

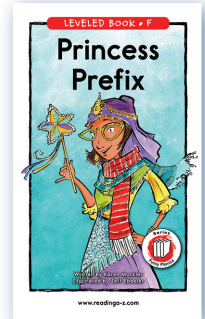
### Focus Question:

*What is a prefix, and what can it do?*

### Book Summary

Text Type: Fiction/Fantasy

Princess Prefix can do amazing things! What does she do, and how does she do it? Read *Princess Prefix* to find out how she creates new words using prefixes. The story supports readers by providing colorful illustrations, high-frequency words, and repetitive text. The story can also be used to teach students how to determine cause-and-effect relationships and the proper use of exclamation marks.



### Lesson Essentials

#### Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Determine cause and effect
- ☐ Describe information provided by illustrations
- ☐ Discriminate initial consonant *pr*-blends
- ☐ Identify initial consonant *pr*-blends
- ☐ Recognize and use exclamatory sentences
- ☐ Identify and use the high-frequency word *make*

#### Materials

- ☐ Book: *Princess Prefix* (copy for each student)
- ☐ Cause and effect, initial consonant *pr*-blends, exclamatory sentences worksheet
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com). (\*) word appears in the lesson but not the book.

- **High-frequency words:** *any*, *can*, *make*
- **Words to Know**
  - Story critical:** *confuse* (v.), *disappear* (v.), *impossible* (adj.), *nonsense* (n.), *overload* (n.), *prefix* (n.)
  - Academic vocabulary:** *become* (v.), *impossible* (adj.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Write the word *pack* on the board. Ask students to name words they know that have the word *pack* in them (*prepack*, *repack*, *unpack*, and so on). Write student responses on the board. Underline the prefixes in the words. Explain to students that the underlined parts of the word are *prefixes*.
- Discuss with students how prefixes are added to the beginning of the base word, or root word, to change the meaning of the word. Ask students to share other words they know that have prefixes, and discuss how these prefixes change the meaning of the words listed on the board. Have students illustrate a base word and the new word with the prefix is added.

##### Introduce the Book

- Give students their copy of *Princess Prefix*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

##### Introduce the Reading Strategy:

##### Connect to prior knowledge

Explain to students that effective readers make connections between what they already know and the new information they read, which is called *connecting to prior knowledge*. Remind them that thinking about what they already know helps them better understand and enjoy what they are reading. Have students look at the picture on page 4 and think about what they already know about prefixes. Invite volunteers to share their connections with the class.

##### Introduce the Comprehension Skill:

##### Cause and effect

- Explain to students that one way to understand information in a story is to think about what

### Guiding the Reading (cont.)

happened and why it happened. Write the words *Cause* and *Effect* on the board. Explain that a cause is an event that makes something happen and the effect is the result of the event.

- Draw a T-chart on the board, and label the left column *Cause* and the right column *Effect*. Write the following sentence in the *Effect* column: *My brother is crying*. Have volunteers offer causes and record this information on the board.

### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and, as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

### Set the Purpose

- Have students read to discover how prefixes are used in words. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Where are prefixes located in words?* (level 1) page 4
- *What caused the plate of spaghetti to get too full?* (level 1) page 5
- *How does the man feel when Princess Prefix changes the word sense to nonsense?* (level 2) page 6
- *What did the prefix do to the word school?* (level 1) page 9
- *Why did the author write this book about prefixes?* (level 3) multiple pages

#### Text Features: Illustrations

Explain to students one important part of reading is paying close attention to the pictures, which are also called *illustrations*, because they provide the reader with more information. Explain how readers can use this information, combined with what they

already know, to better understand what they read. Have students work with a partner to review the illustrations on page 6. Ask students: *How does this illustration help you better understand how prefixes change the meaning of words?* Have students work with a partner to review the remaining illustrations and discuss how they help them to better understand the text.

### Skill Review

- Model for students how you connect to prior knowledge as you read. Share your connections with prefixes and how they are used in sentences. Ask students to share their connections with the class.
- Model identifying cause-and-effect relationships in the story.  
**Think-aloud:** *I know that a cause is why something happens and an effect is what happens as a result of the event. As I read this story, I look for cause-and-effect relationships to help me remember and understand what I read. For example, if a cause is the princess adds the prefix un to the word happy, the effect is a new word is created: unhappy. I will record this information on the T-chart to show the cause-and-effect relationship.*
- Have students work in small groups to identify another cause-and-effect relationship in the story. Invite volunteers to share their response and record this information in the T-chart.
- Model how to complete the **cause-and-effect** worksheet, using evidence from the text.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Worksheet: Cause and effect

Review the cause-and-effect worksheet. Have students share their ideas with the group. List their responses on the board.

### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary, but should include that prefixes are at the beginning of words and change the meanings of base words.)

### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### Build Skills

##### Phonological Awareness:

##### Initial consonant pr-blends

- Say the word *princess* aloud to students, emphasizing the initial /pr/ sound. Have students repeat the word *princess* aloud and then say the /pr/ sound.
- Say the words *pray* and *ray* aloud. Have students discuss with a partner the difference between the two words.
- Point out that the first word had an extra sound in the initial phoneme, which gives the word a different sound at the beginning. Have students practice saying the /pr/ sound with a partner. Have students generate words that begin with the /pr/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /pr/ sound: *prince*, *proud*, *tried*, *prize*, *pretty*, *cry*.

##### Phonics: Initial consonant pr-blends

- Write the word *press* on the board and read it aloud with students.
- Have students say the /pr/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /pr/ sound in the word *press*.
- Ask students to share with a partner what the word would sound like if they took out the letter *Rr*. Discuss with students how the two letters *pr* blend together to create a new sound.
- Have students practice writing the letters *pr* on a separate piece of paper while saying the /pr/ sound.
- **Check for understanding:** Write the following words that begin with the /pr/ sound on the board, leaving off the initial consonants: *print*, *princess*, *proud*. Say each word, one at a time, and have volunteers come to the board and add the initial *pr* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-pr-blends worksheet](#). If time allows, discuss their answers.

##### Grammar and Mechanics:

##### Exclamatory sentences

- Write the following sentence on the board and read it aloud with students: *Oh, the changes she brings!* Explain to students that every sentence has a signal at the end to show the reader where to stop reading. Ask students to point to the signal at the end of this sentence, and explain that it is an exclamation mark. Have students write an exclamation mark in the air.
- Explain to students that sentences ending in exclamation marks are called *exclamatory sentences*, which express strong emotions, such

as surprise and excitement, or a warning. Ask students to discuss with partner what feeling the sentence on the board is expressing (excitement and surprise).

- **Model how to read an exclamatory sentence:** first read the sentence in a normal tone of voice, and then read it with emotional emphasis. Have students practice reading the sentence on the board with appropriate expression.
- **Check for understanding:** Write several sentences on the board, including exclamatory and declarative sentences. Read the sentences aloud with students, and have them work in groups to decide whether to use a period or exclamation mark at the end of each one. Invite volunteers to come to the board and add the correct punctuation mark. Then, have students practice reading the exclamatory sentences aloud.
- **Independent practice:** Introduce, explain, and have students complete the [exclamatory sentences worksheet](#). If time allows, discuss their answers.

##### Word Work: High-frequency word make

- Write the word *make* on the board and read it aloud with students. Explain to students that they will often see this word in books they read and they should memorize it so they can decode it right away.
- Spell the word aloud while students write each letter in the air.
- Write the following sentence on the board: *We will make a cake*. Read it aloud with students and discuss the meaning of the word *make* as it is used in the sentence.
- Have students practice spelling *make* using alphabet stamps.
- **Check for understanding:** Have students work in pairs to create oral sentences using the word *make*. Call on students to share a sentence with the rest of the class, and ask other students to give a thumbs-up signal if they used the word *make* correctly.

##### Connections

- See the back of the book for cross-curricular extension ideas.