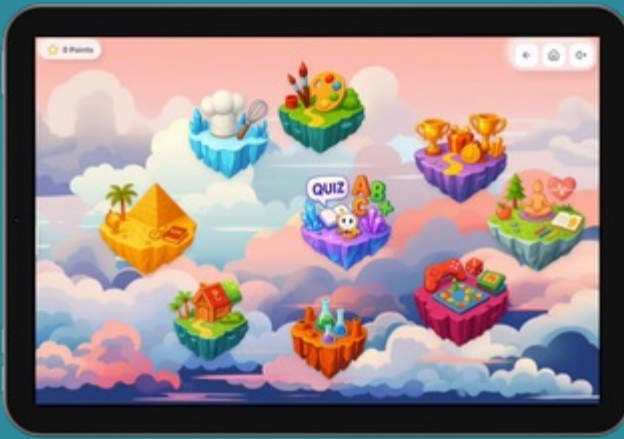


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## Unpack a Longer Word - Year 3

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# Teacher guide – start here

## Purpose and evidence

Year 3 English. Find known bases and real prefixes to read a longer word and explain it in context. Final evidence: six mixed cases plus meanings in two sentence contexts.

## Preparation and diagnostic

Prepare word-part cards, counters or clips and pencils. Show help/helpful/helpful and uncle without answers. Ask learners to read and explain; record together then use a real base and context.

## Lesson 1 – familiar base

Model help, helpful and helpful with re. Compare uncle. Use R2 cards 1–3. Partners explain two further cases. Ask each learner for one visible or spoken explanation.

## Lesson 2 – add a prefix

Model re + play and dis + agree in sentences. Complete R3 guided page, then change the condition: compare a genuine example with a look-alike. Check base, prefix meaning and sentence.

# Teacher guide – practise

## Lesson 3 – segment meaningfully

Demonstrate one full R4 game turn, including an incorrect response and constructive correction. Learners complete R3 core page and play all 12 challenges. Observe reasons, not just turn-taking.

## Lesson 4 – read in context

Model reread in its sentence. Learners complete R3 transfer and R5 rereads pages. Give one criterion-linked correction, then ask for a new application.

## Routes and access

Support: orally familiar stable bases and detachable pieces. Core: mixed real words and nonexamples. Extension: one real family member and a justified counterexample. Allow oral dictation or finger print without removing the concept.

## Accuracy cautions

Do not build every possible word in a matrix. A real base must relate to the whole-word meaning. Mis- commonly means wrongly, not merely not. A look-alike starting string is not automatically a prefix.

# Teacher guide – assess

## Lesson 5 – independent transfer

Use R6 without displaying its answer page. Ask each learner to read six mixed examples, identify genuine prefix and base when present and explain two whole words in their sentence contexts.

## Marking and next step

Use the R6 paired marking page and R7 four-criterion rubric. Record a factual response, not an effort grade. Reteach a missing base meaning, sentence context or logical contrast as indicated.

## Teacher key and accurate responses

The game key appears on cards 1–12 and may be folded or covered. Accept equivalent supported explanations and accessible response modes. Do not mark down a justified alternative interpretation.

## Resource order

Display → worked and contrast cards → guided/core/transfer practice with paired answers → game → rehearsal with paired answers → independent assessment with paired marking → rubric.

# Unpack a Longer Word

**un** + **help** + **ful** → **unhelpful**

prefix      base      suffix

not helpful

**re** + **play** → **replay**

prefix      base

play again

**uncle**

≠

**un**

+

**cle**



**Check:** is the remaining base a real word with a related meaning?

# Genuine word parts — 1

The **unhelpful** hint confused us.

**un + help + ful → unhelpful**

not helpful



Base?

Prefix?

Whole-word meaning?

We **replayed** the song.

**re + play → replay**

play again



Base?

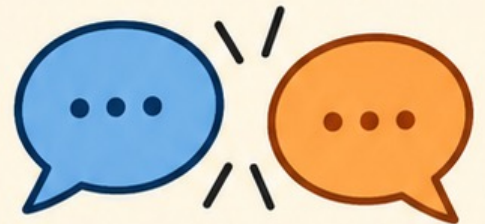
Prefix?

Whole-word meaning?

The partners **disagree** about the ending.

**dis + agree → disagree**

do not agree



Base?

Prefix?

Whole-word meaning?

## Genuine word parts — 2

I **misread** the sign and took the wrong path.

mis + read → misread

read wrongly

How does the sentence confirm the meaning?



Please **unpack** the sports bag.

un + pack → unpack

take things out of a packed bag

How does the sentence confirm the meaning?

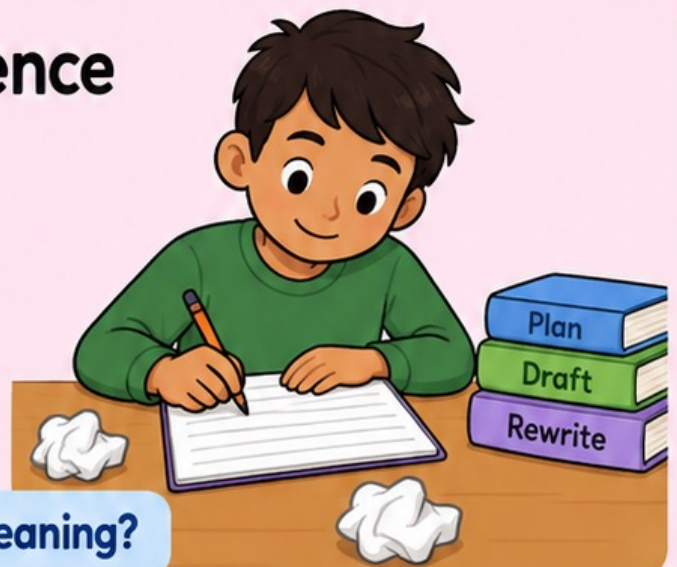


I will **rewrite** the sentence to make it clearer.

re + write → rewrite

write again

How does the sentence confirm the meaning?



# Look-alikes: check the base

Some words look as if they have a prefix, but the parts are not real bases. Always check that the remaining part is a real base with a related meaning.

My **uncle** arrived today.

**uncle**  $\neq$  un + cle

Would the remaining part be a real base with a related meaning?



CHECK  
THE BASE

Put the cup on the **dish**.

**dish**  $\neq$  dis + n

Would the remaining part be a real base with a related meaning?



CHECK  
THE BASE

The dog hid **under** the table.

**under**  $\neq$  un + der

Would the remaining part be a real base with a related meaning?



CHECK  
THE BASE

If the remaining part is not a real base with a related meaning,  
**the word is a look-alike, not a prefix word.**

# Try a new word

Look at the sentence. Think about the base word and prefix.  
Use the sentence to help you work out the meaning of the new word.

I **reread** the note to understand it.

**re** + **read** → **reread**

read again



Lena was **unkind** when she laughed at Sam.

**un** + **kind** → **unkind**

not kind



They will **rebuild** the bridge.

**re** + **build** → **rebuild**

build again



How does the sentence help you check the whole-word meaning?

# Prefix meaning in a sentence — guided

Name: \_\_\_\_\_

Read each sentence. Find the base and any real prefix. Explain the whole word.

1. The unhelpful hint confused us.

Model: help → helpful → unhelpful

Base: \_\_\_\_\_

Prefix: \_\_\_\_\_

Whole-word meaning: \_\_\_\_\_

2. We replayed the song.

Base: \_\_\_\_\_

Prefix: \_\_\_\_\_

Meaning in this sentence: \_\_\_\_\_

3. The partners disagreed about the ending.

Base: \_\_\_\_\_

Prefix: \_\_\_\_\_

Meaning in this sentence: \_\_\_\_\_

4. I misread the sign.

Base: \_\_\_\_\_

Prefix: \_\_\_\_\_

Meaning in this sentence: \_\_\_\_\_

# Prefix meaning in a sentence — guided

Name: ANSWERS

Read each sentence. Find the base and any real prefix. Explain the whole word.

1. The unhelpful hint confused us.

Model: help → helpful → unhelpful

Base: help

Prefix: un-

Whole-word meaning: not helpful

2. We replayed the song.

Base: play

Prefix: re-

Meaning in this sentence: played again

3. The partners disagreed about the ending.

Base: agree

Prefix: dis-

Meaning in this sentence: do not agree

4. I misread the sign.

Base: read

Prefix: mis-

Meaning in this sentence: read wrongly

Name: \_\_\_\_\_

# Real prefix or look-alike?

Read each sentence. Write the real prefix and base, or write whole word here. Give one sentence clue.

1. Please unpack the sports bag.

Parts or whole word: \_\_\_\_\_

Sentence clue: \_\_\_\_\_  
\_\_\_\_\_

2. I will rewrite the sentence.

Parts or whole word: \_\_\_\_\_

Sentence clue: \_\_\_\_\_  
\_\_\_\_\_

3. My uncle arrived today.

Parts or whole word: \_\_\_\_\_

Sentence clue: \_\_\_\_\_  
\_\_\_\_\_

4. Put the cup on the dish.

Parts or whole word: \_\_\_\_\_

Sentence clue: \_\_\_\_\_  
\_\_\_\_\_

5. The dog hid under the table.

Parts or whole word: \_\_\_\_\_

Sentence clue: \_\_\_\_\_  
\_\_\_\_\_

6. I reread the note.

Parts or whole word: \_\_\_\_\_

Sentence clue: \_\_\_\_\_  
\_\_\_\_\_

Name: ANSWERS

# Real prefix or look-alike?

Read each sentence. Write the real prefix and base, or write whole word here. Give one sentence clue.

1. Please unpack the sports bag.

Parts or whole word: un + pack

Sentence clue: taking things out of bag.

2. I will rewrite the sentence.

Parts or whole word: re + write

Sentence clue: writing the sentence again.

3. My uncle arrived today.

Parts or whole word: whole word here

Sentence clue: uncle is a family member.

4. Put the cup on the dish.

Parts or whole word: whole word here

Sentence clue: dish is an object.

5. The dog hid under the table.

Parts or whole word: whole word here

Sentence clue: under tells position.

6. I reread the note.

Parts or whole word: re + read

Sentence clue: reading the note again.

# Use the whole sentence

Name: \_\_\_\_\_

Mark real word parts. Explain the whole word and give a reason from the sentence.

**1.** Lena was unkind when she laughed at Sam.

Parts: \_\_\_\_\_  
\_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_

My reason: \_\_\_\_\_  
\_\_\_\_\_

**2.** They will rebuild the bridge.

Parts: \_\_\_\_\_  
\_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_

My reason: \_\_\_\_\_  
\_\_\_\_\_

**3.** He misplaced his keys on the shelf.

Parts: \_\_\_\_\_  
\_\_\_\_\_

Meaning: \_\_\_\_\_  
\_\_\_\_\_

My reason: \_\_\_\_\_  
\_\_\_\_\_

PREVIEW

# Use the whole sentence

Name: **ANSWERS**

Mark real word parts. Explain the whole word and give a reason from the sentence.

**1.** Lena was unkind when she laughed at Sam.

Parts: **un + kind**

Meaning: **not kind**

My reason: **she laughed at Sam.**

**2.** They will rebuild the bridge.

Parts: **re + build**

Meaning: **build again**

My reason: **the bridge needs building another time.**

**3.** He misplaced his keys on the shelf.

Parts: **mis + place + d**

Meaning: **put in the wrong place**

My reason: **the shelf was the wrong place for his keys.**

# Word Investigator



Use your detective skills to explore words with meaningful bases and prefixes!

**Players:** 2.



**Equipment:** 12 challenge cards, counters or clips, pencils, teacher key.

**1**



Read the sentence aloud.

**2**



Decide: real prefix and base, or look-alike?

**3**



Explain the whole word using a clue from the sentence.

**4**



Your partner checks the key.  
Earn one counter for a supported explanation.

## Worked turn:

I misread the sign.



mis + read



read wrongly



**After all 12 cards,**  
the player with the most supported explanations wins.

# Word Investigator — cards 1–6

1

We replayed the song.



Show real parts, or explain why not.

2

Please unpack the sports bag.



Show real parts, or explain why not.

3

My uncle arrived today



Show real parts, or explain why not.

4

The partners disagreed about the book.



Show real parts, or explain why not.

5

Put the cup on the dish.



Show real parts, or explain why not.

6

I reread the note.



Show real parts, or explain why not.

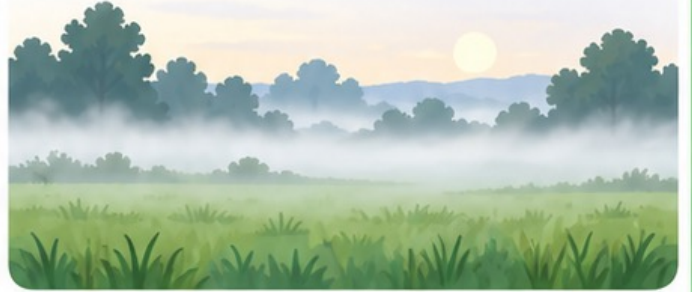
# Word Investigator – cards 7–12

7 I **misread** the sign.



Real parts or look-alike? Explain.

8 The **mist** covered the field.



Real parts or look-alike? Explain.

9 Lena was **unkind** to Sam.



Real parts or look-alike? Explain.

10 They will **rebuild** the bridge.



Real parts or look-alike? Explain.

11 I will **rewrite** the sentence.



Real parts or look-alike? Explain.

12 He **misplaced** his keys.



Real parts or look-alike? Explain.

Teacher key: 7 mis+read; 8 whole word; 9 un+kind; 10 re+build; 11 re+write; 12 mis+place (past tense).

# New word rehearsal

Name: \_\_\_\_\_

Read each sentence. Show genuine word parts only. Explain the meaning in a full sentence.

1. I reread the note to understand it.

Parts or whole word: \_\_\_\_\_

\_\_\_\_\_

Meaning in this sentence: \_\_\_\_\_

\_\_\_\_\_

2. Lena was unkind when she laughed at Sam.

Parts or whole word: \_\_\_\_\_

\_\_\_\_\_

Meaning in this sentence: \_\_\_\_\_

\_\_\_\_\_

3. They will rebuild the bridge.

Parts or whole word: \_\_\_\_\_

\_\_\_\_\_

Meaning in this sentence: \_\_\_\_\_

\_\_\_\_\_

4. The dog hid under the table.

Parts or whole word: \_\_\_\_\_

\_\_\_\_\_

Meaning in this sentence: \_\_\_\_\_

\_\_\_\_\_

# New word rehearsal

Name: **ANSWERS**

Read each sentence. Show genuine word parts only. Explain the meaning in a full sentence.

1. I reread the note to understand it.

Parts or whole word: **re + read**

Meaning in this sentence: **read the note again to understand it.**

2. Lena was unkind when she laughed at Sam.

Parts or whole word: **un + kind**

Meaning in this sentence: **not kind; laughing at Sam was unkind.**

3. They will rebuild the bridge.

Parts or whole word: **re + build**

Meaning in this sentence: **build the bridge again.**

4. The dog hid under the table.

Parts or whole word: **whole word here**

Meaning in this sentence: **under tells where the dog hid, not un + der.**

# Repair the reasoning

Name: \_\_\_\_\_

Look closely at the words. Use what you know about meaningful bases and prefixes to explain and correct the thinking.

1. A student made this claim about a word.

**Misread means I did not read.**

Correct the claim. Use 'I misread the sign' in your explanation.

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2. Read the sentence.

**He misplaced his lunchbox.**

Show the real prefix and base. Explain the meaning.

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3. Write one true prefix word and one look-alike word.  
Explain how you checked each.

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PREVIEW

# Repair the reasoning

Name: **ANSWERS**

Look closely at the words. Use what you know about meaningful bases and prefixes to explain and correct the thinking.

1. A student made this claim about a word.

**Misread** means I did not read.

Correct the claim. Use 'I misread the sign' in your explanation.

**Misread means read wrongly, not failing to read.**

**I read the sign but understood it incorrectly.**

2. Read the sentence.

He **misplaced** his lunchbox.

Show the real prefix and base. Explain the meaning.

**mis + place; he put the lunchbox in the wrong place.**

**The final -d marks past tense.**

3. Write one true prefix word and one look-like word.  
Explain how you checked each.

**True: re + play means play again.**

**Look-alike: uncle has no meaningful base cle.**

**Other justified examples are acceptable.**

# Independent check: real prefixes

Name: \_\_\_\_\_

Read each sentence. For the target word, write a real prefix and base, or write whole word here.

|    |                             |                               |                                                        |
|----|-----------------------------|-------------------------------|--------------------------------------------------------|
| 1. | Target:<br><b>reread</b>    | I reread the note.            | Prefix: _____<br>Base: _____<br>Whole word here: _____ |
| 2. | Target:<br><b>unkind</b>    | Lena was unkind.              | Prefix: _____<br>Base: _____<br>Whole word here: _____ |
| 3. | Target:<br><b>misplaced</b> | He misplaced his keys.        | Prefix: _____<br>Base: _____<br>Whole word here: _____ |
| 4. | Target:<br><b>rebuild</b>   | They will rebuild the bridge. | Prefix: _____<br>Base: _____<br>Whole word here: _____ |
| 5. | Target:<br><b>uncle</b>     | My uncle arrived.             | Prefix: _____<br>Base: _____<br>Whole word here: _____ |
| 6. | Target:<br><b>dish</b>      | Put it on the dish.           | Prefix: _____<br>Base: _____<br>Whole word here: _____ |

Explain **reread** in its sentence.

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Explain **misplaced** in its sentence.

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Read aloud: \_\_\_\_\_ Evidence: \_\_\_\_\_ Next step: \_\_\_\_\_

# Independent check: real prefixes

Name: ANSWERS

Read each sentence. For the target word, write a real prefix and base, or write whole word here.

|    |                             |                               |                                                                     |
|----|-----------------------------|-------------------------------|---------------------------------------------------------------------|
| 1. | Target:<br><b>reread</b>    | I reread the note.            | Prefix: <u>re-</u><br>Base: <u>read</u><br>Whole word here: _____   |
| 2. | Target:<br><b>unkind</b>    | Lena was unkind.              | Prefix: <u>un-</u><br>Base: <u>kind</u><br>Whole word here: _____   |
| 3. | Target:<br><b>misplaced</b> | He misplaced his keys.        | Prefix: <u>mis-</u><br>Base: <u>place</u><br>Whole word here: _____ |
| 4. | Target:<br><b>rebuild</b>   | They will rebuild the bridge. | Prefix: <u>re-</u><br>Base: <u>build</u><br>Whole word here: _____  |
| 5. | Target:<br><b>uncle</b>     | My uncle arrived.             | Prefix: _____<br>Base: _____<br>Whole word here: <u>uncle</u>       |
| 6. | Target:<br><b>dish</b>      | Put it on the dish.           | Prefix: _____<br>Base: _____<br>Whole word here: <u>dish</u>        |

Explain **reread** in its sentence.

Reread means read the note again.

Explain **misplaced** in its sentence.

Misplaced means put the keys in the wrong place.

Read aloud: \_\_\_\_\_ Evidence: \_\_\_\_\_ Next step: \_\_\_\_\_

# Unpack a Longer Word - Year 3 Rubric

Student: \_\_\_\_\_

Date: \_\_\_\_\_

| Criterion                  | BEGINNING                              | DEVELOPING                                | ACHIEVING                                | CONFIDENT                                       | EXCEEDING                                                                   |
|----------------------------|----------------------------------------|-------------------------------------------|------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------|
| Read the word              | Needs help reading a familiar example. | Reads familiar longer words with support. | Reads familiar longer words accurately.  | Reads most longer words accurately.             | Reads unfamiliar longer words accurately.                                   |
| Find real word parts       | Guesses using starting letters.        | Finds a known base with support.          | Identifies a known base in longer words. | Identifies a meaningful prefix or base.         | Correctly identifies meaningful prefix and known base, rejects look-alikes. |
| Explain whole-word meaning | Cannot explain meaning.                | Gives a simple or partial meaning.        | Explains meaning in simple terms.        | Explains meaning using prefix or base.          | Clearly explains prefix and base meanings in sentence context.              |
| Use evidence               | Provides no evidence.                  | Uses a vague clue from the text.          | Uses a relevant word or phrase.          | Cites a clear sentence clue to support meaning. | Cites a precise sentence clue and justifies a counterexample.               |

Actual evidence:

Next teaching step:

**PREVIEW**

Unpack a  
Longer Word



# PREVIEW

## Unpack a Longer Word Quiz

