

# Lesson 1

DECODE ROOTS AND AFFIXES 3.F.1.3a, 3.F.1.3b

## INTRODUCTION

### Real-World Connection

#### HISTORY CONNECTION

Darnell likes to read about history. Sometimes the words are hard to understand. He read from his book, “Some of the Founders disagreed with James Madison. He rewrote his version of the Bill of Rights.” How can Darnell work out the meaning of *disagreed* and *rewrote*? We will practice the skills in the **Guided Instruction** and **Independent Practice**. Then, at the end of the lesson, we will come back to Darnell and his history book.



#### WORDS TO KNOW

prefix

root word

suffix

part of speech

Greek and Latin root

### What I Am Going to Learn

- How some words are made of smaller words
- How prefixes and suffixes change word meanings and parts of speech
- How root words, prefixes, and suffixes help to figure out the meaning of unfamiliar words

### What I May Already Know 2.F.1.3d, 1.F.1.3d

- I know how to read words with a suffix or a prefix.
- I know how to read common Greek and Latin suffixes.
- I know how to figure out the meaning of words with prefixes and suffixes.

## Vocabulary in Action

When you read, you may find words you do not know.

### ► TIPS AND HINTS

You can find a root word by looking for a word that has something extra added to it. You know the word *big*. When you see the word *biggest*, are you able to identify the root word and the suffix? The suffix *-est* means the most of something. Now, what do you understand about *biggest*?

- A **prefix** is a very short piece of a word. A prefix is attached to the beginning of a word to change its meaning. *Pre-* means “something that happens before.” Take the word *test* and add *pre-* to it. You have the word *pretest*. A pretest is a test you take to practice for the main test.

PREFIX	MEANING
<i>a-, un-, dis-</i>	not, without
<i>pre-</i>	before
<i>en-</i>	put in or on, make

- A **root word** is a word that has a prefix or **suffix** at the beginning or end. If you add *dis-* to *trust*, you get the word *distrust*. *Distrust* means “not trusting.”
- A **suffix** is a very short piece of a word. A suffix is attached to the end of a word to change its meaning. If you add *-ly* to *friend*, you get the word *friendly*. *Friendly* means a person who is nice to others.

SUFFIX	MEANING
<i>-ish, -ly, -y</i>	being or acting like
<i>-less</i>	without
<i>-ed</i>	something that happened in the past
<i>-s, -es</i>	more than one
<i>-ful</i>	full of
<i>-est</i>	the most of some quality

- The **part of speech** shows what a word does in a sentence. Some examples are adjectives, nouns, and adverbs. The suffix *-ly* usually turns a word into an adverb. Adverbs describe verbs. The suffix *-ful* changes a noun into an adjective that means something is full of that quality
- Some words have **Greek and Latin roots**. These are word parts that come from languages from long ago. Greek or Latin roots can help form the base word or be attached to the base word like a prefix or a suffix. They give clues about the meaning of the larger word. Look at the word

*automobile*. You might know that *mobile* means “able to move around.” The Greek root *auto* means “self.” You can put both meanings together to understand that an automobile is a machine that can move around by itself. Look for a Greek or Latin root in longer words where you do not see an English base word.

ROOT(S)	MEANING(S)	EXAMPLE(S)
<i>bio</i>	life	biology, biography
<i>duc/duct</i>	lead, make	produce, educate
<i>spect</i>	to look	inspection, spectator

## GUIDED INSTRUCTION

Darnell reads a lot of history books. History is his favorite subject. Darnell often finds words that are unfamiliar to him. When that happens, he identifies the root words to help understand the meanings.

Read this text about Spanish history. See if you can find any of the common prefixes and suffixes. As you read, circle the words with prefixes or suffixes.

### Spanish History

Spain is a country in Europe next to France. Hundreds of years ago Spain was part of the Roman Empire.

In those days people in Spain commonly spoke the language of the Romans, called Latin. Latin was spoken almost everywhere in the Roman Empire. The Roman Empire lasted an unusually long time. After it ended, people continued to speak Latin.

Over time Latin changed and people stopped speaking it. Learning about this language is far from useless, though. Many wonderful languages today come from Latin and still have similar words. Spanish is one of these languages. In the English language we use many Latin words, too. Upon closer inspection, we can see that many Latin words became prefixes and suffixes in English.

#### TIPS AND HINTS

Underline the prefixes and suffixes in each word that has them. Which suffix means “more than one”?

Complete the chart by listing the words you found in the passage that have prefixes or suffixes. First, write the word. Then, write the prefix or suffix. Then, write the root word. Finally, write what the word means.

### ► THINK ABOUT IT

Find the meaning of a root word first. Then, add the meaning of the prefix or the suffix. For example, *happy* means you are in a good mood. The prefix *-un* means “not.” So when you are *unhappy*, you are in a bad mood.

WORD	PREFIX OR SUFFIX	ROOT WORD	WHAT DOES IT MEAN?
languages	-s	language	more than one language
commonly			
	-less		

Now, look closely at the last paragraph of the passage. The Latin root “spect” means “to look.” Can you see a word that has this part and means “to look closely at something”? Write that word here:

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How Am I Doing?

What questions do you have?

Write a sentence using a word with a prefix.

Write a sentence using a word with a suffix.

SKETCH IT

In the margin below, draw a picture of a word with a prefix. Then, draw a picture of a word with a suffix. Be sure to label your pictures with the words that they show.

Color in the traffic signal that shows how you are doing with the skill.



# INDEPENDENT PRACTICE

Read the story. Then, answer the questions that follow.

## Spain's Great Tomato Toss

- 1 Throwing food usually gets you into trouble, but not in Buñol, Spain. On the last Wednesday of August, you will actually be encouraged to throw food—tomatoes, to be exact. The event is called *La Tomatina*, and it is all about smashing and throwing tomatoes.
- 2 This unusual tradition started more than 70 years ago. A group of boys in Buñol became disappointed when there was a town parade and they were not allowed to be in it. At the parade, the boys were standing next to a vegetable stand. They grabbed some tomatoes and threw them at the people in the parade. Of course, the boys got in trouble, but that did not stop them. The next year, they came back. This time, they brought their own tomatoes. Other spectators joined them with tossing the tomatoes. Soon, everyone was doing it. The town of Buñol had invented a new festival!
- 3 Today, thousands of people enjoy *La Tomatina*. They come from all over the world to be part of it. They line the street, waiting for the food fight to begin. People who have businesses in Buñol make sure to cover the fronts of their stores and buildings. Tomatoes can be messy!
- 4 The battle does not start until someone climbs a slippery pole and grabs a ham that has been placed there. That is the signal to begin the food fight! Next, bags of tomatoes are handed out to the crowd. Before a tomato can be tossed, it has to be squashed first. That way it cannot hurt anyone when it is thrown.
- 5 It might seem silly for a town to have a food fight. However, the festival is serious business. It brings thousands of visitors to the small town each year. They stay in hotels, eat in restaurants, and buy gifts. All of this produces extra money for the people of Buñol.
- 6 For one hour each year, the people toss tomatoes and have a delightful time together. Then a siren sounds and the festival is over. There is always a big mess to clean up, but it only takes a day or so for all of the smashed tomatoes to disappear. Then the preplanning begins for next year's *La Tomatina*!



1. Which pair of words from the passage has the same prefix?

- Ⓐ "disappointed" and "disappear"
  - Ⓑ "festival" and "pole"
  - Ⓒ "signal" and "sounds"
  - Ⓓ "smashed" and "slippery"
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▲ THINK ABOUT IT

Try underlining the prefix or suffix in each word.

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2. Which pair of words from the passage has the same suffix?

- Ⓐ "thousands" and "Then"
- Ⓑ "Tomatina" and "tossed"
- Ⓒ "actually" and "usually"
- Ⓓ "everyone" and "encouraged"

★ 3. Look at the words from the passage. Which **two** have a prefix or suffix that changes the root word from a verb to an adjective?

- |                |              |
|----------------|--------------|
| Ⓐ disappointed | Ⓓ delightful |
| Ⓑ encouraged   | Ⓔ disappear  |
| Ⓒ businesses   | Ⓕ slippery   |
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▲ TIPS AND HINTS

Think about the job each root word does in a sentence; then think how the prefix or suffix changes the word.

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4. Which pair of words from the passage has the same root word?

- |                              |                              |
|------------------------------|------------------------------|
| Ⓐ "together" and "festival"  | Ⓒ "restaurants" and "August" |
| Ⓑ "preplanning" and "parade" | Ⓓ "unusual" and "usually"    |

5. This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What is the meaning of the word preplanning in paragraph 6?

- Ⓐ gathering everything needed for an event
- Ⓑ inviting all of the people who want to come
- Ⓒ talking to others about what needs to be changed
- Ⓓ deciding what is needed before the event happens

**Part B**

Which phrase from paragraph 6 best explains what the word preplanning means?

- Ⓐ "For one hour each year"
- Ⓑ "have a delightful time"
- Ⓒ "only takes a day or so"
- Ⓓ "next year's La Tomatina"

6. Which **two** words have a prefix that means "not"?

- Ⓐ unusual
- Ⓑ preplanning
- Ⓒ disappear
- Ⓓ smashed
- Ⓔ tossed



7. Which **two** choices best explain how readers can use knowledge of word parts to understand a word from the passage?

- Ⓐ The word *grabbed* has a double letter, so it is in the past tense.
- Ⓑ The word *parade* ends with the suffix *-ade*, meaning a drink.
- Ⓒ The word *messy* ends with the suffix *-y*, meaning characterized by that quality.
- Ⓓ The word *festival* begins with the prefix *fe-*, so it means to do something again.
- Ⓔ The word *unusual* begins with the prefix *un-*, so it means not typical.

8. Which **three** words from "Spain's Great Tomato Toss" use a suffix to show action that happened in the past?

- Ⓐ allowed
- Ⓑ called
- Ⓒ climbs
- Ⓓ smashing
- Ⓔ started
- Ⓕ threw

9. Which word has a suffix that means "full of"?

- Ⓐ preplanning
- Ⓑ beautiful
- Ⓒ usually
- Ⓓ squashed

10. Which prefix or suffix means "not" or "without"?

- Ⓐ -al
- Ⓑ dis-
- Ⓒ pre-
- Ⓓ -ly

**11.** This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Which word from the passage has a Greek or Latin root?

- Ⓐ joined
- Ⓑ smashing
- Ⓒ spectators
- Ⓓ unusual

**Part B**

Which sentence also uses the answer from Part A correctly?

- Ⓐ The unusual sight was funny.
- Ⓑ The house joined.
- Ⓒ The hammer was smashing the table.
- Ⓓ The spectators watched the show.

**12.** Which word from the passage has a Greek or Latin root meaning “make”?

- Ⓐ begins
- Ⓑ produces
- Ⓒ sounds
- Ⓓ thousands

# EXIT TICKET

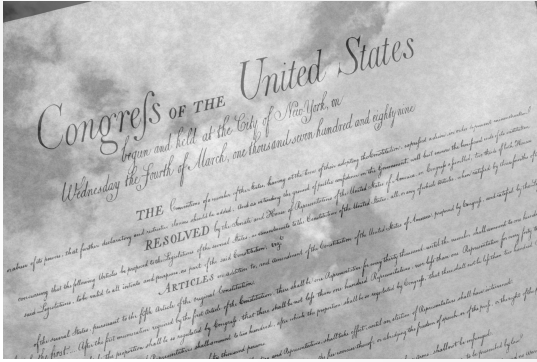
3.F.1.3a, 3.F.1.3b

Now you understand how to identify prefixes, suffixes, and root words. Let's revisit the Real-World Connection.

Imagine you are reading the same history book as Darnell. Look at these two sentences.

“Some of the Founders disagreed with James Madison. He rewrote his version of the Bill of Rights.”

Underline two words that have a prefix or a suffix. Circle the prefix or suffix in each word. What are the root words? Write what you think the words mean, and how you found the meaning.



Lined writing area for student response, consisting of 15 horizontal lines. A large, faint watermark reading 'SAMPLE' is oriented diagonally across the page.

# TEACHER NOTES

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## REAL-WORLD GOAL FOR STUDENTS

- Decode words with common Greek and Latin roots and affixes.
- Describe how common suffixes change words to different parts of speech.

## TIPS FOR THE STRUGGLING LEARNER

- Students may struggle with mixing up the locations of prefixes and suffixes. Explain that the name “prefix” has a built-in clue. The prefix *pre-* means “before.” Therefore, prefixes are going “before” the word, at the front.
- Students may have trouble recalling the meanings of the common Greek and Latin roots. Create and display an anchor chart that shows the roots with their meanings.
- Play matching games using cards with root words and affixes. Have students identify cards that can go together with no spelling changes, cards that can go together with spelling changes (such as doubled final consonant or dropped final silent e), and words that make no sense with given affixes.

## TIPS FOR THE ENGLISH LEARNER

- Some English learners may struggle with plural words if their native language does not pluralize words like English does. Tell these students that they need to remember to use *-s* or *-es* to make most nouns refer to more than one of something.
- Some English learners’ native languages may not use prefixes or suffixes at all and students may need extra help to understand them. Try to discover how the student’s native language denotes changes to words for tense, number, or condition and draw parallels with the English system. Keep in mind that their native language may not even have parallel structures.

## ACTIVITIES FOR THE ADVANCED LEARNER

- Have students create a classroom anchor chart of prefixes and suffixes and their meanings. Be sure they include examples to demonstrate their knowledge.
- Students can conduct research to identify prefixes and suffixes not taught at this grade level. Possible sources are various types of books or literature. Encourage them to find out what each prefix or suffix means.
- Students can explore roots from languages other than Greek or Latin. For example, some words come from German or Arabic.