Little Parts, Big Clues

Students use re- and un- to figure out new words.

1.4.R.3 "Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define unfamiliar words with prompting."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 AGAIN WORDS

a	again	never	fast
b	slowly	again	neatly

2 NOT WORDS

a	true	long	false
b	sick	healthy	tall

ANSWER KEY

Little Parts, Big Clues

GRADE 1 · 1.4.R.3

HOW TO RUN THIS PAGE

Read the scripts and row prompts aloud. Give students time to use each word part, circle an answer, and explain the whole word orally. Listen for accurate meanings, and record any prompts you give separately from their answers.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · AGAIN WORDS

SAY "If I replant a seed, I plant it again. The part re- means again. Use re- and the rest of each word to find its meaning."

ROW	SAY	STUDENTS CIRCLE
a	If you reread a book, how do you read it? Circle the best clue, then tell me what reread means.	**again**
b	If you repack a bag, how do you pack it? Circle the best clue, then tell me what repack means.	**again**

PART 2 · NOT WORDS

SAY "An unready child is not ready. The part un- can mean not. Use un- and the rest of each word to find its meaning."

ROW	SAY	STUDENTS CIRCLE
a	A story is untrue. What does untrue mean? Circle the best word, then tell me how un- helps you know.	**false**
b	Someone is unwell. What does unwell mean? Circle the best word, then tell me how un- helps you know.	**sick**

WHAT TO ACCEPT

Accept reread as read again, repack as pack again, untrue as not true, and unwell as not well or sick. Listen to each student's oral explanation, and record needed teacher prompts separately from accuracy.