

Really Good Stuff® Activity Guide

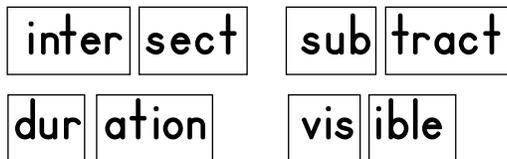
Prefix, Suffix and Root Plastic Tiles

Welcome to the complete prefix, suffix and root program for intermediate learners!

This Really Good Stuff® product includes:

- 23 plastic prefix tiles
- 30 plastic suffix tiles
- 50 plastic Latin and Greek root tiles
- This Really Good Stuff® Activity Guide

Prefix and suffix study at the intermediate level is essential to vocabulary development as it teaches students to recognize common affixes and roots and unlocks the meaning of longer, less familiar words. A more extensive vocabulary and a better understanding of parts of speech facilitate reading comprehension and fluency. The **Prefix, Suffix and Root Plastic Tiles** provide a visual demonstration of the process of decoding both word meaning and syntax (role in the sentence) 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, suffix or root word building and vocabulary development. Ideal as a center activity, the tiles are also good for one-on-one teaching.

Expand the List

Remember, the tile set is meant for teaching how prefixes, suffixes and roots change word meaning or part of speech 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, suffixes and roots. Let them take them apart, make cards or tiles with the new word parts to use with 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, suffixes and roots. 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
- *Prefix, Suffix or Root Web Reproducible*

Teaching Prefixes, Suffixes and Roots

As your students tackle roots and affixes, they enter the derivational constancy stage. This is considered the final

stage of spelling development, when they apply their knowledge of Greek and Latin roots in reading and writing. Most students will enter this stage in fourth grade or later, and will continue to apply this learning throughout their lifetimes.

Provide plenty of modeling before having students work with the tiles on their own. Focus on one prefix, suffix or root at a time and how the meaning changes with the addition of another morpheme.

Start with prefixes. Show how one prefix makes new words with new meanings by adding it to different roots. (For example, the verb *reform*, which translates as “to put into improved form,” means something quite different than the verb *form*.) Do this with several roots, pointing out that the prefix changes the meaning of the whole word. After studying a few prefixes, demonstrate building on the same root using different prefixes. Continue to emphasize the change in meaning that occurs as a result of changing the prefix. Then review prefixed words previously built, decoding meanings by taking apart words.

Whereas a prefix influences the meaning of the root, 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 **able** makes a noun into an adjective. The meaning of the root does not change. Your students are already using suffixes in their reading, writing and speech.

Like prefixes and suffixes, roots cannot stand alone and must be combined with another morpheme (the smallest units of meaning in a language) to make a word. Each root is derived from either Greek or Latin and has a specific meaning. To instruct students on how they function, present them with a root such as **port** (“to carry”). Have students think of words that contain **port**. Examples would be *transport*, *portable* and *teleport*. Talk about how prefixes or suffixes affect the meaning or use of the root **port**.

Dropping, Doubling or Changing Letters

Students should learn to make the appropriate changes to a root in order to add endings correctly. For example, they may need to double a consonant (*stop/stopped*), drop an **e** (*deduce/deducing*), or change a **y** to plural **ies** (*victory/victories*).

Note on Prefix Tiles: Some prefixes have more than one meaning. Teach them separately to minimize confusion.

Included in this set are two **re** tiles, one to mean “again” as in *revise*, and one meaning “back” as in *reject* (“to

All activity guides can be found online:

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Prefix, Suffix and Root Plastic Tiles

throw back”). There are two **in** tiles, one to mean “not” as in *inactive* (“not active”), and one to mean “into; within”, as in *inject* (“to introduce forcibly”).

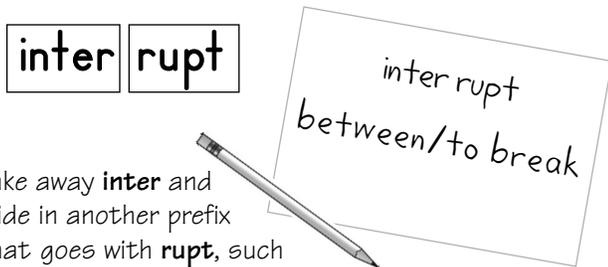
Note on Suffix Tiles: Sometimes suffix tiles correctly added to a root tile will create a word that needs adjustment to be spelled correctly. For example, a student combines the tiles **aud + ible + ly** and records the new word *audibly*, dropping the extra letters **le**.

Management

- Choose the tiles you’ll be using in the demonstration ahead of time. Also have the students’ tiles ready to distribute or place in a center. If you don’t have enough sets of student tiles to go around, have groups work on different prefixes, roots or suffixes.
- Store the tiles in zipper baggies or slotted containers in alphabetical order and organized by color-coded prefixes, suffixes and roots. Have students make this a sorting activity during cleanup.
- Keep a good rhythm and reinforce the learning as you go. Teach prefixes, suffixes and roots one at a time on a consistent daily schedule that includes time for student work.

Demonstration

1. Place a prefix-root tile combination, such as **inter/rupt** on the table. Ask the student(s) to read the word with you. Discuss what **interrupt** means, and what each part means on its own.
2. On a large paper or a whiteboard, write **rupt** with its meaning, **to break**, below. Write **interrupt** below that, using a green marker for the prefix **inter** and a blue marker for the root **rupt** to show that the different parts have different meanings.



3. Take away **inter** and slide in another prefix that goes with **rupt**, such as **dis**. Have the class read and discuss the meaning of the new word, **disrupt**. Optional: Copy the *Prefix, Suffix or Root Web Reproducible* onto a transparency to use in your small group demonstration.
4. Repeat the process with as many prefixes and suffixes as you can. Ask students to think of other words that contain **rupt**. Write them in below **interrupt** and **disrupt**.

dis **rupt**

5. Have students practice the vocabulary building activity and other prefix, suffix and root reinforcement games and activities on their own.

Prefix/Suffix/Root Literacy Center

Set up an area of your classroom that is dedicated to word building and vocabulary development using prefixes, suffixes and roots. Students visiting the center make webs on the *Prefix, Suffix or Root Web Reproducible* using tiles, and record the words in pencil. In the middle of the web, fill in the prefix, suffix or root and its meaning; or how it changes the part of speech, in the case of suffixes. Students complete the web with other words that contain the same morpheme and write their meanings below. At the bottom students choose one word and write a sentence that explicitly shows their understanding of its meaning.

Prefix, Suffix or Root Web
Write the prefix, suffix or root and its meaning in the center of the web. Complete the web with other words that contain that morpheme. Write their definitions on the lines below.

Choose a word from the web above and write a sentence that uses it correctly.
We got to bisect a worm.

Reinforcement

Reinforce the prefix, suffix and root 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.

Vocabulary Building – Students complete the web with words that contain the targeted prefix, suffix or root. See *Prefix, Suffix or Root Web Reproducible*.

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

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

Card Game – Make prefix, suffix and root cards and place them face down in a row. Have students turn over cards and say whether they can make a new word using those morphemes. Challenge the students to use it in a sentence. If a word can be made, students keep the cards and get another turn.

Prefix	Makes...
anti (opposite; against)	antibiotic, antigen, antibiotics
bi (two)	bicycle, bipedal, bisect
con (with, together)	conform, contract, convert
de (do the opposite of)	deduce, deport, detract
dis (not; do the opposite of)	disrespect, disrupt, distract
en (bring about; cause to be)	enact, enacted, envision
ex (out)	export, exporter, extract
il, im, in (not)	illegible, impede, inactive
in, im (in; into)	inject, inscribe, import
inter (between)	interject, interrupt, intersect
pre (before)	predict, prescribe, prevent
pro (in front of; forward)	program, project, protract
re (again)	reform, report, revise
re (back)	react, refract, reject
sub (under)	subject, subtract, subvert
super (over; beyond)	superscript, supervise, supervision
trans (across)	transform, transition, transport
tri (three)	tricycle, trilogy, tripod
un (not)	unformed, unproductive, unsupervised
uni (one)	unicycle, uniform, unify

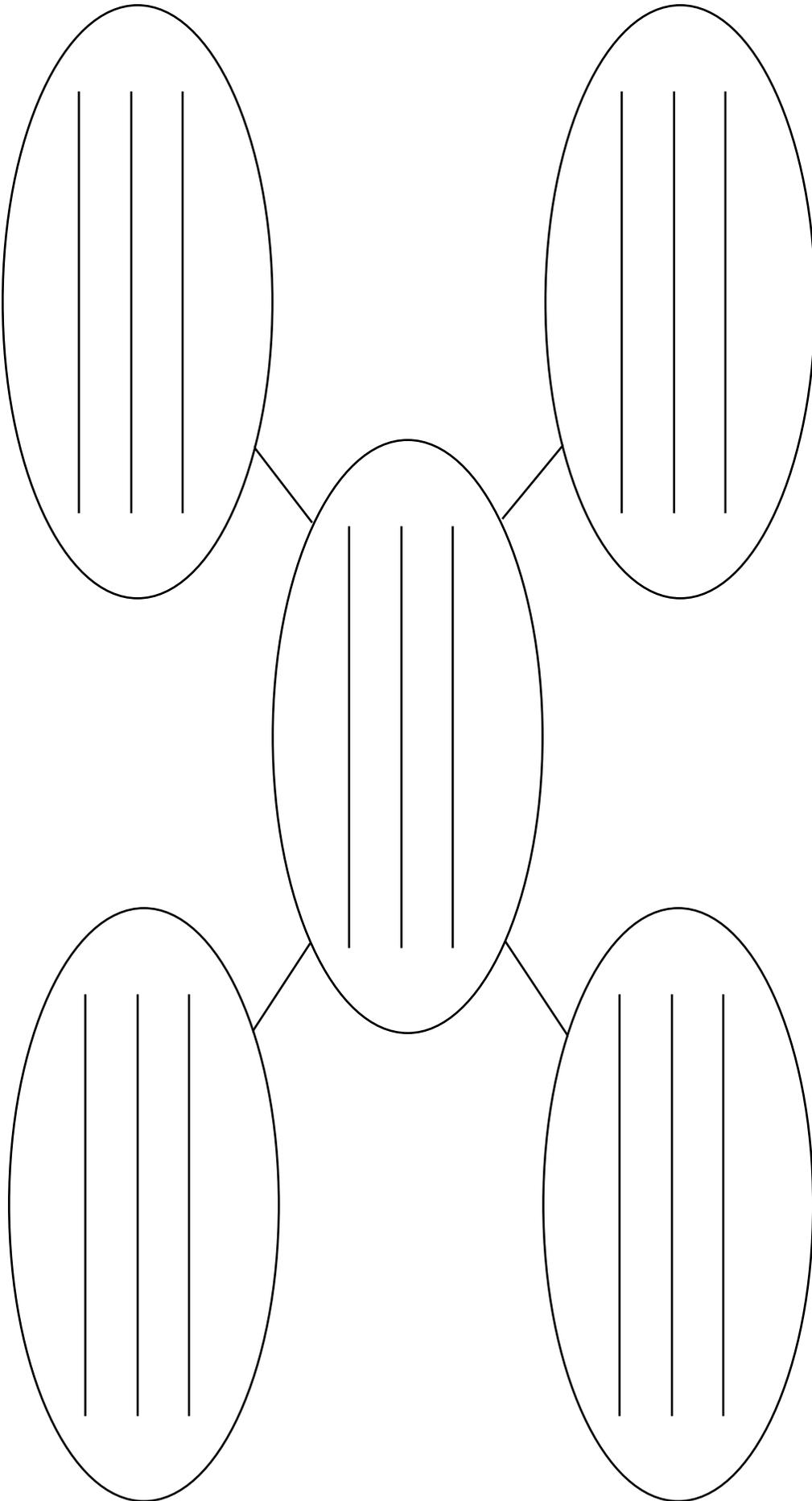
Latin Root	Makes...
act (do)	action, active
alt (high)	exalt, exalted
aud, audi (to hear)	audible, audience
dic, dict (to speak)	dictate, diction
duc (to lead, pull)	induce, reduce
dur (to harden, hold out)	duration, during
form (shape)	formed, forming
frag, fract (to break)	fraction, fragment
ject (to throw)	inject, project, reject
lect, leg (choose, read)	prelect, legible, illegible
logy (to study)	biology, geology
ped, pod (foot)	pedal, bipedal, bipod
port (to carry)	portable, transport
rupt (to break)	disrupt, interrupt
scrib/script (to write)	describe, description
sect (to cut)	bisect, intersect
spec, spect (to look or see)	specify, inspect, respect
tact (touch)	contact, intact
tract (to drag, draw, pull)	extract, traction, tractor
vent (to come)	convent, invent
ver, veri (true)	very, verify, veritable
vert (to turn, change)	revert, subvert, vertical
vict (to conquer)	conviction, victorious
vis (to see)	provision, visible, visibly
volv (to roll, turn)	involve, involvement

Greek Root	Makes...
astro (star)	astrologist, astrology
biblio (book)	bibliographical, bibliography
bio (life)	biography, biology
chron (time)	chronic, chronology
cycl , (circle, wheel)	bicycle, cyclist, recycle
dem (people)	demographic, endemic
gen (race, birth, kind)	antigen, genealogy
geo (earth)	geography, geology
gram (to write, draw)	phonogram, telegram
graph (to write)	graphic, photographic
hydro, hydr (water)	hydrology, dehydration, hydrate
metr (measure)	geometry, metric
phon (sound)	phonics, phonograph, telephone
photo (light)	photograph, photographs
scope (to see, watch)	telescope, telescopic
tele (far away)	telescope, televise, television

Suffix	Makes...
able, ible (capable or worthy of)	respectable, retractable, legible
al (of, relating to)	pedal, portal, transitional
ance, ence (action or process)	endurance, importance, audience
ate (v., to act upon; n., one acted upon)	dictate, hydrate, predicate
d, ed (used to form past tense of verbs)	deduced, converted, respected
er, or (one who)	transporter, inspector, supervisor
ic, ical (characterized by)	logic, metric, logical
ify (make, form into)	verify
ing (in the action or process of)	during, injecting, projecting
ion, tion, ation, ition (state, condition, or result of)	television, audition, formation, transition
ist (one who practices)	astrologist, biologist, cyclist
ity (quality or state of)	verity, deformity
ive, ative, tive (that does or is characterized by)	conductive, active, formative, disruptive
ly (in a specified manner)	audibly, logically, chronologically
ment (state or condition; result of an action)	enactment, fragment, fragments
ous, ious (full of)	hydrous, fractious, victorious
s, es (used to form plural nouns)	bicycles, televisions
y (characterized by; full of)	very

Prefix, Suffix or Root Web

Write the prefix, suffix or root and its meaning in the center of the web. Complete the web with other words that contain that morpheme. Write their definitions on the lines below.



Choose a word from the web above and write a sentence that uses it correctly.
