

# Prefix: mal-

Bad or abnormal

Card Pack #41

## Key Words:

malnutrition  
maladjusted  
malpractice

## Picture Ideas:

malnutrition



maladjusted



## Notes

- The prefix mal- means bad or abnormal.
- The Latin base *form* means to shape. *Form* can be taught this week along with the prefix mal- to discuss the words *malformed* and *malformation* (See Latin Lesson 3).



## 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.

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

### Optional: Morpheme Manipulation

- (T) States a word.  
(S) Write (or state) the word.
- (T) Asks students to change or add a morpheme.  
(S) Write (or state) the new word.

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).



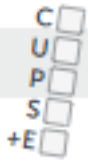
## Word Dictation

**Materials Needed:**  
notebook paper, pencil

Practice daily.

### Prefix mal-

<b>Day 1:</b>	1. malfunction 2. maltreat 3. maladapted 4. malformation 5. malnutrition
<b>Day 2:</b>	1. malpractice 2. maladjusted 3. malformed 4. maltreatment 5. maladminister
<b>Day 3:</b>	1. malcontent 2. malposition 3. malicious 4. malaria 5. malign
<b>Days 4-5:</b>	Review prior words. Optional additional word: malefactor



## Sentence Dictation

Practice daily.

1. He was maladjusted after starting a new job.
2. There was a malpractice lawsuit against the doctor.
3. The malcontent coach pulled his player from the game.
4. The maltreatment of animals is cruel.
5. The dog was very thin due to malnutrition.
6. He was maladapted to the cold weather.
7. He walked with a limp due to his malformed foot.
8. When the machine malfunctioned, it had to be repaired.
9. The x-ray showed that his spleen was malpositioned.
10. The principal was fired due to maladministration.



## Passage

Practice daily.

### Malpractice

The children of the elderly parents filed a malpractice lawsuit against the nursing home. The suit contained claims of severe malnutrition concerning the patients. An investigation showed that they were not being fed enough to stay healthy.

The malpractice lawsuit resulted in the administrator losing his job. He had a history of neglecting patient health, and it was clear that his maladaptive habits had not improved.

A new administrator was hired to run the nursing home. She created a new plan for patient care. She also replaced all equipment that showed any signs of malfunction. Families of the patients were thankful for the improved level of care.



## Fluency

- Fill Rapid Word Charts with words containing the week's morpheme(s).
- Use the passage or another passage on the students' independent level for repeated reading throughout the week. Here are some tips to remember:
  - Plan to have students reread the passage at least 5 times throughout the week.
  - Set a goal for students to increase the number of words read correctly by 10% by the end of the week.
  - Model the passage by reading it to students.
  - Give corrective feedback to students so they are aware of errors and how to fix them.
  - Students can practice with a partner who is fluent (such as the teacher, a parent, or a peer).
- Incorporate reader's theater.
- Use Acadience Reading K-6 or DIBELS 8th Edition to progress monitor.



## Vocabulary

- Select 3-5 Tier II vocabulary words for the week. Vocabulary words may contain the week's morpheme(s) or come from the IMSE passage or another text (e.g., literature, textbooks, newspaper).
- Sample script to teach vocabulary words:
 

- (T) States the word (e.g., *envious*).
  - (S) Repeat the word (e.g., *envious*).
  - (T) Asks: How many syllables are in this word?
  - (S) Answer: (e.g., *three*)
  - (T) Tells students how many morphemes are in the word (e.g., there are two morphemes in this word [envy+ous]).
  - (T) Tells students about the part of speech and any spelling considerations (e.g., because *envy* has the suffix -ous, it is an adjective; the “y” in *envy* changes to an “i” when I add the suffix -ous).
  - (T) Asks: What’s the word?
  - (S) Answer: (e.g., *envious*)
  - (T) Tells students the meaning of the word in student-friendly terms (e.g., *envious* means you feel jealous of someone or want what someone else has).
    - (T) Shows a picture.
    - (T) Gives examples and non-examples.
    - (T) Gives synonyms for the word.
  - (T) Checks for understanding. Use examples and non-examples.
    - How are *envious* and *jealous* the same?
    - 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.)