

# Lesson Plan for the Prefix 'mis-'

## Phonics Pattern for Focus: Prefix 'mis-'

**Teacher Note:** When you see a prefix in quotations, for example 'mis-', you say the letter names, for example 'm', 'i', 's'. We don't say the sound of the prefix when reading prefix flash cards because the sound can change depending on the word it's added to. For example, the prefix 're-' says /rē/ in the word *replay*, but says /rě/ in the word *reference*.

**OPEN WITH A LISTENING GAME:** Warm up with a morphemic awareness activity to get students identifying morphemes, like the prefix 'mis-'.

A morpheme is the smallest unit of meaning in a language; it may be a word or word part, and it may have a single syllable or more than one syllable. For example, the word judge has one syllable and one morpheme. If we add the prefix 'mis-' to the beginning of judge ('mis-' + judge = *misjudge*), the word now has two morphemes and two syllables.

Teacher says the words below and students identify the base word.

<b>mischarge</b> (charge)	<b>mishandle</b> (handle)	<b>misunderstood</b> (understood)	<b>misjudge</b> (judge)
------------------------------	------------------------------	--------------------------------------	----------------------------

**WARM UP WITH THE FLASH CARD DECK:** Have students practice the sounds or morphemes they know.

- Use any flash cards that students need to review or that have been recently introduced.
  - For flash cards with keyword pictures: Say letter, keyword, and sound. For example, "t, top, /t/."
  - For flash cards with letters only: Say the sound. For example, "/t/."
- Use any previously taught morpheme flash cards. For example, suffixes such as '-s', '-es', and '-ed' and prefixes such as 'un-', 're-', and 'pre-'.

Sounds/Morphemes to Review:

<b>Prefix 're-'</b>	<b>Prefix 'un-'</b>	<b>Prefix 'pre-'</b>	<b>Prefix 'non-'</b>	<b>Prefix 'dis-'</b>
<b>Suffix '-s'</b>	<b>Suffix '-es'</b>	<b>Suffix '-ing'</b>	<b>Suffix '-ed'</b>	<b>Suffix '-er'</b>
<b>Suffix '-ful'</b>	<b>Suffix '-less'</b>	<b>Suffix '-ly'</b>	<b>Suffix '-y'</b>	<b>Suffix '-est'</b>

## Materials Needed:

- ☐ prefix 'mis-' flash card
- ☐ previously taught prefix and suffix flash cards to review
- ☐ phonics flash cards to review
- ☐ pencil and paper for dictation
- ☐ Prefix 'mis-': Student Read Sheet with Words, Phrases, and Sentences

## Lesson Plan for the Prefix 'mis-'

### INTRODUCE THE PREFIX 'mis-':

- Say, "Today we are going to learn another new prefix. Remember, prefixes come before a base word and hold meaning."
- Show the students the prefix 'mis-' flash card.
- Say, "This is the prefix 'mis-' (pronounced prefix 'm', 'i', 's'). The prefix 'mis-' means bad or wrong."
- Write the word *led* on the board.
- Say, "If I add the prefix 'mis-' to the word, what is the new word? [*misled*] Yes, as in, "I was *misled* by the map and ended up walking the wrong way." The word *misled* has the prefix 'mis-' and the prefix 'mis-' tells us that the map led me the wrong way."
- Now, grab your prefix 'mis-' flash card.
- Say, "Remember, unlike our letter, patterns, and suffix flash cards, we don't say the sound of the prefix when reading prefix flash cards because the sound can change depending on the word it's added to."
- Say, "Watch and listen to what we will say when we see this card. The prefix 'mis-' means bad or wrong."
- Say and have the students repeat: "The prefix 'mis-' means bad or wrong."
- Write the following words on the board one at a time and have students read them aloud chorally: *spell*, *match*, *print*.
- Then add the prefix 'mis-' to each word and have students read the new words. Discuss how the meaning of the word changed when you added the suffix.

**DICTATION:** Connect the sounds and morphemes you hear to their spellings.

### Dictating Morphemes

#### ***If it is a new morpheme:***

1. Spell the morpheme as you write it on the board.
2. Have the students repeat the spelling and the meaning. For example, "The prefix 'mis-' means bad or wrong."
3. Have the students write the morpheme on their paper. Students repeat the spelling and the meaning as they write. They can do this for the new morpheme 3 to 5 times. [The prefix 'mis-' means bad or wrong.]

#### ***If it is a morpheme you are reviewing:***

Option 1:

1. Spell the morpheme as you write it on the board.
2. Have the students repeat the spelling and the meaning. For example, "The prefix 'mis-' means bad or wrong." (Teacher note: If you are reviewing a suffix you would also include the pronunciation. For example, "The suffix '-s' can say /s/ or /z/. It means more than one".)
3. Have the students write the morpheme on their paper. Students repeat the spelling and the meaning as they write.

# Lesson Plan for the Prefix 'mis-'

Option 2:

1. Display previously taught morphemes.
2. Say, "This prefix/suffix means \_\_\_\_\_. Which prefix/suffix is it?" For example, "This prefix means not. Which prefix is it?" (Teacher note: If you are reviewing a suffix you would also include the pronunciation. For example, "The suffix '-s' can say /s/ or /z/. It means more than one.")
3. Students write the morpheme.
4. Check together and correct or discuss as necessary.

**Morphemes to Dictate:**

1. Say, "The prefix 'mis-' means bad or wrong."
2. Students will repeat as they write the prefix 'mis-' each time.

mis-	mis-	mis-	mis-
------	------	------	------

**Dictating Words:**

1. Say the word and have students repeat it. [*misprint*]
2. Say, "What is the prefix?" [prefix 'mis-'] "What is the base word?" [*print*] (This step can be dropped once students no longer need this scaffolding.)
3. Students write the word.
4. Check together.
5. After all words have been dictated, students read back all of the words that they wrote.

**Words to Dictate:**

misprint	misplace	mislead	misspell	mismarked	mismatched
----------	----------	---------	----------	-----------	------------

# Lesson Plan for the Prefix 'mis-'

## Dictating Phrases and Sentences:

1. Say the phrase or sentence.
2. Students repeat the phrase or sentence.
3. Say the phrase or sentence again and hold up a finger for each word you say.
4. Students write the phrase or sentence. (You can repeat the entire phrase or sentence once or twice more with fluency.)
5. Check together.
6. Read back the phrase or sentence together.
7. Correct as needed.

**Teacher Tip:** On the first day of introducing a new morpheme, you may want to use the words dictated above in the phrases and sentences. Once students have had practice spelling words with the new morpheme, then you can use different words with that morpheme in the phrases and sentences.

## Phrases to Dictate:

had a misprint	did misspell it
do not mislead	was mismarked

## Sentences to Dictate:

The price of the shirt was mismarked on the tag.	Tom had on mismatched socks.
Did you misplace your glasses?	There was a misprint in the book.

**BUILDING VOCABULARY:** Select word(s) to focus on meaning and use.

Discuss the multiple meanings for the following word(s). You can do this at any time throughout the lesson when words with multiple meanings come up.

**mislead**

## Lesson Plan for the Prefix 'mis-'

**PRACTICE READING TO BUILD FLUENCY:** Have students practice reading words with the new skill alone and in context.

**Reading Dictation to Build Fluency:**

- Tell students to track with their finger from left to right as they read back what they wrote during the dictation part of the lesson.

**READING WORDS AND CONNECTED TEXT TO BUILD FLUENCY:** Use the Reading Universe read sheets for this portion of the lesson.

**Words:**

- Show students words using phonics patterns that have already been explicitly taught. Students should have a copy in front of them, but also display the words on a screen or under a document camera.
- Go across the page and read each word. If students need to tap the sounds in the base word they can, but they should not need to tap the prefix.
- Students can then reread with a partner.

**Phrases and Sentences:**

- Display phrases or sentences for students and give them a copy. (Phrases and sentences should only contain words with patterns that have been taught and sight words that have been explicitly taught.)
- Say, "We will read each of these phrases/sentences three times. The first time is to be sure we read the words correctly. The second time is to be sure we read them at a good speed: not too slow and not too fast. The third time, let's be sure the way we read it matches what the words are trying to say."



mis-

ReadingUniverse.org

# Prefix 'mis-': Student Read Sheet with Words, Phrases, and Sentences

For this activity, students will practice reading words, phrases, and sentences with the prefix 'mis-'. Students will decode words, build accuracy and fluency, and strengthen their vocabulary.

## Materials:

- prefix 'mis-' read sheet for each student
- pencil for each student

## Directions:

This activity can be used with a whole class or in a small group.

The initial reading of this page should focus on decoding the words accurately. Subsequent readings should focus on fluency.

## STEPS FOR READING WORDS IN ISOLATION:

1. On a printed copy of the student read sheet, use the three lines at the top to model writing (lowercase letters) 'm', 'i', 's', and then a dash. While you write, say, **"Prefix 'mis-' (pronounced 'm', 'i', 's'), means bad or wrong."** Students say and write this on all three lines. (We use a dash after the 'mis' to show that it is a prefix and will connect to a base word.)
2. Students can then reread the words in isolation just saying the whole word.
3. Next, tell students that the phrases and sentences contain the words that they have already read above and have practiced reading.

## STEPS FOR READING PHRASES AND SENTENCES:

### Option A

1. Read one phrase at a time with students and make sure that they can accurately decode each word in the phrase.
2. After a phrase has been decoded, have the students reread the phrase, this time trying to read the whole phrase without segmenting the sounds in each word.
3. For the third reading, choose an emotion (happy, sad, angry, surprised, etc.) and have the students read the phrases that way.
4. Continue until all phrases have been read.
5. Follow this procedure with each sentence on the activity page.

# Prefix 'mis-': Student Read Sheet with Words, Phrases, and Sentences

## Option B

1. For the first reading, read each phrase and have students follow along (track) as you read.
2. For the second reading, read each phrase together with the students.
3. For the next reading, have the students read together without you.
4. Tell students, "If you get stuck or are moving too fast or slow, I will turn my voice back on."
5. Repeat the process with the sentences.
6. For the final reading, which can be done during the lesson or at a later time, students can partner-read or whisper-read the whole page independently.

**For Vocabulary Building:** You can help build students' vocabulary by addressing words on the activity page that have multiple meanings or words that students may not know.

- For example, students may not know the meaning of the word *misplace*. You can say, "**Misplace means to not know where you put something or to lose something.**"
- Have students repeat, "*Misplace* means to not know where you put something or to lose something."

**Teacher Tip:** Store each student's read sheets in a folder or binder so they can use them for additional practice, if needed.



Name \_\_\_\_\_ Date \_\_\_\_\_

**Prefix 'mis-'**

Read the words.

<b>misplace</b>	<b>misprint</b>	<b>mistreat</b>	<b>misread</b>	<b>mismatch</b>
<b>misled</b>	<b>mishap</b>	<b>mistake</b>	<b>misjudge</b>	<b>mislead</b>
<b>mistrust</b>	<b>misinform</b>	<b>mistook</b>	<b>misadjust</b>	<b>misquote</b>

Read the phrases.

<b>had a misprint</b>	<b>was mistreated</b>
<b>misled the kids</b>	<b>had a mishap</b>
<b>a huge mistake</b>	<b>misjudged him</b>
<b>did not mislead</b>	<b>was misinformed</b>

Read the sentences.

**I misread the steps for how to bake the cake.****I mistook Henry for his twin brother.****My sister misplaced her silver necklace.****Jim went to class with mismatched socks.**