

## Vocabulary Instructional Routine Third Grade: Base Words and Affixes

**College- and Career-Ready Standard Addressed:** L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- 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).

**Objective:** To use affixes and base words to determine the meaning of a words.

### Suggested Materials

*Students should already be able to identify base words and affixes to read multisyllabic words.*

- See cards included or make your own:
  - Base word cards (e.g., test, understand)
  - Prefix cards with definitions included under the prefix (e.g., *pre-*, *mis-*, *re-*)
  - Suffix cards with definitions included under the suffix (e.g., *-less*, *-ment*)
- Pocket chart

### Suggested Schedule and Group Size

Schedule: Daily; no more than 5 to 10 minutes per session

Recommended group size: Individual or small group (up to five students)

**Note:** The following script is intended as a model.

### Activity

#### Intervention principle

Use precise, simple language to teach key concepts or procedures.

#### Sample Script and Procedures

**Today, we are going to use prefixes, base words, and suffixes to determine word meanings. This will help you understand more words when you are reading.**

**Remember, a base word is a word that can have a prefix or suffix added to it.**

Adapted with permission from Florida Center for Reading Research. (2007). *Vocabulary instructional routine third grade: Determine the meaning of a word using knowledge of base words and affixes*. Retrieved from [http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines\\_3VBWA.pdf](http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_3VBWA.pdf)

<p>Break tasks into smaller steps compared with less intensive levels of instruction/intervention.</p> <p>Provide concrete learning opportunities (including the use of manipulatives).</p> <p>Use explicit instruction and modeling with repetition to teach a concept or demonstrate steps in a process.</p> <p>Provide immediate feedback</p> <p>Fade steps from examples, so that students gradually assume responsibility for completing more and more steps.</p> <p>Break tasks into smaller steps compared with less intensive levels of instruction/intervention.</p> <p>Provide repeated opportunities to correctly practice the step.</p>	<p><b>What is a base word?</b> (<i>Students respond, “A word that can have a prefix or suffix added to it.”</i>)</p> <p><b>When a prefix or suffix is added to a base word, the word’s meaning changes and a new word is formed. A prefix is added to the beginning of a word and a suffix is added to the end of a word.</b> <i>Place each prefix card into the pocket chart. Read each prefix and its meaning. Have students tell/read the meaning of each prefix on the card.</i></p> <p><b>Listen and watch. “Pre” is a prefix. The prefix “pre” means before. What does “pre” mean?</b> (<i>before</i>) <b>“Mis” is another prefix. The prefix “mis” means not. What does “mis” mean?</b> (<i>not</i>) <b>“Re” also is a prefix. The prefix “re” means again. What does the prefix “re” mean?</b> (<i>again</i>) <b>Remember, a prefix can be added to the beginning of a word to change the meaning of the word.</b></p> <p><i>Hold up a base word card (e.g., test). Place the word next to the first prefix. Point to the base word. Let’s read this word (test). Now, I’m going to put it with the prefix “pre.” What is the prefix?</i> (<i>pre</i>) <b>What is the base word?</b> (<i>test</i>) <b>What is the whole word?</b> (<i>pretest</i>) <i>Point to each word part as the word is read.</i></p> <p><b>That’s right. When I add the prefix “pre” to the word “test,” I get a new word, “pretest.” What does “pre” mean?</b> (<i>before</i>) <b>So, “pretest” means a test that comes before the main test. I determined the meaning of a word using a prefix and a base word. What does pretest mean?</b> (<i>a test that comes before the main test</i>). <b>How did I know the meaning of the word?</b> (<i>because “pre” means before, so pretest means a test before</i>). <b>Yes, pretest means a test before the main test. We take a pretest for spelling on Monday. It is the test of the words before the main test on Friday.</b></p> <p><i>Repeat with “mis” and “re,” having students respond with increasing independence.</i></p> <p><i>Repeat the above sequence for other words for introducing suffixes and how they change the meaning of the word (e.g., -less, -ment, -able).</i></p> <p><b>Let’s try this with a suffix. Remember, a suffix is something you add to the end of a base word that changes the meaning of the word.</b></p> <p><i>Hold up a word base word card and a suffix card (e.g., shoe and less). What is this suffix?</i> (<i>less</i>) <b>What does the suffix “less” mean?</b> (<i>without</i>) <b>What is this base word?</b> (<i>shoe</i>) <b>If we put this base word with the suffix, what word do we have?</b> (<i>shoeless</i>) <b>Yes, when we add the suffix “less” to the word “shoe,” we get a new word,</b></p>
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<p>Provide students with practice opportunities that require them to show their thinking.</p> <p>Fade steps from examples, so that students gradually assume responsibility for completing more and more steps.</p>	<p><b>“shoeless.”</b> The suffix “less” means without, so “shoeless” means without shoes. What does shoeless mean? (<i>without shoes</i>) Listen to this sentence: <b>“We went to the beach shoeless.”</b> What is the meaning of that sentence? (<i>we went to the beach without shoes; we don’t have shoes on at the beach</i>) <b>Yes. We determined the meaning of a word using a suffix and a base word.</b></p> <p><i>Repeat with additional words using the taught prefixes and suffixes.</i></p> <p><i>Have students determine the meaning of new words with the taught affixes. Ask students to read the affix, base word, and whole word. Then, have students state the meaning of the affix and the meaning of the word with the affix. Provide a contextual sentence with the word and have students explain the meaning of the sentence.</i></p> <p><b>What is this suffix?</b> (<i>ment</i>) <b>When added to a word, what does “ment” mean?</b> (<i>the action of</i>) <b>What is this base word?</b> (<i>encourage</i>) <b>If we put this base word with the suffix, what word do we have?</b> (<i>encouragement</i>) <b>When you add the suffix “ment” to the word “encourage,” you get a new word, ‘encouragement.’</b> What does “encouragement” mean? (<i>the action of encouraging, to encourage</i>) <b>Listen to this sentence: “Linda gave encouragement to her friend before she performed in the play.”</b> What is the meaning of that sentence? (<i>Linda encouraged her friend that she would perform well; Linda helped her friend be ready for the play by encouraging her; Linda told her she would do well in the play, which was encouraging</i>) <b>Yes, you determined the meaning of a word using a prefix and a base word.</b></p> <p><i>Repeat with additional words using the taught affixes.</i></p>
<p><b>Error Correction</b></p>	
<p><b><u>Intervention principle</u></b></p> <p>Provide immediate and explicit error correction. Have students practice the correct response.</p>	<p><i>Verify that students are determining the correct meaning for the base word and affix. If an error is made, repeat the steps by explaining, modeling, and offering another practice opportunity. If difficulties persist, walk students through each step on their word card, using a highlighter to isolate the affix, or provide only words with prefixes first before practicing words with suffixes.</i></p> <p><b>That’s not quite right. Remember that the suffix “ment” means the action of. The base word is “argue.”</b> When you add the suffix “ment” to the word “argue,” you get “argument.” So, argument means the action of arguing. Now, you try with the word “agreement.”</p>

<b>Instructional Considerations</b>	
<p><b><u>Intervention principle</u></b></p> <p>Once students can fluently produce correct work, move to a new concept. Provide ongoing practice opportunities to facilitate skill maintenance.</p>	<ul style="list-style-type: none"> <li>▪ Provide students with a writing prompt and encourage them to include words with affixes in their writing.</li> <li>▪ Review previously learned affixes by having students identify the meaning of words with the same base word (e.g., misplace, placement, replace).</li> <li>▪ Have students read and explain the meaning of words with a prefix and a suffix (e.g., replacement).</li> </ul>

**Base Word and Affix Cards**

<b>pre-</b>	<b>test</b>
<b>mis-</b>	<b>do</b>
<b>re-</b>	<b>shoe</b>
<b>-less</b>	<b>encourage</b>
<b>-ment</b>	