Objective

The student will identify the meaning of compound words.

Materials

- ▸ Compound Word triangles (Activity Master V.009.AM1a - V.009.AM1b)
- ▸ Trivia cards (Activity Master V.009.AM2a - V.009.AM2c)
- ▸ Answer key (Activity Master V.009.AM3a - V.009.AM3b)
  An answer key is provided.
- ▸ Game pieces (e.g., counters)

Activity

Students identify the meaning of compound words by playing a trivia game.

1. Place trivia cards face down in a stack at the center. Provide each student with a Compound Word triangle and game pieces.
2. Taking turns, students draw a card from the stack and read it (e.g., five-legged sea creature).
3. Look for word on triangle that fits description (e.g., starfish). Read word and place game piece on that spot. Place trivia card in a discard pile.
4. If no word is found which matches description, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
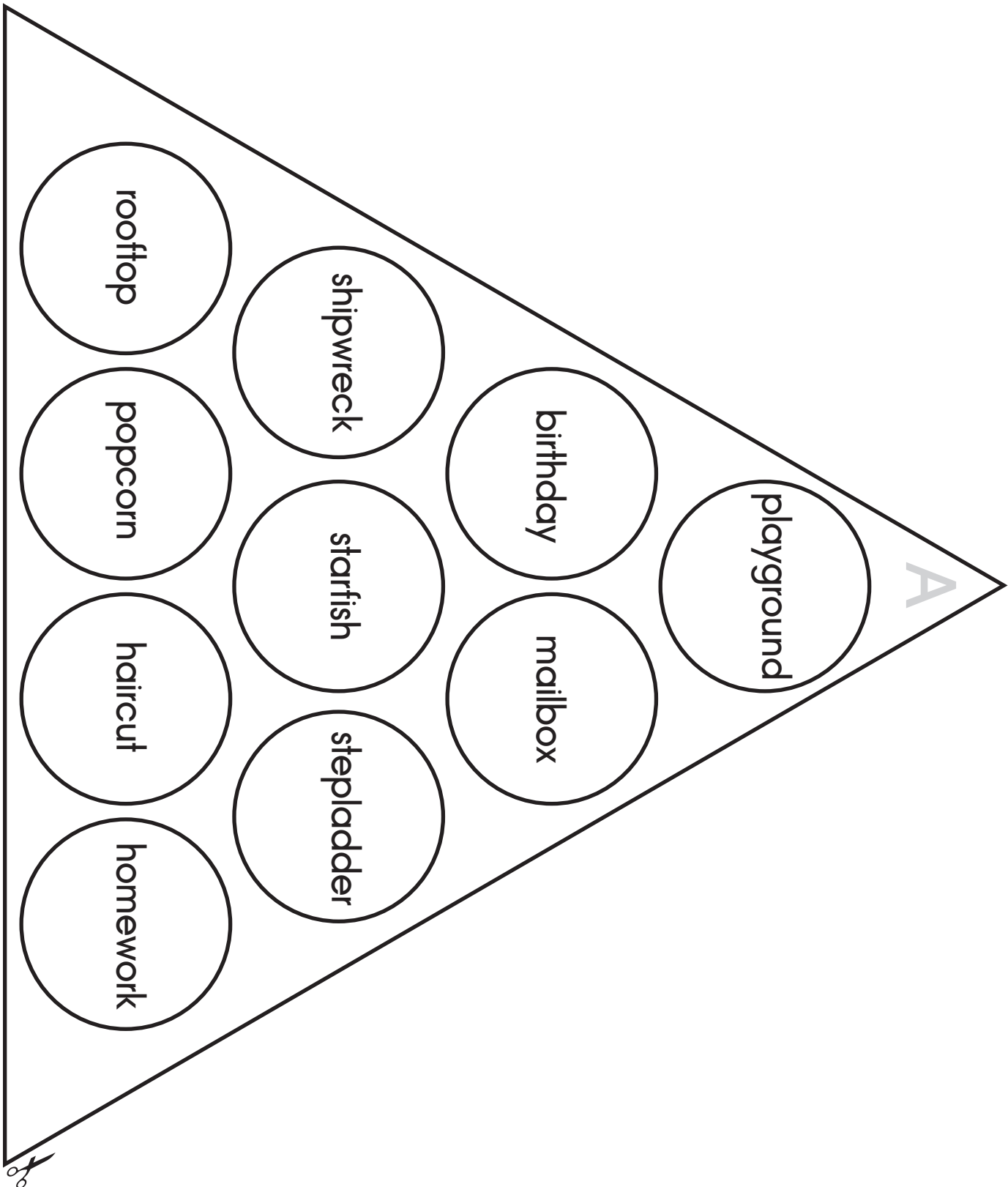6. Peer evaluation
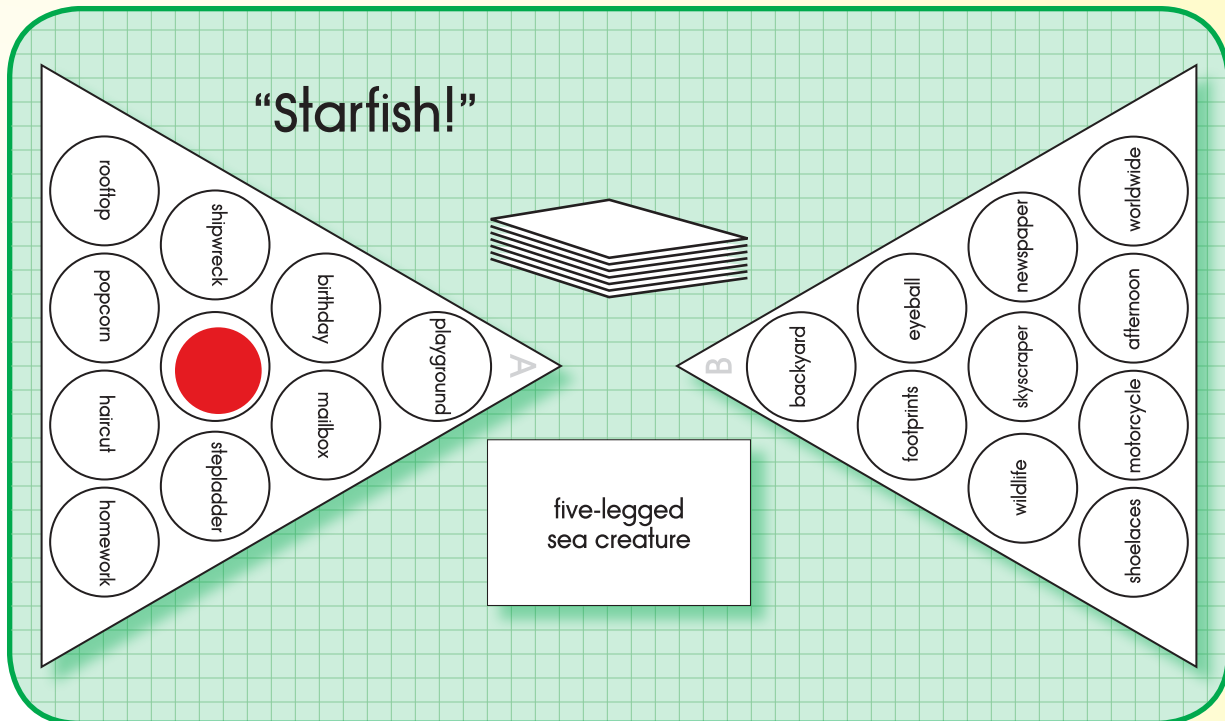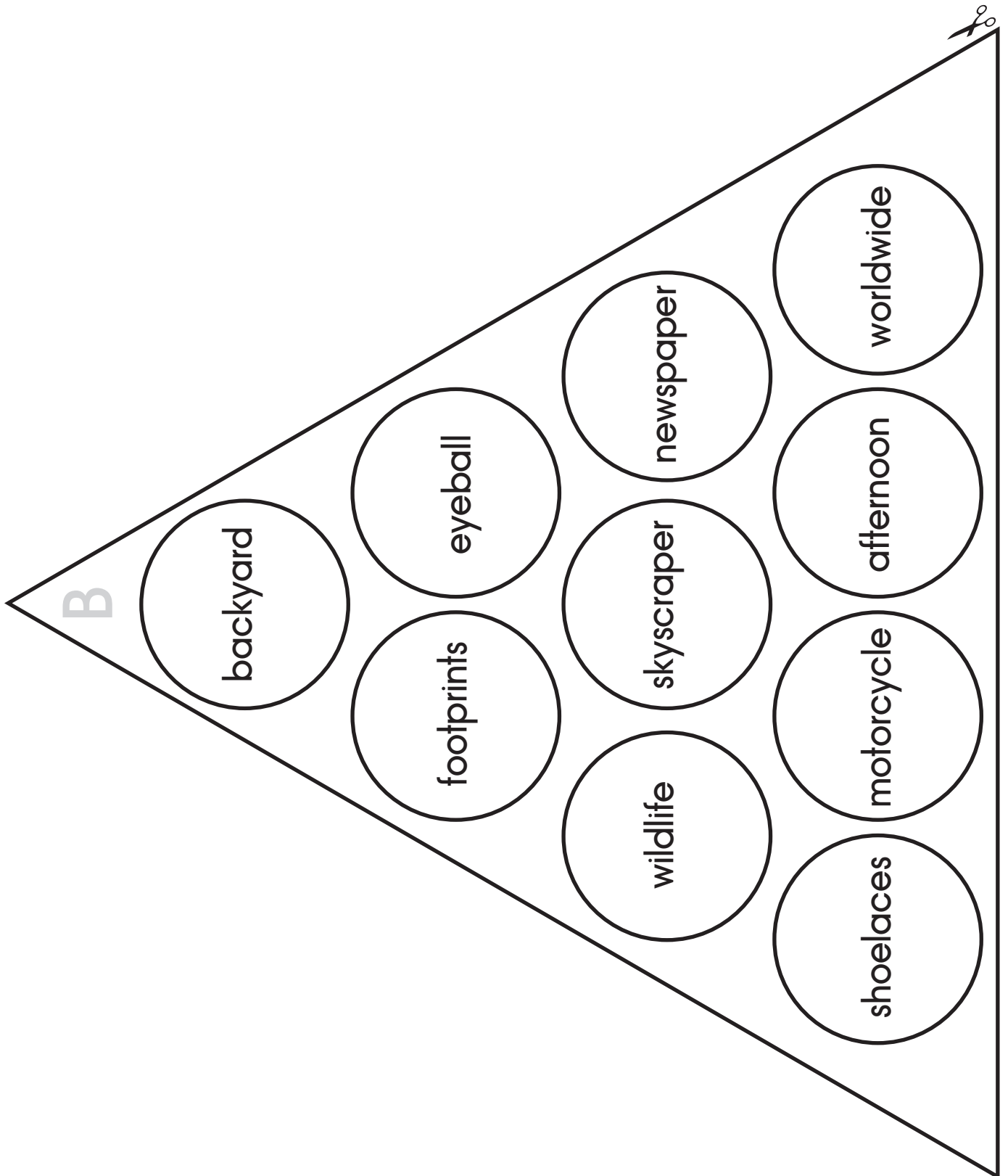

Extensions and Adaptations

- ▸ Make other compound word triangles and trivia cards (Activity Master V.009.AM4).

rooftop

shipwreck

popcorn

birthday

starfish

haircut

playground

mailbox

stepladder

homework

A

B

backyard

eyeball

footprints

newspaper

skyscraper

wildlife

worldwide

afternoon

motorcycle

shoelaces

place outdoors where children can enjoy games and have fun	container where letters are put
part of the week when one is born and celebrated every year	five-legged sea creature
something that you climb up or down one foot at a time	a big boat that is destroyed
yellow seeds from a cob that jump	to shorten what grows on your head

school work done where you live	highest part of a building
land behind a house	tracks made by the things that you walk on
round thing in your head that helps you see	current events that are written on sheets of paper folded together
all over the globe	time that follows 12:00 in the daytime

|	
strings that hold together the things that you walk in	animals that are not tame
a very tall building that seems to rub against the place where there are clouds	thing you ride with two wheels and an engine

Answer Key A

place outdoors where children can enjoy games and have fun	playground
container where letters are put	mailbox
part of the week when one is born and celebrated every year	birthday
five-legged sea creature	starfish
something that you climb up or down one foot at a time	stepladder
a big boat that is destroyed	shipwreck
yellow seeds from a cob that jump	popcorn
to shorten what grows on your head	haircut
school work done where you live	homework
highest part of a building	rooftop

Answer Key B

land behind a house	backyard
tracks made by the things that you walk on	footprints
round thing in your head that helps you see	eyeball
current events that are written on sheets of paper folded together	newspaper
all over the globe	worldwide
time that follows 12:00 in the daytime	afternoon
strings that hold together the things that you walk in	shoelaces
animals that are not tame	wildlife
thing you ride with two wheels and an engine	motorcycle
a very tall building that seems to rub against the place where there are clouds	skyscraper
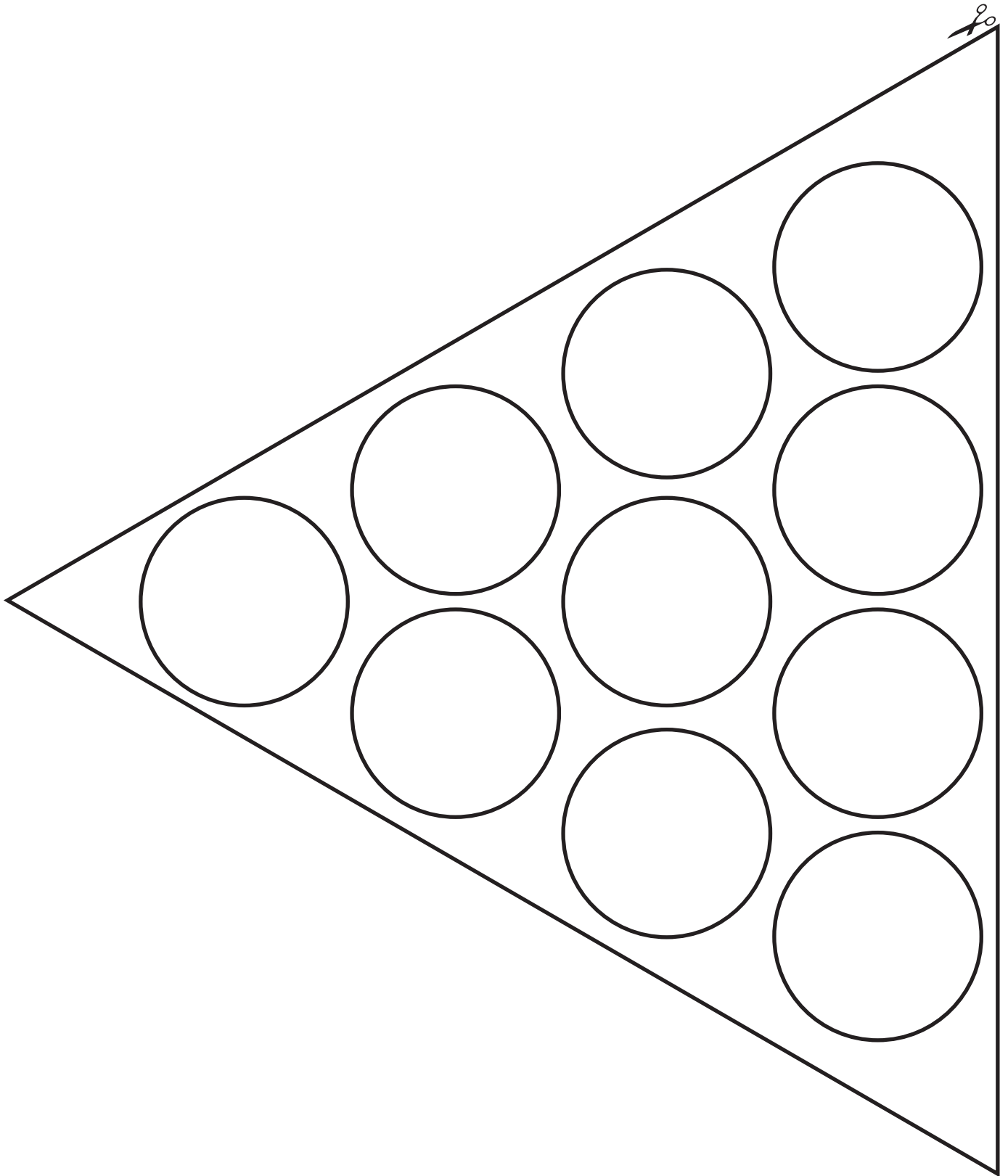
Affix Match

📝 Objective

The student will identify the meaning of affixes.

📝 Materials

▶ Affix and meaning cards (Activity Master V.010.AM1a - V.010.AM1b)

📝 Activity

Students match affixes to their meanings by playing a memory game.

1. Place the affix and meaning cards face down in rows on a flat surface.
2. Taking turns, students select two cards and read them.
3. Determine if cards show an affix and its meaning (e.g., re-, again).
   If there is a match, pick up cards and place to the side. If cards do not match, return cards to their original position.
4. Continue until all matches are formed.
5. Peer evaluation

again			
		re-	

📝 Extensions and Adaptations

▶ Make more cards and play again.
▶ Sort by prefixes and suffixes.

un-	not
re-	again
pre-	before
mis-	not correctly

affix and meaning cards

-er	more (when comparing)
-est	most (when comparing)
-s, -es	more than one
-ful	full of

affix and meaning cards

✐ **Objective**

The student will identify the meaning of words with affixes.

✐ **Materials**

▶ Game board (Activity Master V.011.AM1a - V.011.AM1b)
▶ Sentence cards (Activity Master V.011.AM2a - V.011.AM2c)
  Answers are provided at the bottom of each card.
▶ Game pieces (e.g., counters)

✐ **Activity**

Students identify the meaning of words with affixes by matching them to their definitions.

1. Place game board and game pieces at the center. Place sentence cards face down beside the game board.
2. Working in pairs, student one selects the top card from the stack (without revealing it) and reads the sentence, saying the word "blank" at the underline (without the answer) to student two (e.g., If you are full of hope, you are blank).
3. Student two attempts to provide the word and identify the affix (e.g., hopeful, ful).
4. Student one checks the answer that is provided on the bottom of the word card.
5. If correct, student two moves game piece to the next space on the game board that has the identified affix. If incorrect, no move is made.
6. Return card to the bottom of the stack and continue until both students reach the end.
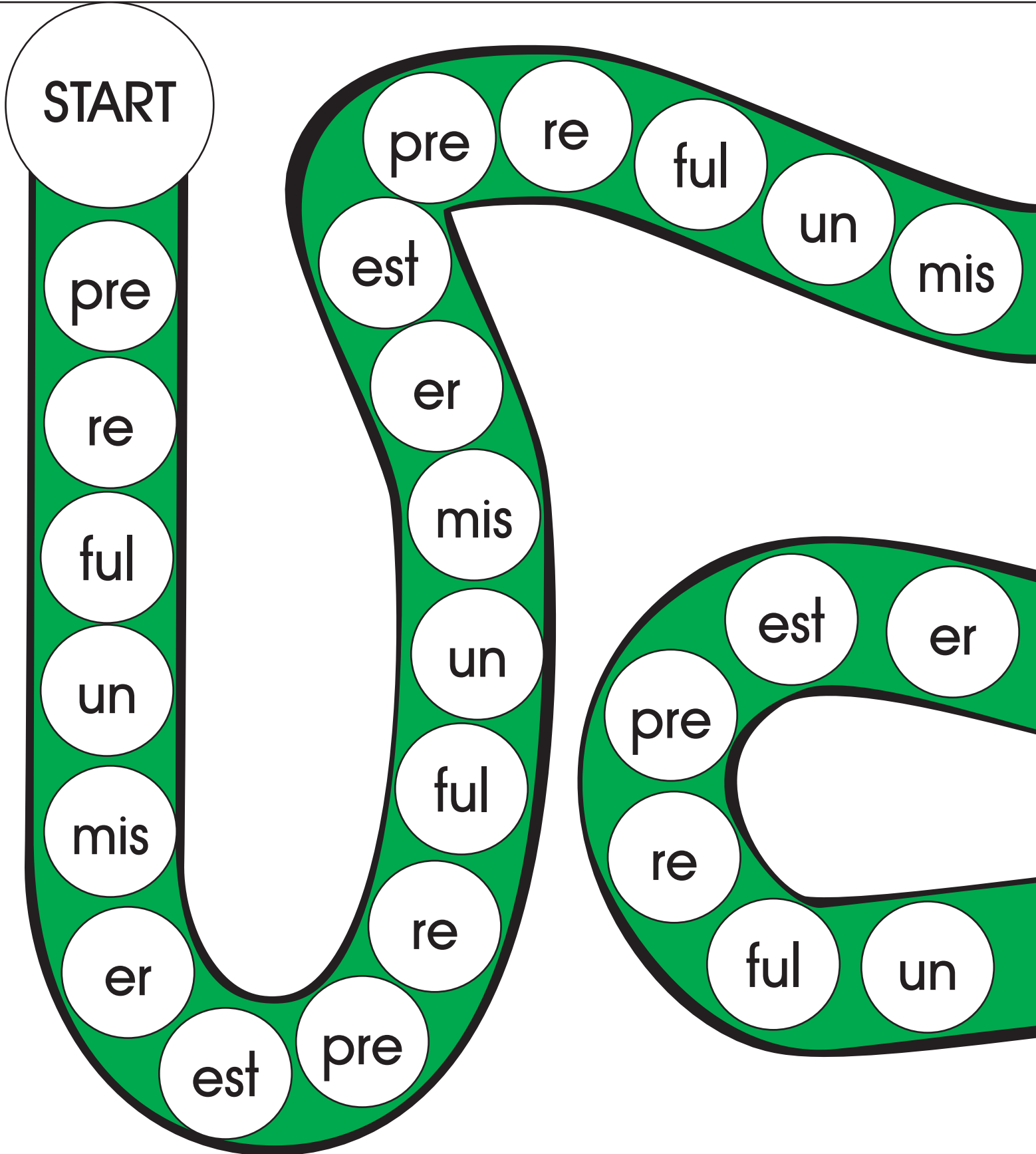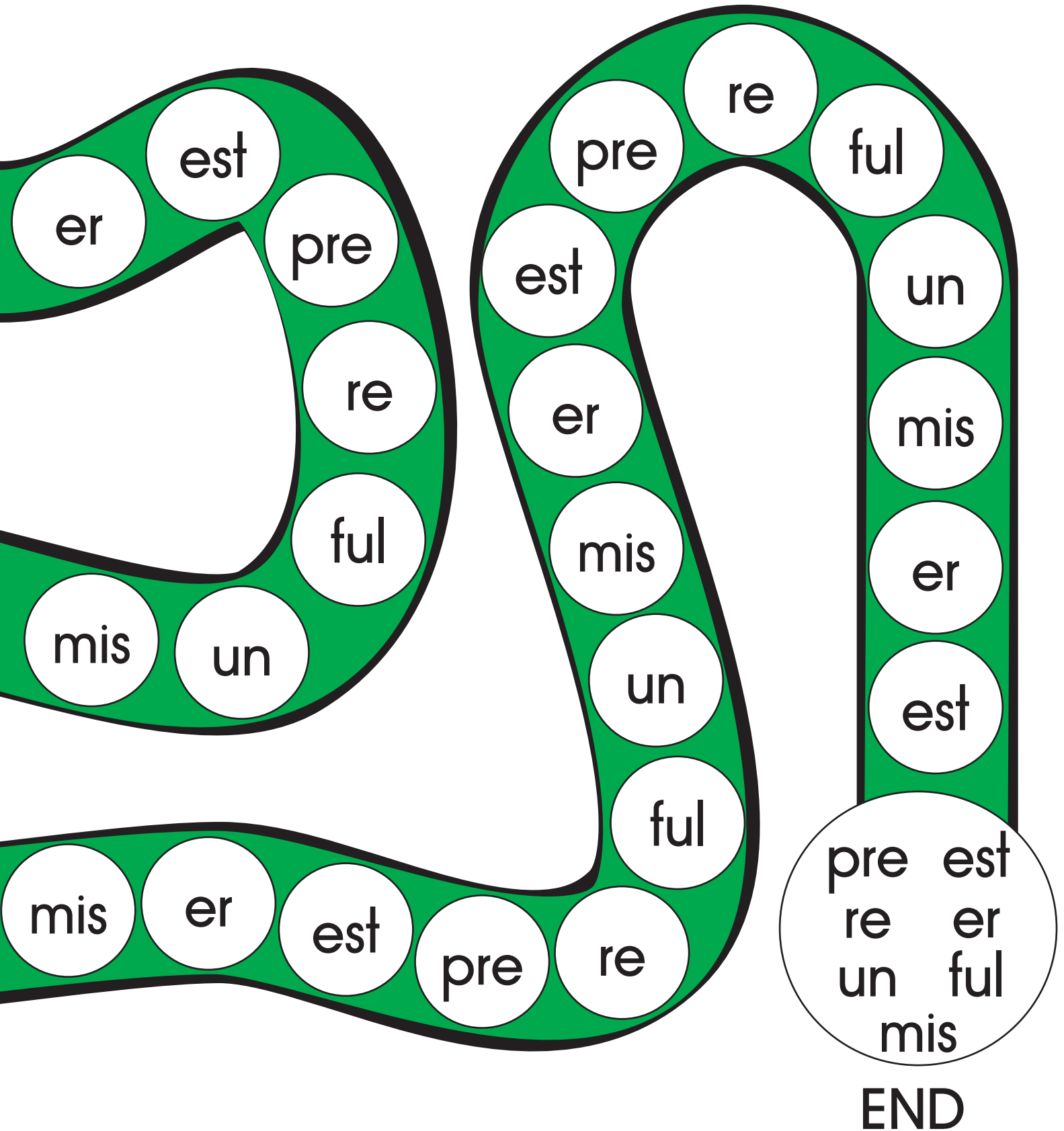7. Peer evaluation

If you are full of hope,
you are _____.

hope*ful*
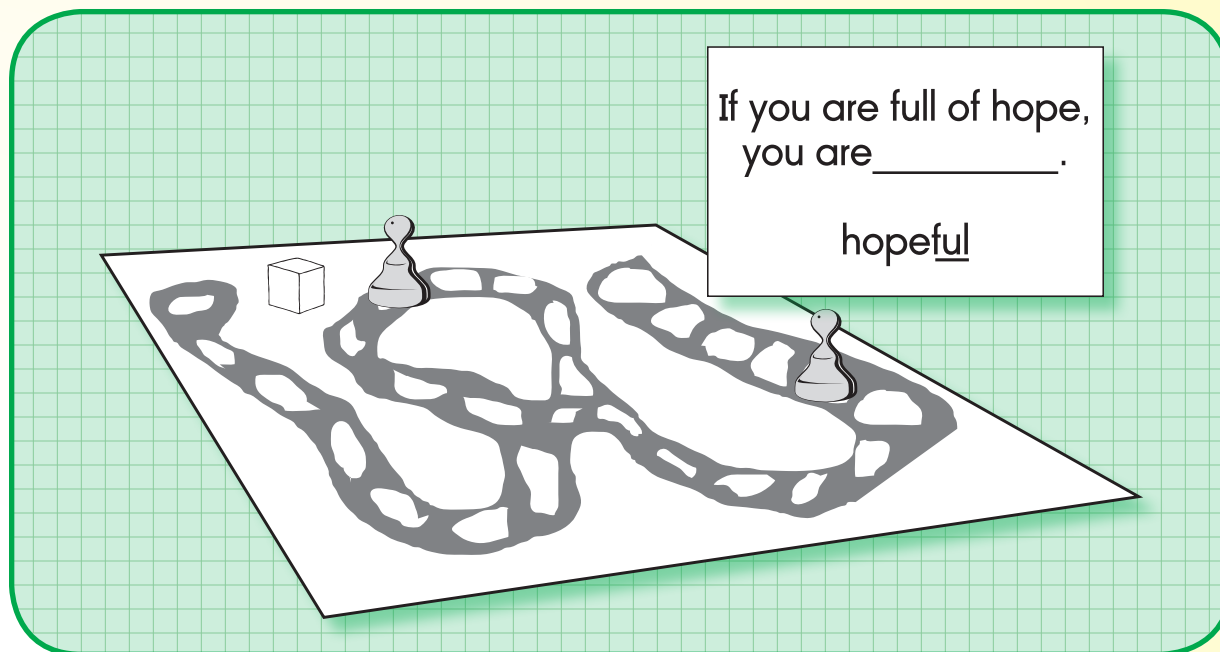
✐ **Extensions and Adaptations**

▶ Make other word cards to use with game.
▶ Sort the phrases by prefixes and suffixes.

Vocabulary

START

pre

re

ful

un

mis

er

est

pre

pre

re

ful

un

mis

est

er

mis

un

ful

re

pre

re

ful

un

est

er

pre

re

ful

mis

un

re

pre

est

er

mis

un

ful

re

pre

ful

un

mis

er

est

mis

er

est

pre

re

pre	est
re	er
un	ful
mis	

END

The paint came off the house, so she had to ____ it.

repaint

If you are full of hope, you are _____.

hopeful

She did not write the story the right way. She will have to ____ it.

rewrite

If you pay for something before you get it, you ____.
prepay

To spell something wrong is to ____ it.

misspell

It is wrong to not behave in school. You will get in trouble if you _____.
misbehave

If you are not happy, you may be _____.

unhappy

The story is not true. It is ____.

untrue

The school that children go to before elementary school is called a _____.
<u>pre</u>school

Not all the food was eaten. Some of it was left ____.
<u>un</u>eaten

He is not able to perform the trick. He is ____ to do it.

<u>un</u>able

He didn't speak because his mouth was full of food. He had a ____.
mouth<u>ful</u>

If someone does not treat you well they _____ you.

<u>mis</u>treat

The rainbow is full of colors. It is very ____.

color<u>ful</u>

If you cook the food ahead of time, you _____.

<u>pre</u>cook

Fill the fishbowl and then ____ it when it needs more water.
<u>re</u>fill

Mom turned the oven heat off and the food got cold so we had to _____ it.
reheat

Cars move fast, but planes move _____.

faster

Another word meaning to build again is _____.

rebuild

I am strong, but he is _____ because he can lift more.

stronger

Tim is 10 years old. Mike is 14 years old. Mike is four years _____ than Tim.
older

He is taller than his two brothers.
He is the _____.

tallest

Kemeika and Erik are smart. Zach makes better grades than both of them. He is the _____.

smartest

My brother was lucky to find a penny. I was lucky to find a quarter. My sister found a dollar.
She was the _____.
luckiest

✎ Objective

The student will identify the meaning of words with affixes.
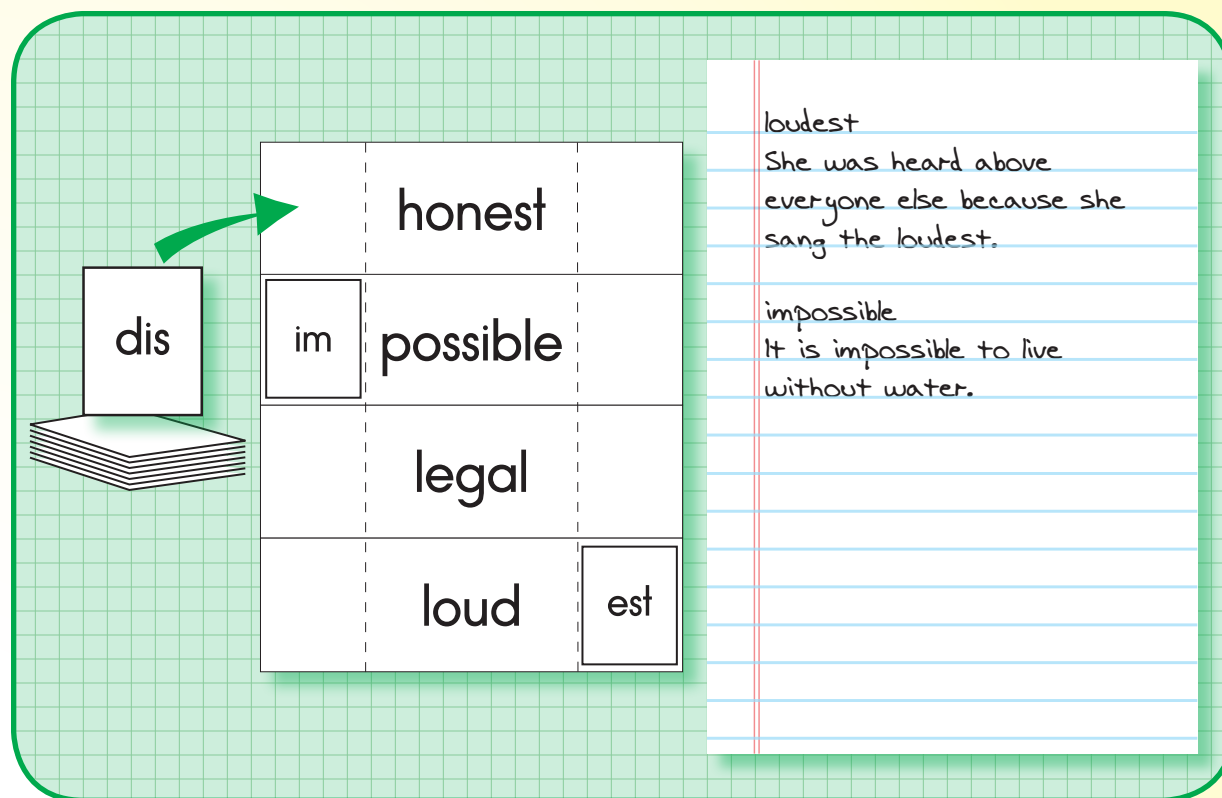
✎ Materials

- ▶ Base word work boards (Activity Master V.012.AM1a - V.012.AM1c)
- ▶ Affix cards (Activity Master V.012.AM2)
- ▶ Paper
- ▶ Pencil

✎ Activity

Students add affixes to make words and use new words in sentences.

1. Place affix cards face down in a stack. Place the base word work boards face up in a row.
2. Student selects the top card from the stack and says the name of the affix (e.g., dis).
3. Finds the base word that, when the affix is added, will make a real word (e.g., honest).
4. Places the affix next to the base word and reads the new word (i.e., dishonest).
5. Writes new word on the paper. Writes a sentence that demonstrates the meaning of the word.
6. Teacher evaluation

✎ Extensions and Adaptations

- ▶ Sort affixes into prefixes and suffixes.
- ▶ Use other base words and affixes.
- ▶ Read sentences to other student and identify the words with affixes.

behave

lunch

model

cheap

honest

possible

legal

loud

ripe

wonder

cook

protect

pre	un	im	mis
est	re	ful	er
es	il	dis	or

Vocabulary

Sentence Match

✎ Objective

The student will identify the meaning of words with affixes.

✎ Materials

▸ Affix header cards (Activity Master V.013.AM1)
▸ Sentence cards (Activity Master V.013.AM2a - V.013.AM2c)
   Copy, laminate, and cut.
▸ Student sheet (Activity Master V.013.SS)
▸ Vis-à-Vis® markers

✎ Activity

Students identify the meaning of affixes and base words by playing a matching game.

1. Place Vis-à-Vis® markers, header cards in a row face up, and sentence cards face down in a stack at the center. Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack and read the sentence (e.g., We loved the story so much that our teacher will <u>tell it again</u>.)
3. Identify the underlined words (e.g., tell it again). Say a word using an affix that means the same as the underlined phrase (i.e., retell). Identify the affix (i.e., re).
4. Write the word with the Vis-à-Vis® marker in the blank (i.e., retell) and place sentence card under the header card that corresponds to the affix that is part of the new word (i.e., re).
5. Complete the student sheet (i.e., write the meaning of the affix and the new words).
6. Continue until all sentence cards are sorted.
7. Teacher evaluation

✎ Extensions and Adaptations

▸ Use other target affixes.

un *header*	re *header*
mis *header*	ful *header*
er *header*	est *header*

header cards

I am <u>not certain</u> how to get to your house.

_____

Why was the horse <u>not able</u> to gallop?

_____

This food is very good but <u>not common</u>.

_____

The directions are <u>not clear</u>.

_____

Conika didn't understand the paragraph so she <u>read it again</u>.

_____

The storm blew down the trees, so we had to <u>plant them again</u>.

_____

We loved the story so much that our teacher will <u>tell it again</u>.

_____

The lion got loose, but was soon <u>captured again</u>.

_____

She <u>did not correctly</u> <u>count</u> the number of students.

_____

If you <u>do not correctly</u> <u>use</u> your toys, they will break.

_____

He could not find the street because he <u>did</u> <u>not correctly spell</u> the street name.

_____

I wore socks that <u>did</u> <u>not correctly match.</u>

_____

She was <u>full of hope</u> that she could win the contest.

_____

The painting was fun to look at because it was <u>full of color.</u>

_____

The cat was <u>full of</u> <u>fear</u> when he saw the dog running at him.

_____

The engine is <u>full of</u> <u>power</u> and will easily put the rocket into space.

_____

One puppy was <u>more lively</u> than the other.

_____

Today is hot, but yesterday was <u>more hot</u>.

_____

She felt <u>more calm</u> than her brother as they got ready to ride the roller coaster.

_____

The cat was big, but the dog was <u>more big</u>.

_____

Sam was the <u>most quick</u> and won the race.

_____

This movie is the <u>most funny</u> I have ever seen.

_____

The big dog was <u>most loud</u> and could be heard over the others.

_____

The city was full of tall buildings, but one was above the rest since it was <u>most tall</u>.

_____

Name _____

un meaning	mis meaning	re meaning	er meaning	est meaning	ful meaning				
1.									
2.									
3.									
4.									

Vocabulary

Root-A-Word

✎ Objective

The student will identify words containing the same root.
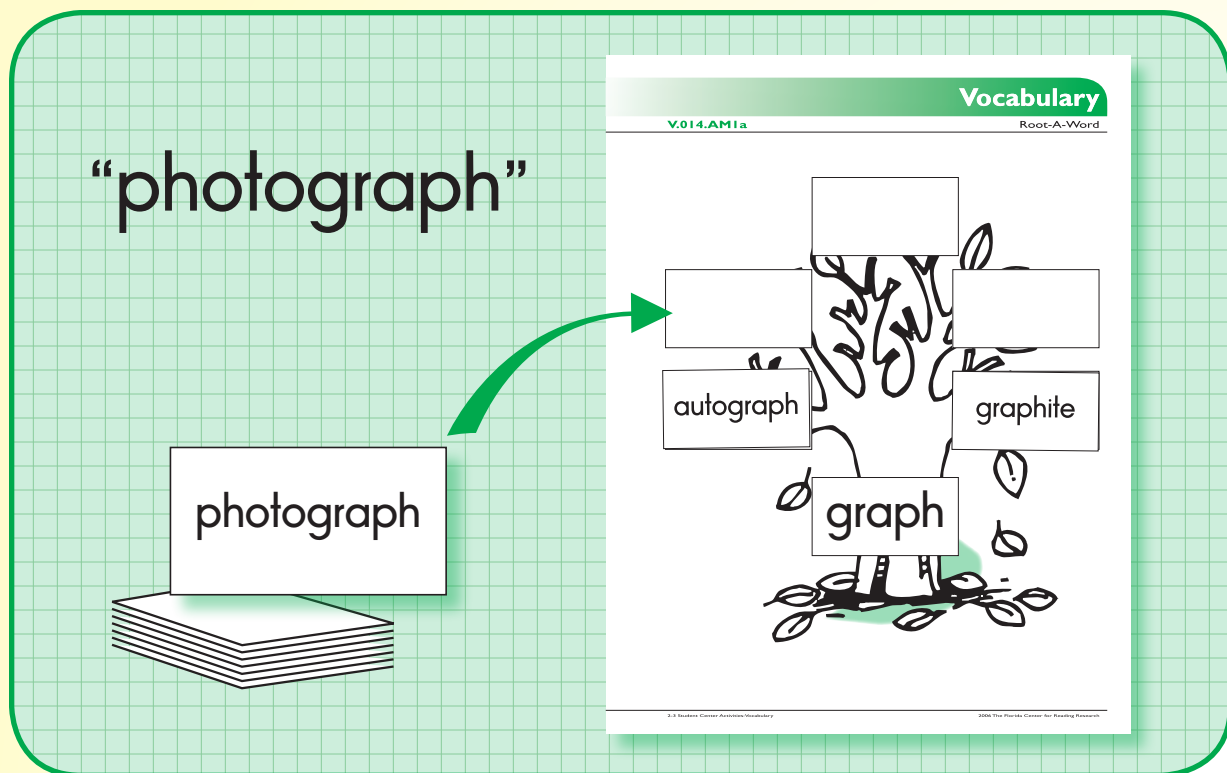
✎ Materials

▶ Tree sort boards (Activity Master V.014.AM1a - V.014.AM1d)

Note: Roots used are port-carry, act-do, graph-write, tract-pull or drag.

▶ Student sheet (Activity Master V.014.SS1)

▶ Word cards (Activity Master V.014.AM2)

✎ Activity

Students identify and sort words by common roots.

1. Place the word cards face down in a stack. Place tree sort boards face up next to each other. Provide each student with a student sheet.
2. Working in pairs, student one selects top card and reads it (e.g., photograph).
3. States root portion of the word (i.e., graph).
4. Places word card on the tree sort board with matching root.
5. Reverse roles and continue until all words are sorted.
6. Record meaning of the root and words on student sheet.
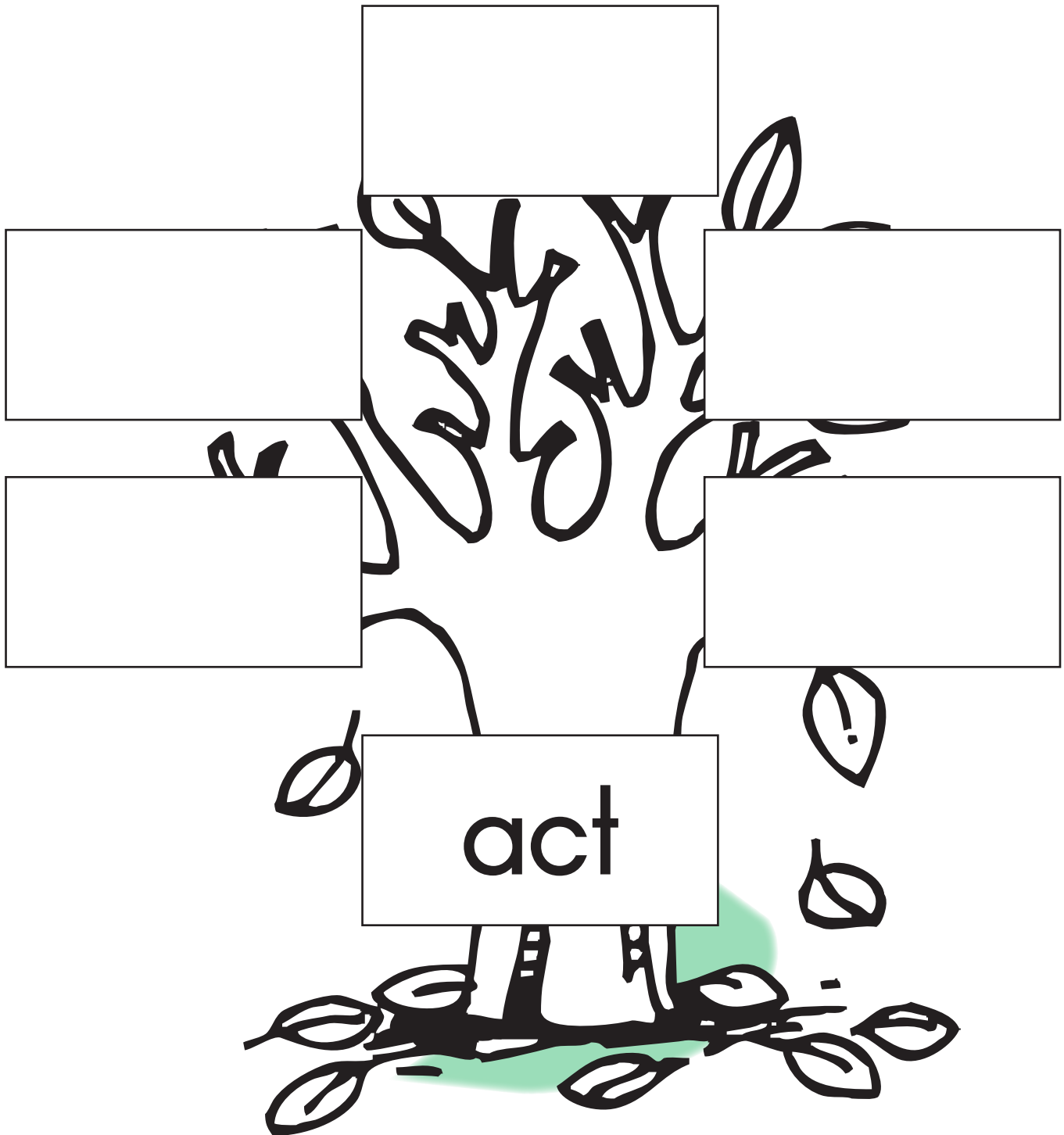7. Teacher evaluation

✎ Extensions and Adaptations

▶ Write other roots and related words (Activity Master V.014.SS2 and Activity Master V.014.SS3)

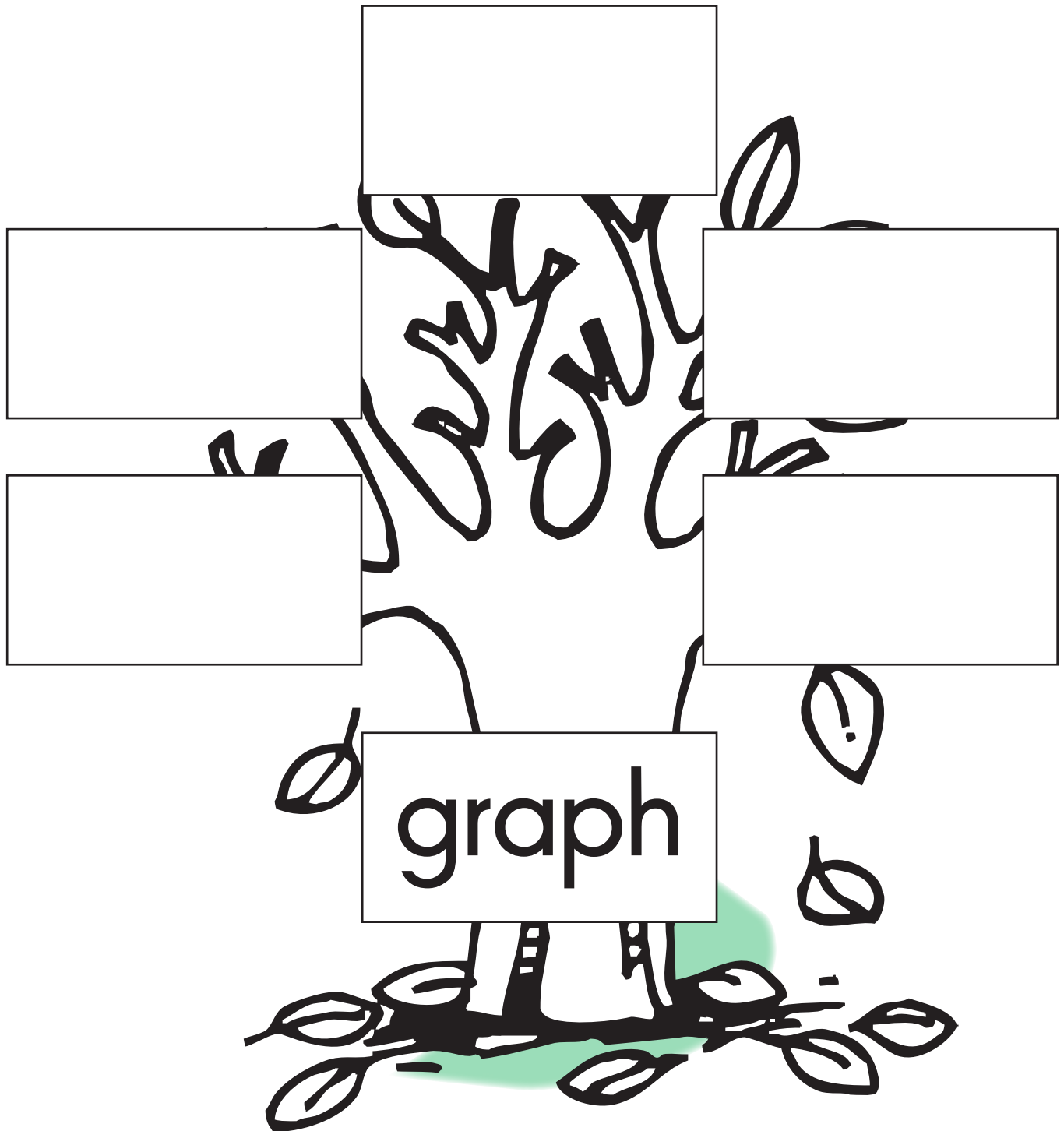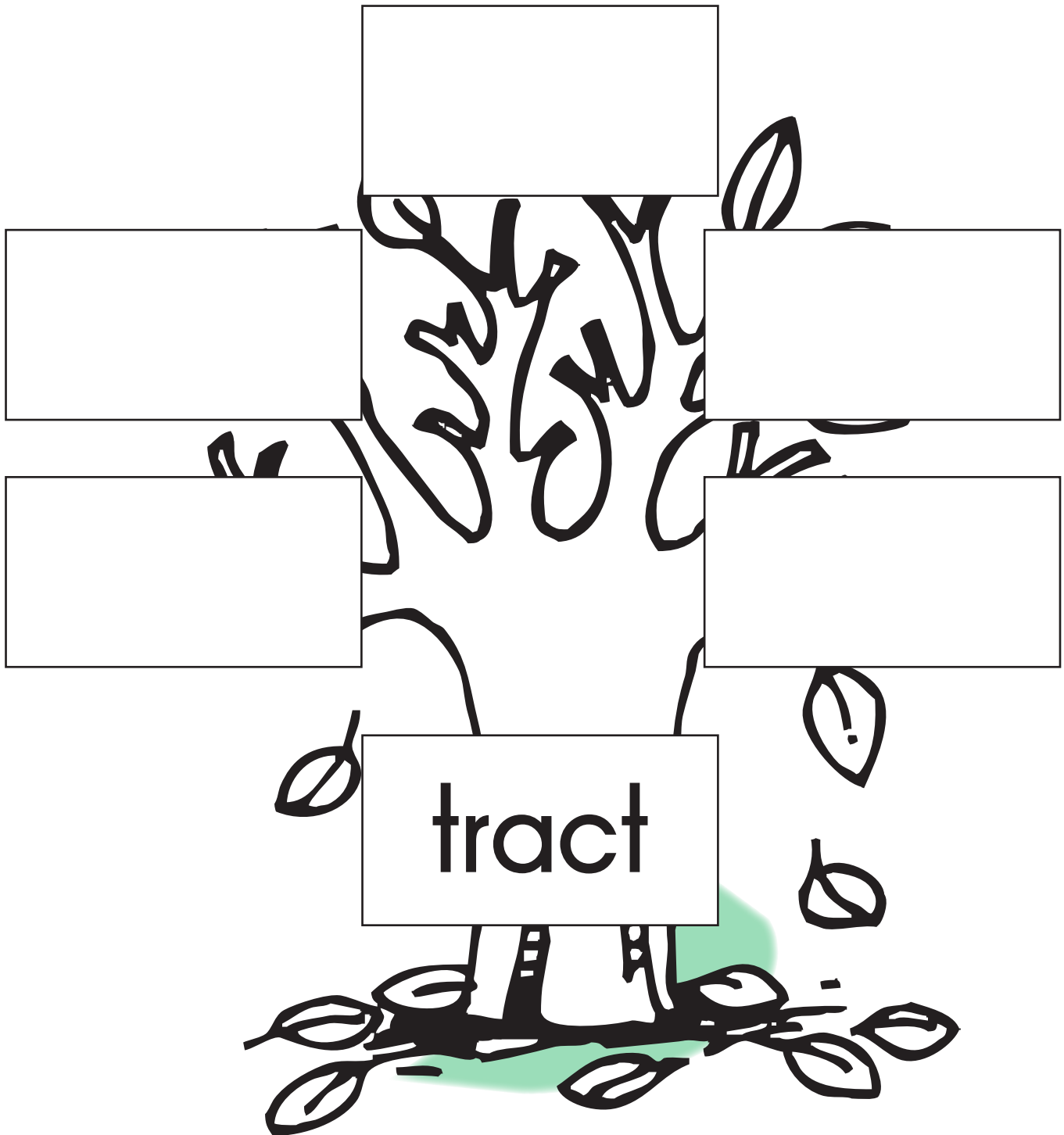▶ Play memory game with cards by matching words with the roots.
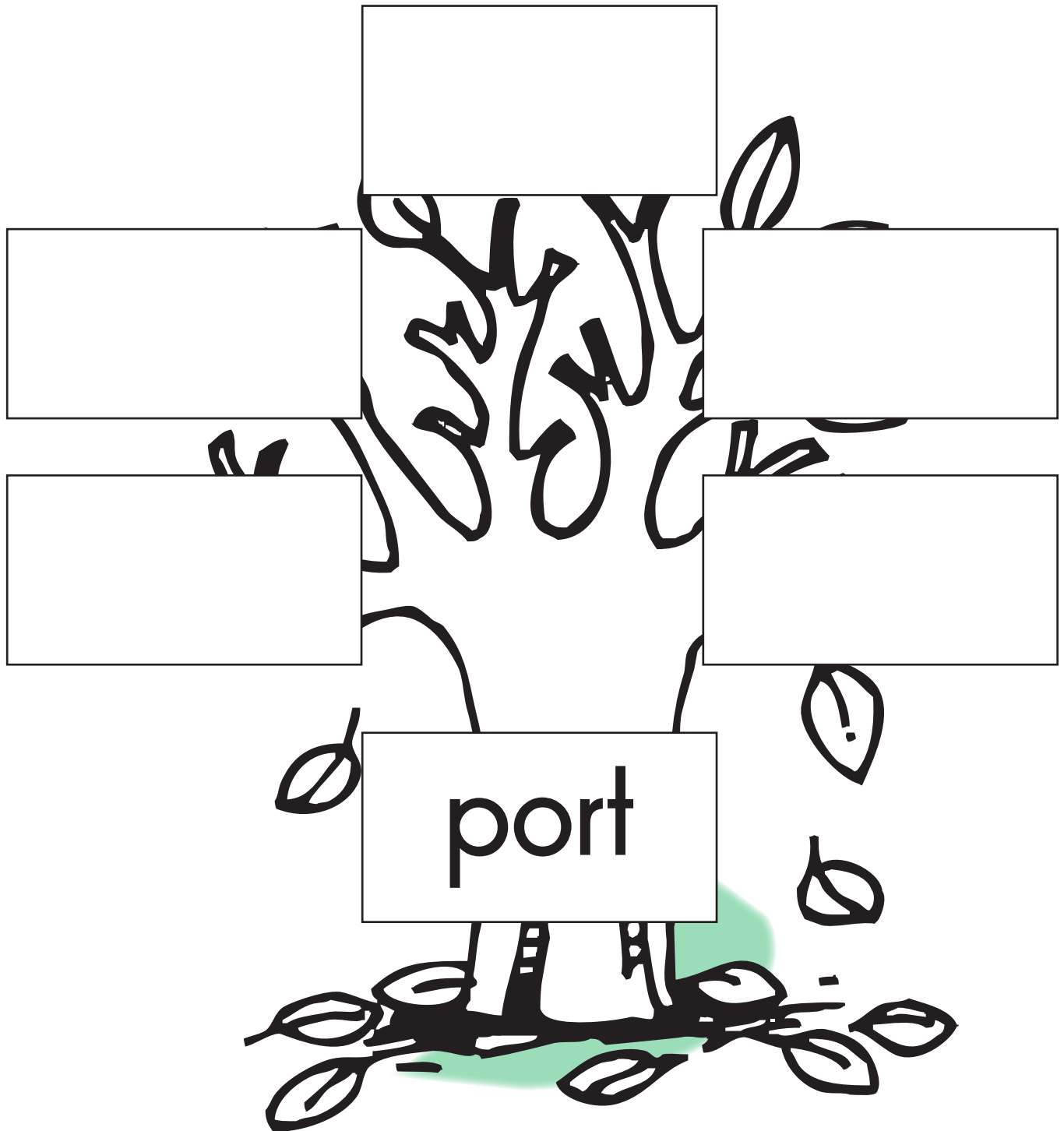
port

act

graph

tract

extract	tractor	attract
contract	subtract	react
activity	actor	activate
action	transport	import
support	portable	transportation
photograph	autograph	biography
digraph	graphite	

Name

port	meaning				
act	meaning				
graph	meaning				
tract	meaning	1.	2.	3.	4.

Name _____
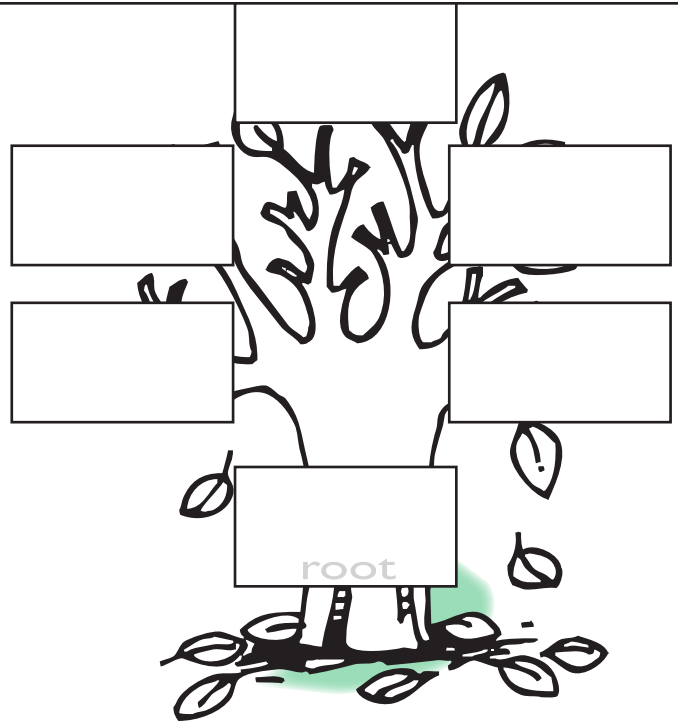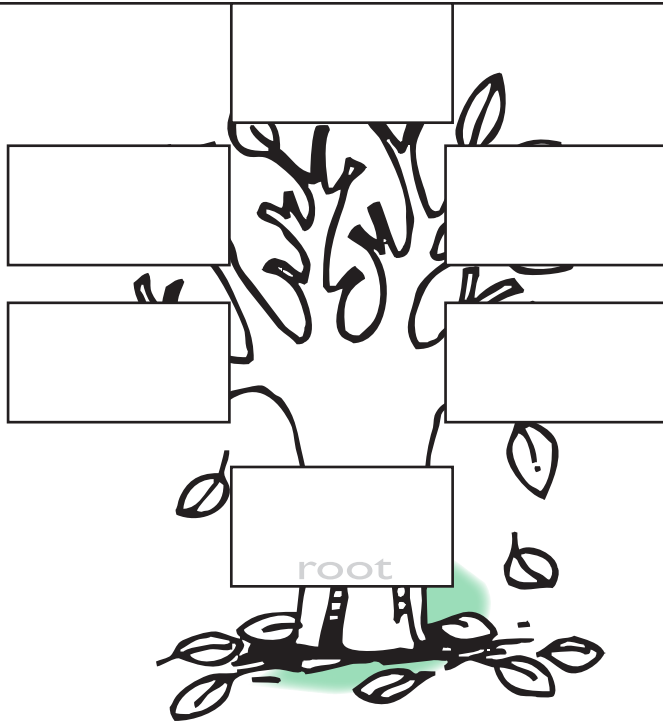
root

root

meaning
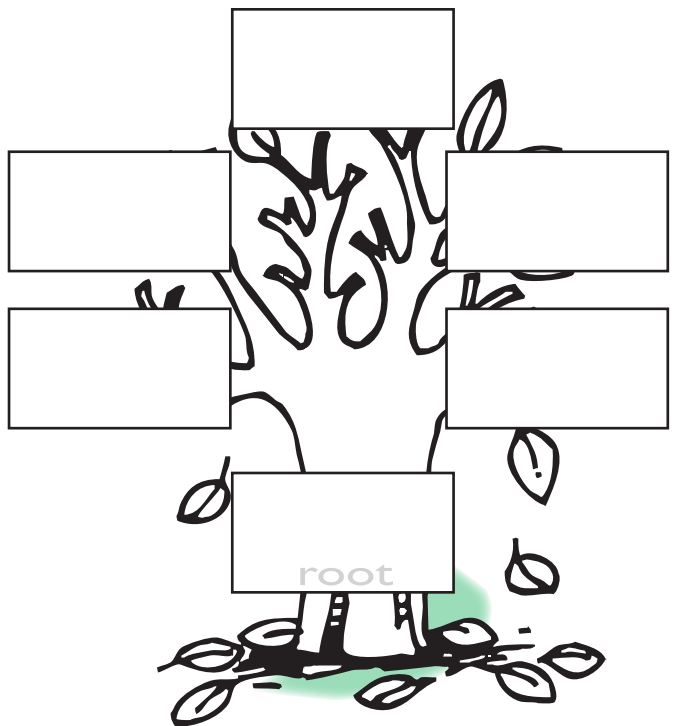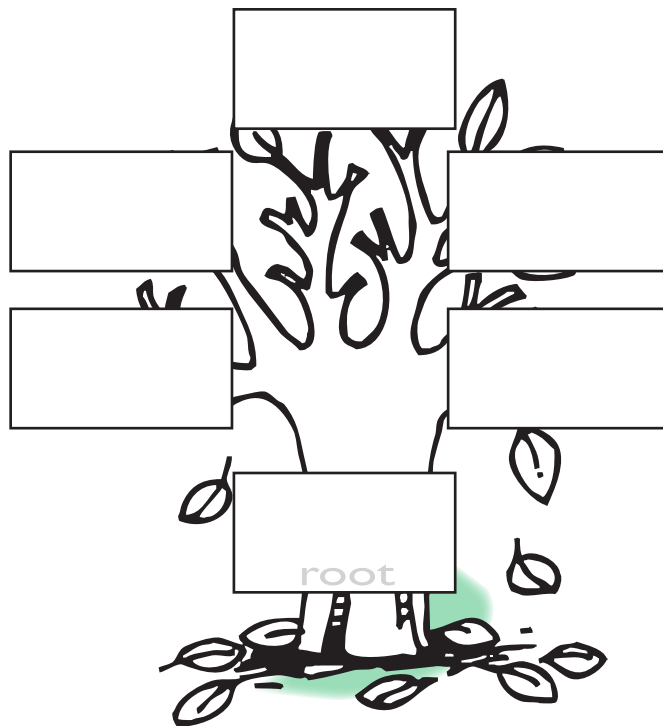
meaning

root

root

meaning

meaning

Name _____

meaning				
meaning				
meaning				
meaning	1.	2.	3.	4.