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Please enjoy this complimentary excerpt from *Vocabulary is Comprehension*, by Laura Robb. In this lesson, students practice a strategy that asks them to look at an entire word and then use their knowledge of word parts to decode the word.

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Make and Define Multisyllable Words

BIG 1 #2 Study Word Parts: Roots, Prefixes, Suffixes

CCSS 4b, 5b, 5c, 6

Complex Text:

Excerpt From *Horrible Henry* by Jaime Lockhart

Make and Define Multisyllable Words

NAME: _____ DATE: _____

DIRECTIONS:

- Play this word game with a partner. See if you can make at least six words using a prefix and a root, a prefix, root, and suffix, or a root and suffix.
- Use your knowledge of the word parts to define each word. You might have to check the meaning of a prefix in a print or online dictionary.

PREFIX	ROOT	SUFFIX
dis	flex—Latin, bend	tion, sion, sion
in	spec—Latin, see	ous
re	port—Latin, carry	ing, ed
de	cred—Latin, believe	ible
ex	liber—Latin, free	or, or
	vor—Latin, eat	able
		y

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An infamous historical figure, Henry VIII, decapitated his six wives and hundreds of Englishmen during his reign. To divorce his first wife, Catherine of Aragon, a Roman Catholic and his brother's widow, Henry severed England's relations with the Pope and the Vatican, declared himself head of the Church of England and started the English Reformation.

Note: This is an excerpt from an informational text by a student.

Goals: A solid knowledge of Latin and Greek roots, prefixes, and suffixes can help readers decode multisyllable words and figure out their denotative meanings, a valuable aid while reading grade-level, complex texts. In this lesson, students practice a strategy that asks them to look through an entire word and then use their knowledge of word parts to decode or say the word and understand its meaning. Often, once students can say a word, they realize they've heard it and know its meaning. The words in focus are *infamous*, *decapitated*, *declared*, *Reformation*.

Materials: Copies of the *Horrible Henry* excerpt and the reproducible Make and Define Multisyllable Words, readers’ notebooks with a section set aside for vocabulary and word building, copies of the two handouts Twenty Most Common Prefixes and Twenty Most Common Suffixes (see www.corwin.com/vocabularyiscomprehension), chart paper or whiteboard

Day 1

- ▶ Give students a copy of the excerpt from *Horrible Henry* and read the selection out loud.
- ▶ Discuss the meanings of the prefixes in the featured words: *in* means not, in, into; *de* means removal, away; *re* means again or back.
- ▶ Explain that suffixes indicate part of speech. Words ending in *tion*, *ation*, and *sion* are nouns. Words ending in *ous* are adjectives; words ending in *ed* are the past tense of a verb. Write these on chart paper or a whiteboard.
- ▶ Ask students to pair-share about the prefixes they know. Explain that prefixes are important because they change a word’s meaning. Add these to the chart or whiteboard.

Day 2

- ▶ Model for students how you use word parts to decode a word’s pronunciation and meaning. Write the four steps on chart paper or project them onto a whiteboard. Here’s what I say for *disconnecting*:
 1. If you see a prefix, write and say it (*dis*).
 2. If you see a suffix, write and say it (*ing*).
 3. Look at what’s left—a base word or root—say it (*connect*).
 4. Now put the word parts together: *disconnecting*. This strategy helps students avoid guessing because it asks them to look through the entire word.
- ▶ Organize students in partners.
- ▶ Ask partners to use the process to decode: *infamous*, *decapitated*, *declared*, *Reformation*.
- ▶ Have students share what they did to decode each word.

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Readers’ Notebooks

Students record their hunches, predictions, emotional reactions, and inferences about reading in readers’ notebooks. A notebook can also include a section for vocabulary and word building. Students can use marble covered or spiral bound composition books or handmade notebooks that consist of composition paper stapled between colored construction paper.
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Day 3

- ▶ Give students a copy of the handouts Twenty Most Common Prefixes and Twenty Most Common Suffixes to use as a resource.
- ▶ Model how you use word parts to define *disconnecting*. Here’s what I say:
The prefix *dis* means not; *ing* is a present tense verb ending; the base word *connect* means to join, so *disconnecting* means not joining.
- ▶ Organize students into pairs.
- ▶ Have pairs use their understanding of word parts to define *infamous* and *Reformation* using their prefix and suffix handouts.
- ▶ Invite partners to share their thinking by giving the word’s literal meaning and any connotations they know.

One pair of sixth graders pointed out that in means not, so infamous means not famous.

*Another pair added that the connotations of infamous are negative, more than not famous, like doing evil—kinda like Hannibal Lecter in the movie *The Silence of the Lambs*.*

For Reformation, students said it was a movement; that's why it begins with a capital letter. Re, a pair said, means back or again—literally it means to form again. In the paragraph it means no more Catholicism and Pope but rather an English church led by Henry VIII.

Organize students into pairs and have them work together to use their understanding of prefixes and suffixes to define difficult words.



Day 4

- ▶ Ask students to complete the reproducible Make and Define Multisyllable Words.

Tips for English Language Learners and Developing Readers

- ▶ ELL and developing readers benefit from knowing word parts. For students reading below grade level, introduce multisyllable words they will meet in a text *before* reading.
- ▶ Help students use the process modeled in the lesson to decode a word.
- ▶ Show students the meaning of the prefix and root or base word to help them figure out the word's meaning.

- ▶ Have students write new prefixes, suffixes, roots, and base words, along with meanings and parts of speech in a section of their readers' notebooks set aside for vocabulary.
- ▶ Invite students to read the selection and discuss it with them. Encourage students to use their prefix and suffix handouts.

How I Might Follow Up This Lesson

- ▶ To provide practice with decoding for a group or the entire class, I would have students practice decoding one multisyllable word a day. I'd have students work in pairs, and once they "get it," I'd have them practice independently. Some words you can use are *indigestion*, *biology*, *redistribute*, *rehabilitation*, *intractable*, *oversimplification*, *reposition*.
- ▶ To help students use word parts to figure out literal meanings, I might ask all students to memorize the meanings of prefixes attached to the words they study. I might also move from decoding a sample word to having students use the word parts to figure out meaning and part of speech.