

Lesson 27: Discuss the Prefix *dis-*

PREPARATION

- Add the following information to the “Prefixes” chart. You will add an example word during the lesson (see the diagram in Step 2):
 - *dis: not*
- Collect copies of “Words with the Prefix *dis*” (R). You will need one copy for each student and one for yourself. You will show the activity and model completing part of it.

IN THIS LESSON, THE STUDENTS:

- Learn the meaning of the prefix *dis-* to understand that prefixes have meaning and make new words
- Read and discuss words with the prefix *dis-* to build morphemic analysis skills

1 Review the Root *cap*

Have the students get their folders and pencils and sit with a partner. Remind them that they have been learning how to look for word parts in longer words and think about their meanings in order to get an idea of the meanings of the words. Show the *cap* card and review that this syllable is the root *cap* as in *captain* and *capture*. Ask:

Q *What do you remember about the root cap? Turn to your partner.*

Have one or two volunteers share their thinking. If necessary, remind the students that the root *cap* means “head” or “to take.”

2 Introduce the Prefix *dis-*

Show the *dis-* card and review that this is the syllable *d-i-s* as in *discuss* and *disagree*. Tell the students that the syllable *d-i-s* can be a prefix that means “not.”

Write the word *disagree* where everyone can see it. Read the word aloud and have the students read it aloud with you. Use the word in a sentence. Circle *dis*, draw a box around *agree*, and review that the prefix *d-i-s* means “not.” Ask and discuss:

Q *What is the base word in disagree? What does it mean?*

If necessary, explain that *agree* means “have the same opinion about something.” Then ask:

Q *Based on what you know about the base word agree and the prefix d-i-s, what do you think the word disagree means? Turn to your partner.*

Have one or two volunteers share their thinking. If necessary, explain that the word *disagree* means “not agree” or “have a different opinion.”

Materials

- Sight syllable card for *cap* (from Challenge Lesson 26)
- Sight syllable card for *dis-* (from Challenge Lesson 27)
- “Prefixes” chart, prepared ahead, and a marker
- Copy of “Words with the Prefix *dis*” (R) for each student and one for modeling, prepared ahead
- Student folders

Tell the students that when the prefix *d-i-s* is added to a word, it often makes an *antonym*, or a word with the opposite meaning. Point out that the words *agree* and *disagree* are antonyms.

Direct the students' attention to the "Prefixes" chart. Point to the prefix *dis* and read the meaning ("not") aloud. Write the word *disagree* on the chart, circle *dis*, and read the word aloud. Remind the students that knowing that the prefix *d-i-s* means "not" can help them get an idea about the meanings of words that use this prefix.

ir: not	irresponsible
multi: many	multitask
tri: three	tricycle
dis: not	disagree

Prefixes (cont.)

3 Discuss the Meanings of Words with the Prefix *dis-*

Distribute a copy of "Words with the Prefix *dis*" to each student. Ask the students to follow along as you read the directions aloud. Then read the words aloud and have the students read them aloud with you.

Tell the students that you will look for the word parts in each word to try to get an idea of the word's meaning. Show your copy of the activity and for the first word, *distrust*, model circling the prefix *dis* and drawing a box around the base word *trust*. Explain that the verb *trust* means "to have confidence in someone or something." Ask:

Q *Based on what you know about the base word trust and the prefix d-i-s, what do you think the word distrust means? Turn to your partner.*

Have one or two volunteers share their thinking. If necessary, explain that because the prefix *d-i-s* means "not," the word *distrust* means "to not have confidence in someone or something." Use the word in a sentence or invite a volunteer to use the word in a sentence.

Have partners work together to identify the word parts in the next word, *disrespect*. Remind them to circle the prefix and draw a box around the base word. Circulate and observe as the students work, offering support as necessary. When most pairs have finished, ask:

Q *Based on what you know about the base word respect and the prefix d-i-s, what do you think the word disrespect means? Turn to your partner.*

Have one or two volunteers share their thinking. If necessary, explain that *disrespect* means “to not feel admiration or approval for someone or something.” Use the word in a sentence or invite a volunteer to use the word in a sentence.

Repeat this process to discuss each of the remaining words: *discontinue* (“to not continue doing or providing something”) and *disapprove* (“to not agree with what someone does”).

4 Wrap Up

Review that looking for word parts and thinking about their meanings often helps readers understand the meanings of the words they encounter and will help them learn more words. Remind the students that the prefix *d-i-s* means “not” and that words with this prefix are usually antonyms of the base word. Encourage them to look for words that have the prefix *d-i-s* as they read and to think about the meanings of the words. Have the students put their copies of “Words with the Prefix *dis*” in their folders.



Teacher Note

If you have Spanish-speaking students, you might explain that *discontinuar* (dees-kon-tee-NWAR) is the Spanish cognate for *discontinue*.