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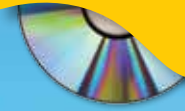
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# Practice with Prefixes

Teacher  
Resource CD

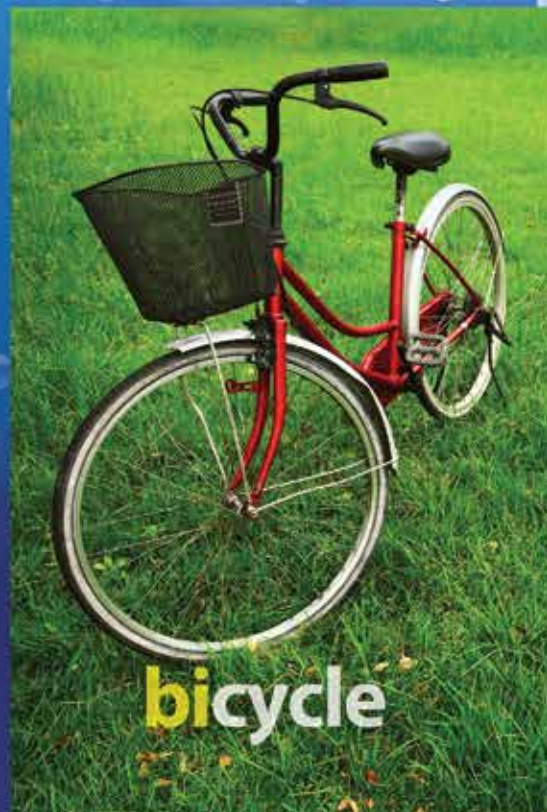


Grades

5-8



Antarctic



bicycle

submarine

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# Prefix *sub-* and Its Assimilated Forms

**Standards:** Uses word origins and derivations to understand word meaning (McREL 2.0)  
 Uses a variety of sentence structures to expand and embed ideas (McREL 2.3)  
 Uses conventions of spelling in written compositions (McREL 3.9)  
 Uses basic elements of structural analysis to decode unknown words (McREL 4.0)  
 Draws conclusions and makes inferences based on explicit and implicit information in texts (McREL 7.5)

## Materials

- *Divide and Conquer: Prefix sub- and Its Assimilated Forms* (page 90)
- *Combine and Create: Prefix sub- and Its Assimilated Forms* (page 91)
- *Read and Reason: Prefix sub- and Its Assimilated Forms* (pages 92–94)

## Teaching Tips

- Prefixes influence the meaning of a word by negating it, providing direction, or adding emphasis.
- The prefix *sub-* is a directional prefix meaning “under” or “below.” The prefix may describe the physical idea of “below, under” (e.g., a *subfloor* lies physically “below” the floor covering; *subterranean* rivers literally flow “beneath” the earth’s surface).
- The prefix *sub-* may also describe the figurative idea of “under” or “lower” in importance (e.g., a *subordinate* holds a “lower” rank than a superior; the *subplot* of a novel or film is a “lower” or “under” plot of the main plot; a *substitute* teacher holds a rank “below” the regular teacher).

## Teaching Tips *(cont.)*

- Ending with the consonant *b*, the prefix *sub-* assimilates into many forms that result in doubled consonants: to *suppress* (originally *sub* + *press*) is to “press” “under, below”; to *succeed* (originally *sub* + *ceed*) is to “come” up from “under” and thereby win or accomplish something; to *suffer* (originally *sub* + *fer*) is to “bear” “under” and endure. Other examples of assimilated *sub-* words are *suggest*, *surrender*, and *support*.
- *Spelling Hint:* when a word begins with *su-* followed by a doubled consonant, it most likely begins with assimilated *sub-*.
- It is important to remember that the base, not the prefix, provides a word’s main meaning. Some prefixes attach to whole words as well as bases.

## Guided Practice

### Activate Background Knowledge

1. Review the concept of a *prefix* (unit added to the front of a word that influences its meaning). Tell students that *sub-* is a prefix meaning “under” or “below.” Write the word *submarine* on the board. Ask someone to explain the meaning of “under” or “below” in the word *submarine* (a boat that moves “under” or “below” the surface of the water). You might want to tell students that *marine* means “sea,” so a *submarine* is a boat that travels “under” the surface of the “sea.”

# Prefix *sub-* and Its Assimilated Forms *(cont.)*

## Guided Practice *(cont.)* .....

2. Write the following words on the board: *subway*, *subtitle*, *substitute*, and *submerge*. Ask students to pick one of the *sub-* words and write a sentence using the word on scratch paper. Ask them to trade sentences with a neighbor. Tell them to read the sentence their neighbor wrote and write a definition of the *sub-* word. Tell them to make sure they use the words “under” or “below” in their definition. Remind them that they can use the meaning of the prefix and the sentence context to help figure out the meaning of the word. Ask volunteers to share their definitions.
3. Explain that many *sub-* words include a doubled consonant near the beginning. A *support* (*sub* + *port*) “carries” a weight from “below”; to *suppress* (*sub* + *press*) is to “press” something and hold it “below, under”; when we *suffer* (*sub* + *fer*), we are “under” a burden.

## Divide and Conquer

4. Distribute copies of the *Divide and Conquer: Prefix sub- and Its Assimilated Forms* activity sheet (page 90) to students. Guide students through the activity. The activity sheet may be duplicated for each student and/or projected on a projector. You may wish to guide students through the first word, *submerge*, by asking, “If *merg-* means ‘plunge, dip’ and *sub-* means ‘below, under,’ then *submerge* means to ‘dip or plunge’ [something] ‘under.’ Which definition in the Answer Bank has this meaning?” (The answer is C; to dip or plunge under water.)

## Combine and Create

5. Distribute copies of the *Combine and Create: Prefix sub- and Its Assimilated Forms* activity sheet (page 91) to students. Ask students to work in pairs to combine the prefix *sub-* (including its assimilated forms) to the words and word parts in the Word Bank. Ask them to write each completed *sub-* word in the blank that best fits the described situation. Finally, ask students to share their responses with the class, explaining how each *sub-* word means “under” or “below.”

## Read and Reason

6. Distribute copies of the *Read and Reason: Prefix sub- and Its Assimilated Forms* activity sheets (pages 92–94). Have students read one or both passages and answer the comprehension questions. If the passages are too difficult for independent reading, ask students to read in pairs or follow along as you read aloud. Tell them to raise their hands when they hear a word beginning with the prefix *sub-* or one of its assimilated forms. After you have finished reading, return to each of the circled words and ask volunteers to explain their meaning.

.....  
: **Extend and Explore** :

- : Choose from among the :  
: activities located on the Teacher :  
: Resource CD to give students :  
: extra practice with words :  
: beginning with the prefix :  
: *sub-* (including its assimilated :  
: forms). :  
: .....

# Prefix *sub-* and Its Assimilated Forms (cont.)

## Answer Key .....

### Divide and Conquer: Prefix *sub-* and Its Assimilated Forms (page 90)

1. submerge: under, below; plunge, dip; C
2. subtitles: under, below; title; H
3. subtract: under, below; pull, draw, drag; G
4. suppress: under, below; press; I
5. subservient: under, below; serve; D
6. subscription: under, below; write; E
7. support: under, below; carry; J
8. suffocate: under, below; throat; B
9. substandard: under, below; standard; F
10. subterranean: under, below; Earth; A

### Combine and Create: Prefix *sub-* and Its Assimilated Forms (page 91)

1. subway
2. subnormal
3. submit
4. subtract/subtraction
5. substitute
6. subdivide/subdivision
7. suffix
8. subcontinent
9. subspecies
10. sublease/sublet

*Teaching Hint:* a *substitute* teacher stands in for a teacher, just as an “understudy” stands in for a performer. The prefix *sub-* describes the substitute’s status as “under” the assigned teacher.

### Read and Reason: Prefix *sub-* and Its Assimilated Forms (pages 92–94)

**Passage A:** *submarine, subzero, supports, subway, subordinates, success, subside, suburbs*

1. no
2. cold (below zero)
3. under water because *sub* means “below” and *marine* means “sea”

*Teaching Hint:* *support* means to “carry, hold” up “from under”; *success* means a “coming” up “from under”; to *subside* means to settle at a lower “level” of intensity.

**Passage B:** *submarine, submersible, support, submerged, succumb, suffocation, submersion, supposed*

1. They all describe an act or state where someone or something is “under” or “below.”
2. Submarine sandwiches are named after the shape of the bun, whose length and rounded ends resemble a submarine.
3. Answers will vary.
4. Answers will vary.

*Teaching Hint:* to *succumb* means to weaken “under” a power or temptation and give way to it; *suffocation* refers to placing one’s jaws or throat “under” an object that cuts off air; to *suppose* means to posit an “underlying” assumption; to *submerge* means to plunge and hold “under” water.

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

## Divide and Conquer: Prefix *sub-* and Its Assimilated Forms

**Directions:** Break apart each word below. Write the prefix and its meaning in the first column after the word. In the next column, the base and its meaning are provided. Combine the meanings of the prefix and base and select a definition from the Answer Bank. An example has been done for you.

Answer Bank
A. underground; beneath the earth's surface
B. to choke; to deprive of air
C. to dip or plunge under water
D. submissive and slavish
E. standing order for a magazine, "undersigned" by the reader
F. below par; of inferior quality
G. to reduce by taking away a number or quantity
H. captions running beneath a picture or screen
I. to hold and keep down; to keep something from emerging
J. to uphold

word	prefix means	base means	definition
1 submerge	sub- = below, under, lower	merg- = plunge, dip	C
2 subtitles		title = title	
3 subtract		tract- = pull, draw, drag	
4 suppress		press = press	
5 subservient		serv- = serve	
6 subscription		script- = write	
7 support		port- = carry	
8 suffocate		foc- = throat	
9 substandard		standard = standard	
10 subterranean		terr- = Earth	



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

# Combine and Create: Prefix *sub-* and Its Assimilated Forms

**Directions:** Work with a partner to combine the prefix *sub-* (including its assimilated forms) with the following words or word parts. Write each completed *sub-* word in the blank that best fits the described situation.

Sub- + _____				
normal	continent	species	lease or let	fix
divide or division	way	tract or traction	stitute	mit

The situation is...	The sub- word is...
1 New York City has an elaborate underground transit system.	
2 My body temperature has been below normal.	
3 We need to turn in our assignment to the teacher no later than Friday.	
4 $4 - 2 = 2$	
5 Our teacher is out sick today, so someone else will take her place.	
6 First, we divided the pizza into four slices. Then, we cut each piece in half to make eight servings.	
7 The word-ending <i>-ology</i> is often placed at the end of the word ( <i>Hint: suf-</i> ).	
8 Greenland is a huge land mass, but not large enough to qualify as a continent.	
9 Under the large heading of "Terrier," there are many different variations of the species, such as Scottish Terriers, Fox Terriers, Boston Terriers, and West Highland Terriers.	
10 We leased our apartment not from the property owner but from the current renters.	

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

## Read and Reason:

# Prefix *sub-* and Its Assimilated Forms

**Directions:** Read the passages. Circle the words with the prefix *sub-* and its assimilated forms. Then, answer the questions on page 94.

### Passage A

#### A New Adventure

Bweeee-op! Bweeee-op! The dive sirens were blaring. The little submarine was going even deeper under the arctic ice. The subzero waters were only liquid because the salt kept them from freezing solid. And water, not ice, was important because water supports life.

Captain Hirsch was eager to explore. Just think, one month ago she had been riding the subway to her job at the aquarium! Now she was on the adventure of a lifetime, seeking life in the ocean waters of the Arctic Sea. Already, she and her subordinates had discovered a new kind of squid. And they had found two crab species not thought to live in cold waters. The crew was proud of this success.

Sometimes, she did miss home. But, she knew the homesickness would subside quickly. Her home in the suburbs would be there when she got back. This was the time for discovery!



# Read and Reason:

## Prefix *sub-* and Its Assimilated Forms (cont.)

### Passage B

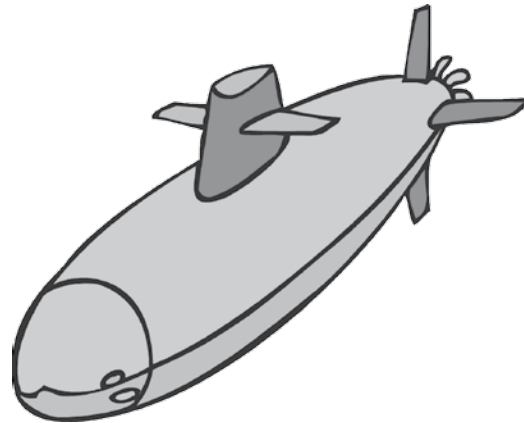
#### Submarines

A submarine is a watercraft capable of independent operation below the water's surface. It differs from a submersible, which has more limited underwater capability. The word *submarine* was originally an adjective meaning "under the sea," so some uses of the term (e.g., *submarine engineering*) do not refer to the vessel. In fact, submarines were once called submarine boats. Today, many people refer to them as *subs*.

Submarines vary in size. Some hold only one or two people, while others can hold hundreds and support life for months at a time. Some can remain submerged for only a few hours; others can remain submerged for up to six months. Submarines were once propelled by diesel-electric power. In the 1950s, nuclear power became an option, and equipment was developed to extract oxygen from seawater. In this way, the people inside the vessels did not succumb to suffocation. These two innovations lengthened submersion times and enabled lengthy voyages such as crossing the North Pole beneath the Arctic ice cap (1958). People once supposed that such voyages were impossible. Today, submerged endurance is limited only by food supply and crew morale in the space-limited submarine.

Although the first submersible boats were tools for exploring under water, inventors soon recognized their military potential. Military submarines were first widely used during World War I. German subs, called U-boats, were more submersible than true submarines. They operated primarily on the surface using regular engines, submerging occasionally to attack under battery power. A concealed military submarine is a real threat. Because of its stealth, a sub can force an enemy navy to waste resources searching large areas of ocean and protecting ships against attack.

Civilian uses for submarines include marine science, salvage, exploration, and facility inspection/maintenance. Submarines can also be modified to perform more specialized functions such as search-and-rescue missions or undersea cable repair. Submarines are employed, too, in tourism and for undersea archaeology. Scientists, military personnel, and even tourists have benefitted from innovations to the "submarine boat."



# Read and Reason: Prefix *sub-* and Its Assimilated Forms (cont.)

**Directions:** Read Passage A and respond to the questions below.

- 1 List all the words from Passage A that include the prefix *sub-*. Are there any words that do not refer to something being “under” or “below”?

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- 2 Are *subzero* waters cold or warm? How can you tell?

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- 3 Where does a submarine travel? How can you tell?

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.....  
**Directions:** Read Passage B and respond to the questions below.

- 1 Explain how the words *submerge*, *support*, and *succumb* mean “under” or “below.”

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- 2 How do you think the popular “submarine sandwiches” or “subs” are related to submarine boats?

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- 3 Do you think modern submarines are better suited for war or for science? Why?

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- 4 Why might crew morale be a concern for submarine crews?

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