## Reading Multisyllable Words Lesson 4: Common Prefixes

Although most of these common prefixes are phonetic it helps in reading to quickly process them. Practice reading and writing these common prefixes helps the student master the complex task of reading multi-syllable words. In addition, learning the meaning of the prefixes develops vocabulary. This lesson is long and will require multiple sessions to complete. Work through reading and writing one prefix group at a time. For each prefix, have the student read the listed words. Make syllable breaks only if the student needs help. Next have the student write/spell 10-15 words from *each* prefix listing. If the student is not fluent in the words have him re-read the list of words at least once before moving to the next prefix. If necessary, include review where the student reads previous lists. Remember, fluency is built by practice. If specific words are difficult, have the student write those word several times.

## un- (not or opposed to)

unpack	<b>un</b> clean	unlike	unbolt	<b>un</b> glue
<b>un</b> fold	<b>un</b> bound	<b>un</b> clear	<b>un</b> earth	<b>un</b> known
<b>un</b> load	<b>un</b> real	<b>un</b> seen	<b>un</b> true	<b>un</b> fit
<b>un</b> cap	<b>un</b> res†	<b>un</b> furl	<b>un</b> hook	<b>un</b> just
unwell	<b>un</b> safe	<b>un</b> coil	<b>un</b> dress	<b>un</b> wise
<b>un</b> clench	<b>un</b> wind	<b>un</b> fed	<b>un</b> cur	<b>un</b> cut
<b>un</b> fair	<b>un</b> paid	unclasp	<b>un</b> screw	<b>un</b> burnt
<b>un</b> sure	<b>un</b> wrap	untold	<b>un</b> tried	<b>un</b> clog
<b>un</b> cer†ain	<b>un</b> concern	<b>un</b> cover	<b>un</b> even	<b>un</b> able
<b>un</b> armed	<b>un</b> beaten	<b>un</b> chosen	<b>un</b> eaten	<b>un</b> fasten
<b>un</b> friendly	<b>un</b> grateful	<b>un</b> happy	<b>un</b> selfish	<b>un</b> tangle
<b>un</b> timely	<b>un</b> willing	unlikely	<b>un</b> equal	<b>un</b> broken
<b>un</b> written	<b>un</b> worthy	<b>un</b> corrupt	<b>un</b> called	<b>un</b> ending
<b>un</b> godly	<b>un</b> healthy	<b>un</b> bending	<b>un</b> biased	<b>un</b> canny
<b>un</b> feeling	<b>un</b> scramble	<b>un</b> caring	<b>un</b> common	<b>un</b> helpful
<b>un</b> founded	<b>un</b> sightly	<b>un</b> selfish	<b>un</b> wrapped	<b>un</b> tidy
<b>un</b> fenced	<b>un</b> planned	<b>un</b> faithful	<b>un</b> chained	<b>un</b> spoken

<sup>\*</sup>As the student reads, have a pencil ready and make slash marks to indicate syllable breaks *only* if and when the student needs assistance with a word. If necessary, help with pronunciation and then have child re-read the word with correct pronunciation.

<b>un</b> clogged	<b>un</b> afraid	<b>un</b> finished	<b>un</b> willing	<b>un</b> worthy			
<b>un</b> buckle	<b>un</b> changing	<b>un</b> balanced	<b>un</b> familiar	<b>un</b> adjusted			
<b>un</b> ashamed	<b>un</b> appetizing	<b>un</b> available	<b>un</b> limit ed	<b>un</b> damaged			
<b>un</b> concealed	<b>un</b> decided	<b>un</b> profitable	<b>un</b> successful	<b>un</b> employed			
<b>un</b> popular	<b>un</b> prepared	<b>un</b> concerned	<b>un</b> disturbed	<b>un</b> believing			
<b>un</b> controlled	<b>un</b> exciting	<b>un</b> explained	<b>un</b> seasoned	unaffected			
re- (again or back)							
<b>re</b> new	r <b>e</b> place	<b>re</b> do	<b>re</b> turn	<b>re</b> store			
r <b>e</b> peat	<b>re</b> mind	<b>re</b> build	<b>re</b> check	<b>re</b> group			
<b>re</b> move	<b>re</b> load	relay	<b>re</b> name	<b>re</b> shape			
<b>re</b> bound	recall	<b>re</b> cede	<b>re</b> claim	<b>re</b> deem			
<b>re</b> flect	remit	r <b>e</b> ac†	<b>re</b> print	<b>re</b> tain			
<b>re</b> trieve	<b>re</b> view	<b>re</b> vive	<b>re</b> vise	<b>re</b> hire			
<b>re</b> write	r <b>e</b> pay	refill	r <b>e</b> state	<b>re</b> tie			
rewind	<b>re</b> count	<b>re</b> turn	<b>re</b> heat	<b>re</b> spond			
<b>re</b> make	<b>re</b> port	<b>re</b> read	<b>re</b> start	<b>re</b> take			
<b>re</b> use	revolt	<b>re</b> volve	<b>re</b> solve	<b>re</b> frain			
<b>re</b> type	<b>re</b> work	<b>re</b> made	<b>re</b> route	<b>re</b> strain			
<b>re</b> word	<b>re</b> send	<b>re</b> hire	<b>re</b> test	recoil			
<b>re</b> traced	<b>re</b> freshing	<b>re</b> filled	<b>re</b> enter	<b>re</b> number			
<b>re</b> copy	r <b>e</b> locate	<b>re</b> invent	<b>re</b> kindle	<b>re</b> occur			
<b>re</b> member	<b>re</b> cover	<b>re</b> direct	<b>re</b> visit	<b>re</b> inser†			
reinspect	<b>re</b> affirm	r <b>e</b> appoint	reattach	<b>re</b> kindle			
<b>re</b> confirm	<b>re</b> define	reflective	r <b>e</b> peated	<b>re</b> ignite			
<b>re</b> infect	<b>re</b> construct	<b>re</b> sharpen	r <b>e</b> adjust	<b>re</b> arrange			
<b>re</b> appear	<b>re</b> inves†	<b>re</b> process	<b>re</b> inforce	<b>re</b> covery			