

# Table of Contents

---

<b>Introduction</b> .....	3
<b>Getting Started</b> .....	4
Planning and Scheduling	
Teaching a Lesson	
<b>Prefixes</b>	
e-, ex- (out, out of, outside).....	7
in- (in, inside, into).....	12
<b>Review Test</b> .....	17
non- (not) .....	18
il-, im-, in-, ir- (not).....	23
<b>Review Test</b> .....	28
pro- (for, in favor of, forward, positive) .....	29
retro- (backward, back),	
an-, anti- (against, opposite).....	34
<b>Review Test</b> .....	39
ab- (away from) .....	40
ad- (toward, to).....	45
<b>Review Test</b> .....	50
de- (down, out) .....	51
dif-, dis-, dys- (away, not, negative) .....	56
<b>Review Test</b> .....	61
equ-, equi- (equal, same).....	62
hemi-, semi- (half, halfway).....	67
<b>Review Test</b> .....	72
cent-, centi- (hundred), dec-, deca- (ten).....	73
penta- (five), oct- (eight),	
sol-, soli- (one, only, alone) .....	78
<b>Review Test</b> .....	83
multi- (many).....	84
auto-, self- (self) .....	89
<b>Review Test</b> .....	94
micro- (tiny, very small) .....	95
mega-, megal-, megalo- (large, great).....	100
<b>Review Test</b> .....	105
<b>Suffixes</b>	
-less (without, lacking, not existing, not) ....	106
-ness (the state, quality, or condition	
of something) .....	111
<b>Review Test</b> .....	116
-ist (a person who) .....	117
-ish (somewhat, related to, having a	
characteristic of) .....	122
<b>Review Test</b> .....	127
-ful (full of, characterized by) .....	128
-ion (action, process, state, or condition) ....	133
<b>Review Test</b> .....	138
<b>Answer Key</b> .....	139

# Introduction

Many students are good “decoders”—they know how to read a word by sounding out its parts. But often their comprehension of the word’s meaning is not as strong. Vocabulary knowledge is an important part of reading comprehension. Research has shown that actively involving students in learning word meanings improves students’ comprehension. In fact, improved vocabulary strengthens all areas of literacy—listening, speaking, reading, and writing.

Since increasing and developing students’ vocabulary will improve their overall literacy skills and reading comprehension, research recommends teaching students the parts of words. Over half of all English words contain prefixes or suffixes. These affixes provide essential clues to the core meaning of the words students read. Too often, students skip words they do not know as they are reading, which reduces their understanding of the text. For this reason, students need to learn how to break down the meaningful parts of unknown words.

As early as second grade, some state standards require that students begin to use their knowledge of roots, prefixes, and suffixes to determine the meanings of words. *More Prefixes and Suffixes* follows the same easy-to-use format as *Prefixes and Suffixes*. This new resource introduces students to 37 new prefixes and/or suffixes to support their growing vocabulary by teaching them how to “dissect” words and comprehend multisyllabic words, not just decode them. The activities in this resource incorporate all levels of literacy to maximize the transfer of vocabulary into your students’ speech, writing, and reading comprehension.



**Each lesson has five activity pages to teach students new vocabulary and thereby improve their comprehension skills:**

- A take-home **Word List** with parts of speech to study
- A set of hands-on **Vocabulary Sort** cards to match up for independent practice
- An **Application and Practice** page with vocabulary matching or sentence fill-ins and a crossword puzzle
- A set of **Read-Around Review** game cards for small-group review and application
- A **Vocabulary Quiz** using test-prep and fill-in-the-blank formats to assess and extend students’ learning

# Getting Started

---

## Planning and Scheduling

Review is a critical component to any learning process. Through repetition and practice, your students will begin to recognize the similarities of words that share a common prefix or suffix. They will use the understanding gained from the exercises in this book to “dissect” new words and infer their meanings. They will begin to naturally identify these prefixes and suffixes as they encounter them in their daily reading assignments, and build a broader vocabulary by adopting words that include them. You will reap the rewards of your efforts when you recognize that your students have started to use their new vocabulary words in their oral language and writing assignments. The key to this achievement is consistently incorporating review of these words in your everyday curriculum. This can be done by modeling the use of these words for your students as well as actively acknowledging any students who use these words throughout the day. In addition, games, quizzes, and review activities encourage your students to use these words frequently and incorporate them into their daily conversations.

Adopt the motto “New, New, Review” in your classroom. Because this motto is key to the success of building vocabulary that will transfer to all areas of literacy, *More Prefixes and Suffixes* has been designed to support this structure. After every two prefix and/or suffix lessons, there is a review test. This serves as an easy reminder that ongoing review opportunities are critical to the transfer of learning.

Teach one group of prefixes or suffixes each week, which will establish a three-week teaching cycle. For example, you would teach a new prefix group in week one, a new prefix group in week two, and review the two prefix groups during week three. The review tests included in this book for each pair of prefix or suffix groupings will make this schedule easy to follow. Read the information on pages 5 and 6 for directions on how to implement each lesson. Use the following Suggested Weekly Plan to help you organize and plan your teaching of prefixes and suffixes and new vocabulary.



### Suggested Weekly Plan

- Day 1: **Introduce vocabulary** in a pocket chart, on an overhead, or on the board.
  - Play a **game** with the new words (see page 6).
  - Pass out **Word Lists** to students.
- Day 2: **Review vocabulary.**
  - Play **Vocabulary Sort**.
- Day 3: **Review vocabulary.**
  - Have students complete the **Application and Practice** page.
  - Use the **Read-Around Review** game cards with small groups.
- Day 4: **Review vocabulary.**
  - Play a **game** with the vocabulary words.
  - Optional: Have students **make up questions** they think will be on the vocabulary quiz.
- Day 5: **Review vocabulary.**
  - Have students take the **Vocabulary Quiz**.

---

## Teaching a Lesson

### Word List (Days 1-5)

Each lesson begins with a word list of eight vocabulary words that contain the prefix or suffix that is the focus for the lesson. The part of speech and the definition are included for each word. Make two copies of the word list for each student. Have students keep one copy at school and take the second copy home so they can practice learning the words with their families. Follow the steps below to introduce each set of vocabulary words.

- Type each word in a large font. Print and mount the words on a 12" × 18" (30.5 cm × 46 cm) sheet of construction paper—four words to a sheet. Do the same for each definition. Cut apart the words and definitions to create individual cards. Display these enlarged word cards in a pocket chart for hands-on manipulation and practice throughout the week. At the end of each week, place the cards together on a ring and neatly store them in a hanging shoe organizer that has clear pockets. Students can play games with the cards independently or with partners. This will be a valuable resource during the review week in your teaching/lesson cycle.
- Write sentences on an overhead using the word list, and have students figure out the meaning of the word in the sentence based on the context. Ask students to write their definitions on a sentence strip and compare them to the exact definitions.

### Vocabulary Sort (Day 2)

Following the list of prefixes or suffixes and their definitions is a list of the same eight words and definitions mixed up and arranged on cut-apart slips of paper. This activity is intended to provide hands-on practice with the words.

- Copy a class set of Vocabulary Sort cards on card stock, cut apart the words and definitions, place each set in a small envelope, and label it with the lesson's prefix or suffix. (You may want to laminate the cards for greater durability.) Have students independently match the words and definitions. Invite them to check their work by referring to their word lists.
- Give each student a large resealable plastic bag in which to store his or her Vocabulary Sort card envelopes after taking the quiz for that lesson. Encourage students to add sets of cards to this collection all year long. At least once every two weeks, give students time to match up all of the prefixes, suffixes, and definitions they have learned. This review will enhance students' vocabulary as they continue to use words they learned in previous lessons. Have students eliminate the words that they have mastered by placing them in a separate "Mastered" envelope in order to keep everything manageable. Watching the "Mastered" envelope fill up will build self-confidence and reinforce only the words that need focus.

### Application and Practice (Day 3)

This activity page is intended to give students the opportunity to apply their vocabulary knowledge by working with the words and their definitions.

- Copy the Application and Practice page for each student. Have students independently match the vocabulary words to the correct definitions, or use the words to fill-in-the-blank. A word box is provided to allow students to keep track of the words used in the matching activity. Have students independently complete the crossword puzzle at the bottom. Correct the activities as a class to reinforce vocabulary and correct mistakes.

---

### Read-Around Review (Day 3)

This set of cut-apart cards includes the word definitions for all eight words presented in a practical context. Many of the definitions have been reworded to encourage students to think and apply what they have learned about the meanings of the words. Have students use these cards to play an interactive game.

- Copy a set of cards on card stock for each small group of three to four students. Cut apart the cards and laminate them. Place each set of cards in an envelope, and write the title Read-Around Review at the top. Label the envelope with the corresponding prefix or suffix group (e.g., *pro-*).
- Give each group a set of cards. Ask students to divide the cards equally among the group. Have students silently read their cards several times. Discuss any questions students have before beginning the game. Tell the group that the student who has the clue card that says *I have the first card* will begin the game by reading aloud his or her card. After the first card is read aloud, have the student with the answer to the clue read aloud his or her card. Tell students to continue until they get back to the first card.

### Games (Days 1 & 4)

Playing games is a fun way to reinforce learning. Use these games to introduce, extend, or review each lesson. Each week, build upon your students' mastery of prefixes and suffixes by adding challenging words from previous lessons.

- **Vocabulary Charades/Quick Draw:** Divide the class into two teams. Cut apart the words from the Vocabulary Sort and put them into a bowl. Invite four students from each team to pull a word out of the bowl. Give them a few minutes to get together with several students to come up with a way to act out the vocabulary word. Award points to the teams who correctly guess the word. Use this same activity as a Quick Draw game.
- **Mystery Word:** Cut apart words from the Vocabulary Sort and tape them to students' backs. Encourage them to not give away each other's word. Invite students to ask questions about the words taped on their backs and to give clues to their classmates. Challenge students to think of situations and contexts in which the words apply. Use this game after completing several lessons so students do not have duplicate words.
- **Word Hunt:** Divide the class into teams. Give students 15 minutes to search through any book to find prefixes or suffixes they have learned. Have them write down the words they find. Award points for words that the other groups did not find. Create a combined class list of new words and add to it for each lesson.

### Assessment (Day 5)

- **Vocabulary Quiz:** Use the 15-question quiz at the end of each lesson to assess students' learning. The quizzes include fill-in-the-bubble and fill-in-the-blank questions to help prepare students for standardized tests. It is suggested that a word list be written on the board to assist students in recalling the words for that section.
- **Review Test:** A 15-question review test follows every two lessons. Each test assesses students' knowledge using fill-in-the-bubble and analogy formats. Before administering the test, review what an analogy is and how to answer this type of question.

# Word List: e-, ex-

e-, ex-

out, out of, outside

## Vocabulary

## Definitions

**eject** (v)

to throw **out** with force, authority, or influence

**emit** (v)

to send **out** something like a sound or smell

**erupt** (v)

to force **out** or release something; to explode

**exceed** (v)

to go **out** beyond; to be **outside** and beyond what is expected

**exclude** (v)

to leave **out**

**exhale** (v)

to breathe **out**

**expand** (v)

to stretch **out**; to make or become larger

**extinguish** (v)

to put **out** a fire; to bring to an end



# Vocabulary Sort: e-, ex-

Cut apart the words and definitions. Match each word to its definition. Check your answers by referring to the word list.

extinguish	eject	exhale	exceed
expand	emit	exclude	erupt
to stretch <b>out</b> ; to make or become larger		to put <b>out</b> a fire; to bring to an end	
to leave <b>out</b>		to breathe <b>out</b>	
to force <b>out</b> or release something; to explode		to throw <b>out</b> with force, authority, or influence	
to send <b>out</b> something like a sound or smell		to go <b>out</b> beyond; to be <b>outside</b> and beyond what is expected	

# Application and Practice: e-, ex-

## Matching Clues to Vocabulary .....

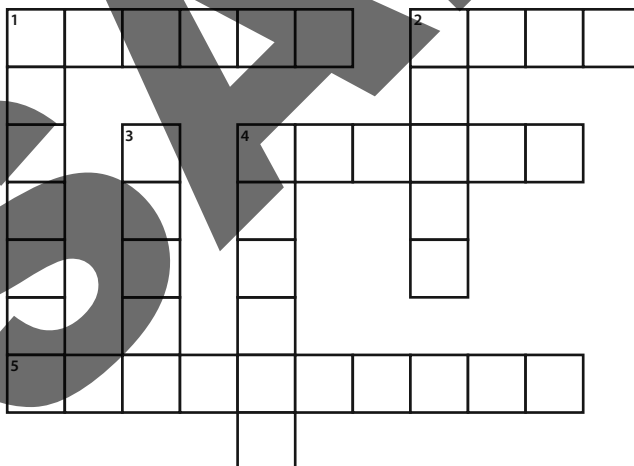
Write the word that matches each clue.  
Use each word only once.

exceed	expand	exhale	erupt
exclude	eject	emit	extinguish

- 1 \_\_\_\_\_ I grabbed the hose to do this to the fire.
- 2 \_\_\_\_\_ My lungs help me do this all day long.
- 3 \_\_\_\_\_ The player's behavior was so appalling that we were surprised the referee did not do this to him.
- 4 \_\_\_\_\_ My mom was proud because she knew I would meet my goals or do better.
- 5 \_\_\_\_\_ People fled the village when they heard the volcano was about to do *this*.
- 6 \_\_\_\_\_ Some selective clubs are very picky about who can become a member, and they do not allow some people to join.
- 7 \_\_\_\_\_ I need to make my suitcase do this so I can fit all my clothes in it.
- 8 \_\_\_\_\_ This word describes a smell coming from a trashcan as you walk by.

## Crossword Puzzle .....

Write the word that matches each clue to complete the puzzle.



### Across

1. action of the lungs as you breathe out
2. a sound or smell comes out
4. when you do better than you expected
5. to bring to an end

### Down

1. to leave out
2. to throw out something with force
3. what an active volcano might do
4. to make something larger



# Read-Around Review: e-, ex-

<p>I have the first card.</p> <p>Who has the word that means to leave <b>out</b> of a group?</p>	<p>I have the prefixes <b>e-</b> and <b>ex-</b>.</p> <p>Who has the word that means to throw something or someone <b>out</b>?</p>
<p>I have the word <b>exclude</b>.</p> <p>Who has the word that means to send <b>out</b> a sound or smell such as an odor?</p>	<p>I have the word <b>eject</b>.</p> <p>Who has the word that means to go <b>out</b> beyond what is expected?</p>
<p>I have the word <b>emit</b>.</p> <p>Who has the word that means to breathe <b>out</b>?</p>	<p>I have the word <b>exceed</b>.</p> <p>Who has the word that means to stretch <b>out</b>?</p>
<p>I have the word <b>exhale</b>.</p> <p>Who has the word that means to put <b>out</b> a fire or to bring to an end?</p>	<p>I have the word <b>expand</b>.</p> <p>Who has the word that means to explode or force something <b>out</b> violently?</p>
<p>I have the word <b>extinguish</b>.</p> <p>Who has the prefix that means <b>out</b> or <b>outside of</b>?</p>	<p>I have the word <b>erupt</b>.</p> <p>Who has the first card?</p>

# Vocabulary Quiz: e-, ex-

Shade in the bubble for the correct word.

- 1 This is what you do if you leave a friend out of a game at recess.  
 (A) **exceed** (B) **expand** (C) **exclude** (D) **eject**
- 2 Your lungs help you do this, which is an essential part of life.  
 (A) **erupt** (B) **emit** (C) **exceed** (D) **exhale**
- 3 If a glowstick gives off a soft light, it does this.  
 (A) **emits** (B) **ejects** (C) **extinguishes** (D) **expand**
- 4 You can do this to some suitcases to be able to pack more clothes.  
 (A) **eject** (B) **emit** (C) **erupt** (D) **expand**
- 5 If a volcano does this, then people living nearby will have to evacuate.  
 (A) **extinguishes** (B) **erupts** (C) **ejects** (D) **expands**
- 6 If you enter a restricted area, the authorities will do *this* to you.  
 (A) **eject** (B) **erupt** (C) **emit** (D) **expert**
- 7 This is what you do to the campfire before going to bed.  
 (A) **erupt** (B) **exhale** (C) **expanded** (D) **extinguish**
- 8 This is what you hope to do to your own expectations in life.  
 (A) **expand** (B) **exceed** (C) **emit** (D) **eject**

Write the correct form of the word on the line so the sentence makes sense and is grammatically correct.

- 9 My dog \_\_\_\_\_ my expectations when he learned to sit in only a day!
- 10 In your report, please remember to \_\_\_\_\_ any slang words.
- 11 A flower can \_\_\_\_\_ a strange smell.
- 12 The hockey players were \_\_\_\_\_ from the game for fighting.
- 13 The scientist predicted that the volcano would begin to \_\_\_\_\_ within the hour.
- 14 I need you to \_\_\_\_\_ this paragraph of your story by including more details.
- 15 It is impossible to \_\_\_\_\_ all the air in your lungs to blow up the raft in one breath!