

AFFIXES WITH UNCHANGING BASE WORDS

LESSON 11

OBJECTIVES

- Students will read words with affixes.
- Students will form words with affixes.

NOTE: This lesson focuses on base words whose spelling does not change when an affix is added. Base words whose spelling changes when adding a suffix (e.g., *plan–planned*, *funny–funnier*, *make–making*) are taught in a later lesson.

MATERIALS

- Lesson 11 letter cards*
- Word cards from previous lesson (featuring base words that do not change when an affix is added)
- Lesson 11 word cards*
- Manila folders
- Decodable text containing affixes that students have learned, such as a class newspaper, textbook, or chapter book
- Board and markers or chalk for teacher
- Personal whiteboards and dry-erase markers for students
- Notebook paper

*Blackline master available on CD.

TIPS

- Refer to the Appendix for list of affixes.
- Refer to the Appendix for list of whole words (unchanging base words with affixes).
- Teach one affix at a time. Introduce more as students become proficient.
- Choose base words that are decodable.
- The goal of the lesson is for students to understand that affixes are word parts at the beginning and end of words that are pronounced in a predictable way. Although affixes affect the meaning of words, initially, focus on simply reading the words. Any discussion about word meaning should be brief and take place after students can read the word.
- Provide direct feedback to students.

DAILY REVIEW

COMPOUND WORDS

Teacher: Does anyone remember what a compound word is?

Ruby: A compound word is two smaller words put together to make one big word.

Teacher: Please give me an example.

Ruby: *Football* is from the small words *foot* and *ball*.

*[Write **runway, weekend, and something** on the board.]*

Teacher: Read these words and tell me the smaller words that form them.

John: *Run, way* make *runway*.

[Students read the rest of the words on the board.]

Teacher: We have learned that compound words are made of two words. Today we're going to talk about words made of word parts.

OPENING

Teacher: Today, we will learn about affixes. An affix is a word part added to the beginning or end of a base word to create a new word. Some words have only an affix at the beginning of a word, which is called a prefix. Some words have an affix at the end of a word, which is called a suffix. Sometimes, words have both a prefix and a suffix. Sometimes, affixes change the meaning of words. Knowing about affixes can help us read large words and discover their meaning.

MODEL AND TEACH: ACTIVITY 1**READING WORDS WITH PREFIXES****DECODING**

Write **re** on the board. Explain that **re** is a prefix that appears in many words. It is an open syllable, so it is pronounced /rē/. Write some examples of words containing the prefix **re** (e.g., **redo, reread, return, refill, rewind, renew**). Show students how to read the words by identifying the prefix and base word and putting them together as a whole word. Explain what the prefix **re** usually means and tell students how this knowledge helps them understand words' meanings.

*[Point to **re** on the board.]*

Teacher: This is a prefix, so it is a word part that is added to the beginning of a word. Because it's an open syllable, it is pronounced /rē/. Everyone, repeat, please.

Students: /rē/

Teacher: To read this word...

*[Point to **redo**.]*

Teacher: ...I find the word parts and put them together.

*[Circle **re** while saying /rē/.]*

Teacher: This word has the prefix **re**.

Then I look at the base word and read it.

*[Underline **do** while saying **do**.]*

Teacher: The base word is *do*.

I put the prefix and the base word together to form the whole word: *re, do, redo*.
Let's read it together. Read each part as I point to it and then say the whole word.

*[Point to **re** and **do**, and then slide your hand under the whole word.]*

Students: *re, do, redo*

Teacher: Let's read some more words with prefixes.

*[Point to **reread** and circle the prefix.]*

Teacher: Cherelle, what is the sound of this prefix?

Cherelle: /rē/

*[Underline **read**.]*

Teacher: John, what is the base word?

John: *read*

Teacher: I put the prefix and the base word together to form the whole word: *re, read, reread*. Repeat, everyone.

Students: *re, read, reread*

Teacher: Now read each part as I point and then say the whole word.

*[Point to **re**.]*

Students: *re*

*[Point to **turn**.]*

Students: *turn*

[Slide you hand under the whole word.]

Students: *return*

Teacher: Earlier, I said that some affixes change the meaning of base words. For example, when you reread a book, you read it again. When you return a video, you bring it back to the store. So, **re** can mean “again” or “back.”

Continue reading words. Gradually reduce your modeling—for example, have students circle the prefix and underline the base word themselves.

TIP

Students may ask about a word that is an exception—for example, **refuse** meaning “to decline to accept,” rather than “to fuse again.” In this case, say that in this particular use of the word, **re** does not mean “back” or “again,” and provide students with a quick definition of the word.

MODEL AND TEACH: ACTIVITY 2

READING WORDS WITH SUFFIXES

DECODING

Write **ing** and some words containing **ing** on the board (e.g., **jumping, hunting, teaching, splashing**). Explain that **ing** is a suffix that it is pronounced /ing/. Show students how to read the words by identifying the base word and suffix and putting them together.

*[Point to **ing** on the board.]*

Teacher: This is a suffix, so it is a word part that is added to the end of a word. It is pronounced /ing/. Everyone, repeat, please.

Students: /ing/

Teacher: Reading words with suffixes is similar to reading words with prefixes. To read this word...

*[Point to **jumping**.]*

Teacher: ...I find the word parts and put them together.

*[Circle **ing** while saying it.]*

Teacher: This word has the suffix **ing**.

Then, I look at the base word and read it.

*[Underline **jump** while saying it.]*

Teacher: The base word is *jump*.

Then, I put the base word and the suffix together to form the whole word: *jump, ing, jumping*. Let's read it together. Read each part as I point to it and then say the whole word.

*[Point to **jump**.]*

Students: *jump*

*[Point to **ing**.]*

Students: *ing*

[Slide your hand under the whole word.]

Students: *jumping*

Teacher: Let's read some more words with suffixes.

*[Point to **hunting** and circle the suffix.]*

Teacher: What is the sound of this suffix?

Gilbert: /ing/

*[Underline **hunt**.]*

Teacher: What is the base word?

Ruby: *hunt*

Teacher: I put the word parts together to form the whole word: *hunt, ing, hunting*. Repeat.

Students: *hunt, ing, hunting*

Continue reading words. Gradually reduce your modeling—for example, have students circle the prefix or underline the base word themselves.

MODEL AND TEACH: ACTIVITY 3

READING WORDS WITH MORE THAN ONE AFFIX**DECODING**

Model this activity after students have learned several prefixes and suffixes.

Use word cards and affix cards to demonstrate that some words contain more than one affix. Display the *like* word card. Form *unlikely* by adding the affix cards *un* and *ly*. Explain that the strategy for reading these words is the same as for words with just one affix: Identify the base word and the affixes, and then put them together as a whole word.

Teacher: Some words have more than one affix.

[Display the word card like. Form likely by moving the ly card next to like.]

Teacher: When I add the suffix *ly* to the base word, what is the new word?

Students: *likely*

[Add the un card to beginning of likely.]

Teacher: Now I've added a prefix, *un*. This word has a prefix and a suffix. I use the same strategy to read it that we learned before. I identify the base word, *like*...

[Point to like.]

Teacher: ...and the affixes *un* and *ly*.

[Point to un and ly.]

Teacher: I read the word by putting them all together: *un, like, ly, unlikely*. Read each part as I point to it, and then say the whole word.

[Point to un.]

Students: *un*

[Point to like.]

Students: *like*

*[Point to **ly**.]*

Students: *ly*

[Slide your hand under the whole word.]

Students: *unlikely*

Teacher: Let's read some more words with affixes.

*[Display the word card **fresh** and add the prefix card **re** and suffix card **ment**.
Point to **re**.]*

John, what is the prefix?

John: *re*

*[Point to **fresh**.]*

Teacher: What is the base word?

John: *fresh*

*[Point to **ment**.]*

Teacher: What is the suffix?

John: *ment*

Teacher: Put the word parts together to form the whole word.

John: *re, fresh, ment, refreshment*

Teacher: Excellent reading! Sometimes, two suffixes can be added to a base word.

*[Display **carelessly**, using the word card **care** and the suffix cards **less** and **ly**.]*

Teacher: Everyone, read each part of the word as I point to it, and then say the whole word.

*[Point to **care**.]*

Students: *care*

[Point to **less**.]

Students: *less*

[Point to **ly**.]

Students: *ly*

[Slide your hand under the whole word.]

Students: *carelessly*

Teacher: What is the base word in *carelessly*?

Gilbert: *care*

Teacher: What suffixes were added?

Gilbert: *less, ly*

Read other words with multiple affixes.

TIPS

- Scaffold by grouping words with the same combination of affixes. For example, read *carelessly*, *thanklessly*, and *hopelessly*. Then read *skillfully*, *thankfully*, and *hopefully*.
- Model using some of the words in a sentence. Ask students whether they can determine the words' meanings by looking at the affixes. For example, use the following sentence for the word *carelessly*: *Rita did her homework so carelessly, the teacher couldn't read her handwriting.*

MODEL AND TEACH: ACTIVITY 4

SPELLING WORDS WITH AFFIXES ENCODING

Model, using the following steps:

1. Say the word.
2. Say the word parts that form it.
3. Spell and write the first word part.
4. Spell and write the second word part.
5. Check your spelling by reading the word you wrote.

Teacher: When spelling words with affixes, first, identify the affix and the base word. Then, spell each word part, without putting a space between them.

For example, *repaint* consists of the prefix *re* and the base word *paint*. Listen as I go through the steps to spell *repaint*.

I say the whole word: *repaint*.

I say each word part: *re, paint*.

*[Write **repaint** as you say the letters.]*

Teacher: I spell each word part without a space between them: *re, r-e; paint, p-a-i-n-t*.

I can say the sounds in the base word if I'm not sure how to spell it: /p/ /ai/ /n/ /t/.

I read the word: *repaint*.

Now, we'll follow the same steps to spell a word with a suffix. Repeat each step after me. The word is *twisting*.

Students: *twisting*

Teacher: *twist, ing*

Students: *twist, ing*

*[Write **twisting** as you spell it.]*

Teacher: *twist, t-w-i-s-t; ing, i-n-g*

*[Students write **twisting** as they spell it.]*

Students: *twist, t-w-i-s-t; ing, i-n-g*

Continue dictating words for students to spell.

GUIDED PRACTICE: ACTIVITY 1

IDENTIFYING AFFIXES

DECODING

Write on the board columns of words that contain affixes that have been taught—one column per student and an additional column to use for demonstration. Have students mark the affix and base for each word in their column and then say the words. (The demonstration words in the example below are *repaid*, *catcher*, *floating*, and *distrust*.)

Teacher: The words on the board contain affixes we have learned. Each of you will be assigned a column. For each word, draw a circle around the affix and underline the base word. Then, read the word. We'll do the first column together as a group.

*[The first word is **repaid**.]*

Teacher: First, I see the prefix *re*, so I circle it. The other part of the word is *paid*. I underline *paid* because it's the base word. Then I say the word: *repaid*.

Ruby, do you see an affix in the next word?

*[The next word is **catcher**.]*

Ruby: Yes, *er* is at the end.

Teacher: Correct. Because *er* is added to the end of the word, is it a prefix or suffix?

Ruby: It's a suffix. You put a circle around it.

*[Circle **er**.]*

Teacher: What do I do with the other part of the word, John?

John: You underline it because it's the base word.

[Underline catch.]

Teacher: Gilbert, read the word, please.

Gilbert: *catcher*

Teacher: That's right. Cherelle, which part is the base word?

Cherelle: *catch*

Teacher: Which part is the suffix?

Cherelle: *er*

Teacher: Everyone, say the word.

Students: *catcher*

Continue in the demonstration column. Have students then mark and read the words in their assigned column. Guide students by asking questions and listen as students read their words.

ADAPTATION

After students have completed their column, have them read a different student's words.

GUIDED PRACTICE: ACTIVITY 2

SPELL FOLDER-FLAP WORDS

ENCODING

Cut the front flap of manila folders into three vertical strips. Label the strips "Prefix," "Base Word," and "Suffix." Distribute the folders and tell students that they will spell a dictated word by writing each segment on the corresponding strip.

Teacher: The folders I have given you have three strips. At the top of each strip is a label: the strip on the left is labeled "Prefix," the one in the middle is labeled "Base Word," and the strip on the right is labeled "Suffix."

I will dictate a word to you. As we did in an earlier activity, you will repeat the word and then say the word parts. You'll write each word part on the folder strip where it belongs. Then check your spelling by reading the word.

Watch and listen as I demonstrate what you will do. The first word is *dislike*. Repeat.

Students: *dislike*

[Write the word parts in corresponding columns on the board as you model.]

Teacher: I say the word parts: *dis, like*. *Dis* is added to the beginning of the base word, so it's a prefix. I write it on the prefix strip.

The next part, *like*, is the base word, so I write it on the base word strip.

There isn't a suffix, so I leave that strip blank.

The final step is to read the word: *dislike*.

Let's do the next word together: *speaker*. Repeat.

Students: *speaker*

Teacher: Say the word parts.

Students: *spea, er*

Teacher: Ruby, what is the first word part in *speaker*?

Ruby: *spea*

Teacher: On which strip will you write it?

Ruby: It's a base word, so it goes on the middle strip. *Er* is added to the end of the word, so it goes on the suffix strip.

Teacher: Excellent. Write the word parts in the correct columns.

Cherelle, please check my work by reading the word.

Cherelle: *speaker*

Continue dictating words for students to segment and spell.

TIPS

Scaffolding ideas:

- Dictate words with prefixes and focus on a few specific prefixes.
- Dictate words with suffixes and focus on a few specific suffixes.
- As students gain proficiency, dictate words with a variety of word parts, so students learn to discriminate among the word parts.

ADAPTATION

Have students write the word parts on sticky notes and place the notes in the appropriate strip of the folder. This method allows folders to be reused.

Adapted from Honig, B., Diamond, L., Gutlohn, L., & Mahler, J. (2000). *CORE teaching reading sourcebook: For kindergarten through eighth grade*. Ann Arbor, MI: Academic Therapy.

INDEPENDENT PRACTICE: ACTIVITY 1

FINDING WORDS WITH AFFIXES

DECODING

Distribute a decodable text and assign different sections to students. Have students read their assigned sections, writing the words with affixes on sticky notes. Have students then take turns reading to a partner the words they have written.

TIPS

- Preview the text to ensure it has many words that contain affixes.
- Some texts will contain words with affixes that do not fit the concepts of this lesson. For example, some words' spelling changes when affixes are added (*run–running, happy–happiness, hope–hoped*). If a student includes such a word on his or her list, read the word for the group and tell students that sometimes, base words change when affixes are added and that a future lesson will focus on that type of word.

ADAPTATIONS

1. Have students write the words on a whiteboard or notebook paper.
2. Have students exchange texts with a partner and look for affix words that were missed.
3. Tell students how many words should be found in a section.
4. Have students circle the affixes and underline the base words they write.
5. Generate a cumulative list of all the words that students have written and read them as a group.

INDEPENDENT PRACTICE: ACTIVITY 2

LISTING WORDS WITH AFFIXES

ENCODING

On a sheet of paper, have students write the prefix **re**. Then, have students write as many words with the prefix **re** as they can (consider setting a time limit). After students have finished, have them share two or three of their words with the group and spell the words while you write them on the board. When appropriate, have students tell the meaning of the word, based on the prefix. Repeat the activity with other affixes students have learned.

MONITOR LEARNING

Listen to students to make sure they pronounce affixes correctly. Watch to make sure that students spell the base words correctly. If necessary, reteach sounds to ensure that students can read base words.

GENERALIZATION

Learning these skills will allow students to read longer words in complex text that are made of base words and affixes.

LETTER CARDS
AFFIXES

un	re	dis
im	in	mis
pre	sub	non
inter	de	over
s	ed	es
ing	ly	er

First of 2 pages:
25 affixes and blank cards included

LESSON 11 WORD CARDS

careful	costly	dethrone
bravely	chains	deadly

First of 6 pages