

Notes Before Lesson 54

In the previous lessons, we learned how to divide words into syllables by sounding out. Another way that readers make long words easy to sound out and spell is by looking for suffixes and prefixes—these are “chunks” that have meanings and help us to understand the meanings of longer words.

Already, you have practiced adding endings such as **s**, apostrophe **s**, **ed**, **ing** to words. These endings are called “inflectional morphemes.” They do not create whole new words but rather add something to the meaning of the word to which they are attached. For instance, in using the word “help,” we would say, “Fran **helps**, Sid **helped**, and the class is **helping**.” In the dictionary, “helps,” “helped,” and “helping” are included in the entry for the verb “help”—they do not get their own entries.

Starting in Lesson 44 (and then in other lessons where we are working with prefixes and suffixes), students will be looking at morphemes (prefixes and suffixes) that change the meaning of words: for example, the root word “help” has a *changed* meaning when we add morphemes, as in help**lessness**, and **unhelpful**. There is a big difference between “careful” and “careless”!

Learning how to use and spell common prefixes and suffixes makes reading and writing easier. Just as a student who can divide words into syllable beats will be able to read and write them more easily, a student who can spot prefixes and suffixes will find words easier to read, write, and understand because the student is breaking down the word into manageable chunks.

When working on a lesson that is about prefixes and suffixes, you and the student take a break from learning new spelling patterns that make syllable sounds, because the prefixes and suffixes are featured only after those spellings already have been taught.

Thus, these lessons are a chance for students to spread their wings and read and write longer words with the spelling patterns they know and to think about meaning and vocabulary.

Some students might find it fun to see how common these prefixes and suffixes are by highlighting them in a random page from a newspaper. Moreover, this is a time to discuss words that you and your student find interesting by looking up definitions and talking about them.

LESSON 54

Review the material from the previous lessons using the sound-letter deck, the high-frequency word deck, and the dry-erase boards.

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New material:

Common prefixes and suffixes

Explain: Another way to look at words is by breaking them into meaningful chunks. All words have a “root” part of the word and many words have prefixes that come before the root or suffixes that come after the root. Knowing the meaning of prefixes as suffixes helps us understand the meaning of the word. For example, if you know that “dis” means “not” or “opposite,” and then you see the word “distrust,” you know that “distrust” means *not* trusting.

Oral discussion of common prefixes and suffixes

Discuss the meanings of the following prefixes and ask your student to brainstorm words that could start with the prefix. In this oral brainstorming, all words and ideas are fair game—we do not need to limit ourselves to what we can read or spell. Think of ways that you can suggest words with clues or pantomime.

Prefixes to discuss and brainstorm:

un (meaning not): unfair, unlike, unhelpful, ungraded, unskilled,

unkind

mis (meaning ill or wrongly): mistake, misplaced, misspelled,
misbehave

dis (meaning opposite or reverse): distrust, disturb, disagree,
dislike dishonest, disprove

sub (meaning underneath or lower): subtract, subtitle, subway,
submerge

in (meaning in, on, or not): inquest, invent, invest, invoke, intake
invalid, inept

out (meaning better or greater): outgrow, outdo, outnumber,
outplay

trans (meaning go across or beyond, change): transform,
transfer, transmit

Suffixes to discuss and brainstorm:

-ish (meaning something like, making an adjective out of a noun):
childish, grayish, boyish, sweetish

-ness (meaning having the quality of): goodness, softness,
greatness, playfulness, rudeness

-less (meaning without): helpless, tireless, friendless, selfless

-ment (meaning something resulting from an action): investment,
shipment, entertainment, agreement

*Words to read and write with prefixes **un**, **mis**, and **dis**:*

**unzip unfit undo unfelt unsafe unkind misprint mishap
mistrust mistake misspell misfit misled distrust disgust
disinfect distract dislike**

*Words to read and write with prefixes **sub**, **in**, **trans**, and **out**:*

**subtract sublet subtest subsist subside insist infect
inject influx intact intend inside outrun outspend outran
outlast outdo outline transmit transact transplant
translate**

*Words to read and write with suffixes **-ish**, **-ness**, and **-less**:*

**impish ticklish selfish gladness promptness sadness
goodness helpless strapless childish useless blameless
nameless timeless homeless**

*Words to read and write with suffixes **-ment** and **-ful**:*

**fragment segment pavement figment shipment helpful
wishful handful skillful**

*Two-syllable words with silent **e**:*

**pancake sunshine milkshake tadpole compute
landslide confide basement umpire stockpile excuse
springtime update smokestack volume**

Explain: We can now use the prefixes and suffixes we already know to make longer words. Let's review the suffixes and prefixes we have studied and write some big words on the dry-erase board.

prefix

root

suffix

un	time take care	-ment
dis	tire pave late	-ful
mis	line tune wire	-less
up	close like rode	-ness
trans	taste late state	-ed/ing
out	spoke rude shape	-ish
	side child climb	
	mind hope home	
	blind find hold	
	most plant scribe	

(Possible responses: wireless, tuneful, wasteful, pavement, translate, translated, mistake, tireless, carefulness, timeless, distaste, distasteful, unbaked, statement, outlined)

Introduce the new high-frequency words you have written onto flashcards. Have the student write the high-frequency words three times while pronouncing the words:

house, anyone, someday¹

Have the student read:

Pat knew that it was unsafe to ride a bike without a helmet.

While I was at Meg's house with my dog Fritz, Fritz snuck away and made a colossal mess in their basement.

¹ **house:** h is decodable; s is decodable; ou will be decodable in Lesson 83

anyone and **someday:** "any" and "some" were previously taught; **day** will become decodable in Lesson 67

Many things that we use in our lifetimes pollute our planet. People should strive to use less of these things.

In our basement, we do not have rags with gas on them because rags with gas can ignite and explode when they get too hot.

In June, I hope to drink many milkshakes while I sit outside in the sunshine.

Mom dislikes it when people make excuses for not putting their things away.

The man felt helpless and inept. He had not intended to let the cat out and now was not skilled at getting her to come back in.

Our address was misspelled, and thus our shipment was lost in transit for nine days.

Have the student write from your dictation:

Someday we will drive to see the campsite by the lake.

Many women confide in Pam because they know she will not share their problems with anyone.

While the rest of us are huffing and puffing, Jan outlasts us all and sprints to the finish.

The children gazed at the brave women who swung on the trapeze.

In the spring we will transplant the shrub to a spot that gets more sun.

Choose any of the stories in [Group 2 \(Silent-E Stories\)](#) or [Group 1 \(Short-Syllable Stories\)](#) for a “triple read.”

Student View

prefix

root

suffix

un	time take care	-ment
dis	tire pave late line tune wire	-ful
mis	close like rode taste late state	-less
up	spoke rude shape side child climb	-ness
trans	mind hope home blind find hold	-ed/ing
out	most plant scribe	-ish

pancake sunshine milkshake tadpole
compute landslide confide basement umpire
stockpile excuse springtime update smokestack
volume

house

anyone

someday

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