

## Unit 12



# Prefixes and Suffixes

Prefixes and suffixes are word parts students will encounter again and again in their reading. Unit 11 focused on just one type of suffix: inflectional endings. Inflectional endings are used to express plurality, possession, tense, and comparison. The focus of this unit is on prefixes and other suffixes and how they act to change the meaning or part of speech of a word. Students develop skills in decoding these bigger words by first building words with the word parts (prefixes, roots, suffixes) and then breaking apart words into component parts.

The *root* (or *base*) of a word is the part of a word that usually carries the main component of meaning. (Note: This program uses the word “root” instead of “base” because the term holds more meaning for most children.) In the word *unhopeful*, for example, the root *hope* tells the most about what the word means. The prefix *un* modifies the meaning, indicating that the word means the opposite of hope. The suffix *ful* turns the word *hope* into an adjective. Altogether, the longer word *unhopeful* means “not full of hope.”

Most prefixes and suffixes represent specific and highly predictable sounds. Learning to isolate prefixes and suffixes in words helps young readers break larger words into more manageable, and more easily decodable, parts. When students can read high frequency prefixes and suffixes automatically and without hesitation, decoding bigger words becomes much less taxing. And when students can decode easily, they can pay more attention to the most important part of reading: comprehending the text.

### Primary Concepts

- A root (or base) is the main part of a word.
- Prefixes come at the beginning of words.
- Suffixes come at the end of words.
- Prefixes and suffixes can be added to roots to create longer words.
- Prefixes and suffixes can change the meaning or part of speech of a word.
- Prefixes and suffixes are usually pronounced the same in most words.
- Sometimes the pronunciation of a root changes when a prefix or suffix is added.
- Knowing the meaning of the word parts (prefixes, suffixes, and roots) can sometimes help you understand the meaning of a word.

**Mastery Objective:** Read words with prefixes and suffixes.

### Assessment

Mastery Tests Forms 12A and 12B

### Progress Monitoring

Unit 12 Record Keeping Form

## Lesson Objectives

### Phonological Awareness

- isolate prefixes and suffixes in spoken words
- hear sound differences in word parts

### Word Analysis

- identify prefixes, suffixes, and roots in words

### Fluent Word Recognition

- read common prefixes and suffixes fluently
- read words with prefixes and suffixes

### Connected Text


- read words with prefixes and suffixes in connected text

### Reading for Meaning

- identify the meanings of common prefixes and suffixes
- use the meanings of prefixes, suffixes, and roots to understand the meanings of words
- fill in the blanks to create sentences that make sense

#### Looking to the Future

Global warming is the subject of much debate. Yet most scientists do not disagree that it will bring big changes to our environment. The surface temperature of the Earth is clearly changing. It is hotter than it used to be, and this trend is expected to continue. We may not have all the information we need to make decisions, but most think we must take action. The impact will likely be hardest on those who are not prepared.



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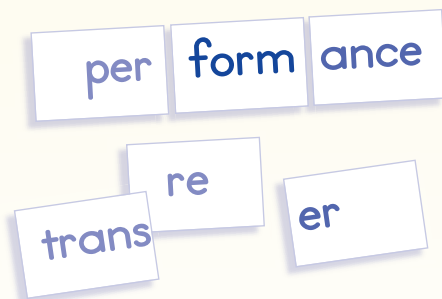
## Materials

- Build-A-Bigger-Word Tiles\*
- Letter Tiles
- Pocket Chart
- Tile Racks

\*Remove the inflectional ending tiles (*s*, *es*, *ed*, and *ing*) from the purple Build-A-Bigger Word Tiles. You will not need them in this unit.

## CD Resources

- Roots and Branches, one copy
- Clue Cards, one set cut apart and folded
- Fill-in-the-Blank Sentences, one copy cut apart
- Fold Overs Level I, one copy cut apart
- Fold Overs Level II, one copy cut apart
- *Looking to the Future*, one copy for each child





## Branching out

Place the root tile *act* as the base of the Root and Branches graphic organizer and tell the children that you are going to build many different words by adding prefixes and suffixes to the root *act*. Tell the children what prefixes and suffixes you will use. As you name each prefix and suffix, have the children find that tile and place it at the end of one of the branches on the graphic.

**Root:** act   **Prefixes:** re ex trans inter   **Suffixes:** or ion ive ly

Now place the root in the pocket chart and build each of the words that follow using the prefix and suffix tiles on the graphic. Have the children read the words you build.

actor	active	action	reaction	react
transact	transaction	interaction	interact	interactive
interactively	actively	exactly	exact	

## More Big Words

Repeat the activity by building other sets of words with a common root. Have the children put the root, prefixes, and suffixes tiles you name on the graphic organizer. Then build the words and have the children read them.

**Root:** part   **Prefixes:** de com   **Suffixes:** ly y ment ure

partly	party	depart	departure
department	compartment		

**Root:** form   **Prefixes:** in re per trans   **Suffixes:** less ation er ant

formless	formation	information	transformation
transform	inform	informant	reform
reformer	performer	perform	performance

**Root:** test   **Prefixes:** pro con pre de   **Suffixes:** er ant

pretest	detest	protest	protester
contest	contestant		

**Root:** press   **Prefixes:** de im ex   **Suffixes:** ure ion ive ly

pressure	impress	impressive	impression	depression
depress	express	expressive	expression	expressly

### Vocabulary.....

Say each word in a sentence to help children understand the meaning of the word.

### Active Learning.....

Invite three children to stand up and hold large sheets of paper or cardstock on which you have written the word parts listed. The children should stand in order: first the child holding all the prefixes, then the child holding all the roots, and then the child holding all the suffixes. Read the words on the lists in this activity and have the children display the cards to match.

# What Does It Mean?

Sometimes you can figure out the meaning of a word if you know the meaning of the prefix or suffix it contains.

## Strands

- Phonological Awareness
- Word Analysis
- Fluent Word Recognition
- Reading for Meaning

## Objectives

- read words with prefixes and suffixes
- isolate prefixes and suffixes in spoken words
- identify prefixes and suffixes in words
- identify the meanings of common prefixes and suffixes
- use the meanings of prefixes, suffixes, and roots to understand the meaning of words

## Materials

- Build-A-Bigger Word Tiles
- Pocket Chart

## CD Resources

- Clue Cards, one set cut apart and folded

## Preparation

Place the folded Clue Cards in the pocket chart with the prefix or suffix in front and each meaning on the back. Use the tiles to build several example words for prefixes and suffixes on the Clue Cards.

playable friendly disagree unclear  
reappear cleaner actor shortest  
preview helpful



un	not
----	-----

un	clear
----	-------

re	again
----	-------

re	appear
----	--------

ful	full of
-----	---------

help	ful
------	-----

pre	before
-----	--------

pre	view
-----	------

able	can be
------	--------

play	able
------	------

est	most
-----	------

short	est
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## Meaning What?

Point out the words built in the pocket chart and show the children how they can use the Clue Cards to tell what each word means. For example, the word *unclear* means *not clear* because the prefix *un* means *not*. Work through each of the words this way. Point out that the word *cleaner* has two meanings. It can mean *more clean* as in the sentence, “The kitchen is cleaner now that it has been cleaned up.” It can also mean *someone who cleans* as in the sentence, “The cleaners came to clean the house.”

Next, say the words below and have the children tell you what they mean. Tell them they can use the Clue Cards in the pocket chart, if they need to. For example, if the word is *debug*, they can find the prefix *de* in the pocket chart, take out the card, and read the definition on the back. Then they would say, *debug* means to “take away the bugs.”

### Words with prefixes

<b>debug</b>	<b>defrost</b>	<b>disobey</b>	<b>dishonest</b>	<b>impolite</b>
<b>imprison</b>	<b>incorrect</b>	<b>incomplete</b>	<b>input</b>	<b>indoor</b>
<b>reorder</b>	<b>reuse</b>	<b>preschool</b>	<b>unfair</b>	<b>unbroken</b>

### Words with suffixes

<b>learnable</b>	<b>cheerful</b>	<b>careful</b>	<b>fearless</b>	<b>hopeless</b>
<b>baker</b>	<b>performer</b>	<b>nicer</b>	<b>later</b>	<b>cutest</b>
<b>neatest</b>	<b>friendly</b>	<b>brotherly</b>	<b>editor</b>	<b>inventor</b>

## Root Meanings

Tell the children that some words are made up of roots that have special meanings. If they know the meaning of the root and the meanings of prefixes and suffixes added to it, they can understand the meaning of the bigger word. Present some examples. Start with the root *port* and explain that it means *carry*. Say the following words and have the children tell you what they mean. Again, they can use the cards in the pocket chart for prefix and suffix meanings if they need to.

**port:** carry

<b>porter</b>	<b>portable</b>	<b>import</b>	<b>export</b>
<b>deport</b>	<b>transport</b>		

Now introduce a few more roots with special meanings in the same way.

**ject:** *throw*    **spect:** *see*    **struct:** *build*    **tract:** *pull*

Have students use the root word meaning and the meanings of the prefixes and suffixes to figure out the meanings of these words:

<b>projector</b>	<b>inspector</b>	<b>tractor</b>
<b>extract</b>	<b>distraction</b>	<b>destruction</b>

# Fill-in-the-Blanks

Filling in prefixes and suffixes in sentences requires careful reading, some logic, and understanding of the text.

## Strands

- Fluent Word Recognition
- Connected Text
- Reading for Meaning

## Objectives

- read words with prefixes and suffixes in connected text
- fill in the blanks with prefixes and suffixes to create a sentence that makes sense

## Materials

- scissors
- glue sticks
- paper and colored pencils or markers

## CD Resources

- Fill-in-the-Blank Sentences, one copy cut apart

The reporter  
perviewed the actor  
 about his performance.

de

ly

We decided to make an  
 agreement to be helpful  
 and friendly to each other.

The boy pretended he was on  
 an exciting adventure  
 in outer space.

ure

ad

er

## Unfinished Sentences

Distribute two sentences to each of the children. Explain that their job is to figure out which prefixes and suffixes go in the blanks. They should cut out the word parts and try them in the blanks until the sentence makes sense. Check their work before they paste the prefixes and suffixes in place. (See below)

## Reading the Sentences

When everyone has completed their sentences, invite the children to exchange sentences with another student. Have them practice reading the sentences until they are able to read each sentence fluently. Then ask the children in turn to read the sentences out loud.

As they present each sentence, ask the children to picture in their minds the meaning of the sentence. What do they see?

The boy pretended he was on an exciting adventure in outer space.

The unhappy contestant objected when he lost the game.

The express train departed from the station on time.

Her illness prevented her from playing outside, but she did not complain.

The reporter interviewed the actor about his performance.

We decided to make an agreement to be helpful and friendly to each other.

A trucker must not be careless when transporting dangerous loads.

The inventor told us about his remarkable discovery.

### Take It Away.....

Have the children take their sentences either home or back to the classroom to read to family members, fellow students, or their classroom teachers.