

Vocabulary Instructional Routine: Determine the Meaning of a Word using Knowledge of Base Words and Affixes

Prerequisites: Third Grade Phonics Instructional Routine: Identify Base Words and Suffixes to Read Multi-Syllabic Words #1 and Third Grade Phonics Instructional Routine: Identify Base Words and Affixes to Read Multisyllabic Words #2.

Preparation/Materials: Four base word cards (3 of each base word) with separate definition cards (e.g., trial, measure, fund, place), three prefix cards with definitions included under prefix (e.g., pre, mis, re), three suffix cards with definitions included under suffix (e.g., -less, -ment, able), pocket chart

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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
- Letters and words in print are in "quotation marks"
- **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 use prefixes, base words, and suffixes to determine word meanings.

TEACHER MODELS TASK

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. These are prefixes.

Place each prefix card into the pocket chart as you read it aloud.

pre-, mis-, re-

Let's read these prefixes together.

- pre-, mis-, re-

The meaning of each prefix is written on a card.

Read the meaning aloud as you point to each prefix card.

Pre- means before. What does pre- mean?

- Pre- means before.

If we take a pretest, it means a test that comes before the main test.

The prefix mis- means not. What does mis- mean?

- Mis- means not or wrong.

If we misspell a word, it means we did not spell the word correctly.

The prefix re- means again. What does re- mean?

- re- means again.

If we rewrite a word, it means we write that word again.

Point to the prefixes as you name them.

Let's add the prefixes pre-, mis-, and re- to the base word, trial.

Place the word card trial at the top of the pocket chart. This word is trial.

Say trial with me. Point to trial.

- trial

Place trial definition card directly under word card.

A trial decides if a person is guilty or not of a wrongdoing or something unlawful. At the trial, the lawyer tried to prove that the person did not do anything wrong.

Place pre- in front of trial.

I will add the prefix pre- to the base word, trial. This is the word pretrial.

Read this word with me.

- pretrial

Point to the definitions on the cards.

We know that pre- means before; so pretrial means a meeting that comes before the real trial.

What does pretrial mean?

- Pretrial is a meeting that comes before the real trial.

That's right. This means it is an event similar to a trial, but it comes before the real trial.

Listen to this sentence using pretrial.

At the pretrial, the lawyers tried to determine if a real trial was necessary.

Return pre- to the bottom of the pocket chart.

Place mis- in front of the base word.

Now I will add the prefix mis- to the base word trial. This is the word mistrial. Read mistrial with me.

- mistrial

Point to the definitions on the cards.

We know that mis- means not or wrong; so mistrial means a trial where something goes wrong.

What is a mistrial?

A mistrial is a trial where something goes wrong.

That's correct. This means there was a trial, but something happened during the trial that was not considered correct.

Listen to this sentence using mistrial.

The judge said this case was a mistrial because the lawyer did not have the correct information. *Return mis- to the bottom of the pocket chart.*

Place re- in front of the base word.

Now I will add the prefix re-, to the base word trial. This is the word retrial. Read retrial with me.

- retrial

Point to the definitions on the cards.

We know that re- means again; so a retrial is a trial that happens again.

What does retrial mean?

- A retrial is a trial that happens again.

That's right. This means that the case went back to trial for another time, maybe after a mistrial. Listen to this sentence that uses retrial.

The lawyer has all the correct information for the retrial.

Return re- to the bottom of the pocket chart.

We learned three new words and their meanings by looking at the prefix and base word. *Place three trial cards at the top of the pocket chart. Place one prefix card in front of each trial card. Point to each prefix and the base word as you say the word. pretrial, mistrial, retrial.*

Read these words with me.

- pretrial, mistrial, retrial

Which word fits in this sentence?

Would we meet with our lawyer and the judge for a pretrial, mistrial, or retrial before the real trial date is scheduled? *Point to pretrial.* **We would meet with our lawyer and the judge for a pretrial before going to the real trial. A pretrial occurs before the real trial.**

Move prefix cards and stack trial cards on lower portion of pocket chart to be used again later.

TEACHER & STUDENTS PRACTICE TASK TOGETHER

Now it is your turn to make new words.

Remember, the 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.

What can we add to a base word to change the meaning?

- We can add a prefix and a suffix.

That's right. A prefix is added to the beginning of a word. Where is a prefix added?

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

A suffix is added to the end of a word. Where is a suffix added?

- A suffix is added to the end of a word.

These are suffixes. *Place each suffix card into the pocket chart as you read it aloud.*

-less, -ment, -able

Let's read these suffixes together.

- -less, -ment, -able

The meaning of each suffix is written on each card.

Read the meaning aloud as you point to each suffix card.

-less means without

What does -less mean?

- -less means without

If we are shoeless, we are without shoes.

-ment means the action of

What does -ment mean?

- -ment means the action of

If we give encouragement to a friend, it means our actions, such as, helping to study for a test, encourage the friend to study.

-able means can be

What does -able mean?

- -able means can be

If something is eatable, it means it can be eaten.

Point to the suffixes as you name them. Let's add the suffixes -ment and -able to the base word, pay.

Place the word card pay at the top of the pocket chart. This word is pay.

Say pay with me. *Point to pay.*

- pay

Place pay definition card directly under word card.

When you pay for something, you give money. You can pay for goods. For instance, I need to pay for my groceries before I leave the store. You can also pay for services. For instance, I will pay the barber for my haircut.

Place the suffix -ment after pay. Let's add the suffix -ment to the base word, pay. This is the word payment. Read this word with me.

- payment

Point to the definitions on the cards.

We know that -ment means the action of; so payment means the action of pay or paying. We can change the verb pay to paying, to make the definition make sense. Payment means the action of paying. What does payment mean?

- Payment means the action of paying.

That's right. This means that we are paying for something.

Listen to this sentence using payment.

My parents wanted a new car, but the monthly payment was too much money. Let's say that sentence together.

- **My parents wanted a new car, but the monthly payment was too much money.**

What is the meaning of this sentence?

Accept all relevant answers that show that this sentence is understood (e.g., My parents wanted to buy a new car, but they had to pay too much money each month.)

Return -ment to the bottom of the pocket chart.

Place -able' after the base word.

Let's add the suffix -able to the base word, pay. This is the word, payable. Read payable with me.

- **payable**

Point to the definitions on the cards.

Payable means can pay or can be paid. We can change the verb pay to paid, to make the definition make sense.

Payable means can be paid. What does payable mean?

- **Payable means can be paid.**

That's correct. This means that something can be paid.

Listen to this sentence using payable.

The check for my birthday says it is payable to me. Let's say that sentence together.

- **The check for my birthday says it is payable to me.**

What is the meaning of this sentence?

- *Accept all relevant answers that show that this sentence is understood (e.g., the money from the check can be paid to me)*

Would you make a payable, or a payment, to buy some new clothes? *Point to payment.*

- **payment**

That's right. You would make a payment to buy some new clothes.

Return -ment to the bottom of the pocket chart.

Here's another base word. *Place the word card, ship at the top of the pocket char.*

This word is ship. Say ship with me. *Point to ship.*

- **ship**

Place ship definition card directly under word card.

Ship can mean a boat but it can also mean to transport or send. I took the package to the post office to ship it.

Point to the suffix as you name it.

Let's add the suffix -ment to the base word, ship.

Place -ment after ship.

This is the word shipment. Read shipment with me.

- **shipment**

Point to the definitions on the cards.

Shipment can mean the action of transport or transporting. We can change the verb transport to transporting, to make the definition make sense.

Shipment means the action of transporting. What does shipment mean?

- **Shipment means the action of transporting.**

That's correct. This means that something is shipped.

Listen to this sentence using shipment.

The train took a shipment of food to the grocery store. Let's say that sentence together.

- **The train took a shipment of food to the grocery store.**

What is the meaning of this sentence?

- Accept all relevant answers that show that this sentence is understood (e.g., the train was involved in the action of transporting food to the store.)

You did a great job adding suffixes to make new words with new meanings. *Return -ment to the bottom of the pocket chart.*

Now we will add both a prefix and a suffix to a base word.

Move the prefix, re-, and the suffix, -ment, around the base word.

Let's add the prefix re- and the suffix -ment to ship. This is the word reshipment.

Read reshipment with me.

- reshipment

Point to the definitions on the cards. Reshipment means again or repeating the action of transporting. It makes more sense to move some of the words so that it means the action of transporting again. What does reshipment mean?

- Reshipment means the action of transporting again.

You got it. That means it will be shipped again. The package was lost in the mail so the company sent a reshipment.

Let's say that sentence together.

- The package was lost in the mail so the company sent a reshipment.

What is the meaning of this sentence?

- Accept all relevant answers that show that this sentence is understood (e.g., they had to resend the same thing again since it was lost).

Then ask the following questions.

Would you send a shipment or a reshipment if you had to send another shipment of something?

- reshipment

Why? *Accept all relevant answers (e.g., re means to do something again so a reshipment means to send another shipment).*

Would you use the word, misplace or replace, when telling someone that you can't find your toy?

- misplace

Why? *Accept all relevant answers (e.g., mis means not or wrong. So misplace means I put my toy in the wrong place.)*

Replace prefix and suffix cards to lower portion of pocket chart to be used again.

STUDENTS PRACTICE TASK

Now it's your turn to make new words.

A prefix is added to the beginning of a base word. These cards have the prefixes and the meaning of each prefix.

Point to each prefix and its meaning as students read aloud.

Read each prefix and its meaning.

pre- means before

mis- means not or wrong

re- means again

A suffix is added to the end of a base word. These cards have the suffixes and the meaning of each suffix. Point to each suffix and its meaning as students read aloud.

Read each suffix and its meaning.

-less means without

-ment means the action of

-able means can be

Place the base word card at the top of the pocket chart.

This is the base word, place. Say place. Point to place.

place

Put the place definition card directly under word card.

Read the definition of place.

Place means to put or leave.

When you place something, you put it in a particular spot.

Your turn to use place in a sentence. *Accept all relevant responses.*

Sample student response:

I stood in line in the same place for a long time.

Add the prefix re- to place. *Move re- next to place. This is replace.*

What word?

replace

Now use the meanings of re- and place to figure out the meaning of replace. What does replace mean? *Point to each definition on the word cards as the students work through creating an acceptable definition. You may need to scaffold the student's response. You can repeat the meaning of each part and remind them that it may make more sense to move the words around or add some additional words. Replace means to put or leave again.*

Use replace in a sentence. *Accept all responses that demonstrate appropriate student understanding of the word (e.g., My mother asked me to replace the book when I knocked it off the shelf.)*

Record replace on chart paper so students see the many words that may be created using prefixes, base words, and suffixes.

Add the suffix -ment to replace. This is replacement.

What word?

replacement

Use the meanings of re-, place, and -ment to figure out the meaning of replacement. What does replacement mean? *Point to each definition on the word cards as the students work through creating an acceptable definition. Provide necessary scaffolding by asking students if they can make more sense of the meaning by moving the words around or adding additional words to the definition. Replacement means the action of replacing something or someone.*

Use replacement in a sentence. *Accept all responses that demonstrate appropriate student understanding of the word (e.g., When Suzy got sick, the teacher needed a replacement for Suzy in the school play.)*

Record replacement on chart paper or white board so students see the many words that may be created using prefixes, base words, and suffixes.

Continue to make various words with the prefix and suffix cards when added to the base word place. Follow the above sequence of statements and questions. Continue to record each new word on the chart paper or white board.

Then ask the following questions.

Would you replace or misplace a torn paper?

replace

Why? *Accept all relevant answers (e.g., If it was a paper that I needed to hand into my teacher, I would replace it so it looked good).*

If you can't find your homework paper, did you misplace it or replace it?

misplace

Explain your answer. *Accept all relevant answers (e.g., I must have put it in the wrong place if I can't find my homework.).*

INDEPENDENT PRACTICE

When students are consistently able to read and determine the meaning of words using base words and affixes, provide individual turns using other words. Call on students in an unpredictable order, calling more frequently on students who made errors.

SCAFFOLDING SUGGESTION FOR ERRORS

Verify that students are correctly identifying the base word and affixes. If students are experiencing difficulty with reading the word parts, review the Third Grade Phonics Instructional Routine: Identify Base Words and Affixes to Read Multi-Syllabic Words #1. If students are experiencing difficulty with understanding the meaning of the word parts, review the Third Grade Phonics Instructional Routine: Identify Base Words and Suffixes to Read Multisyllabic Words #2. If students are experiencing difficulty with identifying the meaning of the base word, simplify the word or provide more examples to help the students learn the word.

Adaptations using this Instructional Routine:

- Use the same word throughout the entire instructional routine.
- Complete the instructional routine using only prefixes or suffixes rather than incorporating both affixes.
- Use the newly learned words with the affixes in a New Vocabulary or Making Connections Instructional Routine to further develop the understanding of the words.
- Provide students with an intriguing writing prompt and encourage students to include words with affixes in their writing.

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

- [V.011 Affix Action](#)
- [V.012 Build-A-Word](#)
- [V.013 Sentence Match](#)

pre

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