# Session 20: Prefixes

| **Session Title** | **Prefixes – Understanding and Imple** |
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| Objective | 1. Understand what a prefix is and hov changes the meaning of a word.<br>2. Learn and identify common prefixes dis-, mis-, pre-, non-, over-<br>3. Practice using prefix-based words in writing, and performance.<br>4. Encourage communication, creativit confidence through interactive activ |
| Topics/Concept | 1. A prefix is a group of letters added t beginning of a word to change its m<br>2. Common Prefixes and Examples:<br>3. un-: unhappy, unfair, untidy<br>4. re-: redo, replay, rewrite<br>5. dis-: dislike, disconnect, disappear<br>6. mis-: misbehave, misplace, misunde<br>7. pre-: preview, preheat, preschool<br>8. non-: nonfiction, nonstop, nonliving<br>9. over-: overeat, overcook, overuse |
| Material Required | 1. Whiteboard and markers<br>2. Flashcards with prefixes and root/ba<br>3. Prefix rule chart<br>4. Worksheet with fill-in-the-blanks and sentence-writing<br>5. Props (optional) for theater skits (lik food pics, toys) |
| Methodology | 1. Interactive, activity-based learning<br>2. Group work and peer interaction<br>3. SEL integration: collaboration, empa confidence<br>4. Use of language in real-life context drama and writing |

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| Session Duration | 90 Minutes |

# Introduction Activity (20 minutes):

**Concept Building**

**Objective**:

To introduce the meaning and function of prefixes.

**Steps:**

Begin with a question: “What does unhappy mean? Can you find the smaller word inside it?”

Use the whiteboard to break down words:

- un + happy = unhappy
- re + play = replay
- dis + like = dislike

Highlight how the meaning changes when a prefix is added.

Ask students to suggest more examples they’ve heard or read.

# Main Activity (30 minutes):

## Prefix Skit Time

**Objective:**

To use roleplay and drama to help students grasp the meaning of prefix-based words.

**Instructions:**

- Divide the class into groups of 3–4
- Assign each group a prefix and give them 2–3 base/root words
- Groups create a short skit (1–2 minutes) showing the meaning of the new word
- They perform the skit without saying the actual word

- The rest of the class guesses the word
- After guessing, the group says the word and uses it in a sentence

Examples for skits:

- A child looking sad: “She’s unhappy.”
- Someone writing again after making a mistake: “He had to rewrite it.”
- A student misplacing a toy: “He misplaced his ball.”
- A person eating too much food: “He overeats every day!”

**Wrap-Up Discussion:**

- Ask, “Which word did you like the most?”
- “Was it easy to act the meaning?”

# Follow up task (30 minutes):

**Prefix Practice Worksheet**

**Objective:**

To reinforce prefix usage in writing and comprehension.

**Part A:** Fill in the blanks with correct prefixes

Examples:

1. ___kind → unkind

2. ___play → replay

3. ___connect → disconnect

4. ___place → misplace

5. ___heat → preheat

6. ___behave → misbehave

7. ___stop → nonstop

8. ___cook → overcook

**Part B:** Write 3 sentences using new words

Examples:

- “We had to rewrite the homework.”
- “He misbehaved during lunch.”
- “They preheated the oven.”

**Peer Sharing:**

- Students pair up and read their sentences to each other
- Encourage giving one positive feedback to their partner

# Review Questions/Assessment/Tasks (10 minutes):

- “What is a prefix?”
- “Can you give an example of a word with dis-?”
- “What does re- mean?”

# Expected Learning Outcome:

**Knowledge building:**

- Understand and identify prefixes and how they change word meanings.
- Recognize common prefixes in everyday language.

**Skill Building:**

- Confidently use prefix words in writing and speaking.
- Work collaboratively in groups.
- Improve sentence construction and vocabulary application.

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