

Date: _____

Reading Big Words with Affixes

PLAN

Component: Decoding

Instructional Activity: Reading Big Words with Affixes

Materials Needed: index cards, pencils or markers



Approximate Time:
7 minutes



**Click here for video
example**

- ✓ Individual
- ✓ Small Group
- ✓ Large Group

OBJECTIVE

State the objective(s).

Let's learn how to read big words with prefixes and suffixes! Knowing how to read big words is important because you will see all kinds of words around you that you will need to know how to read. You will know you have it when you know how to attack and read big words when you see them.

REVIEW &
VOCABULARY

Review prerequisite skills and teach related vocabulary.

Before we begin, let's review what an *affix* is. An *affix* is a word part that is placed either before or after the main part of the word--the root or base. There are two kinds of affixes--prefixes, which come before the main part, and suffixes, which come after the main part. A word can have either a prefix or a suffix, or it can have both a prefix and a suffix! Some common prefixes include *pre-*, as in *prefix*; *re-*, as in *return*; and *un-*, as in *unfriendly*. Some common suffixes include *-able*, as in *comfortable*; *-tion*, as in *vacation*; and *-ness*, as in *kindness*.

Date: _____

Reading Big Words with Affixes

Demonstrate. *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Watch and listen as I show you how to read this big word. Show the word *disconnection*.

First, I will circle any suffixes that I know. In this word I see *-tion*. I remember that *-tion* is pronounced /shŭn/. Model circling and saying the suffix *-tion*.

Next, I will circle and say any prefixes that I know. In this word I see *dis-*, so I circle it, too. Model.

Then, I will put a line under the vowels in any part of the word that isn't circled. If there are two vowels side-by-side, I put one line under both of them together, because they probably make one sound. I see an *o* (underline *o*) and an *e* (underline *e*).

Remembering that each syllable can only have one vowel sound, I figure out how many syllables are left. There are two vowels left: *o* and *e*, which means there must be two syllables. I scoop under *c-o-n* and again under *n-e-c-t* so that each syllable contains only one vowel sound. Model scooping the syllables *con* and *nect*.

I read the syllables, blending the sounds if I need to. Model blending /k...ööö...nnn/--con--and /nnn...ěěě...k...t/--nect. /kŏn/ /někt/.
CONnect? Hmm...that doesn't sound quite right. I'm going to flex it by changing the first vowel sound to a lazy schwa sound: /kə nəkt'/
Connect! That sounds right.

Now, I put all the parts together: *dis·connect·tion. Disconnection.* That makes sense!

I DO IT!

Date: _____

WE DO IT!

Provide guided practice.

Let's try it together!

Give the students the word *distrustful* on an index card.

Circle any suffixes. Students and teacher circle *-ful*.

Circle any prefixes. Students and teacher circle *dis-*.

Underline the vowels that are left. Students and teacher underline *u*.

Scoop the syllables. Students and teacher scoop under *trust*.

Blend the sounds in the syllables. Students and teacher blend: /t...rrr...üüü...sss...t/. *Trust!*

Put the syllables together and see if it makes sense. Students and teacher read: dis·trust·ful. *Distrustful!*

Let's try two more together. Use the same routine for following words:

Word List
improperly
preconstruction



If students need support with:	Then try this:
Circling prefixes and suffixes	Student can use highlighters to highlight the prefix and suffix.
Executing the strategy	Ensure all prerequisite skills have been taught and reviewed, such as vowel names and sounds, schwa sound, and syllables.

Date: _____

Reading Big Words with Affixes

YOU DO IT!

Provide independent practice.

Now, you all will do it by yourselves. I will give each of you an index card with a big word. You will mark up the big word like we just did and read it.

Repeat the routine using the following words.

Word List
renewable
promotion
disrespectful

Today you learned how to attack big words by removing prefixes and suffixes before figuring out the rest of the word. This strategy will help you read big words you come to when you are reading.

ASSESS

Assess students (formally or informally). *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice. Scaffold or correct all errors. Provide specific feedback for accurate responses. If you are unsure if a student truly has the skill, consider holding them at the table while the rest of the group goes to their next work so that you can quickly check in with the student individually.

ENRICH/EXTEND

Enrichment/Extension. *Provide enrichment and extension activities for students who need less support.*

After practicing this skill in isolation, ask students to practice with unknown words they come to while reading a text. Continue building students' knowledge of prefixes and suffixes and then revisit this task with different words containing the new affixes.