Lesson Objectives

Day 1

Students will:
• Understand Greek and Latin number prefixes
• Read and write Greek and Latin number prefixes
• Articulate vowel sound changes in prefixes

Materials:
• Anchor Poster

Day 2

Students will:
• Sort words with Greek and Latin prefixes by meaning
• Sort words by Greek and Latin prefixes
• Choose the correct words to complete sentences
• Differentiate words based on Greek and Latin number prefixes

Materials:
• BLM 2: Category Cards
• BLMs 3–4: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards—one, two, three
• Teacher Word Card—biceps

Day 3

Students will:
• Sort words with Greek and Latin prefixes by meaning
• Choose the correct words to complete sentences
• Differentiate words based on Greek and Latin number prefixes

Materials:
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—same as BLM 5

Day 4

Students will:
• Identify words with Greek and Latin number prefixes
• Write and spell words with Greek and Latin number prefixes

Materials:
• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5

Students will:
• Correctly spell words with Greek and Latin number prefixes

Materials:
• Quick-Check Assessment

Additional Materials:
• Word Study Notebooks
• Pocket Chart

Number Prefixes mono-, uni-, bi-, tri-

Anchor Chart (BLM 1)
Category Cards (BLM 2)
Word Cards (BLM 3)
Word Cards (BLM 4)
Word Cards (BLM 5)
Take-Home Activity (BLM 6)
Classroom Activity (BLM 7)
Take-Home Activity (BLM 8)
Reading Passage (BLM 9)
Spelling Dictation (BLM 10)
Spelling Peer Check (BLM 11)

Spelling Dictation

Spelling Peer Check

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Day One

Supporting ELs

It is important to remember that languages such as Spanish, French, and Italian also have many words that are derived from Latin. Many of the same or similar Latin prefixes are used in English and Spanish. For example, Spanish also has the prefixes mono-, uni-, tri-, and bi-. Point out the Spanish cognates that have similar sounds and meanings in English: la monotonia/monotony; el uniforme/uniform; el triciclo/tricycle; la bicicleta/bicycle.

Helping students recognize the similarities of Latin prefixes will give students another tool for determining meaning of unfamiliar English words.

Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word triangle on the chalkboard. Show how you divide the word into three syllables, tri/an/gle. Point out that the prefix tri- is the first syllable and then the next syllable break is between the consonants n and g. Read each syllable and then blend the syllables together: tri/an/gle: triangle.

Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

Review Suffix -ion with Vowel Alternation and Spelling Change

Focus Words: exclaim, assume, exclamation, assumption

Write the words exclaim and assume on the chalkboard, as well as the endings -ation and -ption. Ask students to identify the vowel sounds in the accented syllable of each base word. Then have them identify the vowel sound change when -ion is added to form the noun. Finally, have them identify the spelling changes to each base word and which ending to attach to each to form the noun. Write exclamation and assumption on the chalkboard and read the words with students.

Introduce Number Prefixes mono-, uni-, bi-, tri-

Model

Make a three-column chart on the chalkboard with the following heads: mono- and uni-, bi-, tri-. Explain that these are number prefixes meaning “one,” “two,” and “three.” Write the correct number word below each heading in the chart.

Write the word uniform on the chalkboard and read it aloud. Say: I see a prefix in this word. It is uni-. Underline the prefix. Uni- means “one.” I know that people in the army wear a uniform. Everyone wears the same one. The prefix uni- helps me understand that the word uniform means to all dress in one way. I will write this word in the uni- column.

Guide

Write the words monolingual, bilingual, and triangle on the chalkboard and read them aloud. Say: What do you notice about these words? Yes, they all have number prefixes. Ask the class to identify the number prefix in each word. Underline the prefixes and have students tell you where to write each word in the chart.

Circle the words bilingual and monolingual. Point out that the base word lingual means “language.” Ask students to come up with definitions for each word, given what they know about the meaning of each word part. Point out that understanding the meaning of word parts helps students determine the meaning of unfamiliar words.

Apply

Have students brainstorm words they know or have seen that contain a number prefix. Then have pairs sort the words using the number prefixes as the categories for the sort.
Spelling Words with Number Prefixes

Unit Spelling Words: triangle, trilogy, biceps, binoculars, monorail, monotone, unicycle, university

Display the anchor poster for students to use as a reference as they learn the spelling words.

Write the words triangle and trilogy on the chalkboard. Point to each word and read it aloud. Underline the prefix tri-. Say: What do you notice about the vowel sound in these two words? Guide students to identify the long i vowel sound in triangle and the short i vowel sound in trilogy. Say: What do you notice about the spelling of the prefix in each word? Guide students to recognize that the spelling remains the same, regardless of the vowel sound.

Repeat the procedure with the words biceps and binoculars, guiding students to hear the long i vowel sound in biceps and the schwa sound in binoculars.

Write the remaining spelling words on the chalkboard and read them with the students.

Ask students to use each spelling word in a sentence in their word study notebooks. Then have them make a list of the spelling words and have partners check each other’s spellings.

Assessment Tip

Notice which students have difficulty sorting words based on their number prefixes. If students are having difficulty, have them underline each prefix, say the meaning of the prefix, and then sort the words.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.

Spelling Words with Number Prefixes

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Day Two

Closed Sort

<table>
<thead>
<tr>
<th>one</th>
<th>two</th>
<th>three</th>
</tr>
</thead>
<tbody>
<tr>
<td>monolingual</td>
<td>monologue</td>
<td>monorail</td>
</tr>
<tr>
<td>monopoly</td>
<td>monotone</td>
<td>uniform</td>
</tr>
<tr>
<td>uni-</td>
<td>binary</td>
<td>triceratops</td>
</tr>
<tr>
<td>bi-</td>
<td>bisect</td>
<td>trilogy</td>
</tr>
<tr>
<td>tri-</td>
<td>triangle</td>
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</table>

Buddy Sort

<table>
<thead>
<tr>
<th>mono-</th>
<th>uni-</th>
</tr>
</thead>
<tbody>
<tr>
<td>monocle</td>
<td>unicorn</td>
</tr>
<tr>
<td>monolith</td>
<td>unicycle</td>
</tr>
<tr>
<td>monopolize</td>
<td>universe</td>
</tr>
<tr>
<td>bi-</td>
<td>tri-</td>
</tr>
<tr>
<td>bilateral</td>
<td>trident</td>
</tr>
<tr>
<td>binoculars</td>
<td>trigonometry</td>
</tr>
<tr>
<td>biped</td>
<td>triple</td>
</tr>
<tr>
<td>biplane</td>
<td>triplicate</td>
</tr>
<tr>
<td>biweekly</td>
<td>triumvirate</td>
</tr>
</tbody>
</table>

Review Number Prefixes mono-, uni-, bi-, tri-

Write the word *monologue* on the chalkboard. Ask students to read the word aloud. Then ask a volunteer to identify the number prefix in the word. Underline mono-. Ask a volunteer to tell what the prefix means. Write one over the prefix.

**Say:** *I know that the prefix mono- means “one.” I’m not sure what logue means, but I know a similar word dialogue that has something to do with two people talking. Monologue must mean “one person talking.”* Have students discuss how knowing the meanings of number prefixes can help them identify the meanings of unfamiliar words.

Closed Sort

**Teacher Word Card:** biceps

**Teacher Category Cards:** one, two, three

Place the one, two, and three category cards next to each other in a pocket chart. Hold up the word card biceps. Cover up all of the letters except for the prefix bi-.

**Say:** *What does the prefix bi- mean?* Guide students to identify that it means “two.”

**Where should we put the word biceps in the pocket chart?** Have a volunteer place the card under the two category card.

Provide each student with the category cards for numbers from BLM 2 and a set of the BLM 3 word cards and have them sort the words based on the meaning of the prefix in each word.

Buddy Sort

**Teacher Category Cards:** mono-, uni-, bi-, tri-

Place the prefix category cards next to each other in a pocket chart. Explain that these are the categories students will sort by.

Give pairs of students the prefix category cards from BLM 2 and word cards from BLM 4. Have one student read a word and ask his or her partner in which category to place the word. When the partner responds and the word is placed, the partner then chooses a word and asks where the word should be sorted.

**Spelling.** Have students sort their spelling words based on the vowel sound of i in the prefixes uni-, bi-, and tri-. Students should have three columns: Long i, Short i, and Schwa.

Home/School Connection

Give students BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM. Also, pronounce and define any unfamiliar words. Have students define the unfamiliar words in their own words using simple words and phrases.
Blind Sort

**Teacher Word Cards:** same as BLM 5  
**Teacher Category Cards:** one, two, three

Place the category cards in a pocket chart so that students can see them.

Have students write the categories in a row in their word study notebooks.

Remind them that they sorted words yesterday according to the meaning of each prefix. Tell students that you will call out one word at a time and they will write the word in the appropriate category in their notebooks.

After you have completed the blind sort, use the teacher word cards to sort the words together. Have students check their spelling against the words in the pocket chart.

**Applying Meaning.** Give students BLM 7 and have them complete the cloze sentences and identify the prefixes.

<table>
<thead>
<tr>
<th>one</th>
<th>two</th>
<th>three</th>
</tr>
</thead>
<tbody>
<tr>
<td>monarch</td>
<td>bicentennial</td>
<td>triathlon</td>
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<td>bimonthly</td>
</tr>
<tr>
<td>universal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Tip**

Use students’ completed BLM 7 to assess their understanding of Latin and Greek number prefixes. Note whether they need more practice in identifying how the prefixes contribute to the meaning of the words.

**Providing Support**

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner to read and complete it.

**Home/School Connection**

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

**Supporting ELs**

Make sure that ELs understand what to do on BLM 8 since there may not be anyone at home who speaks English well enough to help them complete it.
Day Four

Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader. Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of words with the number prefixes mono-, uni-, bi-, and tri-.

Word Hunt

Give students a copy of the passage on BLM 9. Tell them that they will read the passage and circle words with the prefixes mono- and uni-. After students have completed the word hunt, ask volunteers to share the words that they found.

Then ask students to identify words with the prefixes bi- and tri-. After students have completed the word hunt, ask volunteers to share the words that they found.

Ask pairs of students to begin lists of words in their word study notebooks. They can start the lists by using the words in the passage.

Then ask the pairs to look through other texts, looking for words with these prefixes. Have them add the words to their lists.

After students have had a chance to develop their lists, discuss with them the meanings of the words, based on what students know about the word parts.

Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: proclamation, detention, deception.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: biceps, monotone, university.

Dictate the following sentence and have students write it on their papers:

As I rode the zoo monorail, I saw through my binoculars a bright blue bird with triangles of green on its wings.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:

- Say a spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the remaining words on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of words with number prefixes using the Quick-Check for Unit 24.

Suggestions for Independent Practice

Find a Word. Assign one of the prefixes mono-, uni-, bi-, or tri- to groups of students. Provide groups with dictionaries. Set a timer for five minutes. Have students use the dictionary to find as many words as they can that begin with the assigned prefix.

What Is . . . ? Provide students with a set of word cards and prefix category cards. Have groups sort the words according to the prefix. Then have students write clues for each word and use their clues to play a guessing game.

Tell a Story. Have pairs of students write a story using the words from one set of word cards. Have pairs share their stories with the class. As the class listens, have them identify the words with the number prefixes.

Word Search. Students can work with a partner to make a word search that uses some of the words from the word cards. Pairs should write clues to help the player identify the word. Once the player identifies the word, he or she should circle the word in the word search. Pairs can swap their searches with another pair.

Answer Key Unit 24 Quick-Check

<table>
<thead>
<tr>
<th>bi-</th>
<th>mono-</th>
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<tbody>
<tr>
<td>bicentennial</td>
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</tr>
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</tr>
<tr>
<td>bifocals</td>
<td>monochromes</td>
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<td></td>
<td>monolith</td>
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<td>tri-</td>
<td>uni-</td>
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Answer Key BLM 6

<table>
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<th>uni-</th>
<th>tri-</th>
</tr>
</thead>
<tbody>
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<td>bifocals</td>
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<td>tricolor</td>
</tr>
<tr>
<td></td>
<td>universe</td>
<td>trillion</td>
</tr>
</tbody>
</table>

Answer Key BLM 7

1. triceratops   6. monolingual
2. monotone      7. unilateral
3. unicycle      8. universe
4. trilogy       9. monopolize
5. triathlon     10. uniform

Answer Key BLM 8

1. monologue   6. monorail
2. triple       7. monotonous
3. monopoly     8. unity
4. triumvirate  9. monochrome
5. bisect      10. unification
Unit 24 Quick-Check: Number Prefixes

Answer Questions

Directions: Read the questions and choose the best answer.

1. Mari can speak two languages, so she is ____________.
   - trilingual
   - bilingual
   - monolingual

2. Math class was ____________ because students did the same activity every day.
   - monotonous
   - uniform
   - monochrome

3. The tiny country had a ____________ who ruled alone and had inherited the throne.
   - unilateral
   - monarch
   - monopoly

4. Carlos tried to ____________ the conversation, but Sara interrupted him to talk about the game.
   - unify
   - monopolize
   - monocle

Apply

Directions: In the space below, list three to five words you know that have a number prefix.

____________   ____________   ____________   ____________   ____________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>one</th>
<th>two</th>
<th>three</th>
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<tbody>
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</table>

Word Bank
- binoculars
- trigonometry
- monorail
- uniform
- triad
- bifocals
- tripod
- university
- biplane
- trident
- unicorn
- universe

Think and Write about Number Prefixes mono-, uni-, bi-, tri-

Directions: In the space below, explain how understanding number prefixes helps you as a reader, speller, and writer.