

Prefix Meaning Instructional Approach

The following words can be created using the magnetic tiles.

<p><b>de = from, opposite</b></p> <p>deform deformation deformed deforming deforms delight delighted delightedly delightful delightfulness delighting delights</p> <p><b>dis = the opposite of</b></p> <p>disbelieve disbelieved disbeliever disbelievers disbelieves disbelieving discharge dischargeable discharged discharges discharging disclosable disclose disclosed discloser disclosers discloses disclosing discover discoverable discovered discovering discovers displace displaceable displaced displacement displacements displaces displacing display displayable displayed displaying displays disuse</p> <p><b>en = in</b></p> <p>enact enacted enacting enacts enclosable enclose enclosed encloses enclosing enlighten enlightened enlightening enlightenment enlightens</p> <p><b>fore = before, in front of</b></p> <p>forecloseable foreclose foreclosed forecloses foreclosing foresee foreseeing foreseen</p>	<p>foresees foreword forewords</p> <p><b>in = the opposite of, not, in</b></p> <p>inform information informed informer informers informing informs ingrown intake</p> <p><b>inter = among, between</b></p> <p>interact interacted interacting interaction interactions interacts interchange interchangeable interchangeableness interchanged interchanges interchanging interlock interlocked interlocking interlocks interplay</p> <p><b>mis = badly, wrongly, incorrectly</b></p> <p>mischarge mischarged mischarges mischarging misinform misinformation misinformed misinforming misinforms misplace misplaced misplaces misplacing misplay misplayed misplaying misplays misread misreading misreport misreported misreporting misreports mistake mistaken mistakes mistaking mistime mistimed mistimes mistiming misuse misused misuses misusing misword miswrite miswrites miswriting</p>	<p><b>over = too much</b></p> <p>overact overacted overacting overacts overcharge overcharged overcharges overcharging overgrow overgrowing overgrown overgrows overheat overheated overheating overheats overplay overplayed overplaying overplays overreact overreacted overreaction overreactions overreacts overreport overreported overreporting overreports oversee overseeing overseen overseer overseers oversees overtake overtaken overtakes overtaking overtime overtimes overturn overturned overturning overturns overuse overused overuses overusing overwork overworked overworking overworks overwrites overwriting</p> <p><b>pre = before</b></p> <p>preform preformation preformed preforming preforms preheat preheated preheating preheats prewash prewashed prewashes prewashing prewrite prewrites prewriting</p>	<p><b>re = back</b></p> <p>regrow regrowing regrown regrows remove removed remover removers removes removing reopening replace replaceable replaced replacement replacements replacer replaces replacing retake retaken retakes retaking return returnable returned returning returns</p> <p><b>re = again</b></p> <p>react reacted reacting reaction reactions reacts recharge rechargeable recharged recharger recharges recharging reclosable reclose reclosed recloses reclosing recover recoverable recovered recovering recovers recovery rediscover rediscovered rediscovers reform reformable reformation reformed reformer reformers reforming reheat reheated reheating reheats reinform reinformed relight relighting relights relock relocked relocking</p>	<p>relocks removable removableness removeable removeableness reopen reopened reopens report reportable reported reporter reporting reports reread rereading rereadings retime retimed retimes retiming reuse unlock unlocked unlocking unlocks unmovable unmoved unopen unopened unplayable unread unreadable unrecoverable unrecovered unremovable unremoveable unreported unseeing unseen untimely unturned unusable unused unuseful unwashed unwashedness unworkable unworked unworking</p> <p><b>trans = across</b></p> <p>transact transacted transacting transaction transactions transactor transactors transacts transform transformable transformation transformations transformed transformer transformers transforming transforms transport transportable transportation transported transporter transporters transporting transports</p> <p><b>un = the opposite of, not</b></p> <p>unbelievable unbelieve unbeliever unbelievers unchangeable</p>	<p>unchangeableness unchanged unchanging uncharge uncharged uncharges unclosable unclose unclosed uncover uncovered uncovering uncovers undiscoverable unforeseen unformed unheated unhelpful unhelpfully uninformed unlighted unlock unlocked unlocking unlocks unmovable unmoved unopen unopened unplayable unread unreadable unrecoverable unrecovered unremovable unremoveable unreported unseeing unseen untimely unturned unusable unused unuseful unwashed unwashedness unworkable unworked unworking</p> <p><b>under = below, less than</b></p> <p>undercharge undercharged undercharges undercharging undercover undergrown underplay underplayed underplaying underplays underreact underreacts underreport underreported underreporting underreports undertake undertaken undertaker undertakers undertakes undertaking underused</p>
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Really Good Stuff® Instructional Guide  
Magnetic Prefix, Base Word, and Suffix Tile Kit

**This Really Good Stuff® product includes:**

- 13 green Prefix Tiles
- 26 yellow Base Word Tiles
- 15 red Suffix Tiles
- 26 laminated Task Cards
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of this Really Good Stuff® **Magnetic Prefix, Base Word, and Suffix Tile Kit**, a visual, hands-on tool to teach affixing common base words, creating multisyllabic words.

Objective

Create, read, and understand the meanings of multisyllabic words by adding prefixes and suffixes to common base words.

Meeting the Standards

The Really Good Stuff® **Magnetic Prefix, Base Word, and Suffix Tile Kit** aligns with the Common Core State Standards for English Language Arts below. For alignment with other state standards, please refer to our website’s Standards Match.

<b>Phonics &amp; Word Recognition</b>	
<b>RF.2.3d</b>	Decode words with common prefixes and suffixes.
<b>RF.3.3a</b>	Identify and know the meaning of the most common prefixes and derivational suffixes.
<b>RF.3.3b</b>	Decode words with common Latin suffixes.
<b>RF.3.3c</b>	Decode multisyllable words.
<b>RF.4.3a</b>	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

<b>Language</b>	
<b>L.1.4b</b>	Use frequently occurring affixes as a clue to the meaning of a word.
<b>L.2.4b</b>	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/ unhappy, tell/retell).
<b>L.3.4b</b>	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

The formal study of prefixes and suffixes usually begins at the intermediate and upper grade levels; however, many of the most common prefixes and suffixes and their meanings can be introduced and taught at the primary grade levels. These common prefixes and suffixes are already in the primary student’s oral vocabulary, and by simply adding them to common base words that are emphasized at the primary levels an easy transition to higher-level words can be accomplished.

Two broad instructional approaches are suggested in this kit. A teacher may focus on one particular base word and add the additional prefixes and suffixes to construct the many forms of that word. Or, a teacher may decide to focus on a specific prefix and its meaning and then select all of the base words to which that prefix may be added. The suffixes that can be added to those words could also be introduced at that time. A teacher may alternate the prefix or base word approaches, but the main focus should be always be on the meaning of the prefix and the change it brings to the base word’s meaning.

Instructional Sequence

The prefixes *un-*, *re-*, *dis-*, and *in-* represent 58% of all prefixed words and should be taught first (White, Power, & White, 1989). The same reasoning indicates that the suffixes *-s*, *-es*, *-ed*, and *-ing* should also be taught first, as they comprise 62% of all words containing suffixes (White, Power, & White, 1989). Of the two types of affixes, prefixes are more important as they bring a meaning change to the base or root word (true – untrue). A suffix usually signals a change in part of speech (subtracts – verb, subtraction – noun). After the above-mentioned most common prefixes and suffixes have been presented and taught, the teacher may select any sequence and any instructional approach in which to teach the remaining prefixes and suffixes. Some suggested approaches and word study activities follow.

Base Word Instructional Approach

One instructional approach in teaching the common affixes is to focus on the base words that are already in your students’ oral and sight vocabularies. Each word is then “enlarged” by adding the prefixes and suffixes to it. For example, begin with the word *play*. Place the *play Magnetic Tile* on the whiteboard and have someone read it out loud. Make the following words by adding the appropriate prefix and suffix *Magnetic Tiles*:

play	players	replay
plays	display	replays
played	displays	replayed
playing	displayed	replaying
player	displaying	

- Pause after each new word is formed to talk about its pronunciation and how the addition of each prefix or suffix changes the meaning of the sight word. Ask students to formulate sentences orally using the new

- forms of *play* that have been created. The class may compose “group” sentences using the new words they have seen formed.
- If students are keeping a word study book or a personal dictionary, they may add the new words they have learned to their word study books. They may also add definitions of the newly formed words along with their own or group-created sentences using the new word forms. These definitions may be formulated together as a whole class activity using the overhead or board, as a small group activity in a word study center, or as an individual activity. The main focus should always be on the meaning changes the new additions bring to a known high-frequency word.
  - Keep the “new” words listed on the board. Having the words on the board provides an excellent opportunity for the students to chant them as a quick “sponge” activity as they line up for recess or lunch or before being dismissed for the day. Giving your students multiple opportunities to read and chant these “new” words will help them to quickly recognize the words when they encounter them in the course of their daily activities.
  - If you want to focus on sight words that require dropping the silent *e*, use the *Magnetic Tiles* to teach the following spelling rule. NOTE: Because the *Tiles* are made of vinyl they can be overlapped. To make the word ‘charger’ from the *Tiles* ‘charge’ and ‘er’ just overlap the ‘e’ on the word ‘charge’ with the ‘er’ *Tile*.
    - If a word ends in a silent *e* and the suffix to be added has a vowel as its first letter, drop the silent *e* before adding the ending. Example: *close*, *closing*.

After modeling some of the forms of a word, challenge your students at the literacy center or in a small group activity by presenting the *Task Cards*. Each *Task Card* indicates the *Magnetic Tiles* needed for that exercise. Have students find the *Tiles* to go with the *Task Card* and then form as many words as they can. Have them write each word in a list as they form it. On the back of each *Task Card* are all the affixed words that can be made using that particular base word.

**Prefix Meaning Instructional Approach**  
A prefix is a word part added to the front of a base word

that changes the word and brings additional meaning to it. Many of the most common prefixes found in English are already in a primary student’s oral vocabulary. By using the base words that are part of the primary language arts curriculum as the vehicle for teaching the common prefixes and their meanings, you can introduce primary students to many additional words and their meanings. Here are the steps to focusing on the prefixes and their meanings as an instructional approach:

- Select the prefix you wish to teach.
- Select five to eight *Base Word Tiles* with which the selected prefix forms a word that demonstrates the prefix’s meaning. The students should be familiar with and be able to read each affixed word.
- Place the *Prefix Tile* on the whiteboard, read it, and tell the students its meaning. For example, you might say, “This is a word part we call a prefix. We add this word part to the front of a word to make a new word. This word part is *re-*, and it means ‘again’ when we add it to some words we already know.” Proceed to add *re-* to the front of some of the *Base Word Tiles* listed under *re-* in the Prefix Meaning Approach word list at the end of this guide, such as, *charge*, *close*, *cover*, *form*, *grow*, and *place*. As you add the *re-* to each *Base Word Tile*, say the word and have the students repeat it after you.
- Ask the students, “If *re-* means ‘again,’ what would replace mean?” (place again) “What would *recover* mean?” Continue asking what each word would mean.
- Because the prefix *re-* is such a common prefix and also has an additional meaning of “back,” you may want to select some more sight words that demonstrate that additional meaning and place them on the white board as well. Ask the students to name any other *re-* words and ask whether they should be placed under the “again” column or the “back” column.

After following the format above to present the prefix, its meaning, and its use with the base words, you can reinforce what your students have learned with some of these activities:

- Create oral sentences using the newly learned prefixed words and share the sentences with the class. This could be a partner activity that would support struggling readers. One of the partners then could share their “joint” sentence with the whole class.
- Have students list the newly learned words in their word study books under the heading of the prefix and

- its meaning. As the students are presented with each new prefix and its meaning, they should title a new page in their word study book with that prefix and its meaning. They should also add that prefix to their table of contents in the front. That way, when they are doing another activity such as a word hunt, they can turn to the table of contents to determine on which page they should list the words they find on their hunt.
- Students can do a word hunt in **any texts or story books they have previously read** to find additional words beginning with the prefix being taught. In their word study books, on the page they create for a particular prefix, they can list the additional words they find in their hunt. They learn to write the word they found, the book title, and the number of the page on which they found the word, along with their name as the successful “word hunter.” Students can also list on chart paper posted in the room the words they find.

Magnetic Tiles Included in This Set:

Prefixes	Base/Sight Words	Suffixes
en, inter, over, re, trans, under	act	ed, ing, or, s
dis, un	believe	able, d, ings, rs
inter, un	change	able, d, ful, ing, less, ly, ness, rs
dis, mis, over, re, un, under	charge	able, d, ing, rs
dis, en, fore, re, un	close	able, d, ing, ly, ness, rs
dis, re, un, under	cover	able, ed, ing, s
de, in, mis, over, pre, re, trans, un	form	able, ed, er, ing, less, ly, ness, s
in, over, re, under	grow	able, er, ing, n, s
over, pre, re, un	heat	able, ed, er, ing, less, ly, s
de, en, re, un	light	ed, en, er, ful, ing, ly, ment, ness, s
inter, re, un	lock	able, ed, er, ing, s
re, un	move	able, d, r, ing, ment, ness, s
re, un	open	able, ed, er, ing, ly, ness, s
dis, mis, re	place	able, d, r, ing, ment, s
dis, inter, mis, over, re, un, under	play	able, ed, er, ful, ing, ness, s
de, mis, over, re, trans, un, under	port	able, ed, er, ing, ly, s
mis, re, un	read	able, er, ing, ness, s
fore, over, un	see	able, ing, n, s
in, mis, over, re, under	take	ing, n, r, s
mis, over, re, un	time	d, ing, less, ly, ness, rs
over, re, un	turn	able, ed, ing, s
dis, mis, over, re, un, under	use	able, d, ful, ing, less, ly, ness, s
pre, re, un	wash	able, ed, er, es, ing, ness, s
fore, miss, re	word	ed, ing, less, ly, ness, s
over, re, un	work	able, ed, er, ing, s
mis, over, pre, re	write	ing, s