

## Lesson Objectives

### Day 1

**Students will:**

- Read and write words with prefixes **uni-, bi-, tri-**

**Materials:**

- BLM 1: Anchor Chart

### Day 2

**Students will:**

- Sort words by prefixes **uni-, bi-, tri-**

**Materials:**

- Anchor Poster
- BLM 2: Category Cards
- BLMs 3–4: Word Cards
- BLM 6: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—bicycle, triangle, unicorn

### Day 3

**Students will:**

- Sort words prefixes **uni-, bi-, tri-**

**Materials:**

- BLM 7: Classroom Activity
- BLM 8: Take-Home Activity
- Teacher Category Cards
- Teacher Word Cards—same as BLM 5

### Day 4

**Students will:**

- Identify words with prefixes **uni-, bi-, tri-**
- Create lists of words organized by their spelling patterns
- Write and spell words prefixes **uni-, bi-, tri-**

**Materials:**

- BLM 9: Reading Passage
- BLM 10: Spelling Dictation
- BLM 11: Spelling Peer Check

### Day 5

**Students will:**

- Spell words prefixes **uni-, bi-, tri-**

**Materials:**

- Quick-Check Assessment

**Prefixes uni-, bi-, tri-**

**uni-** means "one"  
Our universe is made up of millions of stars.

**bi-** means "two"  
My friend Juan, who is bilingual, helps me with my Spanish.

**tri-** means "three"  
Gabriela's little cousin rides her bicycle around the park.

Anchor Chart (BLM 1)

uni-	tri-
bi-	

Category Cards (BLM 2)

bicycle	trilet
biplane	trisect
bisect	unicorn
biweekly	unicycle
triangle	union
tricycle	unique
trilogy	unisex
triple	united

Word Cards (BLM 3)

biannual	trimester
biceps	trio
bilingual	tripod
billion	uniform
binocular	unilateral
bivalve	unison
trilateral	unitard
trillion	universe

Word Cards (BLM 4)

bifocals	triathlon
bilateral	triceratops
bimonthly	trinity
binary	trivet
bionic	unanimous
biped	unify
biplane	unity
triad	universal

Word Cards (BLM 5)

**Spelling Patterns**

Word Bank: **unify** **unison** **unilateral** **unanimous** **unify** **unite** **united** **unite** **unite** **unite**

uni-	bi-	tri-
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Take-Home Activity (BLM 6)

**Choose the Word**

Directions: Choose the word that best fits the meaning of the sentence.

1. A \_\_\_\_\_ is a type of dinosaur that had long legs.  
triple    tricycle    triad
2. Earth is just one planet in our \_\_\_\_\_.  
universe    unison    unison
3. The \_\_\_\_\_ machine she bought in your repair shop, only spins.    unison    unison
4. \_\_\_\_\_ are worn by people who have two kinds of vision problems.  
triple    tricycle    triad
5. A \_\_\_\_\_ has only one wheel.  
unicycle    tricycle    triad
6. There are four books in the \_\_\_\_\_.  
trilogy    triad    triad

Classroom Activity (BLM 7)

**Choose the Word**

Directions: Choose the word that best fits the meaning of the sentence.

1. A \_\_\_\_\_ has two wheels.  
tricycle    triad    triad
2. A \_\_\_\_\_ has three sides.  
tricycle    triad    triad
3. The painting is \_\_\_\_\_ because it is one of a kind.  
unilateral    unison    unison
4. A public officer has to wear a \_\_\_\_\_ when on duty.  
tricycle    unison    unison
5. A \_\_\_\_\_ has three different components: working, thinking, and learning.  
tricycle    triad    triad
6. Many people enjoy looking at birds through a pair of \_\_\_\_\_.  
tricycle    triad    triad

Take-Home Activity (BLM 8)

**The Age of Dinosaurs**

It may seem like dinosaurs roamed the Earth a billion years ago, but actually, it wasn't until the 1800s that scientists began to realize that dinosaurs lived on Earth. In fact, the first dinosaur was discovered about 200 million years ago. That's pretty recent in Earth's long life.

Most dinosaurs lived during three time periods: the Triassic Period, the Jurassic Period, and the Cretaceous Period. The last of these periods was also the longest of all.

Dinosaur bones were first used for jewelry, such as brooches, and for tools. The first dinosaur bone was used as a tool for digging. The dinosaur bone was used as a tool for digging. The dinosaur bone was used as a tool for digging.

There are many dinosaurs that people know by name: Tyrannosaurus, Triceratops, and Stegosaurus. In 1901, the first dinosaur was discovered in the state of Montana. Many people think these dinosaurs lived during the Jurassic Period. However, these and many other well-known dinosaurs actually lived during the Cretaceous Period.

As we know, dinosaurs are now extinct, though we are still sure why. Some believe that a giant meteorite may have been one of the reasons the dinosaurs died. Others think the reason for the Earth's fire may have been a volcanic eruption that caused the dinosaurs to die. There is still much to learn about these amazing animals that once roamed the Earth.

Reading Passage (BLM 9)

**Spelling Dictation**

Review Words:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

New Words:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Sentences:

\_\_\_\_\_

\_\_\_\_\_

Spelling Dictation (BLM 10)

**Spelling Peer Check**

Directions: Read each word aloud. Have your partner read the word to you. Write the word in the box. If you are unsure, ask your partner for help.

Word	Spelled by (if needed)	Correct Spelling
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____

Spelling Peer Check (BLM 11)

**Additional Materials:**

- Word Study Notebooks
- Pocket Chart
- Dictionaries (Day 1)
- Stopwatches (Day 3)



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# Day One

## Supporting ELs

Have ELs partner with a fluent English speaker to compare numbers in their native language and English and identify any cognates. Explain to students that prefixes related to numbers also have Spanish cognates: **unido(a)/united**; **la trilogía/trilogy**; **el unicornio/unicorn**; **bisecar/bisect**; **el triángulo/triangle**; **único(a)/unique**; **triple/triple**. Have ELs create charts of prefixes and cognates to help them remember English prefixes.

## Blending Practice

If some students have difficulty reading the words, help them read the words syllable by syllable. For example, point to the word **unicorn** on the chalkboard. Show how you divide the word into three syllables between the vowel **u** and the consonant **n** and between the vowel **i** and the consonant **c**. Explain that you now have three syllables. Reinforce that the first and second syllable contain the prefix **uni-**. Read each syllable and then blend the syllables together: **u/ni/corn, unicorn**. Continue to support students who need help with blending throughout the week, using the example words used in the lesson.

## Review Prefixes ex-, non-, in-

### Focus Words: exit, nonfiction, incomplete

Ask students what prefixes occur in **exit**, **nonfiction**, and **incomplete**. Point out prefixes **ex-**, **non-**, and **in-** if needed.

Have students to work with a partner to use each of the words in an oral sentence.

## Introduce Prefixes uni-, bi- tri-

### Model

Remind students that they have been learning about prefixes. **Say:** *Prefixes are added to the beginning of a base word and often change the meaning of that word.*

Write the words *unicycle*, *bicycle*, and *tricycle* on the chalkboard and read the words aloud. Have students repeat the words. **Say:** *These words have prefixes added to the beginning of the base words. Look at **unicycle**. It has the prefix **uni-** added to the beginning. The prefix **uni-** means “one.” When **uni-** is added to **cycle**, it means “a cycle with one wheel.” Underline **uni-**.*

**Say:** *Look at **bicycle**. It has the prefix **bi-** added to the beginning. The prefix **bi-** means “two.” It changes the meaning of **cycle** to “a cycle with two wheels.” Underline **bi-**.*

**Say:** *Now look at **tricycle**. It has the prefix **tri-** added to the beginning of the base word. **Tri-** means “three.” It changes the meaning of **cycle** to “a cycle with three wheels.” Underline **tri-**.*

### Guide

Draw a three-column chart on the chalkboard with the headings: *uni-*, *bi-*, and *tri-*. With students, decide which column each of the words on the chalkboard belongs in and write the words in the correct column. Then have students copy the chart into their notebooks.

Write *united*, *biweekly*, and *trilogy* on the chalkboard and read them aloud. Reinforce the rule that when a prefix is added to the beginning of a base word, it changes its meaning. Have students sort each word into the correct column of the chart in their word study notebooks. Then write the correct answers on the chalkboard and have students check their work.

### Apply

Ask students to work with a partner to identify how the meaning of each word changed when the prefixes were added. Encourage students to use dictionaries.

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## Spelling Words with Prefixes uni-, bi- tri-

**Unit Spelling Words:** united, biweekly, trilateral, unicorn, bisect, unique, triple, universal

Write the words *united*, *biweekly*, and *trilogy* on the chalkboard and read them aloud. Point out the base word **weekly** in **biweekly**. Go over any word that students might not know, such as **trilateral**. Remind students of the meanings of the prefixes in each word. Give students the anchor chart on BLM 1 and have students copy the rules in their word study notebooks.

Write the remaining spelling words on the chalkboard and read them with students. Ask volunteers to use a spelling word in an oral sentence.

Ask students to copy the spelling words in their word study notebooks. Have partners check each other's spellings. Ask students to circle the prefix in each spelling word and identify the meaning of each one to a partner.

### Assessment Tip

Offer students who are having difficulty sorting prefixes the opportunity to use the anchor chart on BLM 1 as a resource. Help them add additional **in-**, **bi-**, and **tri-** words to the BLM, along with example sentences.

### Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.

# Day Two

## Closed Sort

bi-	tri-	uni-
bicycle	triangle	unicorn
biplane	tricycle	unicycle
bisect	trilogy	union
biweekly	triple	unique
	triplet	unisex
	trisect	united

## Buddy Sort

bi-	tri-	uni-
biannual	trilateral	uniform
biceps	trillion	unilateral
bilingual	trimester	unison
billion	trio	unitard
binocular	tripod	universe
bivalve		

## Home/School Connection

Have students take home BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

## Supporting ELs

Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand the directions. Also pronounce and define each word for them.

## Review Prefixes uni-, bi- tri-

Show students the anchor poster and ask volunteers to name several examples of other **uni-**, **bi-**, or **tri-** words.

## Closed Sort

**Teacher Word Cards:** bicycle, triangle, unicorn

**Teacher Category Cards:** bi-, tri-, uni-

Place the category cards next to each other in a pocket chart.

Show the words cards for **bicycle**, **triangle**, and **unicorn** to students and read them aloud.

**Think aloud:** *I see a prefix in all of these words. I know from our earlier discussion that a prefix is a word part that is added to the beginning of another word. I also know that the prefix **bi-** means "two," the prefix **tri-** means "three," and the prefix **uni-** means "one." I am going to sort the word **bicycle**. It contains **bi-** so I will sort it under **bi-**.*

Have students help you place the other two word cards in the correct category.

Give students the category cards for **uni-**, **bi-**, and **tri-** from BLM 2 and the word cards from BLM 3.

Have students work in small groups to sort the remaining cards from BLM 3. Then ask them to explain why each word belongs in the category.

## Buddy Sort

Give pairs of students the category cards from BLM 2. Have them use word cards from BLM 4 for this sort. Have partners alternate between reading a card and telling into which category it should be sorted.

**Spelling.** Ask students to write each spelling word in their word study notebooks while looking at the word. Then have students cover the words, one at a time, and try to spell them without looking. Then have the students rewrite them without looking.

## Blind Sort

**Teacher Word Cards:** same as BLM 5

**Teacher Category Cards**

Remind students that prefixes are added to the beginning of a word.

Place the teacher category cards in a pocket chart so that students can see them.

Tell students that you will call out one word at a time and they will write the word in the appropriate category in their word study notebooks. Call out the words from BLM 5.

If students need support, write the word on the chalkboard to either model the spelling or to have students check their spelling.

**Applying Meaning.** Give students BLM 7 and have them complete the cloze activity.

## Speed Sort

Have students use words from either BLM 3 or BLM 4 to complete the “Speed Sort.” Have students work with a partner.

Tell students to sort the words into three categories: **uni-**, **bi-**, and **tri-**. Have students time themselves using a stopwatch. Have them repeat the sort to increase their time.

## Blind Sort

bi-	tri-	uni-
bifocals	triad	unanimous
bimonthly	triathlon	unify
biped	triceratops	unity
biplane	trinity	universal
bionic	trivet	
binary		
bilateral		

## Assessment Tip

Use students’ completed BLM 7 to assess their understanding of the spelling patterns for the words. Note whether they need more practice in applying the different spellings.

## Providing Support

ELs and struggling readers may have difficulty completing BLM 7 on their own. Have them work with a partner and a dictionary to read and complete it.

## Home/School Connection

Give students BLM 8 to complete with a family member. Explain that they are to do the same thing they did on BLM 7 in class.

## Supporting ELs

Make sure that ELs understand what to do on BLM 8 and the meanings of the words since there may not be anyone at home who speaks English well enough to help them complete it.

# Day Four

## Providing Support

Some ELs and struggling readers may have difficulty reading the passage. Have these students read with an on-level reader.

Alternatively, you could read the passage to them while they follow along or echo-read with you. Ask students to look and listen for examples of words with the target prefixes.

### The Age of Dinosaurs

It may seem like dinosaurs roamed the Earth a **trillion** years ago but, actually, it wasn't all that long ago. Many scientists believe that our planet is about 4.6 billion years old. (They think our planet was formed as the **universe** expanded.) Dinosaurs only appeared about 230 million years ago. That's pretty recent on Earth's time line.

Most dinosaurs lived during three time periods: the **Triassic** Period, the Jurassic Period, and the Cretaceous Period. This **triad** of time periods forms what scientists call the Mesozoic Era.

Dinosaurs were **unique** in many ways. For one thing, some dinosaurs were **bipedal**. That means they stood and walked on two legs in order to get around. Few animals move this way. Dinosaurs also laid eggs in nests, just as birds do. In fact, many scientists believe that dinosaurs were the ancestors of birds.

There are many dinosaurs that people know by name: **Triceratops**, Tyrannosaurus Rex, and Velociraptor, to name a few. Because of the movie *Jurassic Park*, many people think these dinosaurs lived during the Jurassic Period. However, these and many other well-known dinosaurs actually lived during the Cretaceous Period.

As we know, dinosaurs are now extinct, though we are not sure why. Some believe that a giant meteor may have been part of the reason the dinosaurs died. When the meteor hit the Earth, it may have caused weather changes that spelled the end for the dinosaurs. There is still much to learn about these amazing animals that once walked the Earth.

## Answer Key Reading Passage (BLM 9)

## Home/School Connection

Have students take the reading passage on BLM 9 home to read to a family member and point out the words that have the prefixes **uni-**, **bi-**, and **tri-**.

## Supporting ELs

Make sure ELs know the meanings of the spelling words. Before student pairs use BLM 11, have the partners tell each other oral sentences using the spelling words.

## Word Hunt

Tell students that for today's word hunt, they will be looking for examples of words that have the prefixes **uni-**, **bi-**, and **tri-**.

Give students copies of the passage on BLM 9. Read a few lines with students and model finding and circling words with the target prefixes. Then ask students to complete the word hunt on their own.

After they have completed the word hunt, have them sort the words they found in their word study notebooks.

Then, have students meet together in small groups and read the words they found aloud to the group.

## Spelling Dictation

Give students Spelling Dictation (BLM 10). Dictate the following words from last week's spelling words to students, one at a time, and have students write them on their BLMs: **exceed**, **insane**, **nonprofit**.

Dictate the following words from this week's unit, one at a time, having students write them on the BLMs: **unique**, **bisect**, **triple**.

Dictate the following sentence and have students write it on their papers: ***In our biweekly reading group, we discussed the third book in the fantasy trilogy, which featured a lion and a unicorn.***

Write the words and sentence on the chalkboard and have students self-correct their papers.

## Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the **First Try** column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the **Second Try** column.

Then students switch roles.

## Spelling Assessment

Use the following procedure to assess students' spelling of the unit spelling words:

- Say a spelling word and use it in a sentence.
- Have students write the word on their papers.
- Continue with the remaining words on the list.
- When students have finished, collect their papers and analyze their spelling of the words.
- Use the assessment to plan small-group or individual practice.

## Quick-Check Assessment

Assess students' mastery of words with the prefixes **uni-**, **bi-**, and **tri-** using the Quick-Check for Unit 26.

## Suggestions for Independent Practice

**Word Charades.** Give groups of students a stack of word cards. One student chooses a word card and uses gestures and pantomime to define that word. Students guess the word and the first student to guess correctly chooses the next card. The object is to guess the most words correctly.

**Word Explorers.** Give students magazines or newspapers that can be cut up. Have them search for words that include this week's prefixes and then circle or cut out the words. Afterward, they can sort the words by prefix.

**Speed Read.** Have pairs of students select up to fifteen word cards and read the words to each other. Then have them take turns reading the words while the other student times their reading with a stopwatch.

**Prefix Match Up.** Give pairs of students the three prefix category cards and a set of word cards. Have students place the prefixes faceup. Partners then take turns turning over a card and trying to match it to its prefix.

### Unit 26 Quick-Check: Prefixes uni-, bi- tri-

#### Answer Questions

Directions: Choose the word that does not belong with the others.

1. unicycle      united      bicycle
2. trio      biceps      trilateral
3. tripod      tricycle      universe
4. billion      unison      uniform
5. biweekly      bisect      universal
6. triceratops      uniform      united
7. triathlon      binocular      biped
8. triple      triangle      bifocals

#### Apply

Directions: In the space below, list three to five words you know that have the prefix uni-, bi-, or tri-.

Directions: Using the words from the word bank, complete the following sort. Write each word in the appropriate sort category.

bi-	tri-	uni-	Word Bank bilingual, biceps, triple, union, unison, trilateral, trilogy, unicorn, unique
bilingual biceps	triple trilateral trilogy	unison unison unicorn unique	

#### Think and Write about Prefixes uni-, bi- tri-

Directions: In the space below, explain how understanding words with the prefixes uni-, bi-, and tri- helps you as a reader, speller, and writer.

### Answer Key Unit 26 Quick-Check

### Answer Key BLM 6

uni-	bi-	tri-
unity universal unison unique	biplane biceps bilingual bisect	triceratops trinity triad trilogy

### Answer Key BLM 7

1. triceratops
2. universe
3. biceps
4. Bifocals
5. unicycle
6. trilogy
7. union

### Answer Key BLM 8

1. bicycle
2. triangle
3. unique
4. uniform
5. triathlon
6. binoculars

# Unit 26 Quick-Check: Prefixes uni-, bi- tri-

## Answer Questions

**Directions:** Choose the word that does not belong with the others.

- |                |           |            |
|----------------|-----------|------------|
| 1. unicycle    | united    | bicycle    |
| 2. trio        | biceps    | trilateral |
| 3. tripod      | tricycle  | universe   |
| 4. billion     | unison    | uniform    |
| 5. biweekly    | bisect    | universal  |
| 6. triceratops | uniform   | united     |
| 7. triathlon   | binocular | biped      |
| 8. triple      | triangle  | bifocals   |

## Apply

**Directions:** In the space below, list three to five words you know that have the prefix **uni-**, **bi-**, or **tri-**.

\_\_\_\_\_

**Directions:** Using the words from the word bank, complete the following sort. Write each word in the appropriate sort category.

bi-	tri-	uni-

<p><b>Word Bank</b>          bilingual, biceps,          triple, union,          unison, trilateral,          trilogy, unicorn,          unique</p>
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## Think and Write about Prefixes uni-, bi- tri-

**Directions:** In the space below, explain how understanding words with the prefixes **uni-**, **bi-**, and **tri-** helps you as a reader, speller, and writer.

\_\_\_\_\_