook may not be easy, it can be done. Whether kids are **preschoolers** or **preteens**, it's never too early or too late for kids to learn a few handy tricks in the kitchen.

Here are a few tips for cooking with kids of all ages:

Toddlers and preschoolers: Pick recipes that have only a few easy steps. **Prepackaged** mixes like pudding, instant oatmeal, and cookies are simple to make. Young children can also help make toasted waffles, smoothies, and even pizza. Show kids how to **preheat** the oven, and then have them put their favorite toppings on a **prepared** crust. (You will want to bake the pizza yourself, however.)

School-age children: Teach kids kitchen basics like **prewashing** fruits and vegetables before cooking. Kids can tackle more difficult dishes with adult help. They can also help plan the family's menu for the week. Good dishes to try include pasta salad, simple soups from scratch, macaroni and cheese, and sandwiches.

Teens: Teens should be able to cook anything an adult can cook, so long as they follow safety **precautions**. Encourage teens to whip up some pancakes from scratch, a pot of chili, or tacos with plenty of chopped fresh vegetables.

Be **forewarned**—teaching kids to cook does take a bit of work. First and **foremost**, the kitchen must be safe for kids. Knives and other sharp objects must be safely stored. Kids must also be taught how to avoid burns and **prevent** fires.

Answer Key Reading Passage (BLM 9)

Home/School Connection

Have students take the reading passage on BLM 9 home to read to a family member and point out the words that have the prefixes **pre-** and **fore-**.

Supporting ELs

Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.

Word Hunt

Explain that today's word hunt will focus on prefixes **pre-** and **fore-**.

Give each student a copy of the passage on BLM 9. If necessary, read a few lines with students and model finding and circling words with the target prefixes. Then have students complete the word hunt on their own.

Once students have completed the word hunt, they can copy the words into their word study notebooks and sort them by prefix.

Challenge students to think of other words with prefixes **pre-** and **fore-** and sort those in their word study notebooks as well.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week's spelling words to students, one at a time, and have students write them on their BLMs: **unique, bisect, triple**.

Dictate the following words from this week's unit, one at a time, having students write them on the BLMs: **premature, preview, forehead**.

Dictate the following sentence and have students write it on their papers: ***We did not foresee the movie's ending at all, even though the preview and the previous scene had foreshadowed it.***

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the **First Try** column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the **Second Try** column.

Then students switch roles.

Spelling Assessment

Use the following procedure to assess students' spelling of the unit spelling words:

- Say a spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the remaining words on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students' mastery of words with the prefixes **pre-** and **fore-** using the Quick-Check for Unit 27.

Suggestions for Independent Practice

My Word Means . . . ? Give groups of six students six word cards. Have each student write a definition of his or her word without using the word itself. Then the rest of the students take turns guessing which word card the speaker is holding. The object is to correctly guess the most words.

Concept Sort. Give pairs or small groups of students a set of word cards. Ask them to sort the cards into categories of related meanings. Then have other pairs or groups try to guess how the words are sorted.

Complete It. Have pairs of students complete cloze sentences with words from the word cards. Each student should create four or five sentences and then exchange sentences and complete them.

Spell It. Give pairs of students twelve word cards. Partner A reads the first card and then listens as Partner B spells the word aloud. Partner A corrects Partner B as needed. Then partners alternate reading the word on the word card and spelling it aloud. The object is to spell all words correctly.

Unit 27 Quick-Check: Prefixes pre-, fore-

Answer Questions

Directions: Choose the word that does not belong with the others.

1. preschool prefix forecast
2. forearm forehead premature
3. preteen foresee preview
5. foreshadow foremost pretest
5. precaution foretold precook

Apply

Directions: In the space below, list five words you know that have the prefix **pre-**. Then list five words you know that have the prefix **fore-**.

Directions: Using the words from the word bank, complete the following sort. Write each word in the appropriate sort category.

pre-	fore-	Word Bank
predate preset premature precaution	foremost forearm forehead foresee	predate, foremost, preset, forearm, premature forehead precaution, foresee

Think and Write about Prefixes pre-, fore-

Directions: In the space below, explain how understanding the prefixes **pre-** and **fore-** helps you as a reader, speller, and writer.

Answer Key Unit 27 Quick-Check

Answer Key BLM 6

pre-	fore-
preheat precaution precook predate prepay preset	foremost forethought foresight forefather foreshadow

Answer Key BLM 7

1. preschool
2. forecast
3. preteen
4. preheat
5. foreground
6. prehistoric
7. precaution
8. preseason

Answer Key BLM 8

1. forehead
2. precaution
3. foremost
4. prewash
5. prepay
6. foreshadow
7. preteen
8. foremost

Unit 27 Quick-Check: Prefixes pre-, fore-

Answer Questions

Directions: Choose the word that does not belong with the others.

1. preschool prefix forecast
2. forearm forehead premature
3. preteen foresee preview
5. foreshadow foremost pretest
5. precaution foretold precook

Apply

Directions: In the space below, list five words you know that have the prefix **pre-**. Then list five words you know that have the prefix **fore-**.

Directions: Using the words from the word bank, complete the following sort. Write each word in the appropriate sort category.

pre-	fore-

Word Bank
 predate, foremost,
 preset, forearm,
 premature
 forehead
 precaution, foresee

Think and Write about Prefixes pre-, fore-

Directions: In the space below, explain how understanding the prefixes **pre-** and **fore-** helps you as a reader, speller, and writer.
