

Module: Reading (ESOL)

Lesson Title: Understanding Affixes to Unlock Meaning

Objectives and Standards

Students will:

- Learn how to use affixes (roots, suffixes, and prefixes) to decode common words
- Learn how to use affixes as a tool to decode unknown words

Standards

The lesson supports the following standard(s):

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis).

Materials

- Chart paper/board and markers
- Graphic organizers (See resources on *Graphic Organizers*. Example: word web)
- List of words to use during lesson (See *Academic Vocabulary and Prefix/Suffix List* or *The Reading Teachers' Book of Lists*)
- Sample texts for students to read

Resources for Teachers

- The Reading Teacher's Book of Lists by Edward B. Fry
- Common Root Words with Meanings: <http://academic.cuesta.edu/acasupp/as/506.HTM>
- Vocabulary Building: Affixes and Roots: <http://www.uefap.com/vocab/build/building.htm>
- Lesson Plans:
Graphic Organizers: <http://www.eduplace.com/graphicorganizer/>
- Bloom's Taxonomy Revised: http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf

Instructional Plan

Note: Steps in this lesson plan follow the explicit instruction model. Please see <https://lincs.ed.gov/publications/pdf/applyingresearch.pdf> for additional information about explicit instruction.

Overview

In this lesson, students will learn how to use prefixes and suffixes, as well as common root words, to build their vocabulary and reading comprehension skills.

Process

Step 1: Activating Background Knowledge

Provide students with ample opportunities to reflect, early in the lesson, on what they already know.

- First, confirm that students know what a prefix and suffix is. You may need to have an introductory lesson on this if they do not.
- To activate background knowledge, ask students if they have prefixes in their native language. This is a valuable exercise and provides students with the opportunity to connect their own language's patterns to the rules to English.
- If non-English languages in the classroom do utilize affixes, ask students to share. They can demonstrate on the board and provide a mini-lesson to their classmates. This activity will activate background knowledge, provide an opportunity to use verbal language skills, and can establish 'buy-in' from students as to the importance of what they are learning.

Step 2: Explanation

Provide explanations to students regarding the strategy they will be learning: why are you teaching this skill, how will it help them be successful language learners and college and career ready (i.e. where will they encounter a need for this skill *outside* of the classroom).

- Proficient readers are able to infer meaning from prefixes and suffixes to help them figure out the meaning of new words. During this, and future lessons, we will learn the meaning of some prefixes/suffixes and how to apply them to reading for meaning.
- Knowing what some prefixes mean will help you infer or figure out the meanings of new words. Knowing prefixes can also help you pronounce an unknown word. A prefix is a word element (or specific letters) attached to the beginning of a word (should be a reminder).

Step 3: Modeling

Model what you want students to be able to do.

- Draw a chart on the board. Here is an example:

Prefix	Prefix Meaning	Word Example	Word Meaning
Pre	Before	Prepay	To pay before
Re	Back	Repay	To pay back
	Again	Replay	To play again

Prefix	Prefix Meaning	Word Example	Word Meaning
Non	Absence of	Nonfat	Fat free (the absence of fat)
	Not	Nonfiction	Not fiction (not true)
Co	Together	Copilot	To pilot together

- Review each prefix, its meaning, a word example and the word meaning. You can cover up each cell and unveil each as you talk about them. Try to select words you know your students are familiar with for this portion.
- Ask leading questions such as, “What do you prepay for?” “Do you like to watch replays of your favorite sports team?” “What is your favorite nonfiction book” etc. By doing this, students have the opportunity to discuss the prefixes in a context that is familiar to them.
- Write an example sentence on the board with a target word that contains one of the prefixes being studied. Model to students how you would use your knowledge of prefixes to figure out the unknown word. For example: *Based on my credit history, it has been predetermined that I will qualify for a car loan.*

Step 4: Practice Opportunities

Students should be provided with ample practice opportunities so they can master the reading skill.

- Based on your students’ prior knowledge and responses during your modeling, complete this activity together or in small groups. Provide students with graphic organizers (word webs work well for this). In the center of each word web, have students write the target prefix, and as a class or in small groups, have student write words they know that have that prefix. As groups (or the class) share, you can create a master list of these words. The purpose of this is to demonstrate to students how frequently these affixes are used and how many of them they already know. (Hint: you should prepare a list in advance in case students struggle.)
- Next, have students work in small groups. Prepare a list of challenging words and provide them to each group. Ask groups to define words that you provide them. You can use four groups, one for each prefix as long as groups have the opportunity to work with each of the prefixes at some point. You could also have each group teach their target prefix to the class. This would require a deep understanding of the target prefix and students would have to demonstrate this by creating sentences that appropriately use each prefix. During this time, exceptions are sure to arise. This provides an opportunity for discussion.
- Another practice opportunity: Distribute a text and ask students to read it silently while paying attention to any new prefixes. Once students are done, the group can read the story out loud. Model how knowing a prefix can help them pronounce an unknown word.
- Once students have taken turns reading, have students find two more words with prefixes. Guide the students to use the chart to figure out the meaning of those words. Make sure to confirm your students’ answers. Ask some comprehension questions based on portions of the reading that include the target prefixes.

Step 5: Student Independent Application, Reflection, and Self-Assessment.

- For homework and/or independent application, students can be asked to listen to an audio (or TV program) or read an article to pay attention for words with prefixes studied. They will share and build word knowledge during the next class.
- The purpose of this is to allow students to connect what happens in the classroom to the real world and to encourage them to actively engage in reflection of learning materials.
- Provide students with ample opportunities to reflect, early in the lesson, on what they already know.