

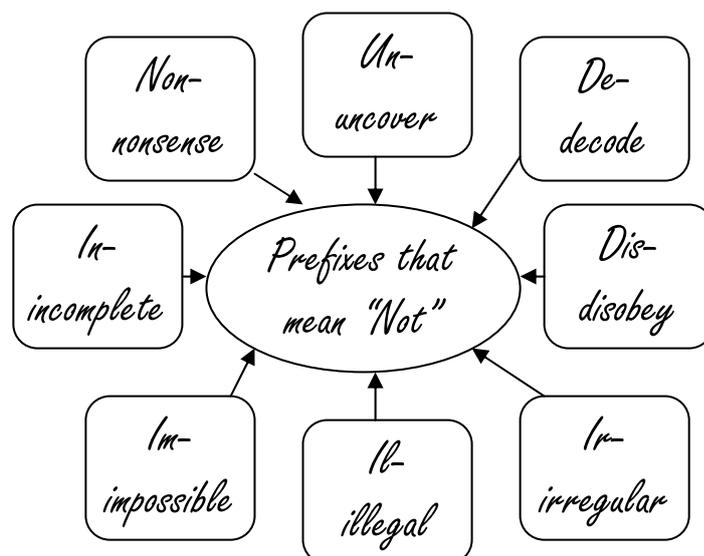
# Power Lessons - Year 4

## Prefixes That Mean “Not”

**Objective:** To help students identify unfamiliar words by recognising prefixes.

**Materials:** A shoe with shoelaces untied.

- Lesson:**
1. Hold up the untied shoe and ask, “What can I do with these shoelaces?” As students answer, tie the laces and write the word *tie* on the board.
  2. Remind students that a root word is a word to which other word parts can be added to make new words. Point to the word *tie* and say, “*Tie* can be a root word.”
  3. Ask, “Suppose I want to put this shoe on. Now what must I do?” Untie the laces and write *untie* on the board. Circle the prefix *un-*. Explain that *un-* is a prefix, a word part added to the beginning of a root word to make a new word. Ask, “If *un-* means ‘not’, then what does the word *untie* mean?”
  4. Ask students to suggest other words that begin with the prefix *un-*. Record students’ suggestions on the board.
  5. Tell students that there are other prefixes that also mean “not”. Draw the following diagram on the board. Write the following prefixes in the outside boxes: *de-*, *dis-*, *ir-*, *il-*, *im-*, *in-*, *non-*, *un-*. Ask students to help you think of words that contain each prefix. List the words in the appropriate squares.



6. Ask students to see if they can find two words that contain prefixes that mean ‘not’ in their books. Tell them that knowing how to break words into prefixes and root words will help them figure out the meaning of unfamiliar words.

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## Status of the Class

**Follow up:** If a student stumbles over a word with a prefix while reading, show the student how to separate the root word and read the root word first. As you take the Status of the Class, ask:

- Have you found any words that contain prefixes that mean 'not'?
- What is the meaning of the root word?
- How does knowing the meaning of the root word and the prefix help you figure out the word's meaning?

**Added Practice** Make copies of the diagram and hand them out to students. Encourage students to add to the diagram, words with negative prefixes that they come across in their reading.

Encourage pairs of students to challenge each other with 'positive/negative' sentences. Have each partner write a sentence in which one word's meaning could be changed by adding a prefix that means *not*. For example:

- Your handwriting is possible to read.
- Your handwriting is impossible to read.

Have partners exchange papers, add a prefix to the appropriate word, read aloud the new sentence and discuss the change in the sentence's meaning.