

# Lesson Plan for the Prefix 'non-'

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

**Teacher Note:** When you see a prefix in quotations, for example 'non-', you say the letter names, for example 'n', 'o', 'n'. 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*.

## Materials Needed:

- ☐ prefix 'non-' flash card
- ☐ previously taught prefix and suffix flash cards to review
- ☐ phonics flash cards to review
- ☐ pencil and paper for dictation

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

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 stop has one syllable and one morpheme. If we add the prefix 'non-' to the beginning of stop ('non-' + stop = nonstop), the word now has two morphemes and two syllables.

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

<b>nonfiction</b> (fiction)	<b>nonsense</b> (sense)	<b>nonstick</b> (stick)	<b>nonliving</b> (living)	<b>nonverbal</b> (verbal)
--------------------------------	----------------------------	----------------------------	------------------------------	------------------------------

**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-' and 're-'.

Sounds/Morphemes to Review:

<b>Prefix 'un-'</b>	<b>Prefix 're-'</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>

## Lesson Plan for the Prefix 'non-'

### INTRODUCE THE PREFIX 'non-':

- 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 'non-' flash card.
- Say, "This is the prefix 'non-' (pronounced prefix 'n', 'o', 'n'). The prefix 'non-' means not."
- Write the word *stop* on the board.
- Say, "If I add the prefix 'non-' to the word, what is the new word? [nonstop] Yes, as in the sentence, 'Our day was so busy we went *nonstop*.' The word *nonstop* has the prefix 'non-' and the prefix 'non-' tells us that *nonstop* means that we were so busy we did not stop."
- Now, grab your prefix 'non-' 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 'non-' means not."
- Say and have the students repeat, "The prefix 'non-' means not."
- Write the following words on the board one at a time and have students read them aloud chorally: *nonslip, nonfat, nonstick*.
- Then add the prefix 'non-' 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 'non-' means not."
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 'non-' means not.]

#### ***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 'non-' means not." (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 'non-'

Option 2:

1. Display previously taught morphemes.
2. "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 'non-' means not."
2. Students will repeat as they write the prefix 'non-' each time.

non-	non-	non-	non-
------	------	------	------

**Dictating Words:**

1. Say the word and have students repeat it. [*nonslip*]
2. Say, "What is the prefix?" [*prefix 'non-'*] "What is the base word?" [*slip*] (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:**

nonstick	nonfat	nonstop	nontoxic	nonliving	nonsense
----------	--------	---------	----------	-----------	----------

# Lesson Plan for the Prefix 'non-'

## 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:

<b>nonstop at recess</b>	<b>nontoxic is safe</b>
<b>says nonsense when</b>	<b>the nonstick spray</b>

## Sentences to Dictate:

<b>My milk is nonfat.</b>	<b>A rock is nonliving.</b>
<b>We ran nonstop at the game.</b>	<b>I talk nonsense when I am sleepy.</b>

**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.

**nonsense**

## Lesson Plan for the Prefix 'non-'

**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."



non-

ReadingUniverse.org