



Really Good Stuff® Activity Guide

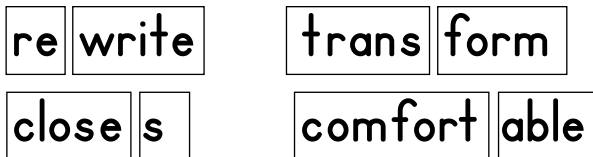
Overhead Prefix, Suffix and Base Word Tiles

Welcome to the complete prefix, suffix and base word program for primary learners!

This Really Good Stuff® product includes:

- 19 transparent prefix tiles
- 23 transparent suffix tiles
- 49 transparent base word tiles
- This Really Good Stuff® Activity Guide

Early prefix and suffix study is similar to word building, but the focus is on how the added parts, also called “affixes,” change the meaning or use of a word as well as its spelling. The **Overhead Prefix, Suffix and Base Word Tiles** provide a visual demonstration of the process of decoding word meaning by looking at word parts. Color coding—green for prefixes, blue for base words and red for suffixes—further emphasizes the role of each part in the word.



Tile work adds physical interaction and visual interest to prefix and suffix word building. Ideal for an overhead projector demonstration for a large group, the tiles can also serve as a prefix or suffix center activity.

Expand the List

Remember, the demonstration products are meant for teaching how prefixes and suffixes build bigger words using examples. Do not limit your group to just the selection we included in the set. Have students think of and hunt for other words with prefixes and suffixes. Let them take them apart, make cards with the word parts to add to this set, explore the meanings or uses of the words, and record them in student books.

Also Included

You'll need more than just teaching tips to get your students interested in prefixes and suffixes. This Really Good Stuff® Activity Guide is full of helpful bonus materials:

- demonstration and center instructions
- extension activities
- list of all the included prefixes, suffixes and roots
- examples of words that can be built with the tiles
- full set of prefix, suffix and base word cards on the *Student Cards Reproducible*
- *Word Building Chart Reproducible*

Teaching Prefixes and Suffixes

Early prefix and suffix study sets the foundation for derivational constancy, the advanced spelling stage in

which students can tackle longer words by identifying Greek and Latin roots. Most children will not get there until at least the upper grades of elementary school. For now, have them work with intact base words, adding them to one affix at a time to create new words that they can read and understand.

Provide plenty of modeling with student tiles or copies of the *Student Cards Reproducible* before having students work on their own.

Start with prefixes. Show how one prefix at a time makes new words with new meanings by adding it to different base words. (For example, the verb *replace*, which translates as “put back” or “put someone or something in place of” means something quite different than *place*.) Do this with several base words, pointing out how the prefix changes the meaning of the whole word. After studying a few prefixes, demonstrate building on the same base word using different prefixes. Then review prefixed words previously built, decoding meanings by taking apart words. Continue to emphasize the change in meaning that occurs as a result of changing the prefix. Have students practice word building with prefixes and successfully complete prefix activities before moving on to suffix study.

Whereas a prefix modifies the meaning of the base word, thereby creating a whole new word, suffixes are inflections and other endings that indicate the part of speech or how the word is being used. For example, suffixes **s** and **es** make a noun plural; **ed** and **d** make a verb past-tense; and **ful** makes a noun into an adjective. The meaning of the base word does not change. Your students are already using suffixes in their reading, writing and speech.

Dropping, Doubling or Changing Letters

Students should learn to make the appropriate changes to a base word in order to add endings correctly. For example, they may need to double a consonant (*stop/stopped*), drop an **e** (*fade/fading*), or change a **y** to plural **ies** (*cherry/cherries*).

Note on Prefix Tiles: The two prefixes **re** and **en** have more than one meaning. We have included two **re** tiles, one to mean “again,” and one meaning “back” as in the word *react*, or “act back.” We included one **en** tile to mean “into” and another to mean “cause to be,” as in *endanger*.

There is a second prefix **in** that means “not” as in *incorrect*. However, at this level there are more words in which the prefix **in** is used to mean “into; within,” such as *indoor*, *inside*, etc.

All activity guides can be found online:

Really Good Stuff® Activity Guide

Overhead Prefix, Suffix and Base Word Tiles

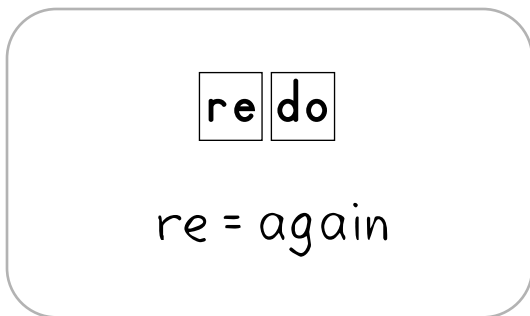
Note on Suffix Tiles: Sometimes a suffix tile correctly added to a base word tile will create a word that needs adjustment to be spelled correctly. For example, the student combines the tiles **loose + er** and records the new word *looser*, dropping the extra **e**.

Management

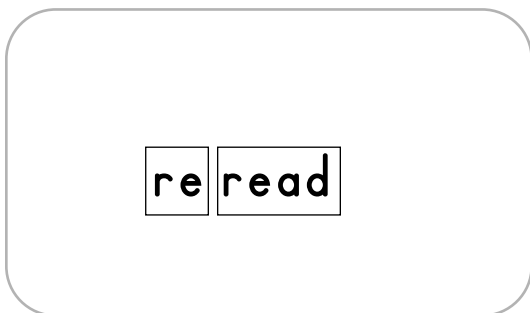
- Choose the tiles you'll be using in the demonstration ahead of time. For student work, photocopy student cards and select student tiles in advance.
- Store the tiles in zipper baggies or slotted containers in alphabetical order and organized by color-coded prefixes, suffixes and base words. Have students make this a sorting activity during cleanup.
- Keep a good rhythm and reinforce the learning as you go. Teach prefixes and suffixes on a consistent daily schedule that includes time for student work.

Overhead Demonstration

1. Place a prefix-base tile combination, such as **re/do** on the overhead projector. Ask the students to read the word with you. Discuss what **redo** means, and what each part means on its own.



2. Take away **do** and slide in another base word that goes with **re**, such as **read**. Have the class read and discuss the meaning of the new word, **read**.



Optional: Copy the *Word Building Chart Reproducible* onto a transparency to use in your overhead demonstration.

3. Repeat the process with as many base words as you can. Ask students to think of other **re** words. Use an overhead pen to write them in next to the **re** tile.

4. Have students practice the word building activity and other prefix and suffix reinforcement games and activities on their own.

Prefix/Suffix/Base Word Literacy Center

Set up an area of your classroom that is dedicated to building words with prefixes and suffixes. Students visiting the center alone or in pairs build words on the *Word Building Chart Reproducible* using tiles or cards. Fill in the prefix and its meaning or the suffix at the top. Fill in base words in the left column. Students record each word they build in the right column. At the bottom students choose one word and write a sentence that explicitly shows their understanding of its meaning.

Base Word	Building Space (prefix/suffix + base word)	New Word
use	mis use	misuse
read		
take		

Target mis = wrongly or badly
(meaning)

Sentence:
Teacher said don't misuse the crayons.

Reinforcement

Reinforce the prefix and suffix study with fun activities and word sorting. Repeated exposure to the word parts teaches students to recognize them in longer, unfamiliar words. This is key to keeping kids interested, and helps them retain what they've learned.

Word Building – Students build a word with tiles, and then record the word. See *Word Building Chart Reproducible*.

My Prefix/Suffix Book – Provide personalized prefix and suffix recording books for the students to use for practice and reference.

Word Hunts – Students search out and record words containing a certain prefix or suffix.

Draw from a Hat – Say and display a prefix or suffix. Have students pull base words out of a hat and say whether they can make a new word with the prefix and base word. Challenge the student to say if an **e** must be dropped or a consonant doubled when adding a suffix.

Target _____ = _____
(meaning)

New Word

Building Space

(prefix + base word or base word + suffix)

Base Word

Sentence:

Prefix	Makes...
dis (not; do the opposite of)	disclose, discomfort, disrespectful
en (into)	enclose, endanger, enlist
en (bring about; cause to be)	enjoy, enlarge
ex (out)	exchange, exact
fore (before)	foresee, foretell
in (not)	inactive, incorrect, inhuman
in (in; into)	income, inform, inside
inter (between)	interact, interchange, interlocking
mid (in the middle of)	midway
mis (wrong; incorrectly)	misheard, mistake
out (outside; outward)	outcome, outdo, outside
over (above; more than necessary)	overdo, overhear, oversee
pre (before)	prewrite
re (again)	recreate, reform, reopen, reread
re (back)	react, replace
sub (under; below)	subhuman, subway
trans (across)	transaction, transform,
un (adj., not; v., reverse)	uncomfortable, undo, unlike
under (under, through)	undergo, underwater, underway

Base Word	Makes...
act	active, actor, react
care/car	careful, carelessness, caring
change /chang	exchange, unchanged
close/clos	closest, disclose, enclosed
come/com	income, outcome, coming
comfort	comfortable, discomfort
correct	correction, incorrect
create/creat	created, creation
danger	dangerous, endanger
do	doing, redo, undo
form	forming, reform
friend	friendship, unfriendly
hard	harder, hardship
hear	overhear, rehear
help	helper, helpless, unhelpful
human	humanity, inhuman
joy	enjoyable, joyful, joyless
large	enlarged, largeness
like/lik	likeable, likely, liking
lock	locker, unlocked
loose	loosely, loosen
luck	luckier, unlucky
make/mak	remake, making
open	reopen, unopened
read	readership, reread
respect	respectable, respectful
see	oversee, sees
side	inside, outside, sides
stop	stopping, stops, unstoppable
support	supporting, unsupportive
take/tak	mistake, taker
teach	reteach, teacher
tell	retell, teller
think	thinker, unthinkable
use/us	misuse, useful, using
warm	rewarm, warming
water	watery, underwater
way	subway, underway
write/writ	rewrite, writer, writing

Suffix	Makes...
able (capable or worthy of)	changeable, readable, usable
ed, d (used to form past tense of verbs)	corrected, locked, closed
en, n (cause to be; come to be; come to have)	harden, liken, loosen
er (comparative)	harder, looser
er, or (one who)	helper, reader, actor
est (superlative: most)	hardest, largest, warmest
ful (full of; characterized by)	helpful, joyful, useful
ing (in the action or process of)	creating, doing, unlocking
ion (state, condition, or result of)	correction, creation, reaction
ity (quality or state of)	activity, creativity, humanity
ive (that does or is characterized by)	active, creative, supportive
less (without)	careless, helpless, useless
ly (in a specified manner)	closely, joyfully, unfriendly
ment (state or condition; result of an action)	endangerment, enjoyment
ness (state, condition, quality)	carelessness, helpfulness, likeness
ous (full of)	joyous, dangerous
s, es (used to form plural nouns)	changes, friends, mistakes, teaches
ship (condition, quality, skill)	friendship, hardship
y (characterized by; full of)	lucky, watery

lock	side	use	way
luck	stop	warm	writ
mak	tak	water	
make	take	write	
open	tell		
read	us	trans	
see		under	

dis	inter	re	er
en	mid	sub	er
en	mis	un	es
ex	out	able	est
fore	over	d	ful
in	pre	ed	ing
in	re	en	ion

correct

human

comfort

large

change

loose

chang

respect

create

support

danger

teach

friend

think

ity	or	care	form
ive	ous	clos	hard
less	s	close	hear
ly	ship	com	help
ment	y	come	joy
n	act	creat	lik
ness	car	do	like