

# PREFIXES SUFFIXES & ROOTS

## GRADE 3+

### The Meaningful Parts that Make Up Big Words

unhappy

careful

disagree

painless

misspell

darkness

rewrite

teacher

preview

actor

**Eight Sequenced Lessons**

Increase Vocabulary

Improve Spelling & Word Attack Skills

Teach Big Words

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Duplication of this book on a scale larger than the individual classroom is permitted only with the publisher's written approval.

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# Introduction

*Prefixes, Suffixes, and Roots, Grade 3+*, is a program that provides eight unique sequenced lessons that teach students in grade three and above to identify and to spell root words with prefixes and suffixes and to learn their meanings. Learning the meaningful parts that make up words (prefixes, suffixes, and roots) is a key to decoding and understanding big words.

A prefix is a word part (a letter or group of letters) added to the beginning of a word, a word part that changes the word's meaning. A suffix is a word part (a letter or a group of letters) that appears at the end of a word.

Although suffixes carry meaning, their primary function is changing words into different parts of speech (nouns, verbs, and adjectives, for example). The program focuses on suffixes that add or change the meaning of the word, and includes words that are consistent and easy to understand. By analyzing prefixed and suffixed words, students learn clusters of words that share common elements: **re**view, **re**pay, help**ful**, thank**ful**, and fear**ful**, for example.

The *Prefixes, Suffixes, and Roots, Grade 3 +*, program has eight lessons, each with the same structure, making the program comfortable for students and easy for teachers to present. Lesson reviews and final reviews insure optimal learning. In English, the prefixes **un**, **re**, **in**, and **dis** represent over half of the prefixed words. These four prefixes and more are included in the program. For learning reinforcement and for enjoyment, a word search of lesson words is included in each lesson review. Words in the word search are found in an across and down pattern.

Students can do all parts of the program lessons independently with the exception of the Speed-Read Card, a timed rapid reading test. Timed rapid reading is important for improving automatic word recognition. Following are the directions for the Speed-Read Card: Students complete the Speed-Read Cards with the teacher, the aide, or another student (the reading partner). The teacher, the aide, or the student reading partner asks students to read the test words and times them for 15 to 30 seconds or longer. Then students count the number of words they have read. If students read all of the words before the end of the timed period, they start the test again and count the additional words in their totals.