

Prefix: in- (il-, im-, ir-)

Not or opposite of (in-, il-, im-, ir-); In or on (in-, il-, im-)

Card Pack #7

Key Words:

illegal
impossible tasks
incorrect
irregular
invite or invitation
illuminate
import

Picture Ideas:

incorrect



import



Notes

- The prefix in- means not or opposite of (e.g., incorrect); in or on (e.g., import).
- Teach the most common definition, “not or opposite of,” first.
- In- has several chameleon prefixes, or assimilations (il-, im-, ir-).
- An **assimilation** is a spelling change in which the last consonant of the prefix changes into a phoneme similar or identical to the beginning of the base to make words easier to articulate (e.g., in- changes to ir- when adding it to the word regular: *irregular*).
- Students do not need to memorize each assimilation but should be aware of them.
- In the visual drill, students can just state “in-” instead of all of the assimilations. In the auditory drill, students do not need to write all of the assimilations for in-.



Three-Part Drill

Materials Needed:

review cards, dry-erase board and marker, prepared multisyllabic words with known morphemes

Do this at least 3x per week with known or previously taught morphemes.

1. **Visual:**
 - a. (T) Shows morpheme card(s).
 - b. (S) Spell (or state) the morpheme(s) and the meaning(s).
2. **Auditory/Kinesthetic:**
 - a. (T) States the meaning(s) of the morpheme(s).
 - b. (S) Write the correct morpheme(s) and state the meaning(s).
3. **Morphemic Analysis:**
 - a. (T) Presents students with word(s) containing known morphemes.
 - b. (S) Write word sum(s) and state the meaning of the word(s) based on the morphemes.



Teaching a New Concept

Materials Needed:

concept card, object or picture, colored index card(s), dry-erase board and marker, student passage, Morpheme Chart

Follow the steps on the Purple Flip Chart. Introduce on Monday, and practice daily.

1. (T) Shows the new concept card(s).
 - a. (T) Tells students the morpheme(s) and meaning(s) of the morpheme(s).
 - b. (T) Tells students the language of origin (when applicable).
2. (T) Shows an object or picture.
 - a. (T) Chooses an object to help make a real-world connection.
3. (T&S) Brainstorm.
 - a. Brainstorm words that have the target morpheme(s). (Accept all answers, but place incorrect answers in a “thought bubble” to discuss.)
 - b. Do teacher-directed brainstorming if needed.
 - c. Students can write these words in an interactive notebook.
4. (S) Make morpheme cards with meaning(s), examples, and pictures.
 - a. Students can use colored index cards (pink=prefix, sky blue=suffix, lavender=Latin base, green=Greek base).
 - b. Students can put a hole in the corner and keep these on a ring to study.
5. (T) Dictates the definition(s) of the target morpheme(s).
 (S) Practice spelling the morpheme(s) using the dry-erase paddleboard or another medium. Students should name the letters as they write.
6. (S) Read a passage or passages to practice the target morpheme(s).
 - a. (S) Highlight words with the target morpheme(s). Read those words. Discuss the meaning of those words. (NOTE: When a morpheme has more than one possible meaning [particularly prefixes], the context will need to be used to help determine the meaning of the word.)
 - b. (S) Highlight any unknown words. Read those words (with the teacher’s help if needed). “Unknown words” could be words that students do not know how to pronounce or words with an unknown meaning.
 - c. (S) Start reading the passage/story.
 - d. (S) Continue reading throughout the week. Keep a repeated reading chart.
 - e. (S) Read a clean copy on Friday.
7. (T&S) Mark the Morpheme Chart by highlighting the target morpheme(s).



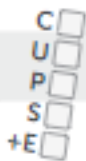
Word Dictation

Materials Needed:
notebook paper, pencil

Practice daily.

Prefix in-

Day 1:	1. invalid	2. infirm	3. incorrect	4. inexact	5. indirect
Day 2:	1. insane	2. inept	3. inelastic	4. incomplete	5. indifferent
Day 3:	1. intrepid	2. incorrupt	3. incognito	4. insincere	5. invalid
Days 4-5:	Review prior words.				



Sentence Dictation

Practice daily.

1. The loud music drove me insane.
2. Your homework seems incomplete to me.
3. The answer to the math problem is incorrect.
4. The permit for the fence is invalid.
5. He was indifferent about which task to do next.
6. I think I was asked an indirect question.
7. The apology was insincere.
8. With my mask on, I was incognito.
9. The man was inept at his job.
10. The intrepid explorer went into the forest.



Passage

Practice daily.

My Bad Day

Have you ever had one of those days where nothing seems to go your way? It started this morning when my mom yelled, "Turn down your music! It's making me insane!"

When I got to school my teacher said, "Your homework is incomplete. Please redo it." I redid it. Then my teacher said, "It is incorrect."

I gave the lunch lady my lunch ticket. She said, "Sorry, but this lunch ticket is invalid."

I told my friend about my day, but he seemed indifferent. I got upset. He apologized to me, but he seemed insincere.

It seemed as though nothing was going right for me. I felt really inept at everything.

When I got home, my mom made my favorite dinner. Finally, something went right. She helped me with my incorrect homework. She apologized for yelling at me that morning. She told me that tomorrow will be better! "We all have days like this," she said.

- If someone's sister got a brand-new bike for no reason, could that person be envious?
- If you got to go on a trip to Disney, would you feel envious?
- When have you been envious of someone? Finish this sentence: I was envious when...

- Use various charts, activities, and strategies to teach and review words each day.
- Create word sums with the chosen vocabulary words. Then discuss the meanings of the words using each morpheme.



Comprehension

- Use the Comprehension Planning Checklist.
- Before Reading: Prepare the purpose for reading the passage you chose. Identify the text structure. Prepare background knowledge. Select Tier II vocabulary words. Identify challenging language (similes, metaphors, etc.). Plan questions.
- During Reading: Ask prepared questions. Use graphic organizers to help students with understanding.
- After Reading: Reflect: Was the purpose met? Can students express takeaways?
- Use books with the same topic over multiple weeks to build background knowledge.
- Build shared knowledge with topics that are unified both vertically (across grade levels) and horizontally (across different classrooms within the same grade).



Weekly Lesson Reminders

- Use the target morpheme(s) in daily writing activities.
- Use Kilpatrick's "One-Minute Activities" for phonological awareness drills, if needed.
- Give a practice test on Thursday and a test on Friday to check for understanding.
- Use various fluency, vocabulary, and comprehension masters and activities.
- Have students create an interactive notebook for note-taking and storing items. (See *IMSE's Morphology Plus Manual* for ideas.)
- View *IMSE's Writing and Grammar* video course for teaching strategies.
- Use foldables to teach skills such as adding an affix to a base word, changing the part of speech, and spelling rules. Start with a base word (e.g., *safe*). Fold the right side of the paper over the base for suffixes (e.g., *safer*). Fold the left side of the paper over the base for prefixes (e.g., *unsafe*). Add meanings for each morpheme. (See Lesson 1 for image examples.)