

Really Good Stuff® Activity Guide

Break It Up!

Congratulations on your purchase of the **Really Good Literacy Center-in-a-Bag™ Break It Up!**—a fun, interactive way to help students recognize and use inflected endings by “breaking up” words.

Objective

The student will identify base words and inflections.

This Really Good Stuff® product includes:

- 40 Learning Deck Cards™
- 2 Write Again® Game Mats
- Center Task Card
- This Really Good Stuff® Activity Guide

In English, an inflection is a suffix that changes a word's function, such as number, tense, or person. With **Break It Up!** your students can practice identifying inflections and the base words they modify, an important word-attack skill.

The most common inflections help create plural nouns (*s* and *es*), the past tense and present participle of verbs (*ed* and *ing*), and the comparative and superlative form of adjectives (*er* and *est*). Study additional inflections when your students have mastered the six represented in this set.

Introducing Break It Up!

Begin by looking at words that are already inflected. Write down a regular plural noun, such as *hats*. Ask a volunteer to read the word and use it in a sentence. Ask students to tell you if *hats* refers to one hat or more than one hat. Then ask how they know this.

Demonstrate by drawing a line between the base word *hat* and its plural inflection, *s*. Tell the students you are “breaking up” the word in order to see its parts. Talk about how the ending *s* was added to the singular word *hat* in order to make it mean “more than one hat.”

Create an addition problem with the word parts using this format: *hats* = *hat* + *s*. Introduce students to the *Game Mat* and the *Break It Up! Worksheet Reproducible* before they use **Break It Up!** independently at a center.

Irregular Inflected Forms

Once students have learned to identify inflected endings, have them practice breaking up words that are inflected in an irregular way. For example, if a verb is a short-vowel CVC (consonant-vowel-consonant) word, we double the final consonant before adding *ed* or *ing* (*get*, *getting*). If an adjective ends in *y*, we make it comparative or superlative by changing the *y* to *i* before adding *er* or *est* (*fancy*, *fancier*). In the following table, the irregular inflected forms are marked with an asterisk (*).

Word Cards in this Learning Deck

s	es	ed
bedrooms	beaches	batted*
cheeks	boxes	chopped*
dimples	potatoes	fainted
excuses	speeches	landed
footsteps	wishes	offered
masks	witnesses	scattered
parades		worried*
ing	er	est
correcting	brighter	broadest
getting*	calmer	furriest*
guessing	fancier*	hottest*
knowing	foggier*	loosest*
painting	smoother	smoothest
rushing	weaker	sturdiest*
sliding*	wetter*	

Meeting State Standards

The repeated practice in breaking up words helps students meet grade-level expectations and prepare for standardized testing. **Break It Up!** can also aid in spelling, vocabulary, and grammar skills.

Managing the Center-in-a-Bag™

- Copy the *Break It Up! Worksheet Reproducible* for students.
- Display the *Center Task Card*.
- Demonstrate how to tidy the center when the activity is complete.
- Store the center materials in the bag and hang it alongside other *Centers-in-a-Bag™*.

Break It Up!

One or more students

Object: To identify base words and inflections by breaking words into parts

Materials: Learning Deck Cards™, Game Mat, Break It Up! Worksheet Reproducible, dry erase pen, pencil, Center Task Card

1. Take a *Game Mat*, a worksheet, a dry erase pen, and a pencil.
2. Draw a *Card* and read the word.
3. Write the word on the *Game Mat*.
4. Which part of the word is the inflection? Draw a line between the base word and the inflection.
5. Record the base word, the inflection, and the complete word on the worksheet.
6. Continue breaking up words and recording them.
7. Have someone check your work.

For two or more students, take turns.

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