

Grade 3 Playlist: Known Affix + Known Word

Aligns with CCSS.ELA-LITERACY.L.3.4.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).

Welcome

Sometimes it can get boring to use the same words over and over again. But with the help of affixes, common words that people use every day can get changed into new words. These new words combine the meaning of the affix with the meaning of the word it was added to. Readers can use their knowledge of affixes to figure out the meaning of these words.

Objective

In this playlist, students will learn how to:

- determine the meaning of a new word formed when a known affix is added to a known word.

Review

Key Terms

- An **affix** is a group of letters that is added to a root word (the base of a word) to change its meaning.
- One type of affix is a **prefix**. A prefix is added to the beginning of a root word.
- Another type of affix is called a **suffix**. A suffix is added to the end of a root word.

Watch!

Before getting started, it is helpful to remember exactly what an **affix** is. This video reviews how to add an affix to a known word to change the meaning.

- <https://www.youtube.com/watch?v=RPqxNqO8u-A>

Exploring the Standard

Notice that there are two types of affixes: prefixes and suffixes. When figuring out the meaning of a word with affixes, it helps to know whether that word has a prefix, a suffix, or both.



A Closer Look: Prefixes

As the video showed, there are many different **prefixes** that can be added to the beginning of a root. The most common prefix is “un-.” Some other examples are “dis-,” “in-,” and “re-.” When these prefixes are added to the beginning of a word, they change the word’s meaning. Look at the example below, which uses a commonly known root word:

lock What does this word mean? It could have many meanings. But, here the word “lock” is used as a verb. It means to fasten or secure something, like a door or window.

If the prefix “un-” is added, the meaning of the word changes:

un + **lock** = **unlock**

What does the prefix mean, and how does it change the root word? The prefix “un-” means “not” or “the opposite of.” When the prefix “un-” is added, it changes the meaning of the verb “lock” to the opposite of lock. The word now means to open, or to use a key to enter.

Watch!

Watch this video to learn more about how the prefixes “un-” and “re-” change the meanings of words.

- <https://www.opened.com/video/between-the-lions-the-un-people-zipped-unzipped/1578785>

A Closer Look: Suffixes

Just like prefixes, suffixes also can change the meaning of a root word. There are many different **suffixes** that can be added to the end of a root word. The most common suffixes are “-ed,” “-ing,” “-ful,” “-ly,” and “-less.” Sometimes a suffix changes the verb tense, sometimes a suffix makes a word plural, or sometimes it changes the word’s meaning completely. Look at the examples below to see how the suffixes “-less” and “-ful” change a word’s meaning.

care

What does the word “care” mean? If people are showing care, they are paying close attention or helping someone in need. They may be worried or concerned.



Teaching Notes: Known Affix + Known Word

The goal of L.3.4.B is for students to figure out the meanings of words by recognizing common root words and affixes. The following information contains ideas that teachers can incorporate into their classrooms as well as additional resources to peruse and integrate into instruction as appropriate.

Activities

1. Start by reviewing common affixes and their meaning. Use an anchor chart to write down meanings and hang it in the classroom for later use. Divide the paper in half for prefixes and suffixes, or use two completely different papers in order to help students distinguish between them.
2. Write common root words on the board, such as “play,” “do,” “cover,” “help,” etc. Divide the class into groups and give each group a minute or two to come up with as many new words as they can by adding a prefix or suffix to the root word given. Give each team a point for each correct word they come up with. Keep track of points, and write down all new words made. Show students that affixes help words multiply! Without them, our language would be much more limited.
3. Read a sentence out loud that does not use an affix + root word. For example, “My teacher made me write my sentences over again because they were messy.” Have students change the wording to include a root word + affix: “My teacher made me rewrite my sentences because they were messy.” This will help show students that affixes can shorten sentences and combine ideas.
4. Give students a list of common prefixes and suffixes. Then, have students come up with five words on their own that use each prefix or suffix correctly. For an extra challenge, come up with prefix + root + suffix words (like dis+agree+ment). Give the students the prefix and suffix and see if they can find two or three root words that would fit within the affixes given. Discuss as a class how the affixes change the meaning of each root word.

Additional Resources

Consider these additional resources when teaching L.3.4.B:

Morpheme Match Up: Word parts are also called “morphemes.” This lesson describes ways to introduce and practice morphemes, including common affixes, in the classroom.

- <http://www.readwritethink.org/classroom-resources/lesson-plans/rooting-meaning-morpheme-match-880.html?tab=4#tabs>

Vocabulary Instructional Routine: This resource from the Florida Center for Reading Research gives a detailed script of how to introduce roots and affixes to students. It also provides good examples of words that use common affixes.

- http://www.fcrr.org/assessment/et/routines/pdf/instRoutines_3VBWA.pdf

