



VIDEO CONNECTION:

In this [video](#), Kayla and Scarlett are transported to a festive parade, where they use their upper bodies to embody prefixes **pre-**, **un-**, **mis-**, and **re-**, and their lower bodies to embody base words - marching together through the parade as complete new words!

COMPONENT:

Phonics



SUBCOMPONENT FOCUS:

- Morphology (Prefixes)

DEL DANCE FRAMEWORK COMPONENTS:

- Action Words
- Guided Exploration using all components of the DEL Dance Framework: Body, Effort, Space, Relationship
- Making Connections to community and holidays (parades)

LEARNING OBJECTIVES:



Students will...

- Recognize the meaning of common prefixes: **pre-** (before); **un-** (not or reverse); **mis-** (wrongly); **re-** (again or back).
- Show how prefixes change the meaning of a base word.
- Build new words by adding a prefix to a base word.

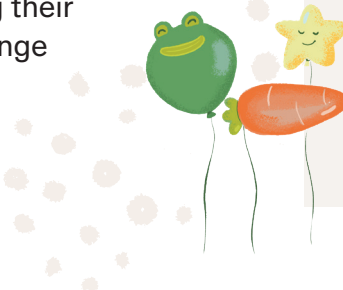


ACTIVITY STATEMENT:

Students will engage in a **Guided Exploration** of the Action Word **march**. They will embody prefixes and base words - marching to embody base words and adding specific arm actions to embody each prefix - deepening their understanding of how prefixes change the meaning of words.

PHONICS CARDS:

Prefix Parade Cards:
Prefixes and Base Words



NOTE TO TEACHERS:

For this activity, invite your students to bring the parade into your classroom - or imagine an entirely different environment where they can embody prefixes, base words and the new words created by putting them together!

ACTIVITY STEPS:



1. Review rules for safe movement in your classroom.
2. Facilitate a **Guided Exploration** of the Action Word **march**:
 - a. Intersperse moments of stillness, asking students to freeze and make a shape (a still pose).
 - b. Encourage students to explore infinite movement possibilities! Use the **DEL Sentence Frames for Guided Exploration** document as well as the **DEL Dance Framework** for ideas.
 - c. Try to include elements from all four categories (Body, Effort, Space, and Relationship) of the **DEL Dance Framework** in your exploration. For example:

***March** in place. Can you **march** and travel around the room? Can you **march** while turning? Make a wide shape. **March** in your wide shape. Can you **march** in an energetic way? Can you **march** in a droopy way? Can you **march** on a curvy pathway? Let's try **marching** around a circle together. How else can you **march**?*
 - d. Narrate students' movement choices. For example, *I see Aminah **march** towards the window. I see Sean **march** in a percussive way to the beat of the music.*
 - e. Highlight certain movement choices and have the whole class try them. For example, *watch Sean **march** to the beat of the music. Let's all **march** to the beat of the music!*
3. Tell students, *we are going to build words using prefixes! Prefixes come at the beginning of words. Adding a prefix to a base word can change a word's meaning. The word prefix even has a prefix in it: pre-*
4. Invite your students to imagine that they are marching in a prefix parade, by combining a prefix arm movement with a marching base word. Tell students, *for base words, we will march. For prefixes, we will do arm movements. Then we'll put them together: When we add a prefix to a base word, we'll move our arms and march at the same time!* For example:

Preheat:

- a. Show the **pre** card and explain that **pre-** means before. Invite students to **swing** their arms as they say, "**pre**."
- b. Next, show the **heat** card. Explain that **heat** is the base word. Invite students to **march** as they say, "**heat**."
- c. Now, let's put it together. Combine the cards to make **pre heat** and explain that this new word means "to heat before." Invite students to **march and swing their arms** together as they say, "**preheat**."



Untie:

- a. Show the **un** card and explain that **un-** means not or to undo. Invite students to **reach** one arm up and away from their body like they are holding a baton, and then **cross** their baton diagonally down across their body as they say, “**un.**”
- b. Next, show the **tie** card and explain that **tie** is the base word. Invite students to **march** as they say, “**tie.**”
- c. *Now, let's put it together.* Combine the cards to make **un tie** and explain that it means “to undo a tie.” Invite students to **march and reach/cross their sweeping baton arm** together as they say, “**untie.**”

Misspell:

- a. Show the **mis** card and explain that **mis-** means wrong or incorrect. Invite students to **drum** their arms as they say, “**mis.**”
- b. Next, show the **spell** card and explain that **spell** is the base word. Invite students to **march** as they say, “**spell.**”
- c. *Now, let's put it together.* Combine the cards to make **mis spell** and explain that it means “to spell something incorrectly.” Invite students to **march and drum their arms** together as they say, “**misspell.**”

Redo:

- a. Show the **re** card and explain that **re-** means again. Invite students to **wave** as they say, “**re.**”
- b. Next, show the **do** card and explain that **do** is the base word. Invite students to **march** as they say, “**do.**”
- c. *Now, let's put it together.* Combine the cards to make **re do** and explain that it means “to do something again.” Invite students to **march and wave** together as they say, “**redo.**”

ADDITIONAL LITERACY APPLICATIONS:

- Encourage students to build additional words as you introduce new prefixes in their ELA units or modules (e.g., **dis-** (opposite of/not: disagree, dishonest); **in-/im-** (in or not; inside, impolite)).
- Provide additional base words for all prefixes that were explored.
- Invite students to use the word in a sentence.
- Make a cross-content connection using common math vocabulary words with prefixes (e.g., triangle, unequal, recount).

ACTIVITY EXTENSION:

1. Traveling Prefix Parade:

- a. Create your own traveling prefix parade with your students! Once students are confident combining the prefix arm movements with the marching base words, invite them to move through the space together in a follow-the-leader formation, continuing to build and say each word as they travel.
- b. Begin with the teacher as the leader, then invite students to take turns leading the parade.

2. Prefix Connected Statues:

- a. Invite students to work with a partner. One partner is the prefix partner, and the other is the base word partner.
- b. The base word partner creates a shape, and the prefix partner adds a connected shape beside them.
- c. The prefix partner says the prefix, the base word partner says the base word, and then together, they say the full word. The shared shape reinforces that a prefix and base word make a new word when put together.
 - i. As an extension, each partner can create a sentence containing the new word.

