

Prefixes and Suffixes

Systematic Sequential Phonics and Spelling

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Learning Phonics and
Spelling through
Word Wall and
Making Words

e i d f l n r y

friend

fry

friendly

fried

Aa

Ll

Cc

Dd

Ee

Ff

also

broken

careful

darkness

editor

faster

again

beautiful

cousin

decision

except

funnier

action

builder

country

disagree

everyone

fried

anybody

biggest

confusion

don't

easiest

friendly

Prefixes and Suffixes

Introduction

The phonics and spelling challenge for children in the early grades is to learn the beginning letter and rhyming patterns used to spell thousands of words. Children who can read and spell the words **back** and **black** and who know beginning sounds are able to decode and spell numerous rhyming words including **stack**, **snack**, **track**, **crack**, and **shack**. They can also combine rhyming patterns to decode and spell longer words such as **haystack**, **icepack**, and **attack**. By the end of second grade, most children have learned the beginning letter and rhyming patterns from which they can decode and spell thousands of words. (Learning these patterns is the focus of the 140 lessons in *Systematic Sequential Phonics They Use*.)

As children move into third grade and beyond, the new words they encounter are longer. Many of the longer words contain patterns not found in small words. Words such as **dangerous**, **funnier**, and **unhappily** appear difficult to children and cannot be decoded or spelled using beginning letter/rhyme strategies. Decoding and spelling longer words is also based on patterns but the patterns are not beginning letters and rhymes. The patterns needed for longer words are prefixes, suffixes, and the spelling changes that often accompany the addition of some suffixes. *Prefixes & Suffixes* contains 120 lessons designed to teach these important patterns.

In order to be good readers, children must learn over 100 beginning letter/rhyme patterns. The number of prefixes, suffixes, and spelling changes that must be learned is relatively small. Four prefixes—**re**, **dis**, **un**, and **in/im**—account for over half of all the prefixes readers will ever see. The most common suffixes—**s/es**, **ed**, and **ing**—account for 65 percent of all words with suffixes. Learning other common suffixes such as **en**, **ly**, **er/or**, **tion/sion**, **able/ible**, **al**, **ness**, **er/est**, and **ful/less** allows you to decode and spell thousands of words with suffixes. When suffixes are added to some words, the spelling of the root words changes slightly. Some consonant letters get doubled, **e**'s get dropped, and **y**'s change to **i**'s. While confusing to many children, these spelling changes are relatively few and quite consistent and predictable.

The Lessons

This book contains 120 lessons which teach all the most common prefixes, suffixes, and spelling changes. The lessons are arranged in five-lesson cycles. The first four lessons in each cycle are Making Words lessons. The secret word that ends each Making Words lesson is a key word for one of the prefix, suffix, or spelling change patterns. The fifth lesson in each cycle is a Word Wall lesson in which five words are added to the word wall. These words include words with prefixes or suffixes and some commonly misspelled words. The most common compound words and contractions are also included on the word wall.

Following the 120 lessons are some Review and Extension Activities. These can be used for additional practice as the lessons are being done, as well as when all the lessons are completed. In addition to providing practice with the word wall words, these activities extend the instruction so that students see how the prefixes, suffixes, and spelling changes they have learned can help them read and spell hundreds of other words.

The Scope and Sequence

All the most common prefixes, suffixes, and spelling changes are taught and practiced in this program. In addition to learning to decode and spell words with these prefixes and suffixes, students learn how these prefixes and suffixes change the meanings of words and how these words are used in sentences. The most common compounds and contractions are also taught.

Suffixes and Spelling Changes

s/es: **S** is added to words to make them plural or to make verbs agree with nouns. If the root word ends in **s, sh, ch, x, or z**, an **es** is added to make the word pronounceable. Normally you can hear when **es** needs to be added after these letters. If the root words ends in **y** with no other vowel ahead of it, the **y** changes to an **i** and **es** is added. The key words are **addresses, crashes, lunches, monkeys, and countries**.

ing/ed: **Ing** and **ed** are added to verbs to change how they are used in sentences. If the root word ends in a single consonant and the single consonant follows a single vowel, that consonant is doubled. If the root word ends in an **e**, that **e** is dropped. The key words are **stopping, swimming, watching, writing, floated, grabbed, squirted, wanted, used, fried, and married**.

en: **En** is added to words to change how they are used in sentences. If the root word ends in a single consonant and the single consonant follows a single vowel, that consonant is doubled. If the root word ends in an **e**, that **e** is dropped. The key words are **broken, frighten, hidden, and written**.

y: When **y** is added to words, they often become adjectives. If the root word ends in a single consonant and the single consonant follows a single vowel, that consonant is doubled. The key words are **healthy** and **rainy**.

al: When **al** is added to words, they often become adjectives. The key words are **musical** and **national**.

er/est: **Er** and **est** add the meaning of “more” and “most” to words. All the spelling changes of consonant doubling, **e** dropping and **y** changing to **i** apply. The key words are **easiest, hardest, faster, heavier, biggest, smallest, funnier, and thinner**.

er/or: **Er** and **or** are often added to verbs to indicate the person or thing that does the action. Consonants are doubled and **e**'s are dropped when **er** or **or** are added. The key words are **computers, skater, teacher, winners, builder, editor, elevator, governors, and sailor**.

ian/ist/ee: These three suffixes are commonly added to words and indicate people who do things. The key words are **librarian, magicians, employees, and scientist**.

ly: **Ly** is commonly added to words to change them into adverbs. The key words are **brightly, friendly, probably, and really**.

ful/less: The suffixes **ful** and **less** add positive or negative meanings to words. The key words are **beautiful, careful, helpless, and weightless**.

ness: The suffix **ness** changes adjectives into nouns. **Y** changes to **i** when **ness** is added. The key words are **darkness, happiness, readiness, and sadness**.

tion/sion: The suffixes **tion** and **sion** are added to verbs and change the verbs into nouns. All spelling changes apply and words that end in **de** drop the **de** before adding **sion**. The key words are **action, inventions, location, protection, vacations, confusion, discussion, decision, and explosion**.

able/ible: The suffixes **able** and **ible** often add the meaning of “able to” to words. Key words are **dependable, washable, sensible, and terrible**.

ment: **Ment** is commonly added to words and turns those words into nouns. Key words are **enjoyment, excitement, investment, and treatment.**

ous: **Ous** is a suffix that turns words into adjectives. Key words are **dangerous** and **poisonous.**

ic: **Ic** is another suffix that turns words into adjectives. Key words are **athletic** and **fantastic.**

Prefixes

re: When **re** is added to words, it often adds the meaning of “back” or “again.” Key words are **rebuild, refilled, replace, and recalled.**

un: When **un** is added to words, it often adds the meaning of “not” or changes the word into its opposite. Key words are **unbeaten** and **unexpected.**

dis: **Dis** is another prefix which adds the meaning of “not” or changes the word into its opposite. Key words are **disagree** and **disappear.**

in/im: The prefix **in** (spelled **im** when the root word begins with **m** or **p**, **il** when the root word begins with **l**, and **ir** when the root word begins with **r**) also adds the meaning of “not” or changes the word into its opposite. Key words are **immature, impossible, incorrect, and incomplete.**

Compounds and contractions

The most common compounds and contractions are taught and students learn to spell many other compounds and contractions based on these. The key words are: **anybody, anywhere, everyone, something, don't, doesn't, shouldn't, wouldn't, and they're.**

Making Words Lessons

Making Words lessons are hands-on, minds-on manipulative activities through which students discover how our English spelling system works. The students are given letters and use these letters to make words as directed by the teacher or tutor. In *Prefixes & Suffixes*, students are handed a letter strip containing all the letters needed for the lesson. After writing the capital letters on the back, they cut the strip into letters and use them to make words. (Reproducible letter strips are found on pages 169-192.)

The order in which students make words is planned to maximize the opportunities for them to discover patterns. In Lesson 58, for example, students begin by making **go, goes, gone, and soon.** Next they make **nose** and are directed to change one letter and spell **rose.** Next, they are asked to move the letters around and spell **sore.** They add a letter to **sore** to spell **snore.** They then make **sooner** and **govern.** The secret word, **governors,** is related to the root word **govern.**

Once the 10-12 words are made, the Sort step of the lesson begins. The words are displayed on cards. Students read all the words in the order made. In *Prefixes & Suffixes*, related words are sorted first. Related words are words that have a common root word. In the **governors** lesson, the related words are:

soon
sooner

go
goes
gone

govern
governors

Once related words are sorted, the second sort is for rhyming words.

nose
rose

sore
snore

The final step of a Making Words lesson is the Transfer step. Students are asked to spell four words that rhyme with the rhyming words. In this lesson they spell **bore**, **store**, **close** and **hose**.

The Making Words lessons in this book are carefully constructed to contain as many related words and rhyming words as possible. In every lesson, students review the important rhyming patterns learned earlier as they learn to look for prefix, suffix, and spelling change patterns. The Making Words lessons are multilevel, providing opportunities for students to focus on the patterns they need to learn.

Because students like to manipulate the letters and come up with their own words, we usually give them a take-home sheet with the same letters used in the lesson. The sheet has the letters across the top and blocks for writing words. Students write capital letters on the back and then cut the letters apart. They manipulate the letters to make words and then write them in the blocks. This is a popular homework assignment with students and their parents. When we write the letters at the top, we write them in alphabetical order—vowels, then consonants—so as not to give away the secret word. Students love being the “smart” ones who “know the secret word,” watching parents and other relatives try to figure it out.

Making Words Take-Home Sheet									
e	o	o	g	n	r	r	s	v	

The Word Wall

The word wall is a critical component of *Prefixes and Suffixes*. Five words are added to the word wall in every fifth lesson. These words provide key word examples for all the prefixes, suffixes, and spelling changes along with commonly misspelled words, compound words and contractions. Words are displayed on the wall under the letter of the alphabet with which they begin and in the order introduced in the lessons. (They are not alphabetized by the second letter but are simply placed under the letter with which they begin.)

When words are added to the wall, we discuss the prefixes, suffixes, and spelling changes. We chant the spelling of each word three times to provide an auditory/rhythmic route for retrieving the words. The final activity is writing each word. To make this a bit more interesting, we provide a sentence clue to each word and have students figure out which word fits in the sentence. (Students write only the word—not the sentence.) A reproducible Take-Home Word Wall is given to students each time new words are added. This Take-Home Word Wall can also be used as the only word wall if an individual student is being tutored with this program.

Take-Home Word Wall Lesson 30		
A a addresses are	G g grabbed	R r rainy
	H h hidden healthy	
B b broken	I i	S s stopping swimming squirted
C c crashes country countries	J j	T t they
D d	K k	
	L l lunches	U u used
E e	M m monkeys married musical	V v
	N n national	W w watching what writing wanted went written
F f floated fried frighten	O o our	
	P p	
	Q q	X x Y y Z z

After Lesson 5, each lesson contains a Word Wall Review and Extension Activity which help students become automatic at spelling these important words and using these words to spell other words. Here is the list of word wall words and the patterns they represent.

action (tion)	floated (ed)	right (commonly misspelled)
addresses (es)	fried (ed, y-i)	sadness (ness)
again (commonly misspelled)	friendly (ly)	said (commonly misspelled)
also (commonly misspelled)	frighten (en)	sailor (or)
anybody (compound)	funnier (er, y-i)	scientist (ist)
anywhere (compound)	governors (or)	sensible (ible, drop e)
are (commonly misspelled)	grabbed (ed, doubling)	shouldn't (contraction)
around (commonly misspelled)	happiness (ness, y-i)	skater (er, drop e)
athletic (ic, drop e)	hardest (est)	smallest (est)
beautiful (ful, y-i)	have (commonly misspelled)	something (compound)
biggest (est, doubling)	healthy (y)	squirted (ed)
brightly (ly)	heavier (er, y-i)	stopping (ing, doubling)
broken (en, drop e)	helpless (less)	swimming (ing, doubling)
builder (er)	hidden (en, doubling)	teacher (er)
careful (ful)	immature (im)	terrible (ible)
computers (er, drop e)	impossible (im)	their (commonly misspelled)
confusion (sion, drop e)	incomplete (in)	there (commonly misspelled)
countries (es, y-i)	incorrect (in)	they (commonly misspelled)
country (commonly misspelled)	into (commonly misspelled)	they're (contraction)
cousin (commonly misspelled)	inventions (tion)	thinner (er, doubling)
crashes (es)	investment (ment)	treatment (ment)
dangerous (ous)	librarian (ian, y-i)	unbeaten (un)
darkness (ness)	location (tion, drop e)	unexpected (un)
decision (sion, d-s, drop e)	lunches (es)	used (ed, drop e)
dependable (able)	magicians (ian)	vacations (tion, drop e)
disagree (dis)	married (ed, y-i)	wanted (ed)
disappear (dis)	monkeys (s)	was (commonly misspelled)
discussion (sion)	musical (al)	washable (able)
doesn't (contraction)	national (al)	watching (ing)
don't (contraction)	none (commonly misspelled)	weightless (less)
easiest (est, y-i)	our (commonly misspelled)	went (commonly misspelled)
editor (or)	poisonous (ous)	were (commonly misspelled)
elevator (or, drop e)	probably (ly, drop e)	what (commonly misspelled)
employees (ee)	protection (tion)	winners (er, doubling)
enjoyment (ment)	rainy (y)	with (commonly misspelled)
everyone (compound)	readiness (ness, y-i)	wouldn't (contraction)
except (commonly misspelled)	really (ly)	writing (ing, drop e)
excitement (ment)	rebuild (re)	written (en, drop e, doubling)
explosion (sion, d-s, drop e)	recalled (re)	
fantastic (ic)	refilled (re)	
faster (er)	replace (re)	

Lessons 1-5

Suffixes: s; es

Lesson 1

Letters: e o k m n s y

Words: my sky men Ken key keys nose money monkey monkeys

Make Words: Distribute the letters and have everyone write the capitals on the back. After each word is made, show the correct spelling. Make sure everyone has each word spelled correctly before doing the next word. Keep the lesson fast paced.

1. Take 2 letters and spell **my**. This is **my** house.
2. Take 3 letters and spell **sky**. There are lots of clouds in the **sky**.
3. Take 3 letters and spell **men**. Boys grow up to become **men**.
4. Change 1 letter and spell **Ken**. I went fishing with my Uncle **Ken**.
5. Change 1 letter and spell **key**. You need a **key** to unlock the door.
6. Add 1 letter and spell **keys**. I lost my **keys**.
7. Start over and use 4 letters to spell **nose**. That dog has a big **nose**.
8. Take 5 letters to spell **money**. I am saving **money** to buy a bike.
9. Add 1 letter and spell **monkey**. The man has a pet **monkey**.
10. Now it's time for the secret word. Take a minute to see if you can figure it out. (After 1 minute, give clues if needed.) There are lots of **monkeys** at the zoo.

Sort: Display the words on cards in the order they were made and have each word read aloud. Have the related words sorted. Then, have the rhyming words sorted.

key
keys monkey
monkeys

men
Ken my
sky

Transfer: Say the following words and have everyone use the rhyming words to spell them:

spy ten then try

Lesson 2

Letters: e u c h l n s

Words: us use Sue cue clue hens lens uncle lunch lunches

Make Words: Distribute the letters and have everyone write the capitals on the back. After each word is made, show the correct spelling. Make sure everyone has each word spelled correctly before doing the next word. Keep the lesson fast paced.

1. Take 2 letters and spell **us**. He bought **us** some ice cream.
2. Add 1 letter and spell **use**. Can I **use** your pencil?
3. Move the letters around and spell **Sue**. **Sue** is my sister.
4. Change 1 letter and spell **cue**. When I play the piano, it's your **cue** to start singing.
5. Add 1 letter and spell **clue**. Give me a **clue** so I can guess what's in the box.
6. Start over and use 4 letters to spell **hens**. **Hens** lay eggs.
7. Change 1 letter and spell **lens**. The player's contact **lens** fell out of his eye.
8. Start over and use 5 letters to spell **uncle**. My **uncle** took me to the ball game.
9. Use 5 letters again to spell **lunch**. I am always ready for **lunch**.
10. Now it's time for the secret word. Take a minute to see if you can figure it out. (After 1 minute, give clues if needed.) We packed **lunches** for the picnic.

Sort: Display the words on cards in the order they were made and have each word read aloud. Have the related words sorted. Then, have the rhyming words sorted:

lunch
lunches

Sue **lens**
cue **hens**
clue

Transfer: Say the following words and have everyone use the rhyming words to spell them:

true dens pens blue

Lesson 3

Letters: a e c h r s s

Words: are ash cash rash care scare share ashes crash crashes

Make Words: Distribute the letters and have everyone write the capitals on the back. After each word is made, show the correct spelling. Make sure everyone has each word spelled correctly before doing the next word. Keep the lesson fast paced.

1. Take 3 letters and spell **are**. We are making words.
2. Take 3 letters and spell **ash**. Ash is what is left after wood burns.
3. Add 1 letter and spell **cash**. We went to the bank to cash the check.
4. Change 1 letter and spell **rash**. I have a rash on my leg and it is very itchy.
5. Start over and use 4 letters to spell **care**. My mom takes care of my grandma.
6. Add 1 letter and spell **scare**. Sometimes a loud noise will scare you.
7. Change 1 letter and spell **share**. I share my snack with my friend.
8. Use 5 letters again to spell **ashes**. We cleaned the ashes out of the fireplace.
9. Use 5 letters again to spell **crash**. Ride your bike carefully to avoid a crash.
10. Add 2 letters and you can spell the secret word. (Wait 1 minute and then give clues.) _____
There were three crashes on this street last month.

Sort: Display the words on cards in the order they were made and have each word read aloud. Have the related words sorted. Then, have the rhyming words sorted.

ash crash
ashes crashes

ash care ashes
rash scare crashes
cash share
crash

Transfer: Say the following words and have everyone use the rhyming words to spell them:

smash smashes spare stare

Lesson 4

Letters: a e e d d r s s s

Words: sad dad dare dared seeds deeds dress dressed address addresses

Make Words: Distribute the letters and have everyone write the capitals on the back. After each word is made, show the correct spelling. Make sure everyone has each word spelled correctly before doing the next word. Keep the lesson fast paced.

1. Take 3 letters and spell **sad**. I was very **sad** when my cat died.
2. Change 1 letter and spell **dad**. My **dad** said we could get a baby kitten.
3. Take 4 letters and spell **dare**. I **dare** you to do it!
4. Add 1 letter and spell **dared**. My brother **dared** me to jump off the big rock.
5. Start over and use 5 letters to spell **seeds**. We planted apple **seeds**.
6. Change 1 letter and spell **deeds**. In scouts, we earn badges for good **deeds**.
7. Start over and use 5 letters to spell **dress**. The bride wore a beautiful **dress**.
8. Add 2 letters and spell **dressed**. We got **dressed** up for the wedding.
9. Start over and use 7 letters to spell **address**. She wrote the **address** on the envelope.
10. Add 2 letters and you can spell the secret word. (Wait 1 minute and then give clues.) I have lived in three places and had three different **addresses**.

Sort: Display the words on cards in the order they were made and have each word read aloud. Have the related words sorted. Then, have the rhyming words sorted.

dress **address**
dressed **addresses**

sad **seeds**
dad **deeds**

Transfer: Say the following words and have everyone use the rhyming words to spell them:

weeds bad glad bleeds