

## Phonics Instructional Routine: Identify Base Words and Affixes to Read Multi-Syllabic Words #2

Prerequisites: Third Grade Vocabulary Instructional Routine: Determine the Meaning of a Word using Knowledge of Base Words and Affixes and Third Grade Phonics: Identify Base Words and Suffixes to Read Multi-Syllabic Words #1

Preparation/Materials: Whiteboard and marker or word cards for the following words and affixes. Prefixes: pre-, un-, mis-, re-, de-. Suffixes: -able, -ful, -ly, -ment, -less. Words: pay, cook, tax, scribe, place, match, take, kind, happy, fair, do, make, print, gain, part, rail, compose, like, return, agree, power, watch, fear, state, friend, employ

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- *Italicized type is what the teacher does*
- **Bold type is what the teacher says**
- Regular type is what the student(s) say
- **Bullet (•) and bolded type are what the teacher and student(s) say in unison**
- Teacher or student slides finger under the underlined letter(s) or word(s)

### TEACHER EXPLAINS TASK

We are going to read words with prefixes and suffixes.

### TEACHER MODELS TASK

We often encounter long, unfamiliar words during reading. One way that we can read a bigger word is to break that word into parts by identifying the base word, prefix, and suffix.

A base word is a word that can have a prefix or a suffix added to it. When a prefix or suffix is added to a base word, the word's meaning changes and a new word is formed.

A prefix is added to the beginning of a base word.

Where is a prefix added to a base word?

- A prefix is added to the beginning of a base word.

The suffix is added to the end of a base word.

Where is a suffix added to a base word?

- The suffix is added to the end of a base word.

Let's start with prefixes.

Put the prefix cards on the board or in the chart holder: pre-, un-, mis-, re-, de-

Let's read some prefixes before we add them to a base word.

Point to each prefix as you say it.

This prefix is pre-, meaning before, as in pretend.

What is this prefix?

- pre-

Spell pre.

- p-r-e

Say pre- again.

- pre-

This prefix is un-, meaning not, as in unfair.

What is this prefix?

- un-

Spell un.

- u-n

Say un- again.

- un-

Continue this pattern with the other prefixes: mis-, re-, and de-, using the words misplace, replay, and defrost. Mis- means wrongly, re- means again, de- means opposite of.

Now, let's read this list of prefixes without stopping. *Point as you read aloud.*

- pre-, un-, mis-, re-, de-

Read the list of prefixes again, a little faster. Once the students can read each prefix, do a quick word sort to match the prefixes and meanings.

These prefixes can be added to words you already know to make new words. *Point as you read aloud.* First, let's read these words together:

- pay, cook, tax, scribe, place, match, take, kind, happy, fair, do, make, print, gain, part, rail, compose.

Discuss the meaning of any word that may be unfamiliar to the students.

Now, we will make new words by adding the prefixes.

First, we'll say the prefix. Then, we'll say the base word. Finally, we'll read the new word.

*Point to each part. Pause when reading each word part.*

- |                            |                              |
|----------------------------|------------------------------|
| • pre + pay = prepay       | What's the word?... prepay   |
| • pre + cook = precook     | What's the word?... precook  |
| • pre + tax = pretax       | What's the word?...pretax    |
| • pre + scribe = prescribe | What's the word?...prescribe |
|                            |                              |
| • mis + place = misplace   | What's the word?...misplace  |
| • mis + match = mismatch   | What's the word? ...mismatch |
| • mis + take = mistake     | What's the word?...mistake   |

Have students make new words in the same manner with the remaining prefixes: un: unkind, unhappy, unfair; re: redo, remake, reprint, regain; de: depart, derail, decompose.

Again, let's read all the words with prefixes.

*Point to each word as you and the students read it aloud. You can go in order under each prefix or point to words randomly.*

- prepay, precook, pretax, prescribe, misplace, mismatch, mistake, unkind, unhappy, unfair, redo, remake, reprint, regain, depart, derail, decompose.

Now, let's sort these words by listing all the words that begin with a prefix that means wrongly (mis-). Continue with the remaining words and prefixes (pre-, re-, de-). Write the definitions for each prefix in a row across the whiteboard. Point to and read aloud each word then ask the students where the word should go. Or, you can give each student a card with the definition of the prefix, a card for each prefix, and one for each word so that they can sort the words.

Great job reading and sorting those words!

Sometimes we encounter long, unfamiliar words during reading. Let's practice what to do when there is an unfamiliar word.

Tell the students you are going to read the following sentence aloud but do not read the underlined word, describe. This will be your word to model.

The teacher asked me to describe the picture on the wall.

I don't know this word here. *Point to describe.*

First, I break it into parts. *You can use your fingers or hands to show the parts.*

de- scribe

Then, I name the prefix or suffix.

de- is the prefix. De- means opposite of

Next, I name the base word.

Scribe is the base word. Scribe means to write.

Finally, I read the whole word.

Describe. Describe means the opposite of writing. If we want to tell about something and we do the opposite of writing about it, we can talk about it.

Now, I'm going to reread the whole sentence aloud.

The teacher asked me to describe the picture on the wall.

This means the teacher wanted me to talk about (describe) the picture.

This is one thing that you can do when you encounter an unfamiliar word.

#### TEACHER & STUDENTS PRACTICE TASK TOGETHER

Remember, one way that we can read a bigger word is to break that word into its base word, prefix, and suffix.

What can we do to read a bigger word?

- We can break the word into its base word, prefix, and suffix.

The prefix is added to the beginning of a base word.

Where is a prefix added to a base word?

- The prefix is added to the beginning of a base word.

The suffix is added to the end of a base word.

Where is a suffix added to a base word?

- The suffix is added to the end of a base word.

When a prefix or suffix is added to a base word, the word's meaning changes and a new word is formed.

What happens when a prefix or suffix is added to a base word?

- The word's meaning changes and a new word is formed.

That's right.

Let's read some suffixes before we add them to a base word.

*Put the suffix cards on the board or in the chart holder: -able, -ful, -ly, -ment, -less.*

*Point to each suffix as you say it.*

This suffix is -able, meaning can be or capable of, as in drinkable. What is this suffix?

- -able

Spell able.

- a-b-l-e

Say -able again.

- -able

This suffix is -ful, meaning full of, as in careful.

What is this suffix?

- -ful

Spell ful.

- f-u-l

Say **-ful** again.

- **-ful**

Continue this pattern with the other suffixes: *-ly*, meaning characteristic of; *-ment*, meaning action or process; and *-less*, meaning without. Use the words *costly*, *movement*, and *speechless*.

Now, let's read this list of suffixes without stopping.

- **-able, -ful, -ly, -ment, -less**

Have students read the list of suffixes again, a little faster. Once the students can read each suffix, do a quick word sort to match the suffixes and meanings.

These suffixes can be added to words you already know to make a new word.

First, let's read these words together:

- **like, return, agree, power, watch, fear, state, friend, employ**

Discuss the meaning of any word that may be unfamiliar to the students.

Now, we will make new words by adding the suffixes.

First, we'll say the base word. Then, we'll say the suffix. Finally, we'll read the new word.

Point to each part. Pause for a second when reading each word part.

- |                              |                               |
|------------------------------|-------------------------------|
| • like + able = likeable     | What's the word?...likeable   |
| • return + able = returnable | What's the word?...returnable |
| • agree + able = agreeable   | What's the word?...agreeable  |
| • employ + able = employable | What's the word?...employable |
| •                            |                               |
| • power + ful = powerful     | What's the word?...powerful   |
| • watch + ful = watchful     | What's the word?...watchful   |
| • fear + ful = fearful       | What's the word?...fearful    |

Have students make new words in the same manner with the remaining suffixes: *-ly*: *likely, stately, friendly*; *-ment*: *statement, agreement, employment*; *-less*: *powerless, fearless, friendless*.

Again, let's read all the words with suffixes.

Point to each word as you and the students read it aloud. You can go in order or point to words randomly.

- **likeable, returnable, agreeable, employable, powerful, watchful, fearful, likely, stately, friendly, statement, agreement, employment, powerless, fearless, friendless.**

Now, let's sort these words by listing all the words that begin with a suffix that means can be (**-able**). Continue with the remaining words and prefixes (**-ful, -ly, -ment, -less**).

Write the definition for each suffix in a row across the whiteboard. Point to and read aloud each word. Then, ask the students where the word should go. Or, you can give each student a card with the definition of the suffix, a card for each suffix, and one for each word so that they can sort the words.

Those were hard words. You did an excellent job of reading and sorting all the words.

Sometimes we encounter long, unfamiliar words during reading. Let's practice what to do when there is an unfamiliar word.

Tell the students you are going to read the following sentence aloud but do not read the underlined word, *taxable*. This will be your word to model.

Do you know if toys are taxable?

I don't know this word here. *Point to taxable.*

First, I break it into parts. *You can use your fingers or hands to show the parts.*

- tax able

Then, I name the prefix or suffix.

-able is the suffix. -able means can be

Next, I name the base word.

Tax is the base word. Tax is a fee that is added to the cost of buying something.

Finally, I read the whole word.

Taxable. Taxable means that a tax can be added to the cost of what you are buying.

Now, I'm going to reread the whole question aloud.

Do you know if toys are taxable?

This is a question that asks if a tax can be added to the cost of the toy.

Remember, this is one thing that you can do when you encounter an unfamiliar word.

### STUDENTS PRACTICE TASK

What is one thing that we can do to read a bigger word?

We can break a word into the base word and the prefix or suffix.

That's right.

Where is a prefix when it is added to a base word?

The prefix is added to the beginning of a base word.

Where is a suffix when it is added to a base word?

The suffix is added to the end of a base word.

Remember, when you encounter a long, unfamiliar word you can break that word into the base word and the prefix or suffix to read it.

Read this sentence. *Point to each word as students read aloud.*

The flat tire on the bus caused a great misadventure during the field trip.

Let's say you don't know this word here. *Point to misadventure.*

First, break it into parts. *You can use your fingers or hands to show the parts.*

Mis adventure

Then, name the prefix or suffix.

Mis- is the prefix.

What is the meaning of mis?

Mis- means wrong or wrongly

Next, name the base word.

Adventure is the base word.

Adventure means an experience or trip.

Finally, read the whole word.

Misadventure

Yes. Misadventure means to have an experience or adventure that goes wrong.

Now, reread the whole sentence aloud.

The flat tire on the bus caused a great misadventure during the field trip.

This can be repeated with several sentences using new words with the previously taught suffixes and prefixes.

**INDEPENDENT PRACTICE**

*When students consistently identify the base word, suffix, and prefix that are taught in this routine, provide opportunities to practice individually or in pairs using new words.*

**SCAFFOLDING SUGGESTION FOR ERRORS**

*Verify that students are correctly identifying the base word, prefix, and suffix. If students are experiencing difficulty with this concept, reduce the routine to base words and prefixes or suffixes. Provide more practice reading the new words before adding a new difficulty. Explain to students that the suffix, *able*, begins with the letter *a*, but when it is used at the end of a word it has the schwa sound so it is pronounced as /uble/.*

**Adaptations using this Instructional Routine:**

- When the students are doing well with this routine, vary it by combining the prefixes and suffixes to new base words.

**Below are links to FCRR Student Center Activities which provide additional independent practice for this skill.**

- [P.039 Covering the Bases](#)
- [P.040 Parting Words](#)
- [P.041 Affix Hunt](#)