Prefix Power: un- Means Not, re- Means Again

Teacher		**Class**	Grade 2
Subject	ELA	**Topic**	Prefixes
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn that un- means not and re- means again. They build unhappy, retell, reread and redo with cards and tell the new meanings.

Curriculum links

- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

Learning objectives

- Students will tell the meaning of unhappy when un- is added to happy.
- Students will build and explain retell, reread, and redo with re- meaning again.

Success criteria

- I can say unhappy means not happy.
- I can say retell, reread, and redo mean doing it again.

What students already know

About 2 minutes: hold up happy and ask what it means, then hold up unhappy and ask what changed at the start and what it might mean now.

Key words

prefix	tiny part put at the start of a word that makes a new meaning [3]
un-	starting part that means not [9]
re-	starting part that means one more time [9][13]
unhappy	not glad, not happy [14]
retell	say a story one more time [13]

Materials

- prefix cards with un- and re-
- base word cards with happy, tell, read, do, write
- slides 1-4, 6-7, 9-12
- Video clip 1 on slide 6
- Worksheet Task D and Task E printed, one copy per student
- pencils, paper, tape

Before the lesson

- Print prefix cards and base word cards for happy, tell, read, do, write, plus Worksheet Task D and Task E
- Test Slides 1-4, 6-7, 9-12 and Video clip 1 (0:00-3:46) with sound
- Set tables with two base cards and re- and un- cards in trays for Build It Right Card Game

Lesson outline

0–8 min **Starter** 8 min · Whole class

Hook interest and show that letters at the start can make a new word meaning.

YOU DO

1. Show Slide 1: Prefix Power! Letters at the start change words and read the title together.
2. Hold up the re card and the do card apart and say the hook, then push them together to make redo.
3. Show Slide 2 mystery: ? + happy = not happy, unhappy, and point out un- at the start means not.
4. Ask partners to say what changed from happy to unhappy and from do to redo.

STUDENTS DO

1. Choral read redo and unhappy and clap the prefix part.
2. Turn to a partner and say what un- did to happy.
3. Vote with hands for Slide 5 idea if they would pick un- to say not or re- to do again.

Say: I have re and I have do. If I push them together, what new word did I make? Watch how the start changes the whole word. A prefix is a small part we put at the start to make a new meaning.

Worked example: un- + happy = unhappy. Step 1: find the prefix un-. Step 2: find the known word happy. Step 3: use un- means not [9]. Step 4: unhappy means not happy [14]. The spelling of happy stays the same [14].

Ask: What new word did I make with re + do, and what does it mean? (Redo, it means do again.) · What did un- do to happy? (It went in front and made unhappy, which means not happy.)

Check understanding: All hold up one finger for re- means again or flat hand for un- means not when you say redo and unhappy; reteach with cards if mixed.

Support: Show happy with a smile face and unhappy with a not-glad face while saying not happy. **Stretch:** Ask what unlock could mean if lock means shut, listening for not locked.

Use: Slides 1-2

Created with LessonDino.com · AI lesson planner with checkable sources

8–20 min **Teaching** 12 min · Whole class

Model how un- means not and re- means again with known words.

YOU DO

1. Show Slide 3 fact: re- means again, Retell means to tell a story again, and model tell to retell.
2. Show Slide 4 photo and tell a 2-sentence tale, then have the class retell it together.
3. Play Video clip 1 on Slide 6 about un- and re- and have students clap when they hear unhappy.
4. Build Slide 7 mindmap together: un- = not with happy to unhappy, re- = again with tell to retell and do to redo.

STUDENTS DO

1. Retell the teacher tale together in one voice.
2. Clap for unhappy during the video and give thumbs-up for do again words.
3. Choral read the mindmap pairs and say the new meanings.

Say: A prefix comes before the base word and changes its meaning [13]. The prefix un- usually means not [9]. The prefix re- means again [13]. We do not add or leave out letters when we add a prefix [3].

Worked example: re- + tell = retell. Step 1: cover re- and read tell. Step 2: uncover re-, which means again. Step 3: push together with no spelling change. Step 4: retell means to tell again [13]. Same for do to redo and read to reread.

Ask: If tell means to say a story, what does retell mean? (To tell a story again, to say it one more time.) · If happy means glad, what does unhappy mean? (Not happy, not glad.) · Do we change the spelling of tell or happy when we add the prefix? (No, the spelling of the base word typically stays the same.)

Check understanding: Thumbs up if retell means tell again and thumbs down if it means tell first time; remodel tell/retell with cards if many are wrong.

Support: Keep re- = again and un- = not signs up with picture cues for tell/retell and happy/unhappy. **Stretch:** Ask students to predict what reread and rewrite mean before you show them.

Use: Slides 3-4, 6-7; Video clip 1 (0:00-3:46)

Created with LessonDino.com · AI lesson planner with checkable sources

20–40 min **Main activity** 20 min · Groups

Build new words with prefixes and tell the new meanings.

YOU DO

1. Show Slide 9 task: pick happy, tell, read, do, add un- to happy and re- to tell, read, do, say the new meaning and quick draw it.
2. Hand out re- and un- prefix cards and base cards for do, read, tell, write and happy and model matching re- + read = reread.
3. Have groups build redo, reread, retell, rewrite and unhappy, then say the again or not meaning for each match.
4. Hand out Worksheet Task D and guide students to follow the steps to make a new word and tick the box when done.

STUDENTS DO

1. Match prefix cards to base cards to make redo, reread, retell, rewrite and unhappy.
2. For each match, read the word and say the meaning, like rewrite means write again.
3. Complete Worksheet Task D steps, tick boxes, and quick draw base and new word.

Say: Push re- or un- right in front with no extra letters. Read your new word out loud. Then tell your group what it means and make a quick draw to show the change.

Worked example: re- + write = rewrite. Step 1: put re- in front of write. Step 2: do not add or leave out letters [3]. Step 3: re- means again. Step 4: rewrite means write again [13]. Quick draw: first writing, then writing one more time.

Ask: You built reread. What are the parts and what does it mean? (re- plus read, it means read again.) · You built unhappy. What are the parts and what does it mean? (un- plus happy, it means not happy.)

Check understanding: Walk around and have each group hold up one build and say prefix + base = meaning, like mis + spell = spell wrong pattern for re- and un-; rebuild together if spelling was changed.

Support: Limit choices to two base cards at a time so students can focus on joining and reading the words.
Stretch: Mix re- words back into base words and explain both meanings to a partner.

Use: Slide 9; Worksheet Task D

40–52 min **Practice** 12 min · On their own

Sort and read prefix words by what the prefix does to the meaning.

YOU DO

1. Show Slide 10 compare: un- = not with unhappy = not happy and unlock = not locked, re- = again with retell = tell again and redo = do again.
2. Hand out Worksheet Task E and read each word first together: unhappy, unlock, retell, redo, reread.
3. Have students sort the words into un- and re- columns on their own.
4. Ask students to whisper each new meaning as they sort, like unlock means not locked.

STUDENTS DO

1. Read each word, cut or check and sort into un- and re- columns for Task E.
2. Whisper the meaning for each sorted word.
3. Compare columns with a partner and fix any that do not match again or not.

Say: Read each word first. Look at the start to find un- or re-. Put it in the right column. Then tell yourself what the new word means.

Worked example: unlock: Step 1: split un- + lock. Step 2: un- means not or opposite of [13]. Step 3: unlock means not locked. Sort under un- = not. Retell goes under re- = again because it means tell again.

Ask: Where does unfair go and why? (Under un-, because un- means not, so unfair means not fair.) · Where does replay go and why? (Under re-, because re- means again, so replay means play again.)

Check understanding: Hold up Task E sheets to show two sorted columns; pull two words for whole-class resort if a column is mixed.

Support: Work from a short list where the line between prefix and base word is lightly marked at first. **Stretch:** Sort strips into groups by what the prefix does, like not, again, or wrong, and add one new word per group.

Use: Slide 10; Worksheet Task E

Created with LessonDino.com · AI lesson planner with checkable sources

52–60 min **Plenary** 8 min · Whole class

Check that students can tell the meaning of prefix words with un- and re-.

YOU DO

1. Show Slide 11 question: If reread means read again, what would you reread, and take two partner shares.
2. Review Slide 10 meanings once more with choral responses for unhappy, retell, redo.
3. Show Slide 12 exit ticket: My new prefix word is, It means, One question I still have, and have students write or say it.

STUDENTS DO

1. Think, pair, share what they would reread.
2. Choral say meanings for unhappy, retell, redo.
3. Complete exit ticket with a new word, its meaning, and one question.

Say: Think of a book you would read one more time. Tell your partner what you would reread and why. Then write your own new prefix word and what it means.

Worked example: My new prefix word is redo. It means do again because re- means again [13]. My new prefix word is unhappy. It means not happy because un- means not [9].

Ask: What would you reread and what does reread mean? (Answers vary, for example a storybook, and reread means read again.) · How do you figure out a new long word with a prefix? (Break it into prefix plus known word and use what the prefix means.)

Check understanding: Collect exit tickets and read word and meaning pairs; reteach un- = not and re- = again tomorrow for any wrong meanings.

Support: Give sentence frame: My word is ___. It means ___ because ___ means ___. **Stretch:** Ask students to use the new word in a spoken sentence that shows the meaning.

Use: Slides 11-12

Common mistakes

Mistake	How to spot it	How to fix it
Thinking the base word spelling changes when the prefix is added	Student writes unhapy or retel with missing letters	Show side by side and remind that the spelling of the base word typically stays the same when a prefix is added [14]; just push parts together [3]
Mixing up un- means not and re- means again	Student says unhappy means happy again or redo means not do	Point to signs and sort again: un- usually means not [9] and re- means again [13], then rebuild unhappy and redo
Reading only the base word and ignoring the prefix	Student reads retell as tell and answers about first telling	Cover and uncover: read base, then add prefix, because a prefix is added to the start and changes the meaning [9]

Support

- Limit choices to two base cards at a time so students can focus on joining and reading the words
- Give a word bank with pictures for happy, tell, read, and do so students only work on the prefix part
- Keep re- = again and un- = not charts visible with picture examples for quick checks

Stretch

- Students mix re- words back into base words and explain both meanings to a partner
- Students use the new un- or re- word in a spoken sentence and check the meaning still fits
- Students call out a new pre-taught word like unlock or rewrite for the class to break apart and define

Created with LessonDino.com · AI lesson planner with checkable sources

For the LSE or teaching assistant

Stay with the Build It Right groups; help limit to two base cards, prompt break into prefix plus base, and ask for the again or not meaning.

Check for understanding

Question	Answer
What does unhappy mean, and what does un- mean?	Unhappy means not happy; un- means not.
What does retell mean, and what does re- mean?	Retell means tell again; re- means again.
Build redo from parts and tell its meaning.	re- + do = redo, which means do again.

Sources

1. English Language Arts Standards | Common Core State Standards ... · thecorestandards.org · https://www.thecorestandards.org/ELA-Literacy/
2. ELA Grade 2 - Chicago Public Schools · cps.edu · https://www.cps.edu/sites/skyline/curriculum/ela/grade-2/
3. 2.5 Prefixes and Suffixes – Say It Well: Writing for Real ... · pressbooks.lib.vt.edu · https://pressbooks.lib.vt.edu/commskillshandbook1/chapter/2-5-prefixes-and-suffixes/
4. 3.4 Prefixes and Suffixes – Supplemental Handbook Material ... · open.lib.umn.edu · https://open.lib.umn.edu/voiceshandbook/chapter/3-4-prefixes-and-suffixes/
5. PREFIXES - Idaho State University · isu.edu · https://www.isu.edu/media/libraries/student-success/tutoring/handouts-writing/editing-and-mechanics/prefixes.pdf
6. 4.4 Prefixes and Suffixes – Writing for Success · opened.tesu.edu · https://opened.tesu.edu/umnwritingforsuccess/chapter/4-4-prefixes-and-suffixes/
7. Roots, Prefixes and Suffixes – Biosciences for Health ... · pressbooks.cuny.edu · https://pressbooks.cuny.edu/healthprofessionals/chapter/roots-prefixes-and-suffixes/
8. English | English Grammar for Second Language Learners · courses.dcs.wisc.edu · https://courses.dcs.wisc.edu/wp/grammar/prefixes-and-suffixes/
9. What are prefixes? - BBC Bitesize · bbc.co.uk · https://www.bbc.co.uk/bitesize/articles/z9hjwxs
10. Prefixes for Kids - ClassX · classx.org · https://classx.org/prefixes-for-kids/
11. Prefixes for Kids – ClassX · dev.classx.org · https://dev.classx.org/prefixes-for-kids/
12. Prefixes in English | What are Prefixes? | ESL Kids World · eslkidsworld.com · https://eslkidsworld.com/grammar/prefixes.html
13. What Are Prefixes and Suffixes? – Explained for Kids · smartonlinegames.com · https://smartonlinegames.com/learn/what-are-prefixes-and-suffixes.html
14. Prefixes for Kids with Activities & Printable Lists | ABCmouse · abcmouse.com · https://www.abcmouse.com/learn/advice/prefix-word-list/34424
15. Prefixes Facts & Worksheets | Examples & Definition For Kids · kidskonnect.com · https://kidskonnect.com/language/prefixes/
16. Prefixes and Suffixes: A Complete Grammar Guide for Kids · planetspark.in · https://www.planetspark.in/english-grammar/prefixes-and-suffixes-grammar-guide
17. Prefixes and Suffixes List: Meanings and Examples (K-5) · whatihavelearnedteaching.com · https://whatihavelearnedteaching.com/teaching-prefixes-and-suffixes/
18. Prefixes and Suffixes Teaching Resources - Teach Starter · teachstarter.com · https://www.teachstarter.com/us/learning-area/prefixes-suffixes/
19. The Complete Guide to Teaching Prefixes and Suffixes · teachingwithamountainview.com · https://teachingwithamountainview.com/teaching-prefixes-and-suffixes/
20. Prefixes | Lesson Plan | Education.com · education.com · https://www.education.com/lesson-plan/prefixes/
21. Prefixes And Suffixes Worksheets With Answers (Free Printable ... · atozworksheet.com · https://atozworksheet.com/prefixes-and-suffixes-worksheets/
22. United States country code, United States telephone prefixes · phonesunknown.com · https://phonesunknown.com/prefix/united-states/us
23. Common Prefixes: Lesson for Kids - Study.com · study.com · https://study.com/academy/lesson/common-prefixes-lesson-for-kids.html
24. 80 Examples of Prefixes and Suffixes - Online Lesson · articulate.strayer.edu · https://articulate.strayer.edu/list-of-prefixes/80-examples-of-prefixes-and-suffixes
25. Prefixes: A Huge List of Prefix with Meaning and Examples ... · articulate.strayer.edu · https://articulate.strayer.edu/list-of-prefixes/prefixes-a-huge-list-of-prefix-with-meaning-and-examples-english

Created with LessonDino.com · AI lesson planner with checkable sources