

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.

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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.

misplace	misprint	mistreat	misread	mismatch
misled	mishap	mistake	misjudge	mislead
mistrust	misinform	mistook	misadjust	misquote

Read the phrases.

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

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.**