



Ages 6–10 • 978-0-8234-3644-6 • E-book available

Me First! PREFIXES LEAD THE WAY

by Robin Pulver
illustrated by Lynn Rowe Reed

A Discussion and Activity Guide that will

“**RE**view,” “**EN**lighten,” and “**UN**leash” the knowledge of “**PRE**fixes”

Guided Reading Level: 0
Grade Level Equivalent: 3
Interest Level: 1-5

Instructional Standards:
RL.3-5.1, 2, 3, 4, 5, 7, 9, 10
L.3-5.2, 3, 4, 4b, 4c, 4d, 5, 6
SL.3.1, 2, 3, 4, 6/ SL.4-5.1, 2, 3, 4, 5, 6
RF.3-5.3, 3a, 4, 4a
W.3. 3-5.2, 3, 4, 7, 8, 10/W.4-5.2, 3, 4, 7, 8, 9, 10



Learning Objectives for Prefix Lesson

Students will be able to:

- briefly describe what a prefix is
- explain how to identify a prefix (and a root word)
- list some of the most common prefixes
- identify prefixes and root words in a grade-appropriate text, *Me First!*
- show how a prefix changes the meaning of a word
- use knowledge of prefixes to discover the meanings of unfamiliar words
- use prefixes in their own writing



Essential Questions

- What is a root word? Define a prefix.
- How can we use the knowledge of root words and prefixes to better understand vocabulary?
- Why is it important to understand the meaning of words?
- How do you identify words with prefixes?
- How do different prefixes change a word's meaning?

“Grammar will be a lot less boring to learn with a library of Ms. Pulver’s books at hand.”
—*The Horn Book*

Investigate and become familiar with the prefixes

1. What do all of these words have in common?
Rewind, review, recount, rejoin, replay, reread and recycle
2. Define each word.
3. Circle the **prefix**, underline the **root word**.
4. How did you identify each? Write the definition for **prefix** and **root word**.
5. Discuss how the prefix changed the meaning of each root word.
6. In small groups, create a list of 10 words that have prefixes. Share with the class.
7. Fill in the chart using the following words:

bicycle, disagree, recount, uniformed, nonfiction, nonsense, submarine, unhappy, preview

Word	prefix	root	meaning
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8. Create a prefix chart with the meaning of bi-, dis-, re-, un-, non-, sub, un-, pre-.
9. Introduce the book ***Me First! Prefixes Lead the Way*** by Robin Pulver to the class.

Making connections through literature

1. How does the cover illustration help you to understand what the book will be about?
2. How do the title and cover illustration of ***Me First!*** create meaning for the reader?
3. How does Pulver incorporate the theme of leadership into the story?
4. Discuss the **parallel plots** in the story.
5. Create 2 main idea charts: Abraham Lincoln and Prefixes.
6. Describe how the illustrations support the text.
7. Why do you think Robin Pulver wrote this book? What is the author’s purpose? Discuss and display other titles written by the author. (***Happy Endings, The Case of the Incapacitated Capitals, and Punctuation Takes a Vacation.***)
8. Identify and explain the author’s use of figurative language in the book.
9. Read through the book with a buddy, and find all of the words that contain prefixes.
10. Describe how Pulver uses the characters’ behaviors, thoughts, and feelings in the story to create meaning and purpose for the reader.
11. Explain how the author creates humor in the book. Write some examples from the story.



12. The children in Mr. Wright’s class had an assignment. Find the assignment and complete it. (Write 2 sentences about what you would do to help or make a difference if you were a leader. Use your prefixes!)

Follow-up Activities

1. Answer the **Essential Questions**, using examples from the book.
2. Use the book to find prefixes and their meanings. Add new prefixes to your chart.
3. In small groups, write all of the prefixes on individual index/ flash cards. Then, choose 20 “root words” and do the same. See how many new words you can make.
4. Create a “prefix pocket” bulletin board. Each group will be given a prefix pocket by the teacher. **Draw and cut out a pocket, and write a prefix on it with dark marker** (re-, dis-, un-, mis-, non-, tri-, etc.). Staple the pocket to the bulletin board leaving the top of the pocket open. Have each group find words using the prefix and write them on strips of colored paper. Add the words to each pocket.
5. In small groups, plan and create a board game using root words and prefixes. Include materials and instructions.
6. Have a game day where students can showcase their games and play!
7. Research the origins of different prefixes. Create a PowerPoint presentation.

About the Author and Illustrator

ROBIN PULVER and **LYNN ROWE REED** are the creators of a distinguished Language Arts Library of picture books published by Holiday House, including *Punctuation Takes a Vacation*, *Nouns and Verbs Have a Field Day*, *Silent Letters Loud and Clear*, *The Case of the Incapacitated Capitals*, and *Happy Endings: A Story about Suffixes*.



Robin Pulver is also the author of *Thank You, Miss Doover*, illustrated by Stephanie Roth Sisson, a fun picture book all about thank-you notes, as well as the Mrs. Toggle books and the Axle Annie books, among other popular books for children. She lives in upstate New York.

Lynn Rowe Reed is the creator of many humorous picture books for children, including *Fireman Fred: An I Like to Read® Book*. She lives in Indiana.

