Grade 4 Unit 22: Understanding Words

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GRADE 4 | English

UNIT 22

Understanding Words

There are billions of words in the world. Now, imagine this: You are reading a book when you suddenly encounter an unfamiliar word. What would you do? Most people would consult the dictionary right away.

However, how will you know the meaning of an unfamiliar word if you do not have a dictionary with you? This unit will guide you in finding the answer.





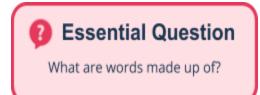
In this unit, you should be able to:

- Get the meaning of words through structural analysis e.g., prefix, root word, and suffix; and
- Use a glossary to get the meanings of words.



Lesson 1: Words with Prefixes *Un-, In-, Im-, Dis-, Mis-,* and *Re-*

Read the following sentences below. Take note of the underlined words.





I will <u>read</u> the script tomorrow. He was <u>able</u> to do the task. Rina is <u>fit</u> for the job.

Now, compare the sentences above with the sentences below. Once again, take note of the underlined words.

I will <u>reread</u> the script tomorrow. He was <u>unable</u> to do the task. Rina is <u>unfit</u> for the job.

What did you notice about the underlined words? Compare and contrast the meanings of the two sets of sentences. Did the changes in the underlined word affect their meanings?



Match the appropriate prefixes in Column B with the words in Column A.

	Column A	Column B
1	treat	a. im-
2	decided	b. dis-
3	possible	c. re-
4	close	d. mis-
5	gain	e. un-





Learn About It!

A word may have one or several parts. Some words are composed of a prefix and a root word.

A prefix is a kind of affix that is added at the beginning of a root word or another word part. It changes the meaning of the word.

The **root word**, on the other hand, **is the base or the most basic part of the word**. It is the part of the word that is left when all the prefixes and suffixes are removed.

Vocabulary

- affix a letter or group of letters added to the beginning or end of a word to make a new word
- remove to take something away
- capable have the ability or quality of to be able to do something

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MIS- + CALCULATE = MISCALCULATE
(prefix) + (root word) = (new word)
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Examples

Please <u>play</u> the video. Please <u>replay</u> the video.

The prefix *re-* means "again" or "back." When we add this to the root word *play*, the word becomes *replay* and the meaning changes to "to play again."

My pupil is <u>capable</u> of getting that award.



My pupil is <u>incapable</u> of getting that award.

The prefix *in*- means "not" or "non." When we add this to the root word *capable*, the word becomes *incapable*, and the meaning changes to "not capable."

Below is a table that shows other common prefixes in the English language with their meanings:

Prefix	Meaning	Newly formed word	Sample Sentence
dis-	to do the opposite of; not	disagree (dis + agree) "do not agree"	I disagree with your opinions.
im-	not	impossible (im + possible) "not possible"	Traveling in this weather is impossible.
in-	non; not	independent (in + dependent) "not dependent"	She became independent at the age of 15.
mis-	badly, wrongly, opposite or lack of	misfortune (mis + fortune) "bad fortune"	You can never predict when misfortune will happen.
re-	again, back	retell (re+tell) "to tell again	Could you please retell what happened earlier?
un-	not	unaware (un + aware) "not aware"	I was unaware of the details, so I was not able to do anything.

Let's Check In!

Identify all the words with prefixes in the paragraph below.

Our pet dog is unfriendly to some people. He also becomes impatient if he is not fed on time. But he is well-behaved when he knows he has made a mistake.



Check Your Understanding

2. 3. 4.	I could tell that I hope you do r Our products a We need to	you are notinter reavaila focus on or	he following pre _comfortable. pret what I am tra able for the sumn ur goals we do no	efixes: dis-, im-, ying to say. ner. ot lose track of th	refix to the given in-, mis-, re-, un nem again. r years of being
	answers from	the box.	-		ce. Choose your
d	ischarged in	correct	misinformed	rewrite	unimpressed
2.3.4.	enjoy it. The teacher as read my handw He gave an We thought the	ked me to vriting. ere were no	m	y answers beca	d like they did not use she could not
⊘ v	/rite a sentence			tai yesterday.	

6



2.	disappear
3.	incredible
4.	unhappy
5.	miscalculate



Let's Step Up!

Look for a short article about science in the newspapers. Paste a copy in your notebook and underline all the words that have prefixes.

Let's Revisit The Essentials!

Go back to the essential question on the introduction page and discuss in class.





Lesson 2: Words with Suffixes -Ful, -Less, -Er, -Or, -Ible, and -Able

Adding something at the end of a word may change its meaning. Look at the words below.



play + ful = playful life + less = lifeless teach + er = teacher



How does knowing more about prefixes and suffixes contribute to a clearer conversation?

What was added at the end of each word? Can you determine the meaning of the new word that was formed?



Think of three words that change in meaning if you add three or four letters at the end. Then, exchange with your partner's list and determine the meaning of the words he/she has listed.

	Word	Meaning
1		
2		
3		
4		
5		





Just as some words are composed of a root word and a prefix, other words can be composed of a root word and a suffix. A **suffix** is a kind of affix that is added at the **end of a root word** or another word part. It changes the meaning of the word.

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POWER + -LESS = POWERLESS (root word) + (suffix) = new word
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Vocabulary

- determine to learn or find out something by getting information
- composed something that is formed by combining things, parts, or elements

Examples

They <u>edit</u> the test.
The <u>editor</u> arrived. (edit + or)

In the first sentence, the underlined word is a verb that means "to correct mistakes." In the second sentence, the suffix *-or* was added to the root word *edit*, therefore changing the verb to a noun that means "someone who edits."

You should not <u>harm</u> innocent people.
The dog looks mean, but it's actually <u>harmless</u>.

In the first sentence, the word *harm* is a verb that means "to cause injury." In the second sentence, the suffix *-less* was added to the root word, changing it to an adjective that means "not causing harm" or "unable to cause harm."

Below is a table that shows other common suffixes in the English language with their meanings:



Suffix	Meaning	Newly formed word	Sample Sentence
-ful	full of; having the qualities of	helpful (help + ful) having the quality of helping others	My sister is helpful to me and to other people.
-less	not having something	painless (pain + less) not having pain	The injection turned out to be painless.
-er	one who	preacher (preach + er) one who preaches	We listened to the words of the preacher.
-or	one who	actor (act + or) one who acts	The actor visited the set of the new TV series.
-ible	capable of; able	reversible (reverse + ible) could be reversed	There is still hope, for the mistakes you have committed are reversible.
-able	capable of; able	movable (move + able) able to move	The parts of the doll are movable.

Let's Check In!

Which of the following words has a suffix? What does it mean? disagree, inappropriate, careless

Check Your Understanding



Complete each sentence below by adding the correct prefix to the given root word. Write the newly formed word on the blank. Choose from the following suffixes: -ful, -less, -er, -or, -ible, -able.

(understand)1. We should be thankful that the problem is ______.(sense)2. My mother is a very _____ person.



	(fright)				
	(perish)	4. Al	erience. If the vegetables in right away.	are,	so we must sell
	(price)	5. Th		nts we spend with o	our families are
	Fill in th		o complete each	sentence. Choose	your answers from
ado	rable	exporters	farmer	fearless	joyful
2. 3. 4. 5.	He met He has They ard His fam	many four e ily owns a	children who	s products. rybody likes them. are always laughing dog that is always r	g and playing. eady to defend them.
2.	teacher				
3.	friendle	SS			
4.	cheerfu	I			
5.	lovable				





Let's Step Up!

Write a three-paragraph essay about a story that you recently read or a movie that you recently watched. Underline all the words with suffixes that you used in your essay.

Let's Revisit The Essentials!

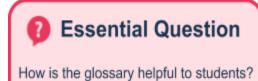
Go back to the essential question on the introduction page and discuss in class.





Lesson 3: Using a Glossary

Have you ever looked at the back of a book and seen a list of words that resembles a mini dictionary? What are the words listed there? Why are these mini dictionaries placed at the end of a book?





As a group, list down other references you use and other things that you do to get the meaning of a word aside from using a dictionary.

1	
2	
3	
4	
5	





A **glossary** is commonly found at the last part of the book. It is a list of **unique and unfamiliar words** used in a book together with their meaning. Unlike the dictionary that offers a comprehensive definition for each word, a glossary only gives the meanings of the words used in a certain book. Sometimes, a glossary even includes the pronunciation.

Nowadays, online glossaries of terms from different fields also exist.

Vocabulary

- resemble to look or be like something or someone
- comprehensive

 including most
 on all things

Example

Glossary	Glossary of Mathematical Terms				
vector	a quantity having magnitude and direction, usually represented by a directed arrow that indicates orientation in space				
vector space	a three-dimensional area where vectors can be plotted, or a mathematical structure formed by a collection of vectors				
venn diagram	a kind of diagram where sets are represented as simple, overlapping geometric figures (often circles). Similar sets in this diagram are represented by intersections and unions of the figures				

The example above is a glossary of mathematical terms. Note that the words in a glossary are also **arranged alphabetically** just like in a dictionary. The words, however, are specialized words that are commonly used in different fields such as mathematics, linguistics, science, and others.

Let's Check In!

What is the difference between a glossary and a dictionary?

Check Your Understanding

Answer the follow	ring questions. Place your answers on the blank space provided.
	_1. What is a glossary?
	_2. Where is the glossary commonly found?
(For questions 3 - 5	5 refer to the sample glossary)
	3. What is the meaning of a vector?
	4. What can you plot on a vector space?
	5. Which among the words in the glossary is a kind of diagram?

1

Let's Step Up!

Compile three examples of a glossary and identify the kinds of book that used such words. Give a short description about each glossary.

Let's Revisit The Essentials!

Go back to the essential question on the introduction page and discuss in class.



Explain Your Game

Goal

You are an athlete and you want to tell other people the benefits of playing your sport. You have to write a short essay about it, and create a glossary of the unfamiliar terms that you have used in your essay.



You are an athlete who was tasked to share the history, gameplay, and benefits of playing your sport.



Audience

Your audience is young kids your age who are looking for a sport that they can play and learn.

Situation

You are a young athlete tasked by your coach to write a short essay about your sport. The essay will be published on your school paper. The challenge is to convince other students to try playing your sport after reading your short essay.

Product/Performance and Purpose

- Create a 500-word essay detailing the history, gameplay, and benefits of your sport. Provide an appropriate headline (title) and byline, as well as photos relevant to the essay.
- Make sure to type in **boldface** at least 25 words with affixes.
- Create a glossary for the unfamiliar terms that you used in your essay.
- Have it printed on short bond paper, double-spaced, Times New Roman, size 11.



Standard and Criteria for Success

Your work will be rated using the following rubric:

	Criteria	Beginning (0-12 points)	Developing (13-16 points)	Accomplished (17-20 points)	Score
General	Content (Focus on details/events are clearly evident; it is clearly related to the topic.)	The explanation about the sport and its benefits is unclear and difficult to follow. The glossary has a few of the unfamiliar words listed and defined.	The explanation about the sport and its benefits is clear, but can still be improved. The glossary has most of the unfamiliar terms listed and defined.	The explanation about the sport and its benefits is clear and direct. The glossary has all the unfamiliar terms listed and defined.	
	Organization (Logical progression of details/events; clear transitions between ideas.)	There is little use of transition markers. Transition of one idea to another is difficult to understand.	Transition markers are used properly. There is a smooth transition from one idea to another although it still can be improved.	Transition markers are used properly. There is a smooth transition from idea to another.	
	Language (spelling, mechanics, grammar and usage)	There are four or more errors in the spelling,	There are one to three errors in the spelling,	There are no errors in the spelling, mechanics,	



		mechanics, grammar, and language use.	mechanics, grammar, and language use.	grammar and language use.	
	Punctuality	The essay and glossary were submitted two days after the due date.	The essay and glossary were submitted a day after the due date.	The essay and glossary were submitted on or before the due date.	
Task-specific	Use of affixes (prefix and suffix)	There are 20 or less words with prefixes and 20 or less words with suffixes that were used in the essay.	There are 21 to 24 words with prefixes and 21 to 24 words with suffixes that were used in the essay.	There are 25 words with prefixes and 25 words with suffixes that were used in the essay.	
	Glossary	There are three or more special and/or unfamiliar terms about the sport that were not listed and defined in the glossary.	There are two special and/or unfamiliar terms about the sport that were not listed and defined in the glossary.	All the specials and/or unfamiliar terms about the sport is listed and defined in the glossary.	
Score:					

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Self-Check: How Well Did I Learn?

Do a self-check on how well you learned the lessons in this unit. Place a checkmark in the appropriate box.

Skills	I think I need more practice and assistance.	l am familiar and can perform well with minimal assistance.	I am confident that I can perform this on my own.
I can identify the			
meaning of words			
with prefixes <i>un-,</i>			
in-, im-, dis-, mis-,			
and <i>re-</i> .			
I can identify the			
meaning of words			
with suffixes <i>-ful,</i>			
-less, -er, -or, -ible,			
and <i>-able.</i>			
I can use a glossary			
to get the			
meanings of			
words.			

STUDY GUIDE



Wrap Up

- A **prefix** is added at the beginning of a root word or another word part. It changes the meaning of the word.
- A **suffix** is added at the end of a root word. Just like a prefix, it also changes the meaning of a word.
- The **root word** is the base or the most basic part of the word. It is the part that is left when you remove all the prefixes and suffixes of a certain word.
- A **glossary** is commonly found at the last part of the book. It is a list of special, unfamiliar words together with their meaning, used in the book.

Bibliography

Fromkin, Victoria . 2010. Introduction to Linguistics. Cengage Learning Asia Pte Ltd: Ortigas Avenue

Gagnon, Steve. n.d. Retrieved from https://education.jlab.org/glossary/

Mastin, Luke. 2010. Retrieved from http://www.storyofmathematics.com/glossary.html

Recommended Links for This Unit:

TheBazillions. ""Prefix or Suffix?" by The Bazillions." YouTube. April 10, 2014. Accessed August 24, 2018. https://www.youtube.com/watch?v=H2Z4p0au1yk.

Cambridgeenglishtv. "English Language Learning Tips - Prefixes and Suffixes." YouTube. October 16, 2013. Accessed August 24, 2018. https://www.youtube.com/watch?v=RPqxNqO8u-A.