

Understanding Meaning Through Prefixes

Lesson Staging

Materials needed: 1 copy of AWLSL1 Prefixes Lesson Handout for every student, 1 deck of Academic Word List Cards for every 10 students in the class, accompanying PowerPoint presentation.

Lead-in: word scramble

- (Slide 1) Tell students that there are three jumbled words and they have two minutes to try to figure out what the words are. They can work alone or consult with their neighbor. (If they need a hint, you can tell them that all three words begin with the same three letters.)
- After two minutes, ask the class if anyone figured out the first word. (If no one has an answer, you can tell them that the first three letters are “pre”.)
- Once you have the answer “prefix”, move to slide 2. Then elicit word two and three (separate animations for each word on the same slide).
- (Slide 3) Ask students what “pre-“ means. Praise the first student who says “before”.
- Explain that in English prefixes are used at the beginning of some words and they help us understand the meaning of the word.

Language focus: selected prefixes

- (slide 4) Tell students that this slide shows six prefixes that are used with a number of the words in sublist one of the academic word list.
- Have students distribute the handouts amongst themselves. While this is being done, spread out one deck of cards in an area that can be accessed by a group of up to 10 students. You will need to have an extra area (and deck of cards) for each additional group of 10 students.
- Each group should go to their area with their worksheet. Students should work independently to find at least one example word for each prefix.
- Once everyone seems to have at least one word for each prefix, they can return to their seats, compare their results with one to three other students and together decide what the meaning of each prefix is.
- go over the first prefix together. Elicit answers and then show the answers (slide 5). Continue with the remaining prefixes (slides 6 to 10). Students should record answers on their worksheets.

Restricted practice

- (slide 11) Students complete gap fill exercises on second page of worksheet.
- While students are doing this, gather up the cards again, keeping the following 21 cards aside from each deck: approach, assess, available, consist, constitute, context, create, define,

distribute, economy, estimate, formulate, identify, interpret, involve, occur, principle, respond, signify, structure, vary.

- Students compare their answers together.
- (slide 12) Class feedback.

Semi-restricted practice

- (slide 13) Students now work in pairs. Each pair gets 4 cards and they work together to write their own gap fill sentences of the same style that they just completed on the worksheet. Ask them to write as many sentences as they can in 10 minutes. They should write these sentences on a loose piece of paper.
- Pairs swap their sentences with each other and complete the sentences. Circulate and monitor.
- Class feedback.

Free practice (conversation)

- (slide 14) The pairs that swapped sentences in the previous stage of the lesson should now work together as groups of 4 to discuss the conversation questions on the cards that they were working on.

