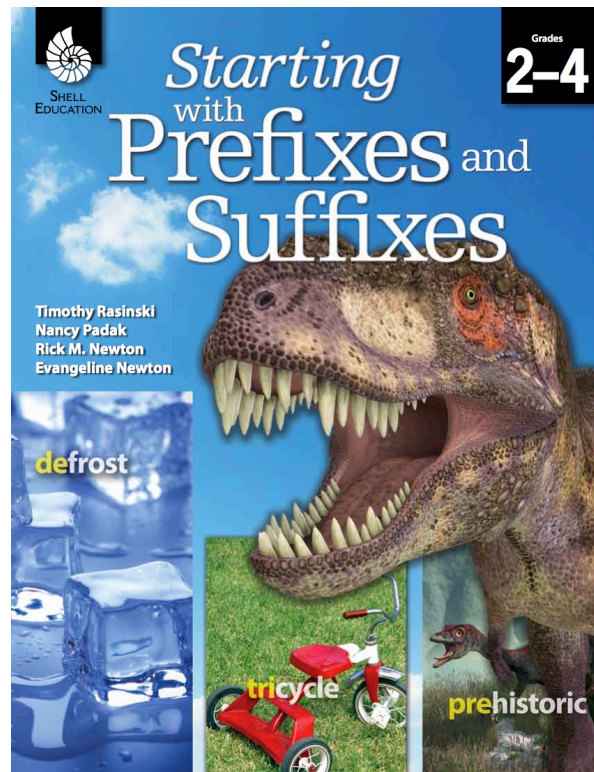# SHELL EDUCATION

Sample Pages from

Starting with Prefixes and Suffixes

The following sample pages are included in this download:

- Table of Contents
- Sample lesson

For correlations to Common Core and State Standards, please visit http://www.teachercreatedmaterials.com/correlations.

Starting
with
Prefixes and
Suffixes

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defrost

tricycle

prehistoric

Table of Contents

Why Teach with a Roots Approach?

Teaching with a roots approach is efficient. Over 60 percent of the words students encounter in their reading have recognizable word parts (Nagy et al. 1989). Moreover, content-area vocabulary is largely of Greek and Latin origin (Harmon, Hedrick, and Wood 2005). Many words from Greek and Latin roots meet the criteria for "tier two" words and are appropriate for instruction (Beck, McKeown, and Kucan 2002).

Root study also promotes independent word learning (Carlisle 2010). In addition, students learn to make connections among words that are semantically related (Nagy and Scott 2000). Research suggests that the brain is a pattern detector (Cunningham 2004). Latin and Greek word roots follow linguistic patterns that can help students with the meaning, sound, and spelling of English words. Indeed, Latin and Greek roots have consistent orthographic (spelling) patterns (Rasinski and Padak 2008; Bear et al. 2011).

Young readers' word instruction is often characterized by a study of word patterns called rimes. A Latin-Greek roots approach is the next logical and developmental step in word learning (Bear et al. 2011). Many English language learners speak first languages semantically related to Latin (e.g., Spanish, which is a "Romance" [Latin-derived] language). Enhancing this natural linguistic connection can accelerate these students' vocabulary growth (Blachowicz et al. 2006).

Many states are beginning to include a study of derivations in their elementary and middle school literacy standards. Indeed, the new Common Core State Standards (National Governors Association Center for Best Practices and Council of Chief State School Officers 2011) focus extensively on root-specific standards in the "Reading: Foundational Skills" and "Language" sections. According to these standards, attention to roots should begin in kindergarten. (For more information, see http://www.corestandards.org/.)
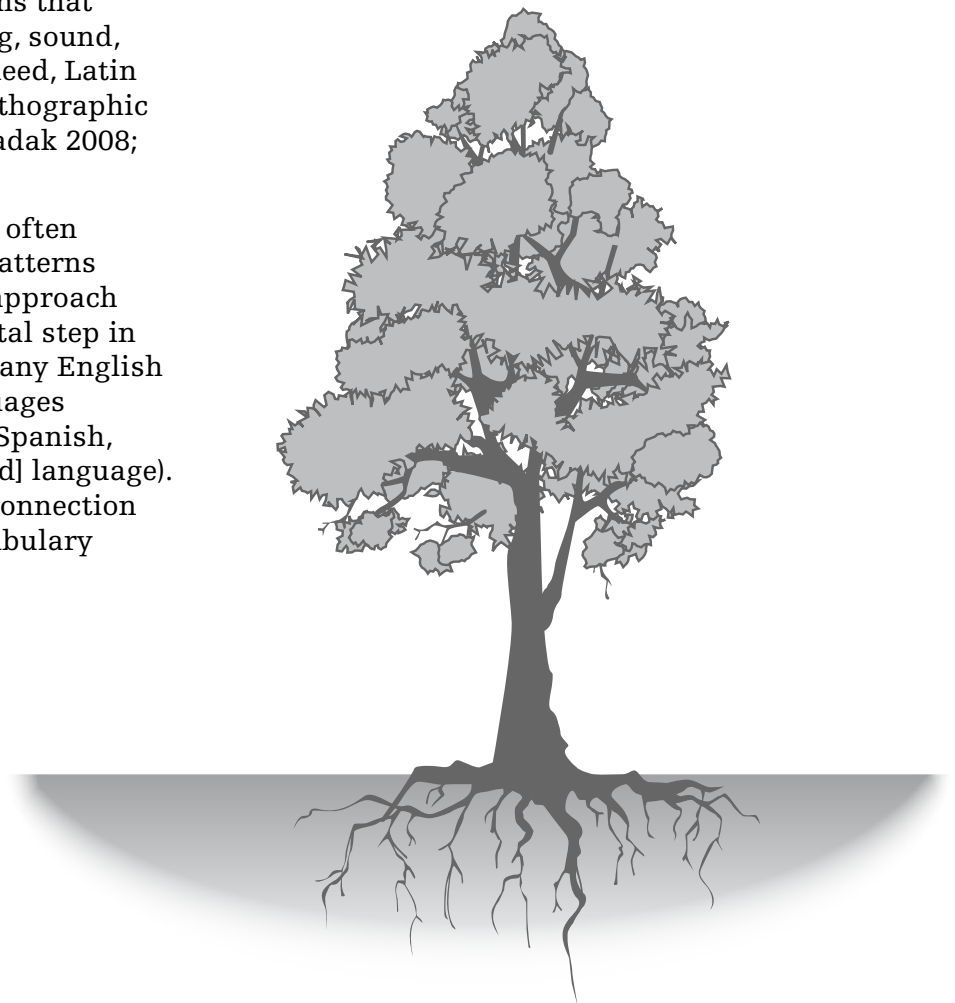
Suffix *-ly*

Materials

- *Divide and Conquer: Suffix -ly* (page 162)
- *Combine and Create: Suffix -ly* (page 163)
- *Read and Reason: Suffix -ly* (pages 164–165)

Teaching Tips

- The suffix *-ly* means "in a _____ way."

- A *suffix* is a word part that comes at the end of a word and changes its meaning (e.g., turtles move *slowly*, or "in a slow way," while rabbits move *quickly*, or "in a quick way").

- Before students Divide and Conquer, they will learn that in two situations, adding the suffix *-ly* to a word changes its spelling: (1) When the suffix *-ly* is added to a word with more than one syllable that ends in "y," the "y" changes to "i" (e.g., *happy* becomes *happily*); (2) When the suffix *-ly* is added to a word ending in "le," the final "e" is dropped (e.g., *gentle* becomes *gently*).

Guided Practice · · · · · · · · · · · · ·

Activate Background Knowledge

1. Begin by asking students to turn and talk with partners in their "indoor" or "whisper" voices. Ask students to describe how they talked. In what way did they use their voices? Accept responses, calling attention to those that refer to talking *softly* or *quietly*.

2. Write the words *softly* and *quietly* on the board. Next, ask students to talk to each other in "playground" or "outside" voices. Ask them to describe how they spoke to each other. Accept responses, calling attention to those that refer to talking *loudly* or *noisily*.

3. Write the words *loudly* and *noisily* on the board. Ask students what the words *softly, quietly, loudly,* and *noisily* have in common. Accept students' responses, calling attention to those that identify the *-ly* suffix and the idea of doing something "in a particular way."

4. Tell students that *-ly* is a suffix that means "in a _____ way." For example, speaking *softly* means "to speak in a soft way"; speaking *loudly* means "to speak in a loud way."

5. Ask students to generate other words with the *-ly* suffix that they may know. If students need help, use the following sentences as prompts:

   - When the toddler dropped his ice cream cone on the ground, he cried _____. (*sadly*)

Suffix *-ly* (cont.)

- When I got a new puppy for my birthday, I jumped up and down _____. (*happily*)
- The turtle crawled along the sand _____. (*slowly*)

Divide and Conquer

6. Before beginning this Divide and Conquer, review the following spelling tips with students:

- When *-ly* is added to a word that has more than one syllable and ends in "y," the "y" changes to "i" (e.g., *happy* becomes *happily*).
- When *-ly* is added to a word ending in *-le*, the final "e" is dropped (e.g., *gentle* becomes *gently*).

7. Distribute the *Divide and Conquer: Suffix -ly* activity sheet (page 162) to students. Students will work with words that have intact, familiar bases. As students Divide and Conquer, encourage them to explain how the words represent the idea of doing an action in a particular way. As students work with the *-ly* words, ask them to give examples of actions that the words can be used to describe (e.g., What is something you may do *sadly*?). Pairing the words with the actions they may describe will help students learn the meaning of the *-ly* suffix.

Combine and Create

8. Distribute the *Combine and Create: Suffix -ly* activity sheet (page 163) to students. Students rewrite sentences using words with the *-ly* suffix. After students complete their sentences, allow time for them to share. Talking about new words with peers is an effective strategy for helping students learn new vocabulary.

Read and Reason

9. Distribute the *Read and Reason: Suffix -ly* activity sheet (pages 164–165) to students. Have students read one or both passages and answer the comprehension questions on a separate sheet of paper. If the passages are too difficult for independent reading, ask students to read in pairs or follow along as you read aloud. If they read, ask them to circle the *-ly* words they encounter. If you read, tell them to raise their hands when they hear a word with the *-ly* suffix. After you have finished reading, discuss the passage. Return to each of the *-ly* words and ask student volunteers to explain their meaning.

Extend and Explore

Choose from among the activities located in Appendix B to give students extra practice with the suffix *-ly*.

Suffix -*ly* (cont.)

Answer Key

Divide and Conquer: Suffix -*ly* (page 162)

Students' answers for the "definition" section may vary; accept a range of answers.

1. wisely: in a _____ way; wise; in a wise way
2. sadly: in a _____ way; sad; in a sad way
3. happily: in a _____ way; happy; in a happy way
4. slowly: in a _____ way; slow; in a slow way
5. quickly: in a _____ way; quick; in a quick way
6. lazily: in a _____ way; lazy; in a lazy way

Combine and Create: Suffix -*ly* (page 163)

1. quickly; Jairo ran the race quickly. OR Jairo quickly ran the race.
2. carefully; Omar carried the hot soup carefully. OR Omar carefully carried the hot soup.
3. lazily; The cat rested on the couch lazily. OR The cat lazily rested on the couch.
4. quietly; During silent reading, we read quietly. OR During silent reading, we quietly read.

Read and Reason: Suffix -*ly* (pages 164–165)

Passage A: *inquisitively, excitedly, gingerly, anxiously, quickly, briskly*

Students' answers will vary.

Passage B: *carefully, highly, Finally, quickly, orally, silently, definitely*

Students' answers will vary.

Word Sort (page 166)

2 syllables: *biggest, careless, gently, hateful, hopeless, hottest, joyless, loudest, loudly, oldest, painful, sadly, slowly, smaller, thinner, wireless, wiser, youthful*

3 syllables: *angrier, beautiful, colorful, happily, juicier, prettiest, sugarless*

Could describe the way an action is done: *gently, happily, loudly, sadly, slowly*

Could not describe the way an action is done: *angrier, beautiful, biggest, careless, colorful, hateful, hopeless, hottest, joyless, juicier, loudest, oldest, painful, prettiest, smaller, sugarless, thinner, wireless, wiser, youthful*

Spelling change to add suffix: *angrier, beautiful, biggest, gently, happily, hottest, juicier, prettiest, thinner, wiser*

No spelling change to add suffix: *careless, colorful, hateful, hopeless, joyless, loudest, loudly, oldest, painful, sadly, slowly, smaller, sugarless, wireless, youthful*

Name: _____   Date: _____

<div align="center">

Divide and Conquer:

Suffix -*ly*

</div>

Directions: Break apart each word. Write the suffix and its meaning, the base word, and a simple definition for each word. An example has been done for you.

word	suffix means	base word	definition
❶ wisely	*-ly* = in a ____ way	wise	in a wise way
❷ sadly			
❸ happily			
❹ slowly			
❺ quickly			
❻ lazily			

Combine and Create:
Suffix *-ly*

Directions: Read each sentence. Make a new word out of the words in bold using the *-ly* suffix. Then, use the new word in a sentence.

> **Example:**
>
> When my brother wrecked my bike, I jumped up and down **in an angry way**.
>
> Word: <u>angrily</u>
>
> Sentence: <u>When my brother wrecked my bike, I angrily jumped up and down.</u>

❶ Jairo ran the race **in a quick way**.

Word: _____

Sentence: _____

❷ Omar carried the hot soup **in a careful way**.

Word: _____

Sentence: _____

❸ The cat rested on the couch **in a lazy way**.

Word: _____

Sentence: _____

❹ During silent reading, we read **in a quiet way**.

Word: _____

Sentence: _____

Name: _____   Date: _____

Suffix -*ly*

Directions: Read the passage. Circle the words with the suffix -*ly*. Then, answer the question.

Passage A

Good Advice

"Where are you going, Tommy?" Mom asked inquisitively.

"Joe and I are going to the movies!" I answered excitedly.

"What movie are you going to see?" Dad asked as he gingerly rubbed his chin.

"*The Monster That Ate New York City*," I replied anxiously. "I think it's a scary one."

"Well just be sure to close your eyes quickly whenever the loud music comes on," chimed Mom as I briskly walked out the door.

Why do you think the young person going to the movies anxiously replied to his father's question?

Name: _____   Date: _____

<div align="center">

Read and Reason:
Suffix *-ly* _(cont.)

</div>

Directions: Read the passage. Circle the words with the suffix *-ly*. Then, answer the question.

Passage B

<div align="center">

How to Enjoy Reading

</div>

Although most people know how to read, not everyone likes to read. But reading can be a pleasurable experience.

First, you need to carefully choose a book or other material to read. A fabulous place to find good books is your public library. If you have difficulty finding a good book, ask a librarian. Librarians are highly trained to help people match books with their interests. They can even find a book for you that is audio-recorded. That way, you can listen to the words while reading them, too.

Once you have your book, find a comfortable place. This can be an easy chair at home or a lawn chair in your yard. Some people like to read in bed. Others like to read on a beach towel. Just be sure to find a place that is comfortable for you. Be sure that your reading place is well lit. You need your eyes to read and your eyes need light. But too much light can make reading difficult. Most people prefer a place to read that is not too noisy. Too much noise can distract you from what you are reading. Finally, many readers like having a glass of water close by. Snacks add to the reading experience, too.

Now you are ready to start reading. Try not to read too quickly. You should read at a pace that you find comfortable. Feel free to read orally or silently to yourself—it really doesn't matter. Reading should be a fun experience. These tips will definitely help make reading enjoyable!

> What else could you do to make reading more enjoyable?