

# Meaningful Word Parts

Grade 3

## ABOUT THIS LESSON

This lesson introduces students to some common word affixes and encourages them both to discern meanings of words in their reading and to use affixes appropriately to create derivatives of words they already know.

While this lesson is designed for students in grade 3, it could be used with grade 4 students who need to review these basic concepts.

The lesson could also be used as a model for creating other grade-level appropriate lessons for students in grades 4 and 5.

## TEXT COMPLEXITY

Passages for NMSI lessons are selected to challenge students while lessons and activities make texts accessible. Guided practice with challenging texts allows students to gain the proficiency necessary to read independently at or above grade level. The paragraphs about Lincoln included in this lesson are excerpted from a CCSS exemplar text recommended for grade 3 students.

## OBJECTIVES

Students will

- demonstrate an understanding of prefixes and suffixes as meaningful word parts.
- use affixes to determine the meanings of unfamiliar words.
- use affixes and root words to create new words.
- use affixes and context clues to determine meanings of unfamiliar words in a text.

## ACKNOWLEDGMENTS

Freedman, Russell. *Lincoln: A Photobiography*. New York: Houghton Mifflin, 1989. (1987) From Chapter One: "The Mysterious Mr. Lincoln." Fair Use.

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**COGNITIVE RIGOR**

ELA lessons for NMSI are designed to guide students through a continuum of increasingly complex thinking skills, including those outlined in taxonomies such as the Revised Bloom’s Taxonomy and Webb’s Depth of Knowledge levels. For example, in this lesson students will use prefixes and suffixes to determine the meanings of words (DOK Level 1) and apply their knowledge of these affixes to form new words (DOK Level 3). They will also identify relevant details in a text (DOK 2) and use those details to support inferences (DOK 3). Students will move from the Understand Level through the Create Level of the Revised Bloom’s Taxonomy.

This lesson is included in Module 1: *The Power of Words*.

**CONNECTION TO COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS**

The activities in this lesson allow teachers to address the following Common Core Standards:

**Explicitly addressed in this lesson**

**RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**RF3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

b. Decode words with common Latin suffixes.

**Implicitly addressed in this lesson**

**RF3.3:** Read with sufficient accuracy and fluency to support comprehension.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CONNECTIONS TO AP\***

Vocabulary is tested both explicitly and implicitly on both the AP English Literature Exam and the AP English Language Exam, and facility with language is one of the hallmarks of students who are successful in AP English classes and on the exams associated with those classes. Early instruction in the structures and meanings of words will enable students to build a comprehensive vocabulary that will ensure college and career readiness.

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**MATERIALS AND RESOURCES**

- copies of Student Activity
- Student Resource: “Words Parts Toolbox”
- prepared word parts cards
- print or online dictionaries

**ASSESSMENTS**

The following kinds of formative assessments are embedded in this lesson:

- guided questions
- graphic organizers
- frame statements and fill-in-the blank sentences
- artistic representations

**TEACHING SUGGESTIONS**

**B**efore beginning this lesson, distribute and discuss the Student Resource “Word Parts Toolbox.” This resource is included in Module 1: *The Power of Words* and on the NMSI website. If students are inexperienced in the use of word affixes, you might have them practice using the word parts cards and the prefixes and suffixes in the toolbox to create new words or to determine the meanings of other words that include the affixes included in the toolbox.

This lesson might be spread over several days, allowing students to revisit and reinforce concepts learned in previous days’ activities.

**Activity One: Exploring Word Parts**

If students have had experience in forming words with affixes, you might have them work individually to complete Activity One. If this is a new concept for them, however, this activity is best completed with a partner or in small collaborative learning groups. Allow time to check the “new words” to be sure students have created actual words.

**Activity Two: Understanding Prefixes and Suffixes**

Complete Questions 1 and 2 with the entire class so you can be sure students understand the activity. Then ask students to complete Questions 3-7 with a partner or in small collaborative learning groups. Ask a few students to share answers with the entire class. Notice that two of the words in Question 7 (“happier” and “prettier”) require students to change the *y* in the original words (“happy” and “pretty”) to *i* before adding *-er*. You might want to review the final section of the Word Parts Toolbox that provides other examples of spelling changes that are sometimes necessary when adding suffixes.

**Activity Three: Understanding Root Words**

Before completing Activity Three, you might want to conduct a mini-lesson on Latin and Greek root words. The words in the Word Parts Toolbox all include identifiable English words as roots. Students should understand, however, that many English words are formed by using word parts from other languages. While these parts might not be words themselves, they do carry meaning and can be expanded into readily recognizable words through the use of prefixes and/or suffixes.

Complete Question 1 with the entire class to be sure that students understand the process. Students can then complete the remainder of the activity with a partner. If some students have had little practice with the use of root words or dictionaries, you might pair them with more experienced students.

**Activity Four: Using Affixes, Context Clues, and Other Resources to Understand Word Meanings**

It is very important to allow students to understand how to use their knowledge of affixes, combined with context clues, to determine the meanings of unfamiliar words in their reading. They should also recognize the value of dictionaries and other resources when their prior knowledge is insufficient to allow them to determine meanings of words. Using several paragraphs from Chapter One of *Lincoln: A Photobiography* by Russell Freedman, students will use a variety of resources to determine the meanings of unfamiliar words used to describe Lincoln. They will write an inference-based sentence about Lincoln’s self-perception and draw a picture of Lincoln based on the description in the text. Both of these activities allow teachers to determine student understanding of the text.

Read aloud the paragraphs at the beginning of the activity and then have students work

with a partner to complete Questions 2 and 3. You may either read aloud the next excerpt or have students read it silently. Students could complete Questions 5-8 either individually or with a partner. Encourage students to complete Questions 9 and 10 on their own. Share some responses with the entire class.

### Scaffolding and Extending the Lesson

Activity Three includes just a few examples of root words, combined with affixes from the Word Parts Toolbox, as an introduction to root words. If you would like to extend this part of the lesson, you might check your textbook or the Internet for lists of Latin and Greek words that are appropriate and accessible for elementary students. Students could use their Word Parts Toolbox to form new words and then illustrate the new words they form to provide a visual representation of the meaning of the new word.

Number 4 of Activity Three is a good opportunity to demonstrate for students how adverbs are formed. Students should understand that adverbs that end in *-ly* always tell how an action is performed. Allow students to brainstorm adverbs that end in the suffix *-ly*. As a challenge activity, you might provide students with the word *strictly*.

[strict- (tight) + -ly (characteristic of) = strictly]

## ANSWERS

### Activity One: Exploring Word Parts

Answers will vary.

### Activity Two: Understanding Prefixes and Suffixes

1. unfair means not fair
2. bravely means in a brave way
3. fairness means being fair
4. painful means full of pain
5. a teacher is a person who teaches
6. replay means play again
7. Answers will vary.

### Activity Three: Understanding Root Words

Answers will vary. You might want to check definitions in the dictionary available to your students before you have them complete this activity.

### Activity Four: Using Affixes, Context Clues, and Other Resources to Understand Word Meanings

Responses will vary.

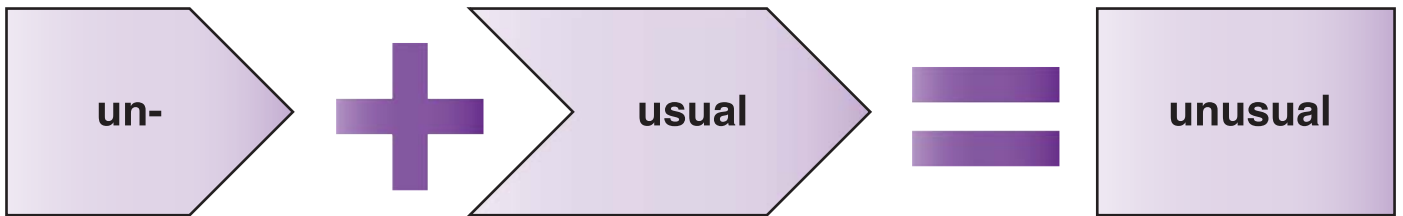
# Meaningful Word Parts

## Grade 3

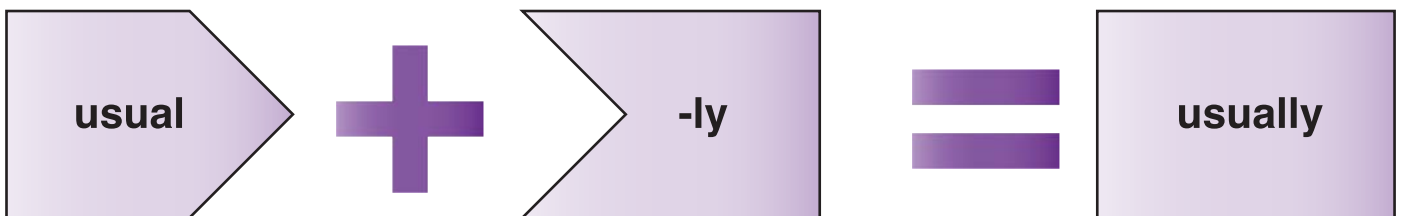
### ACTIVITY ONE: EXPLORING WORD PARTS

Some words include prefixes or suffixes or both. You can use your word part cards to create new words.

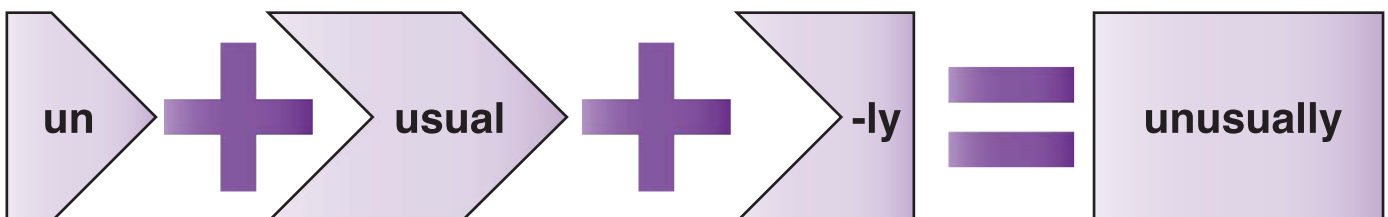
For example, you can add a prefix to a word to create a new word.



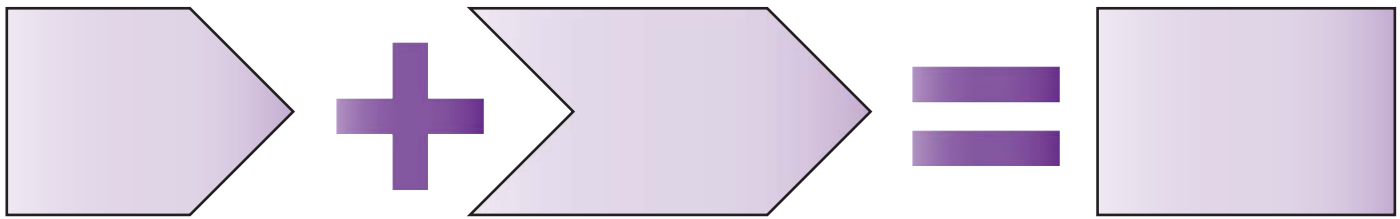
Or you might add a suffix to create a new word.



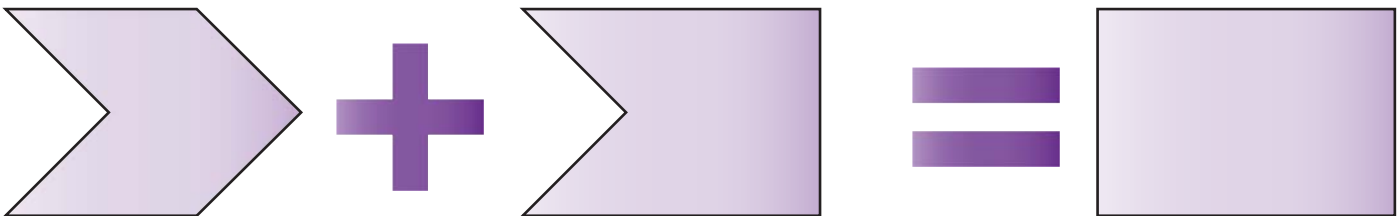
Sometimes you can add both a prefix and a suffix to create a new word.



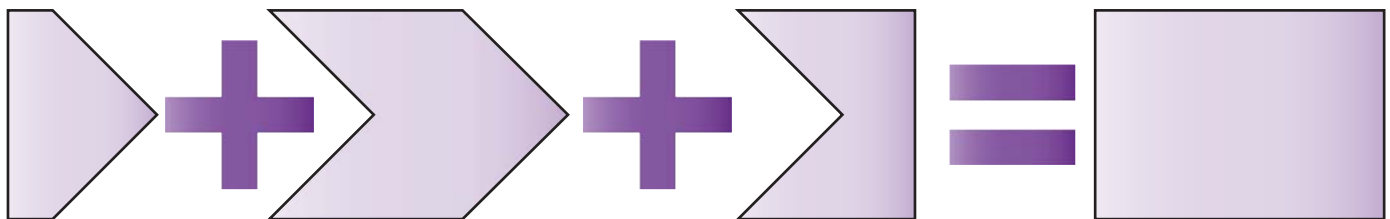
1. Use your word parts cards to create a new word with a prefix. Write the parts and the final word in the boxes below. Let your teacher check to be sure your word is a real word.



2. Use your word parts cards to create a new word with a base word. Write the parts and the final word in the boxes below. Let your teacher check to be sure your word is a real word.



3. Use your word parts cards to create a new word with a prefix and a suffix. Write the parts and the final word in the boxes below. Let your teacher check to be sure your word is a real word.



**ACTIVITY TWO: UNDERSTANDING PREFIXES AND SUFFIXES**

Refer to your Word Parts Toolbox or to a dictionary to help you complete the following sentences.

1. **Untied** means **not tied**, so **unfair** means \_\_\_\_\_.
2. **Sadly** means **in a sad way**, so **bravely** means \_\_\_\_\_  
\_\_\_\_\_.
3. **Brightness** means **being bright**, so **fairness** means \_\_\_\_\_  
\_\_\_\_\_.
4. **Helpful** means **full of help**, so \_\_\_\_\_ means **full of pain**.
5. A **driver** is a **person who drives**, so a \_\_\_\_\_  
\_\_\_\_\_ is a **person who teaches**.
6. **Rewrite** means **write again**, so \_\_\_\_\_ means **play again**.

7. Choose two of these words and write your own sentence by filling in the blanks below.

brighter

calmer

happier

prettier

\_\_\_\_\_ means \_\_\_\_\_, so  
 \_\_\_\_\_ means \_\_\_\_\_.

### ACTIVITY THREE: UNDERSTANDING ROOT WORDS

A “root word” is a word part that does not have a prefix or a suffix but has meaning by itself. Some “root words” cannot be words by themselves but must have a prefix or a suffix to be complete words.

One example of a root word is **-cede**. It comes from a Latin word that means “to go.” We can create new words by adding prefixes to this root:

**pre-** (before) + **-cede** (to go) = **precede** (to go before)

**re-** (back) + **-cede** (to go) = **recede** (to go back)

Now use your knowledge of prefixes and suffixes to figure out the meanings of these words. Then find the dictionary meaning of each word and write it in the space provided.



1. port- (to carry) + -er (one who performs an action) = porter

A *porter* is \_\_\_\_\_

\_\_\_\_\_



dictionary meaning of *porter*: \_\_\_\_\_

\_\_\_\_\_

2. re- (back) + -ject (throw) = reject

If you *reject* something, you \_\_\_\_\_

dictionary meaning of *reject*: \_\_\_\_\_

\_\_\_\_\_

3. pre- (before) + -pare (get ready) = prepare

To *prepare* for something is to \_\_\_\_\_

\_\_\_\_\_

dictionary meaning of *prepare*: \_\_\_\_\_

\_\_\_\_\_

4. grand- (great) + -ly (creates an adverb that

tells how) = grandly

If you speak grandly, you \_\_\_\_\_

\_\_\_\_\_

dictionary meaning of *grandly*: \_\_\_\_\_

\_\_\_\_\_

5. bio- (life) + graph- (writing) + -y (characterized by) = biography [This

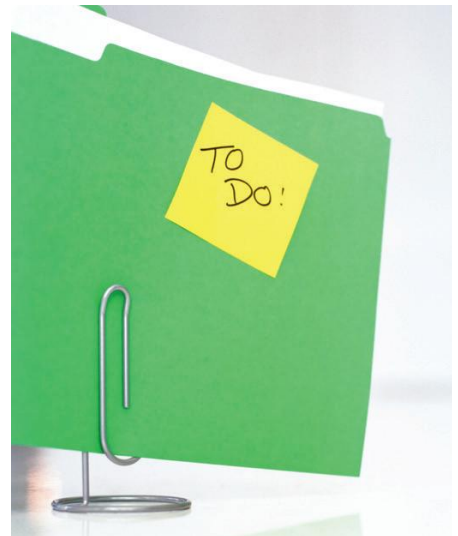
word has two roots and one suffix.]

A book is \_\_\_\_\_

\_\_\_\_\_

dictionary meaning of *biography*: \_\_\_\_\_

\_\_\_\_\_



## ACTIVITY FOUR: USING AFFIXES, CONTEXT CLUES, AND OTHER RESOURCES TO UNDERSTAND WORD MEANINGS

1. Read carefully the following paragraphs about Abraham Lincoln. Watch for words that include **prefixes** and **suffixes**.



Abraham Lincoln wasn't the sort of man who could lose himself in a crowd. After all, he stood six feet four inches tall. And to top it off, he wore a high silk hat.

His height was mostly in his long bony legs. When he sat in a chair, he seemed no taller than anyone else. It was only when he stood up that he towered over other men.

2. Using your knowledge of suffixes, write the meanings of these words:

mostly \_\_\_\_\_

bony \_\_\_\_\_

taller \_\_\_\_\_

3. Find words and phrases that describe what Lincoln looked like. Write them here:

*six feet four inches tall* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Now read this paragraph, also about Lincoln.

At first glance, most people thought he was homely. Lincoln thought so too, once referring to his “poor, lean, lank face.” As a young man he was sensitive about his gawky looks, but in time, he learned to laugh at himself. When a rival called him “two-faced” during a political debate, Lincoln replied: “I leave it to my audience. If I had another face, do you think I’d wear this one?”

5. The writer says that Lincoln was sensitive about his “gawky looks.”

What suffix is included in the word “gawky”? \_\_\_\_\_

If we use our knowledge of suffixes, we could say that “gawky” means “like a gawk.” However, that doesn’t really help us understand what the word means. Read the whole description of Lincoln again, and use context clues to write three words you think might have meanings similar to “gawky.”

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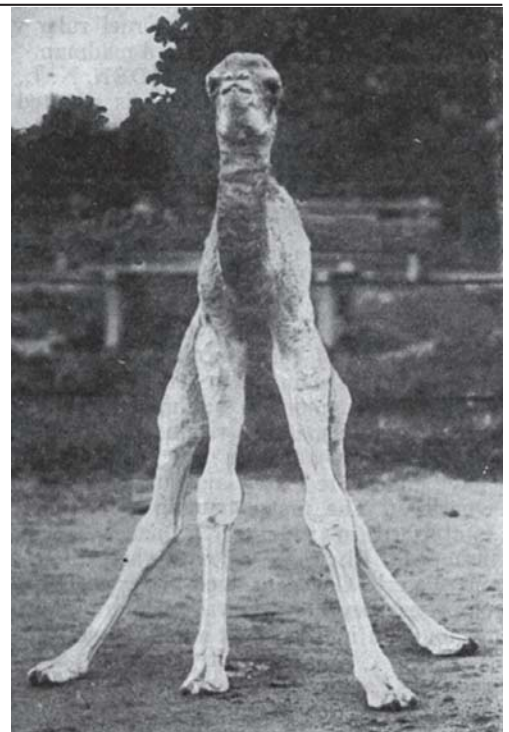
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6. The dictionary tells us that a “gawk” is an awkward, foolish person. So what would “gawky” mean?

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7. In the space below, write a sentence that tells why Lincoln might have thought he looked gawky. In your sentence, include words or phrases from the paragraphs above.

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8. The writer also tells us that many people thought Lincoln was “homely.” If we use our knowledge of suffixes, we might think that “homely” means “like a home,” but that doesn’t make sense. Use a dictionary to find the meaning of the word “homely.” If there is more than one meaning, choose the meaning that best describes Abraham Lincoln. Write the meaning in the space below.

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9. Now write a sentence that tells why some people thought Lincoln was homely. In your sentence, include words or phrases from the paragraphs above.



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10. In the space below, draw a picture of Lincoln, based on the words and phrases in the paragraphs you have read.