

Lesson
5

Prefixes and roots

re + sist = resistde + tain = detainin + sist = insistcon + tain = containcon + flict = conflictpro + gress + ion = progressionin + flict = inflictre + gress + ion = regressionde + script + ion = descriptionde + cis + ion = decisionin + script + ion = inscriptionin + cis + ion = incisionpre + script + ion = prescriptionpre + cis + ion = precisionin + vent + ion = inventionin + clude = includecon + vent + ion = conventionex + clude = excludepre + vent + ion = preventioncon + clude = conclude

Lesson Generalization: A root can be joined with many prefixes. Changing the prefix forms a new word. The definition of a word will provide a clue to the meaning of its root. The root **clude** means "to close."

exclude = to close out or shut out include = to close in

A. Find the spelling words that begin with the following prefixes. Write the words in each group in alphabetical order.

de

pre

in

re

con

ex

pro

B. On a separate sheet of paper, write each word from the word list in an original sentence.

Prefixes and roots

More Practice

- | | | | |
|----------------|-----------------|-----------------|---------------|
| 1. resist | 6. inscription | 11. detain | 16. incision |
| 2. insist | 7. prescription | 12. contain | 17. precision |
| 3. conflict | 8. invention | 13. progression | 18. include |
| 4. inflict | 9. convention | 14. regression | 19. exclude |
| 5. description | 10. prevention | 15. decision | 20. conclude |

A. Circle the thirteen hidden spelling words in the search puzzle. Words are placed forward, backwards, up or down, or diagonally.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I | N | C | I | S | I | O | N | N | C | N | I | I | Q | H |
| N | B | P | Y | C | J | M | O | V | G | F | N | K | N | L |
| F | I | B | R | N | O | I | G | T | T | C | S | O | C | P |
| L | R | N | W | E | T | N | S | R | L | P | I | J | Y | L |
| I | D | P | S | N | C | S | F | U | K | T | S | P | N | V |
| C | Z | E | E | C | C | I | D | L | P | L | T | R | L | M |
| T | P | V | C | P | R | E | S | I | I | Z | F | O | K | S |
| F | N | M | S | I | J | I | R | I | X | C | X | G | K | J |
| I | Q | V | B | C | S | C | P | P | O | S | T | R | V | R |
| L | P | X | L | L | S | I | Y | T | J | N | H | E | M | B |
| Y | V | Y | G | E | Z | X | O | J | I | L | N | S | R | Q |
| Y | Z | D | R | L | R | K | R | N | S | O | W | S | M | X |
| P | W | P | X | L | J | X | B | Q | N | Q | N | I | Y | N |
| M | N | D | R | R | E | G | R | E | S | S | I | O | N | P |
| G | J | Q | C | O | N | V | E | N | T | I | O | N | F | G |

B. Expand each phrase into a sentence. Then, on your own paper, use three of the sentences in a short story that begins with the sentence: **Inspector Whodunit was baffled.**

- the eyewitness' description _____
- could only conclude _____
- contain the missing jewels _____
- detain the suspect _____
- resist arrest _____
- prevention of crime _____

Prefixes and Base Words

Teaching

One way to understand a word's meaning is to break it down into its different word parts. A **base word** is a complete word that can stand alone. A **prefix** is a word part that appears at the beginning of a base word to form a new word.

For example, consider the word *micromanage*.

The prefix *micro-* means "small"

The base word *manage* means "to handle or control."

micromanage = micro- + manage.

When the word parts are combined, *micromanage* means "to control in a detailed way."

The chart below lists eight common prefixes that express number, amount, or size:

| Prefix | Meaning | Example |
|--------------------|-----------------|--------------|
| <i>mon-, mono-</i> | one | monosyllable |
| <i>uni-</i> | one | unicycle |
| <i>bi-, bin-</i> | two | bicycle |
| <i>tri-</i> | three | tricornered |
| <i>semi-</i> | half, partially | semicircle |
| <i>hyper-</i> | too much | hyperactive |
| <i>multi-</i> | many, much | multivitamin |
| <i>micro-</i> | small, short | microfiber |

A. Identifying Prefixes and Base Words

Underline the correct prefix in Column A to complete a word. Then match each word with its correct meaning in Column B. Write the letter of the correct meaning in the space provided. Use a dictionary if necessary.

Column A

EXAMPLE (mono-, micro-) rail L

- (micro-, bi-) plane _____
- (multi-, uni-) talented _____
- (micro-, multi) chip _____
- (mono-, semi-) conscious _____
- (uni-, semi-) form _____
- (micro-, multi-) purpose _____
- (hyper-, semi-) critical _____
- (tri-, bi-) weekly _____
- (tri-, bi-) dimensional _____
- (micro-, mono-) molecular _____

Column B

- a single track for a train
- a small device that holds information
- having many uses
- relating to a single molecule
- having three dimensions
- too severe in judgment
- always the same; having one form
- having many skills
- an airplane with two sets of wings
- only half-awake or partially aware
- happening every two weeks

Prefixes and Base Words

More Practice

B. Prefixes and Base Words in Action

For each underlined word below, draw a line between the prefix and the base word. Then write a short definition of each word using what you know about prefixes and context clues. Use a dictionary to check your answers.

EXAMPLE We were exhausted after climbing the stairs in the multistory hotel. *several stories.*

1. Our biannual film festival is held in January and in July. _____
2. The team advanced to the state semifinal competition. _____
3. The presenter spoke in a monotone that bored us. _____
4. Miles injured himself by hyperextending his right elbow. _____
5. Javier is multilingual; he knows Spanish and English. _____
6. Rudy studied the microorganisms that live in Haven Lake. _____

C. Vocabulary Challenge

For each prefix below, provide three different base words. Then write a sentence using one of the new words.

EXAMPLE *mon-, mono- chromatic, ocular, lingual*
The monochromatic room was decorated all in white.

1. *bi-* _____, _____, _____

2. *semi-* _____, _____, _____

3. *hyper-* _____, _____, _____
