



Objective

The student will identify the meaning of affixes.

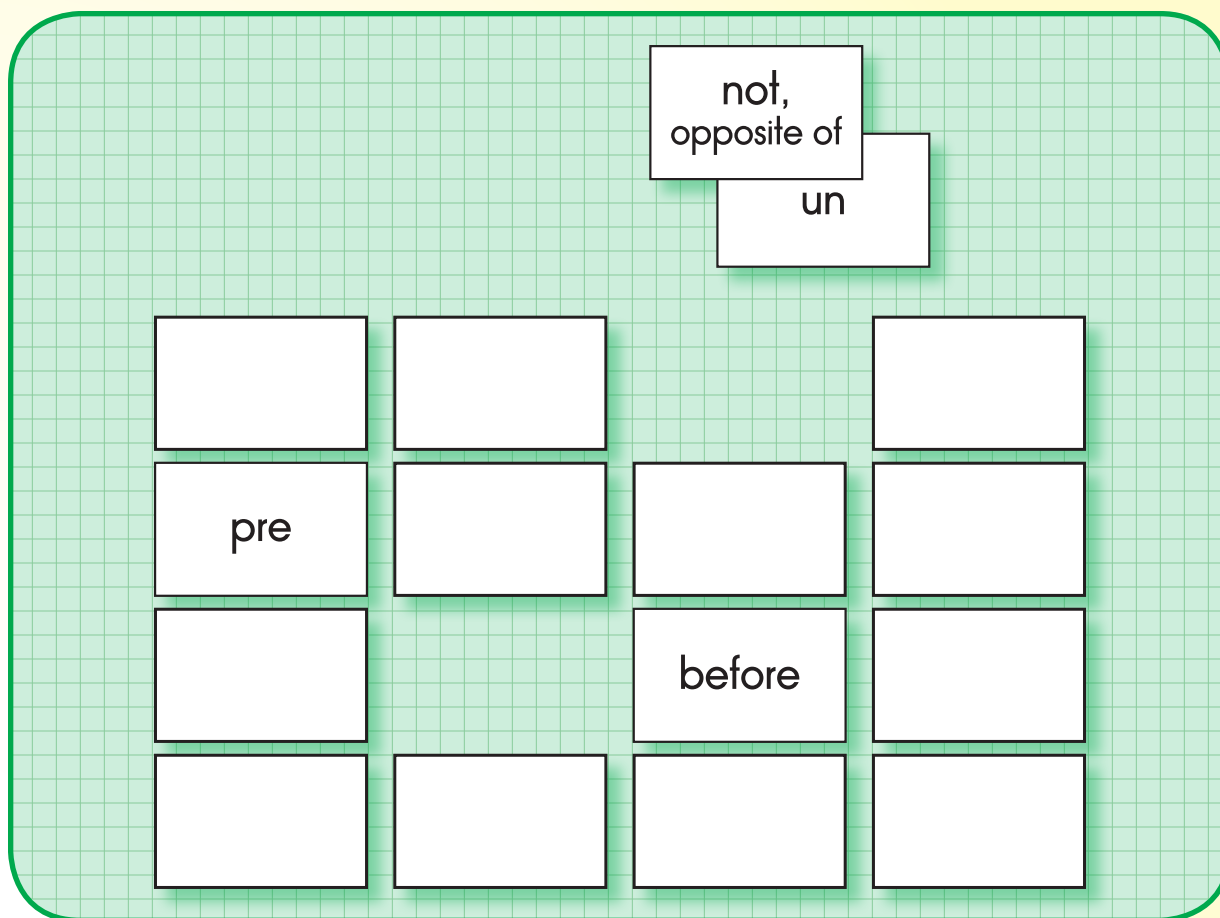
Materials

- ▶ Affix and meaning cards (Activity Master V.009.AM1a - V.009.AM1d)

Activity

Students match affixes to their meanings by playing a memory game.

1. Place the affix and meaning cards face down in rows on a flat surface.
2. Taking turns, students select two cards and read them.
3. Determine if cards match by showing an affix and its meaning (e.g., pre, before).
If there is a match, pick up cards and place to the side. If cards do not match, return them to their original positions.
4. Continue until all matches are formed.
5. Peer evaluation



not,
opposite of

un

pre			
		before	

Extensions and Adaptations

- ▶ Make more cards and play again (Activity Master V.001.AM4).
- ▶ Sort by prefixes and suffixes.

Vocabulary

Affix Concentration

V.009.AM1a

un

not,
opposite of

re

again

pre

before

mis

wrongly

affix and meaning cards



Vocabulary

V.009.AM1b

Affix Concentration

dis

not,
opposite of

in

not, into

non

not,
opposite of

affix and meaning cards



Vocabulary

Affix Concentration

V.009.AM1c

less

without

ly

resembling

able

is, can be

ness

state or
quality of

affix and meaning cards



er

one who

est

most (when
comparing)

ful

full of





Meaningful Affixes

Objective

The student will identify the meaning of words with affixes.

Materials

- ▶ Work boards (Activity Master V.010.AM1)
- ▶ Affix cards (Activity Master V.010.AM2)
- ▶ Base word cards (Activity Master V.010.AM3)
There are ten base words. Six will be used twice: clear, faith, kind, inform, comfort, assemble. Four will be used once: avoid, fiction, heat, direct.
- ▶ Meaning cards (Activity Master V.010.AM4a - V.010.AM4c)

Activity

Students make words to match meanings by combining affixes and base words.

1. Place affix and base word cards face up in separate rows. Place the meaning cards face down in a stack. Provide each student with a work board.
2. Taking turns, students select a card from the meaning stack, read it, and place it on the work board (e.g., put together again).
3. Find the base word (i.e., assemble) and affix (i.e., re) to make the word that matches the meaning.
4. Place the affix and base word above the meaning on the work board and read it (i.e., reassemble). Return base word and affix cards back to their original positions.
5. Continue until all meaning cards are used.
6. Peer evaluation

ly re dis ful un

assemble

Affix base word Affix

put together again

Meaning

avoid clear faith

Extensions and Adaptations

- ▶ Record words on paper. Write sentences using the words to demonstrate meaning.
- ▶ Use same base words and affixes with easier meaning cards (Activity Master V.010.AM5a - V.010.AM5c).
- ▶ Make other affix, base word, and meaning cards (Activity Master V.010.AM6).

Vocabulary

V.010.AMI

Meaningful Affixes

Affix	Base Word	Affix
Meaning		



Affix	Base Word	Affix
Meaning		



work boards

Vocabulary

Meaningful Affixes

V.010.AM2

pre	un	re	mis
non	in	dis	
ly	able	est	er
ful	ness	less	



affix cards

avoid

fiction

heat

direct

clear

faith

kind

inform

comfort

assemble



Vocabulary

Meaningful Affixes

V.010.AM4a

can stay away from

not make believe

warm before

not straight

not see through

resembling see through

meaning cards — answers: avoidable, nonfiction, preheat, indirect, unclear, clearly



full of belief

without belief

state of being nice, helpful

nicest, most helpful

wrongly tell

one who tells

meaning cards — answers: faithful, faithless, kindness, kindest, misinform, informer



Vocabulary

Meaningful Affixes

V.010.AM4c

not satisfied, not at ease

state of being satisfied, at ease

opposite of put together

put together again

meaning cards — answers: discomfort, comfortable, disassemble, reassemble



can avoid

not fiction

heat before

not direct

not clear

resembling clear

meaning cards — answers: avoidable, nonfiction, preheat, indirect, unclear, clearly



Vocabulary

Meaningful Affixes

V.010.AM5b

full of faith

without faith

state of being kind

most kind

not inform

one who informs

meaning cards — answers: faithful, faithless, kindness, kindest, misinform, informer



no comfort

state of (feeling) comfort

opposite of assemble

assemble again

meaning cards — answers: discomfort, comfortable, disassemble, reassemble



Vocabulary

Meaningful Affixes

V.010.AM6

affix	affix	affix	affix
base words		base words	
base words		base words	
meaning			
meaning			

affix cards, base word cards, and meaning cards





Objective

The student will produce the meaning of words with affixes.

Materials

- ▶ Word cards (Activity Master V.011.AM1a - V.011.AM1b)
- ▶ Student sheet (Activity Master V.011.SS)
- ▶ Pencils

Activity

Students segment words into base words and affixes to determine the meaning.

1. Place word cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select a word card and read it (e.g., *effortless*).
3. State the base word and affix (i.e., *effort* is the base word and *less* is the suffix).
4. Brainstorm the meaning of the word with partner.
5. Record word, circle the affix, write the affix meaning, and the meaning of the word on the student sheet.
6. Teacher evaluation



Word	Affix meaning	Meaning of the word
disqualify	not	not eligible
effortless	without	without force

Extensions and Adaptations

- ▶ Mix same word cards with non-example word cards (Activity Master V.011.AM2). Sort by words containing affixes and those that only appear to contain affixes (Activity Master V.011.AM3).
- ▶ Make other word cards containing affixes to dissect (Activity Master V.001.AM4).
- ▶ Use words that have prefixes and suffixes.

Vocabulary

Word Dissect

V.011.AM1a

affordable

effortless

doubtful

frequently

farmer

soreness

strictest

fearless

word cards



misplace

indirect

nonsense

reattach

presuppose

unhinge

disqualify

informal



Name _____

Word Dissect

V.011.SS

Word	Affix meaning	Meaning of the word

pressure

index

uncle

under

intrigue

butterfly

imagine

table

non-example cards



Example
(has affix)

header



Non-Example
(appears to have affix)

header





Objective

The student will produce the meaning of words with affixes.

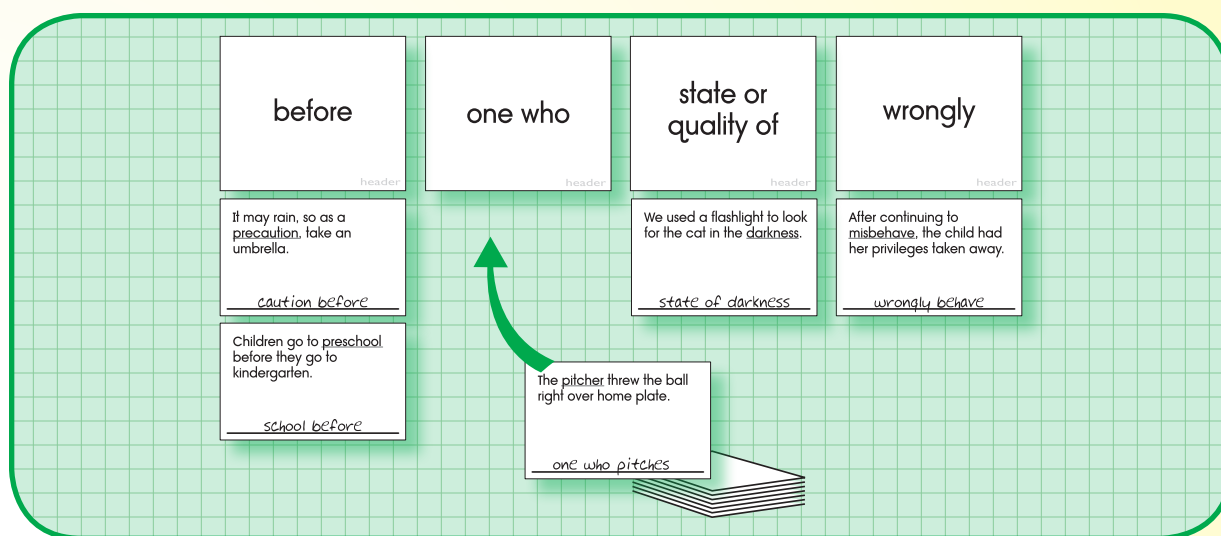
Materials

- ▶ Affix meaning header cards (Activity Master V.012.AM1)
Note: Affixes used are dis-not, opposite of; pre-before; mis-wrongly; ness-state or quality of; er-one who; able-is, can be.
- ▶ Sentence cards (Activity Master V.012.AM2a - V.012.AM2c)
Copy, laminate, and cut.
- ▶ Vis-à-Vis® markers

Activity

Students write the meanings of words with affixes and sort by affix meaning.

1. Place header cards in a row face up and sentence cards face down in a stack. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, students select the top card from the stack and read the sentence aloud. For example, “The pitcher threw the ball right over home plate.”
3. Read the underlined word (e.g., pitcher). Say the base word and the affix with its meaning. For example, “The base word is *pitch* and the affix is *er* which means *one who*.”
4. Write the meaning of the word with the Vis-à-Vis® marker in the blank (i.e., one who pitches).
5. Place sentence card under the header card that corresponds to the meaning of the affix (i.e., one who).
6. Continue until all sentence cards are sorted. Identify the affix used in each column (i.e., *er* means *one who*).
7. Peer evaluation



before	one who	state or quality of	wrongly
<small>header</small>	<small>header</small>	<small>header</small>	<small>header</small>
<small>caution before</small>		<small>state of darkness</small>	<small>wrongly behave</small>
<small>school before</small>	<small>one who pitches</small>		

Extensions and Adaptations

- ▶ Record meanings from headers, corresponding affixes, and words with meanings (e.g., before, pre, precaution, caution before).
- ▶ Make more affix meaning and sentence cards using target affixes (Activity Master V.001.AM4).
- ▶ Write other target affixes, meanings, and words (Activity Master V.012.SS).

Vocabulary

Make It Meaningful

V.012.AMI

not,
opposite of

header

before

header

wrongly

header

state or
quality of

header

one who

header

is, can be

header

header cards



Vocabulary

V.012.AM2a

Make It Meaningful

Although we do disagree, we still respect each other's opinion.

She did not eat much because she was dissatisfied with the food.

When the magician made the rabbit disappear, we wondered if we would see it again.

We had to discontinue the use of electronic devices so they wouldn't interfere with the airplane's equipment.

It may rain, so as a precaution, take an umbrella.

Children go to preschool before they go to kindergarten.

We got to preview the movie and make comments before anyone else saw it.

I will precook the meat in the morning, so just heat it up when you want to eat.

sentence cards



Vocabulary

Make It Meaningful

V.012.AM2b

If you mistreat others, they may not be kind to you.

There was a miscount of the votes, so they had to be added up again.

After continuing to misbehave, the child had her privileges taken away.

He studied hard and as a result did not misspell any words.

We used a flashlight to look for the cat in the darkness.

Their sadness about losing the game was replaced by joy when they won the next day.

Her pleasantness is just one of the reasons people like her.

His goodness was apparent in the way he helped others and expected nothing in return.

sentence cards



Vocabulary

V.012.AM2c

Make It Meaningful

My parents spoke to the banker about getting a loan.

The speaker talked to the audience for over an hour.

The pitcher threw the ball right over home plate.

The seller got exactly the amount he wanted for his bike.

It was honorable of the person to save the little girl from drowning.

She was agreeable to letting us borrow her car so we wouldn't have to walk.

Forest fires can be preventable if you make sure your campfire is completely out.

The reclining chair with the cushions is more comfortable than the wooden one.

sentence cards





V.013

Vocabulary

Morphemic Elements

Affix Game

Objective

The student will produce the meaning of words with affixes.

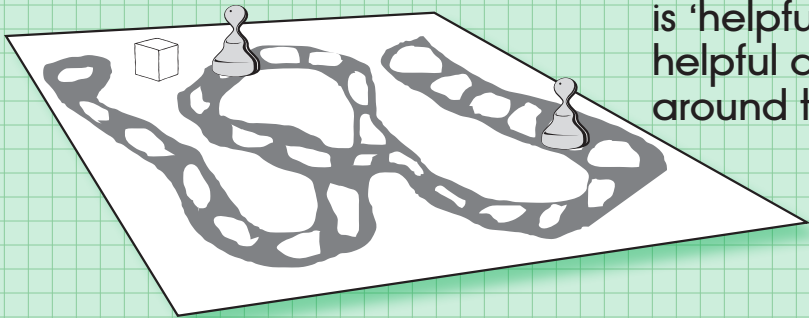
Materials

- ▶ Game board (Activity Master V.013.AM1a - V.013.AM1b)
Copy, mount, and laminate.
- ▶ Work board (Activity Master V.013.AM2)
Laminate.
- ▶ Number cube (Activity Master V.013.AM3)
- ▶ Dictionary
- ▶ Vis-à-Vis® markers
- ▶ Game pieces (e.g., counters)

Activity

Students make words and use them in a sentence to show meaning by playing an affix game.

1. Place game board, number cube, work board, game pieces, and dictionary on a flat surface. Provide each student with Vis-a-Vis® marker.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown.
3. Read affix, identify as a prefix or suffix, and state the meaning. Say a word with the affix and use in a sentence. For example, “*Ful* is a suffix that means *full of*. A word with the affix is *helpful*. I like to be helpful and do chores around the house.”
4. If correct, leave game piece on the space and write word under the corresponding row on the work board. Note: Students may only use a word once. Use dictionary, as needed.
5. If incorrect, return game piece back to the previous space.
6. Continue until both students reach the end.
7. Peer evaluation



“The suffix ‘ful’ means ‘full of.’ A word with the affix is ‘helpful.’ I like to be helpful and do chores around the house.”

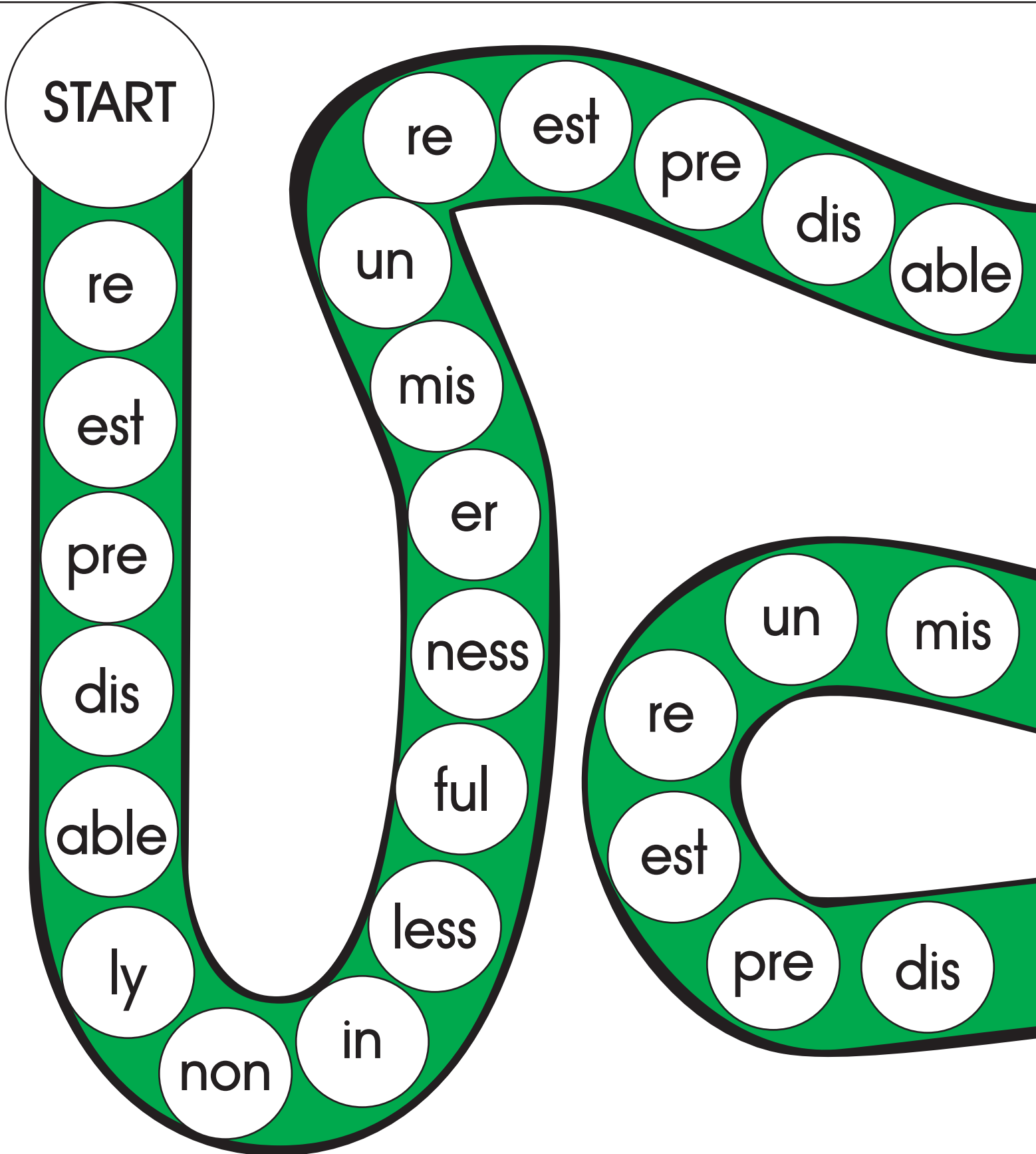
Extensions and Adaptations

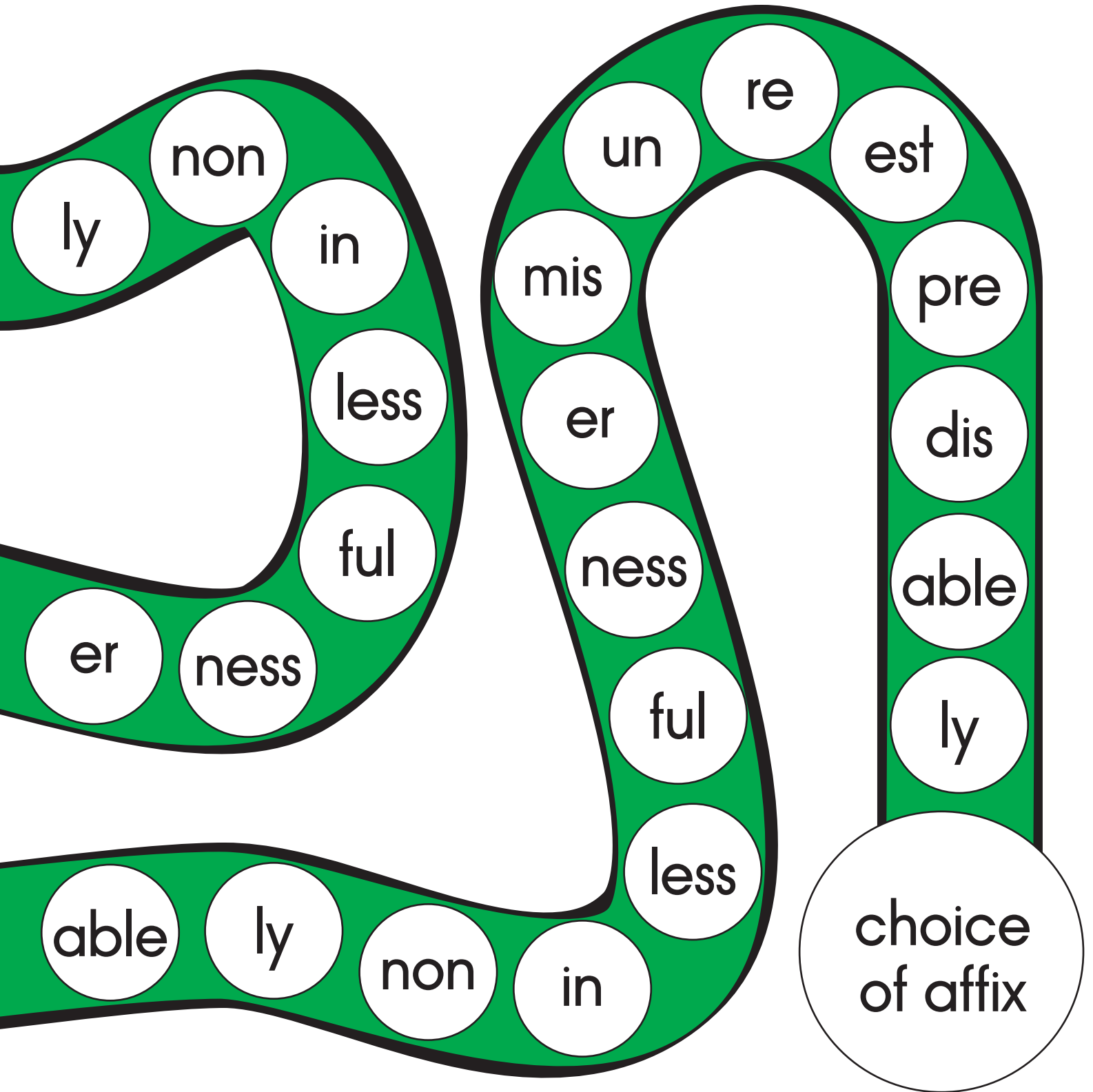
- ▶ Record affix, affix meaning, and a sentence using a word with the affix (Activity Master V.013.SS).
- ▶ Make other games using other affixes or roots (Activity Master V.013.AM4a - V.013.AM4b).

Vocabulary

Affix Game

V.013.AM1a





choice
of affix

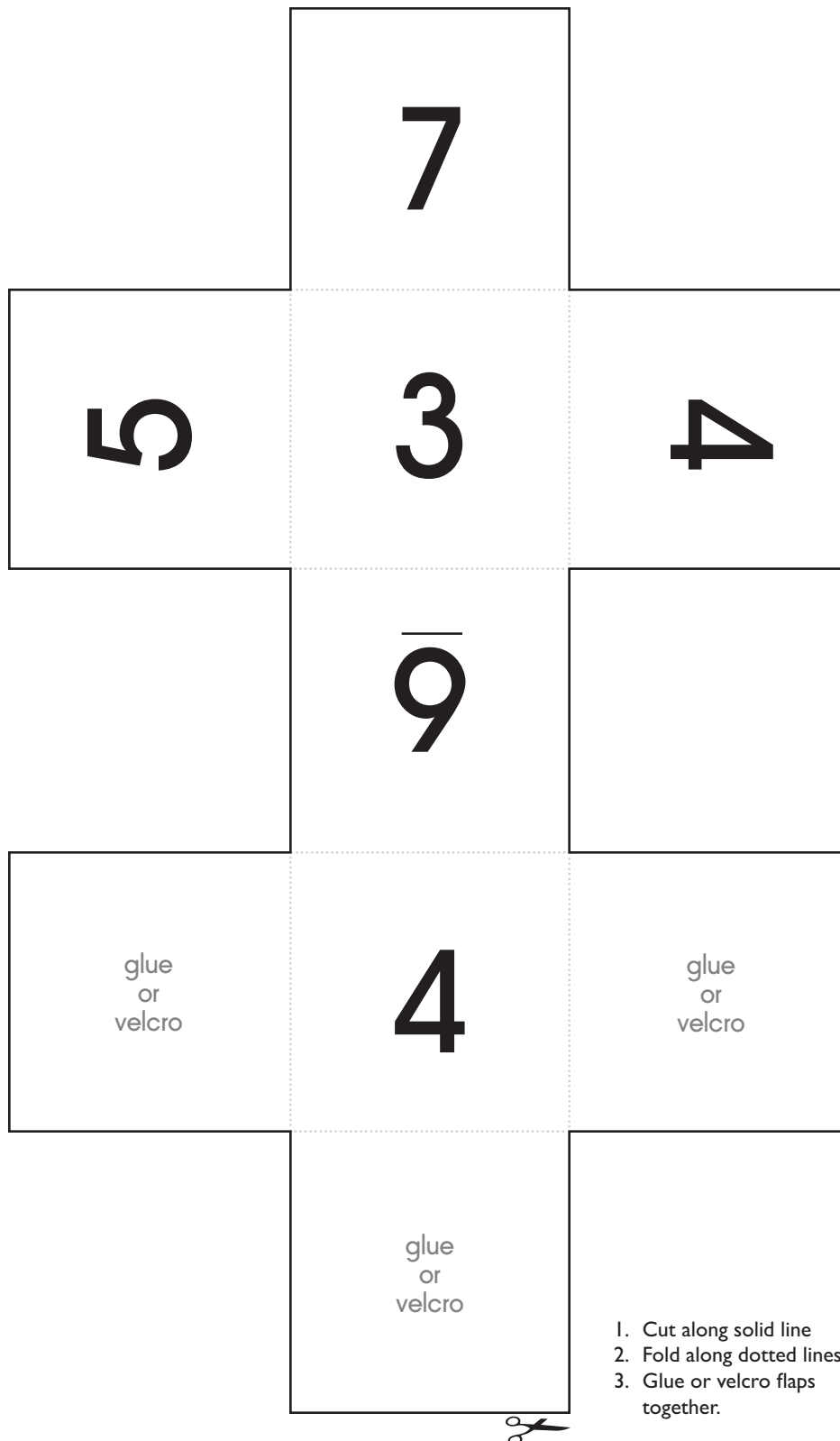
END

Vocabulary

Affix Game

V.013.AM2

re					
est					
pre					
dis					
able					
ly					
non					
in					
less					
ful					
ness					
er					
mis					
un					

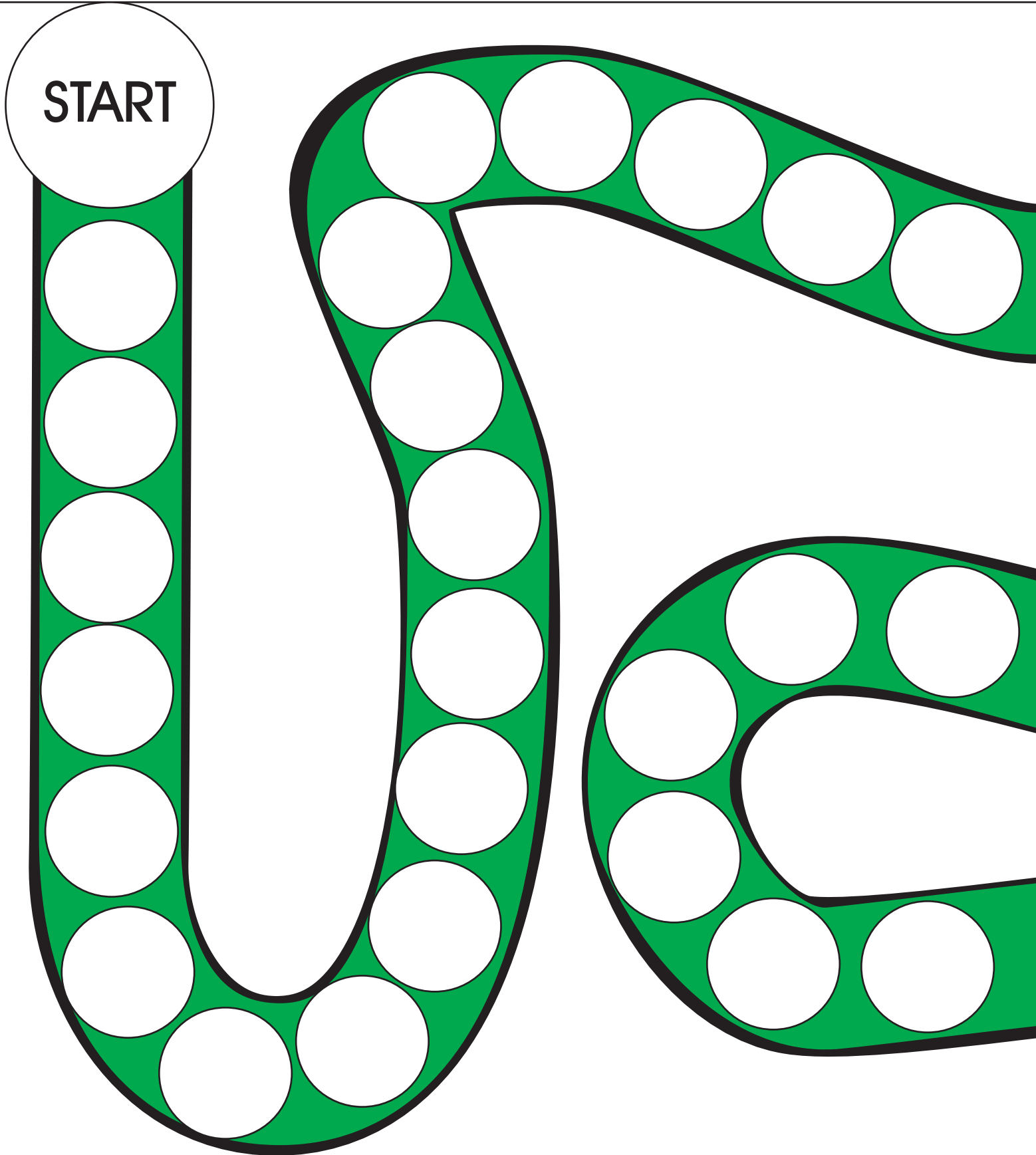


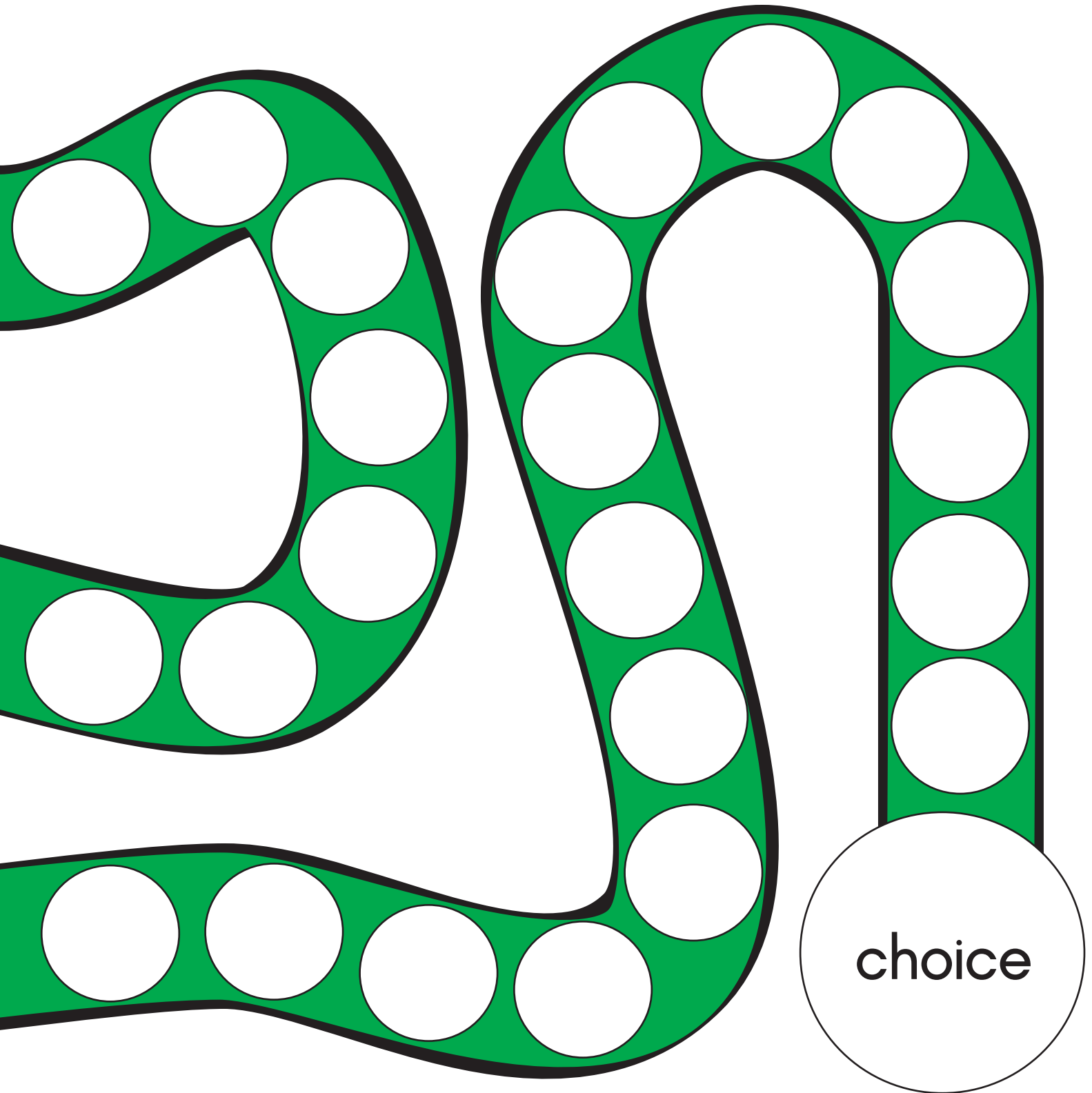
1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.

Vocabulary

Affix Game

V.013.AM4a





choice

END

Name _____

Affix Game

V.013.SS

Sentence using a word with the affix								
Affix meaning								
Affix								



Objective

The student will identify the meaning of roots.

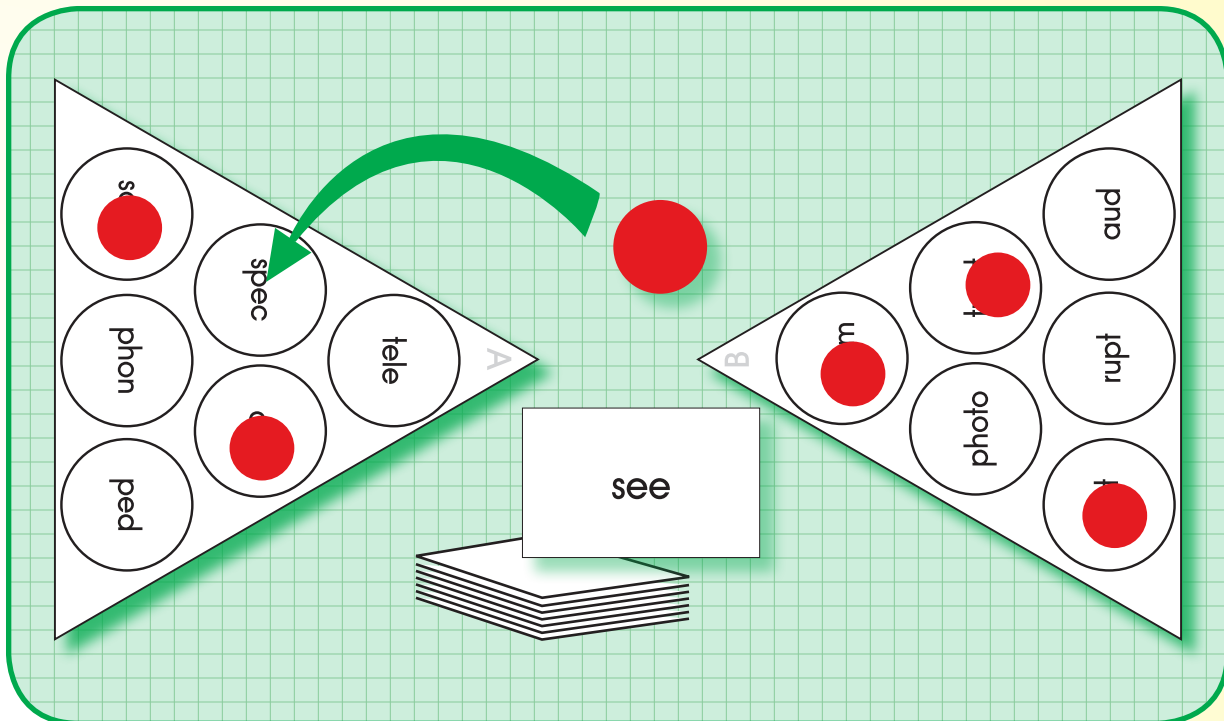
Materials

- ▶ Root triangles (Activity Master V.014.AM1a - V.014.AM1b)
There are two triangles marked "A" and "B." One student will use the "A" triangle and the other will use the "B" triangle.
- ▶ Meaning cards (Activity Master V.014.AM2a - V.014.AM2b)
- ▶ Game pieces (e.g., counters)

Activity

Students find roots that correspond to meanings by playing a matching game.

1. Place meaning cards face down in a stack. Provide each student with a different root word triangle.
2. Taking turns, students draw a card from the stack and read the meaning (e.g., see).
3. Look on triangle for the root word that matches the meaning (i.e., spec). If found, read the root and place game piece on the root. Place meaning card in a discard pile. If not found, place meaning card on bottom of stack.
4. Continue until both triangles are filled.
5. Peer evaluation



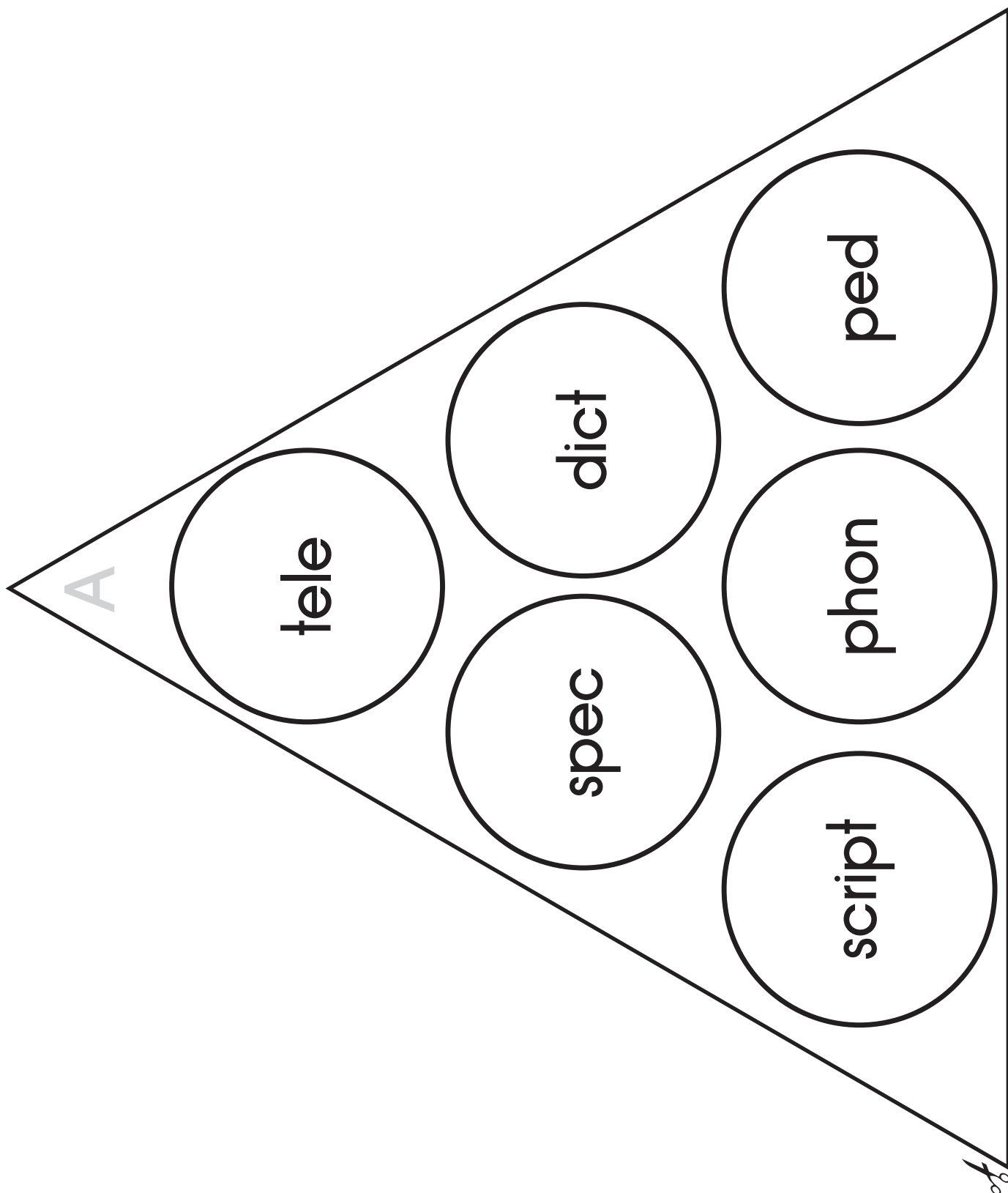
Extensions and Adaptations

- ▶ Play game by using roots on triangles to complete words. (Activity Master V.014.AM3a - V.014.AM3b).
- ▶ Write a root that completes each set of words (Activity Master V.014.AM4a - V.014.AM4b).
- ▶ Make root word triangles and meaning cards (Activity Masters V.001.AM4 and V.014.AM5).

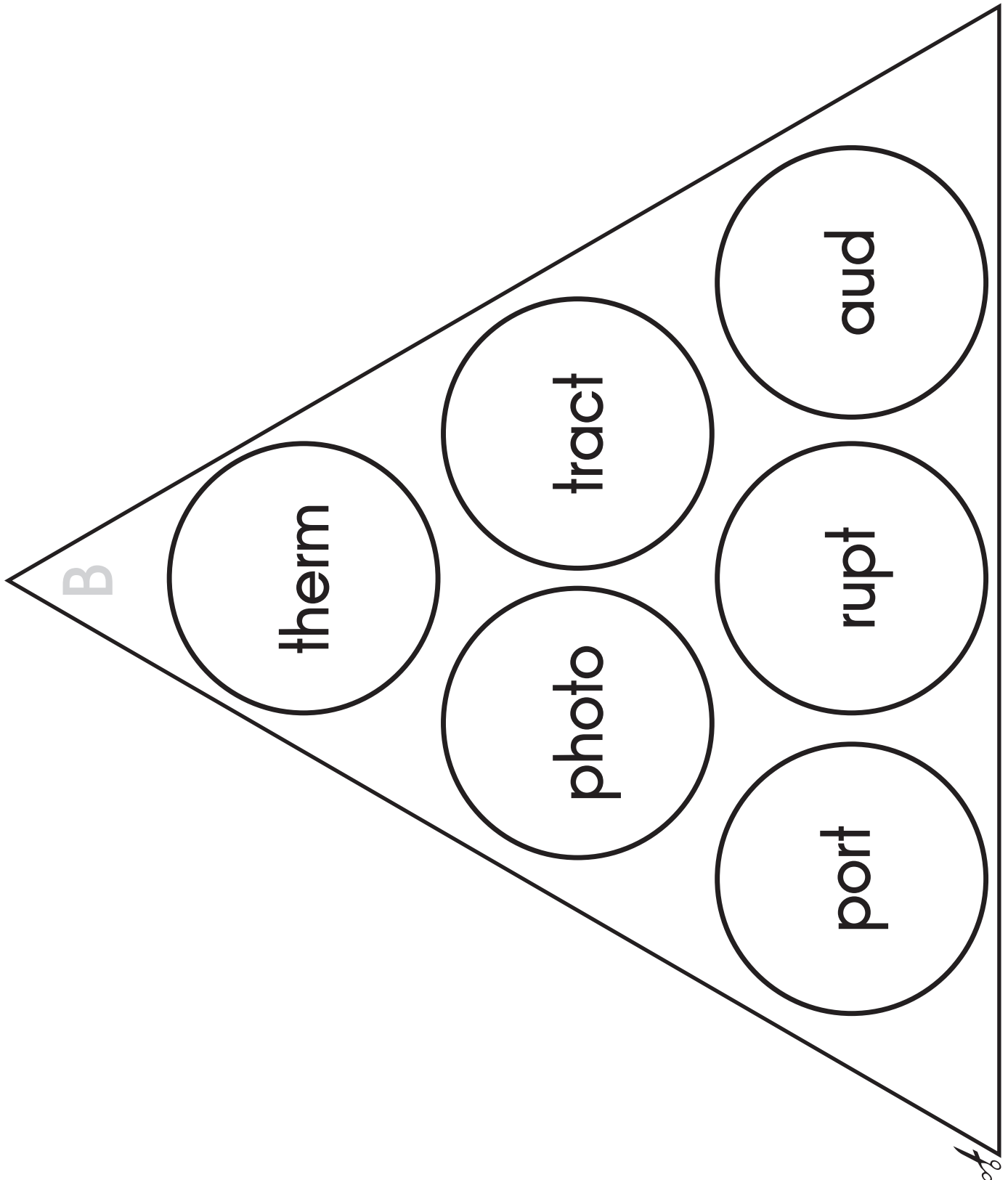
Vocabulary

Rooting for Meaning!

V.014.AMIa



root triangle



root triangle

Vocabulary

Rooting for Meaning!

V.014.AM2a

far or distant

see

say


write

sound

foot

heat

light

meaning cards — answers (left to right): tele, spec, dict, script, phon, ped, therm, photo 

drag or pull

carry

break

hear

meaning cards — answers (left to right): tract, port, rupt, aud



Vocabulary

Rooting for Meaning!

V.014.AM3a

_____ vision

_____ tacle

_____ ation

pre _____ ion

sym _____ y

_____ estrian

_____ os

_____ synthesis

word cards — answers: television, spectacle, dictation, prescription,
symphony, pedestrian, thermos, photosynthesis



Vocabulary

V.014.AM3b

Rooting for Meaning!

_____or

im_____

inter_____

_____ience

word cards — answers: tractor, import, interrupt, audience



Vocabulary

Rooting for Meaning!

V.014.AM4a

_____graph _____phone _____scope	in _____t _____tator re _____t
_____ate _____ionary pre _____	tran _____ manu _____ pre _____ion
_____ograph micro _____e _____ics	_____al _____estal mo _____
_____ostat _____al _____ometer	_____graph _____synthesis _____genic

word cards — answers: tele, spec, dict, script, phon, ped, therm, photo



Vocabulary

V.014.AM4b

Rooting for Meaning!

_____ion con_____ sub_____	im_____able _____able trans_____
e_____ure _____ure dis_____	_____io _____itorium _____ience
con_____ion in_____ure _____ure	re_____al uni_____al _____al
dia_____mar _____mar tele_____	tele_____e micro_____e stetho_____e

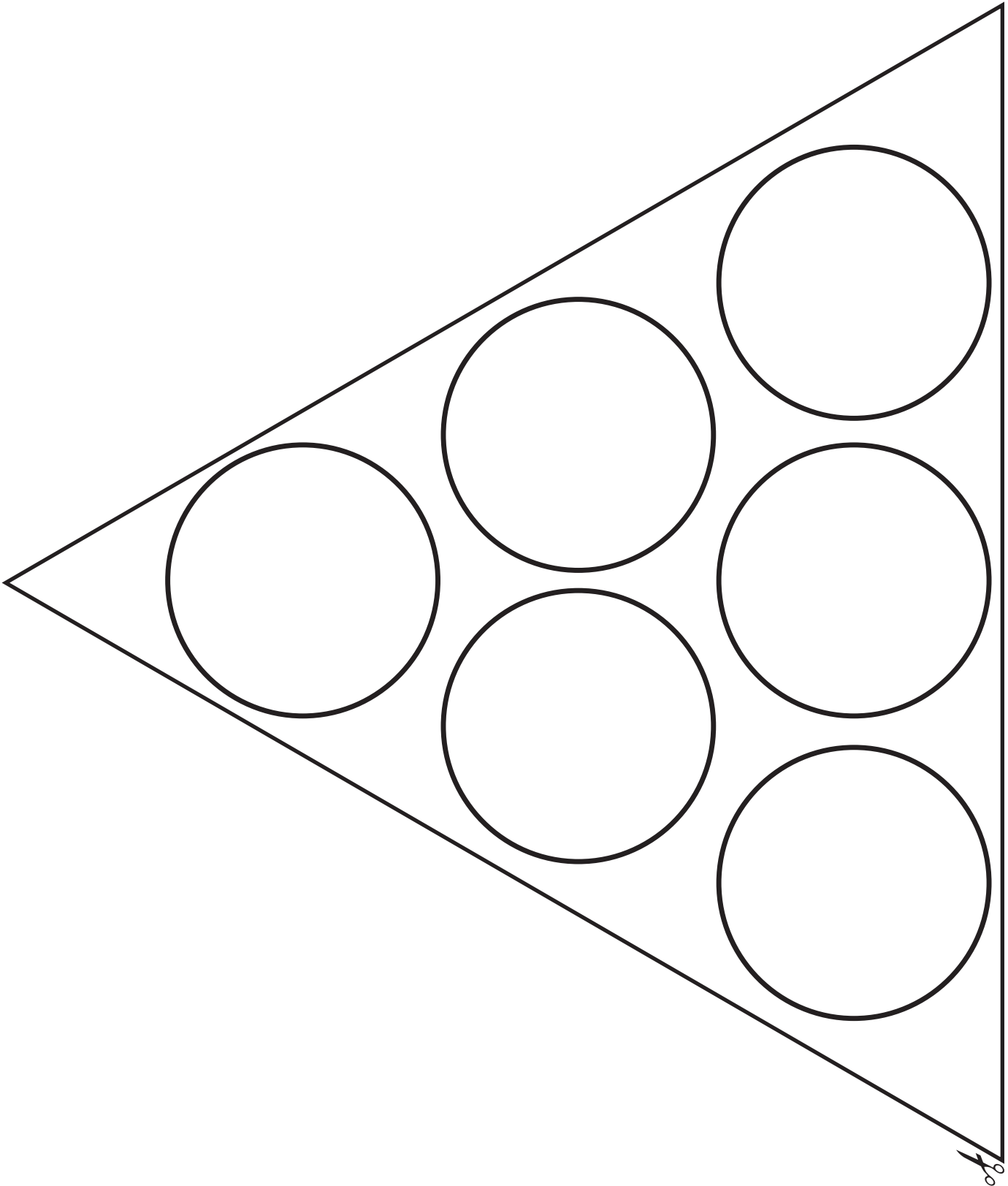
word cards — answers: tract, port, rupt, aud, struct, form, gram, scop



Vocabulary

Rooting for Meaning!

V.014.AM5



blank triangle



Objective

The student will identify words with common roots and related meanings.

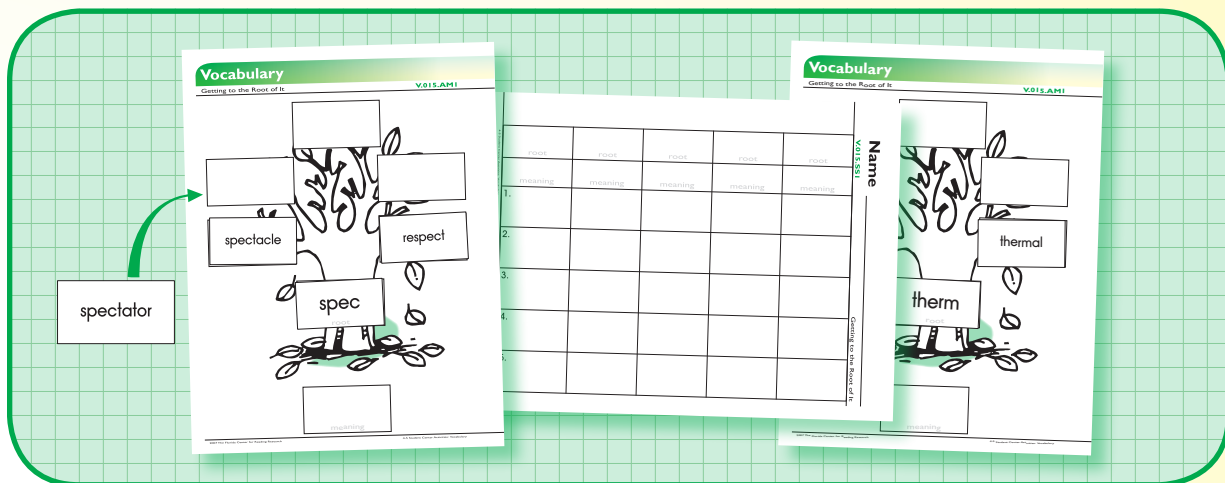
Materials

- ▶ Tree sorting board (Activity Master V.015.AM1)
Copy five times and laminate.
- ▶ Word, root, and meaning cards (Activity Master V.015.AM2a - V.015.AM2b)
Note: Roots used are photo, rupt, script, spec, therm.
- ▶ Student sheet (Activity Master V.015.SS1)
- ▶ Dictionaries
- ▶ Pencils

Activity

Students group words with common roots and related meanings by using a sorting board.

1. Place the word, root, and meaning cards face down in one stack. Place tree sorting boards face up in a row. Provide each student with a student sheet and a dictionary.
2. Taking turns, students select a card and read it (e.g., spectator). Place the card in one of the boxes on a tree. Note: Words containing a common root are placed on the same tree (e.g., *thermal* and *thermos* are on one; *spectacle* and *respect* are on another). Root cards are placed at the bottom of the tree in designated box (e.g., spec). Meaning cards are placed at the bottom of the sorting board in designated box (i.e., see).
3. Continue selecting, reading, and placing words until all cards are sorted on trees. Record root, root meaning, and words on student sheet.
4. Discuss meanings of the roots and corresponding words. Use dictionary, as needed.
5. Teacher evaluation



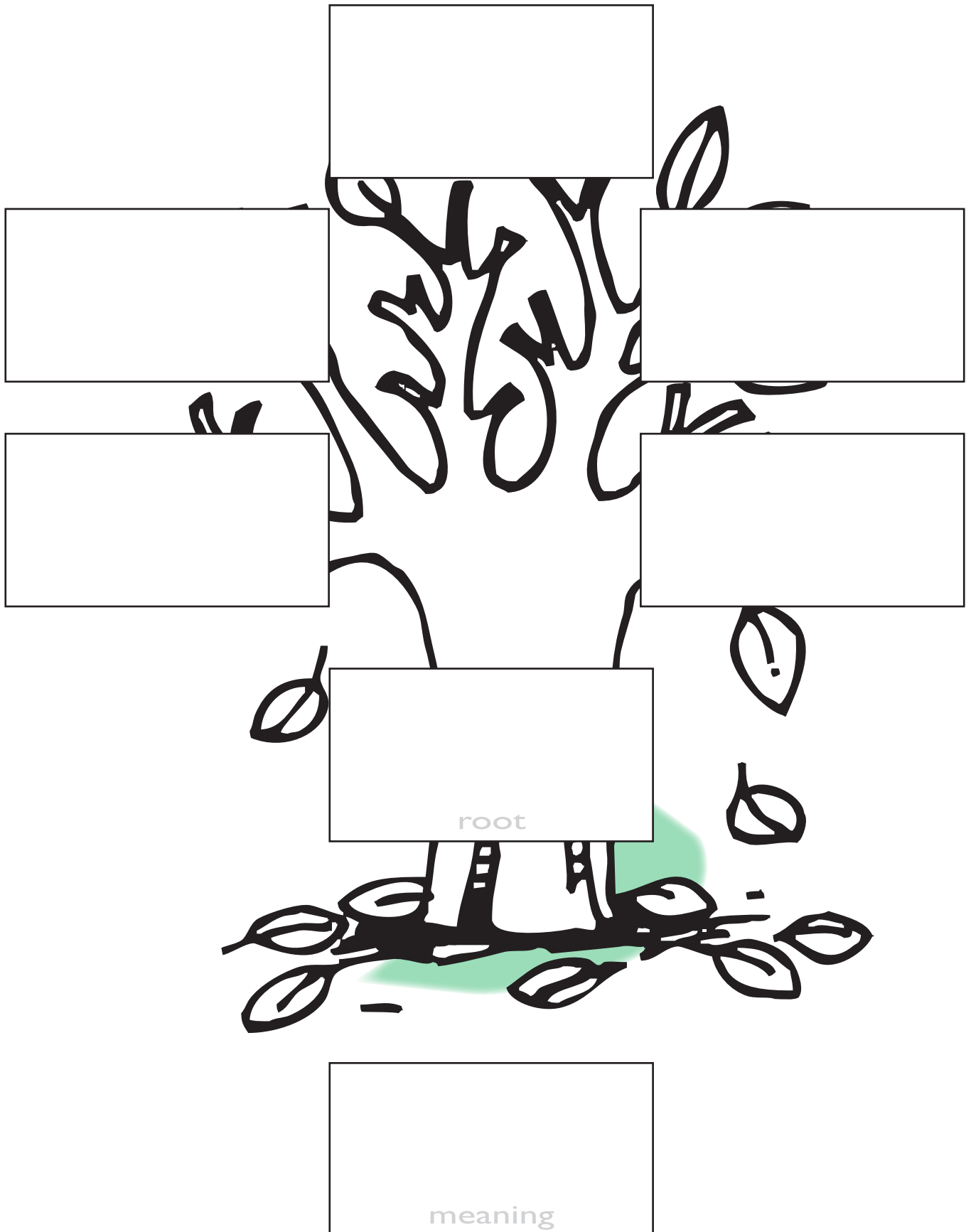
Extensions and Adaptations

- ▶ Choose one root and write the words and their meanings on back of student sheet.
- ▶ Make other root and word cards (Activity Master V.015.AM3).
- ▶ Write other roots and related words (Activity Master V.015.SS2).
- ▶ Play memory game with cards by matching words with common roots.

Vocabulary

Getting to the Root of It

V.015.AMI



Vocabulary

V.015.AM2a

Getting to the Root of It

photo root	rupt root	script root
light meaning	break meaning	write meaning
photogenic	erupt	prescription
photographer	interrupt	description
telephoto	disrupt	inscription
photography	rupture	manuscript
photograph	bankrupt	transcript

word, root, and meaning cards



Vocabulary

Getting to the Root of It

V.015.AM2b

therm root	spec root	root
heat meaning	see meaning	meaning
thermostat	spectator	
thermodynamic	respect	
thermos	suspect	
thermometer	inspect	
thermal	spectacle	

word, root, and meaning cards



Name _____

V.015.SSI

Getting to the Root of It

root	meaning					
root	meaning	1.	2.	3.	4.	5.
root	meaning					
root	meaning					
root	meaning					
root	meaning					
root	meaning					

Vocabulary

Getting to the Root of It

V.015.AM3

root	root	root
meaning	meaning	meaning

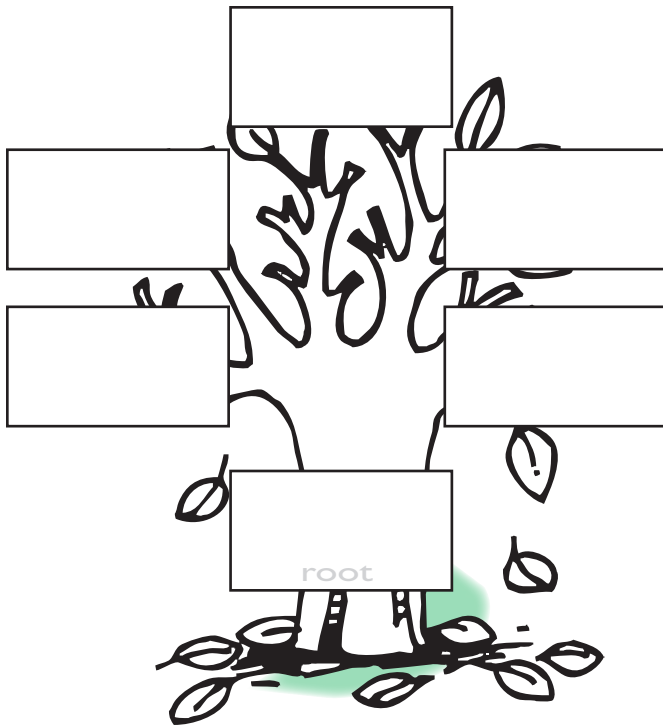
blank word, root, and meaning cards



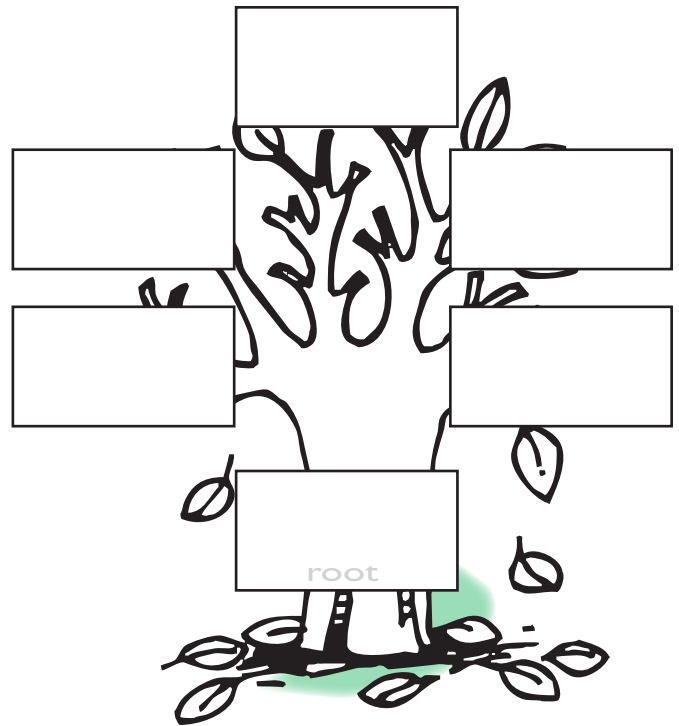
Name _____

V.015.SS2

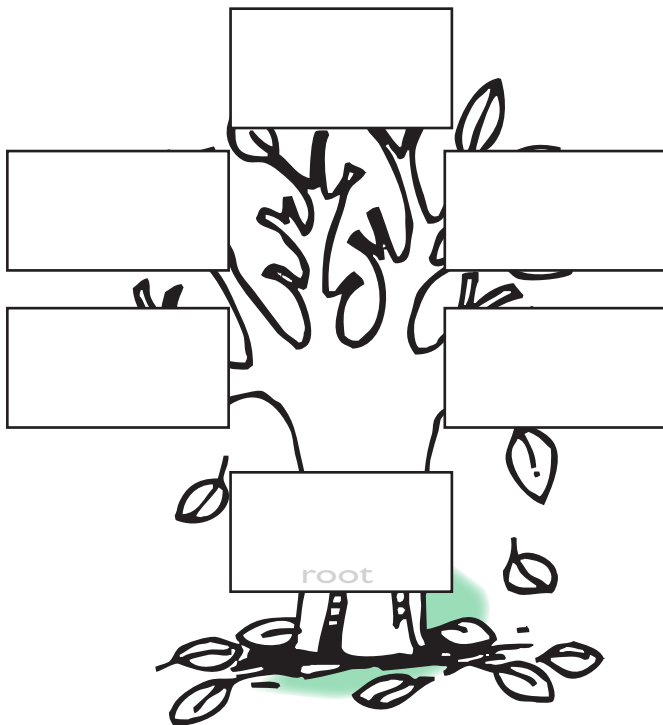
Getting to the Root of It



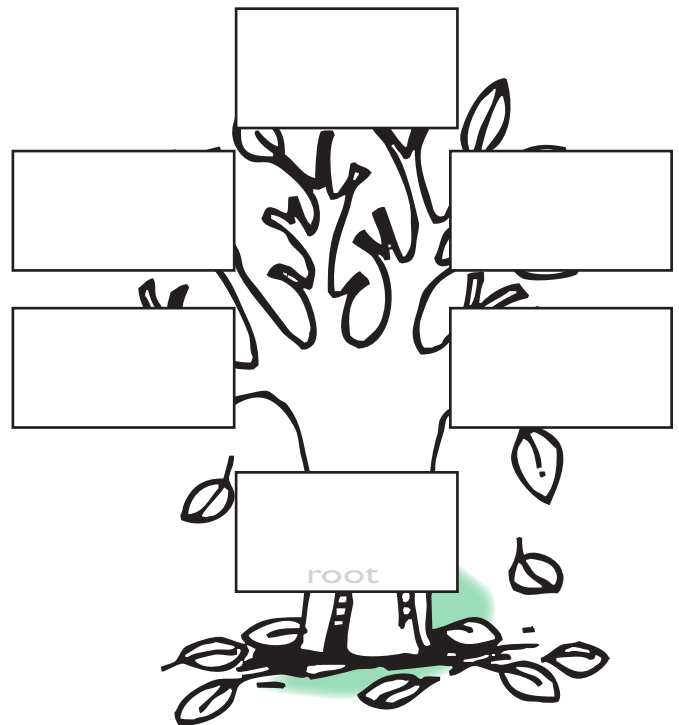
meaning



meaning



meaning



meaning



Root-O!

Objective

The student will produce words containing the same root and identify their meanings.

Materials

- ▶ Root-O! game boards (Activity Master V.016.AM1a - V.016.AM1b)
Laminate.
- ▶ Root cards (Activity Master V.016.AM2)
Copy twice.
- ▶ Dictionaries
- ▶ Vis-à-Vis® markers


Activity

Students write words and use them in a sentence to show meaning by playing a root game.

1. Place root cards face down in a stack. Provide each student with a different Root-O! game board, Vis-à-Vis® marker, and dictionary.
2. Taking turns, students select the top root card, read it, and state the meaning (e.g., tract, tract means drag or pull).
3. Say a word that contains the root that has not been stated by either student (e.g., tractor). Use dictionary, if needed.
4. State a sentence using the word that demonstrates its meaning. For example, “My dad used the tractor to pull the dead tree away.”
5. Write the word in the corresponding box. Note: If same root card is selected, another word is recorded in the box. If three words are recorded in one box, the student selects another card.
6. Place the root card at the bottom of the stack.
7. Continue until three of the boxes in a row contain at least one word.
8. Peer evaluation

Root-O!		
tele	photo	tract tractor
spec inspect	therm thermos thermal	dict
script	rupt	port

“The root is ‘tract.’ It means drag or pull. The word ‘tractor’ contains the root ‘tract.’ My dad used the tractor to pull the dead tree away.”



Extensions and Adaptations

- ▶ Make other Root-O! boards (Activity Master V.016.AM3) and root cards (Activity Master V.016.AM4).
- ▶ Write three roots, their meanings, and three words containing each root. Write a sentence using each word to show its meaning (Activity Master V.016.SS).

Root-O!

tele

photo

tract

spec

therm

dict

script

rupt

port



Vocabulary

Root-O!

V.016.AM1b

Root-O!

tract

therm

script

tele

spec

port

photo

dict

rupt



tele

photo

tract

spec

therm

dict

script

rupt

port



Vocabulary

Root-O!

V.016.AM3

Root-O!

<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>



Vocabulary

V.016.AM4

Root-O!

blank root cards



Name _____

Root-O!

V.016.SS

root:	Sentence using the word
meaning:	
word	
word	
word	
root:	Sentence using the word
meaning:	
word	
word	
word	
root:	Sentence using the word
meaning:	
word	
word	
word	