

**Making Words Fifth Grade:
50 Hands-On Lessons for Teaching Prefixes, Suffixes, and Roots**

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Introduction

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Lesson focus

er/est meaning more and most

re meaning back or again

Lesson 2 grandchildren

Lesson focus

er meaning person or thing that does something

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Lesson focus

er meaning person or thing that does something

re meaning back or again

Lesson 4 earthquakes

Lesson focus

er meaning person or thing that does something

re meaning back or again

Lesson 5 fingerprints

Lesson focus

er/est meaning more and most

er meaning person or thing that does something

re meaning back or again

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Lesson focus

er meaning person or thing that does something

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er/est meaning more and most

ist meaning person

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un meaning not or opposite

in meaning in

re meaning back or again

er meaning person or thing that does something

Lesson 9 unfriendly

Lesson focus

un meaning not or opposite

re meaning back or again

ly changing part of speech

y changing part of speech

Lesson 10
unfriendliest

Lesson focus

- un** meaning not or opposite
- under** meaning under or less
- re** meaning back or again
- er** meaning person or thing that does something

Lesson 11
unfriendliness

Lesson focus

- un** meaning not or opposite
- under** meaning under or less
- re** meaning back or again
- less** meaning less or without
- ness** changing part of speech

Lesson 12 personality

Lesson focus

- er/ist** meaning person or thing that does something
- re** meaning back or again
- ly** changing part of speech

Lesson 13 carelessly

Lesson focus

- less** meaning less or without
- ly** changing part of speech
- y** changing part of speech
- re** meaning back or again

Lesson 14 meaningless

Lesson focus

- less** meaning less or without
- ness** changing part of speech

Lesson 15 mercilessly

Lesson focus

- er** meaning person or thing that does something
- re** meaning back or again
- less** meaning less or without
- ly** changing part of speech
- y** changing part of speech

Lesson 16 gracefully

Lesson focus

- ful** meaning full or with
- re** meaning back or again
- ly** changing part of speech
- y** changing part of speech

Lesson 17 unfortunately

Lesson focus

un meaning not or opposite

en changing part of speech

ly changing part of speech

Lesson 18 unworkable

Lesson focus

able meaning able to

un meaning not or opposite

er meaning person or thing that does something

en changing part of speech

Lesson 19 unbreakable

Lesson focus

un meaning not or opposite

en meaning to make

able meaning able to

er meaning person or thing that does something

Lesson 20 undesirable

Lesson focus

un meaning not or opposite

dis meaning not or opposite

en meaning to make

re meaning back or again

able meaning able to

er meaning person or thing that does

Lesson 21 questionable

Lesson focus

un meaning opposite

en meaning to make

able meaning able to

tion changing part of speech

Lesson 22 unpredictable

Lesson focus

un meaning not or opposite

re meaning back or again

in meaning not or opposite

able meaning able to

Lesson 23 uncomfortable

Lesson focus

un meaning not or opposite

re meaning back or again

ful meaning full or with

able meaning able to

Lesson 24 undependable

Lesson focus

un meaning not or opposite

able meaning able to

re meaning back or again

en meaning to make

Lesson 25 disagreeable

Lesson focus

dis meaning opposite

er meaning person or thing that does something

re meaning back or again

able meaning able to

Lesson 26 disagreement

Lesson focus

er/est meaning more and most

dis meaning opposite

ee meaning person

ment changing part of speech

Lesson 27 reinforcements

Lesson focus

er/est meaning more and most

re meaning back or again

er meaning person or thing that does something

ment changing part of speech

Lesson 28 imperfectly

Lesson focus

ly changing part of speech

y changing part of speech

re meaning back or again

im meaning not or opposite

Lesson 29 irresponsible

Lesson focus

less meaning less or without

re meaning back or again

er meaning person or thing that does something

ir meaning opposite

ible meaning able to

Lesson 30 misunderstand

Lesson focus

dis meaning not or opposite

in meaning not or opposite

un meaning not or opposite

mis meaning wrong or badly

er/est meaning more/most

Lesson 31 misunderstood

Lesson focus

- dis** meaning not or opposite
- mis** meaning wrong or badly
- en** changing part of speech

Lesson 32 interactively

Lesson focus

- inter** meaning between
- ee** meaning person
- ly** changing part of speech

Lesson 33 interactions

Lesson focus

- er/est** meaning more and most
- re** meaning back or again
- inter** meaning between
- in** meaning not or opposite
- er/or/ist** meaning person or thing that does something
- tion** changing part of speech

Lesson 34 international

Lesson focus

- inter** meaning between
- in** meaning not or opposite
- al** changing part of speech
- tion** changing part of speech

Lesson 35 mysteriously

Lesson focus

- mis** meaning wrong or badly
- y** changing part of speech
- ly** changing part of speech
- ous** changing part of speech

Lesson 36 dangerously

Lesson focus

- un** meaning not or opposite
- re** meaning back or again
- ly** changing part of speech
- ous** changing part of speech

Lesson 37 independently

Lesson focus

- in** meaning not or opposite
- in** meaning in
- en** meaning to make
- y** changing part of speech
- ly** changing part of speech

Lesson 38 dependability

Lesson focus

- in** meaning not or opposite
- en** changing part of speech
- y** changing part of speech
- ly** changing part of speech

Lesson 39 encouragement

Lesson focus

- er/or** meaning person
- re** meaning back or again
- en** meaning to make
- ment** changing part of speech

Lesson 40 arrangements

Lesson focus

- er/est** meaning more/most
- re** meaning back or again
- er** meaning person
- ment** changing part of speech

Lesson 41 replacements

Lesson focus

- er/est** meaning more/most
- re** meaning back or again
- er** meaning person
- al** changing part of speech
- ment** changing part of speech

Lesson 42 underweight

Lesson focus

- under** meaning under or less
- re** meaning back or again
- er** meaning person or thing that does something
- er** meaning more

Lesson 43 underestimate

Lesson focus

- under** meaning under or less
- re** meaning back or again
- ee** meaning person
- mis** meaning wrong or badly
- en** meaning to make

Lesson 44 overestimate

Lesson focus

- over** meaning over or more
- er** meaning person or thing that does something

Lesson 45 performances

Lesson focus

- en** meaning to make
- er** meaning person or thing that does something
- ance** changing part of speech

Lesson 46 resistance

Lesson focus

- er/est** meaning more/most
- re** meaning back or again
- en** meaning to make
- er/ee** meaning person
- ance** changing part of speech

Lesson 47 disappearance

Lesson focus

- dis** meaning not or opposite
- pre** meaning before
- en** meaning to make
- er** meaning person or thing that does something
- ance** changing part of speech

Lesson 48 predictions/description

Lesson focus

- er/or** meaning person
- er/est** meaning more/most
- tion** changing part of speech

Lesson 49 reproduction

Lesson focus

- er/or** meaning person
- un** meaning not or opposite
- re** meaning back or again
- tion** changing part of speech

Lesson 50 contradictions

Lesson focus

- or/ist** meaning person
- tion** changing part of speech

Reproducible Letter Strips

Reproducible Take Home Sheet

Making Words Fifth Grade: 50 Hands-On Lessons for Teaching Prefixes, Suffixes, and Roots

Many teachers first discovered Making Words in the first edition of *Phonics They Use* which was published in 1991. Since then teachers around the world have used Making Words lessons to help students discover how our spelling system works. Making Words lessons are an example of a type of instruction called guided discovery. In order to truly learn and retain strategies, learners must discover them. But many students do not make discoveries about words on their own. In Making Words lessons, students are guided to make those discoveries.

Making Words is a popular activity with both teachers and students. Students love manipulating letters to make words and figuring out the secret word which can be made with all the letters. While your students are having fun making words, they are also learning important information about phonics and spelling.

Teaching a Making Words Lesson

Every Making Words Lesson has three parts. First, students manipulate the letters to make words. This part of the lesson uses a spelling approach to help students learn the complex letter combinations they need to know to spell English words. In the second part of the lesson, students sort words according to patterns. In fifth grade, the patterns students need to learn are prefixes, suffixes and roots and how these word parts go together to form related words. We end each lesson by helping students transfer what they have learned to reading and spelling new words. Students learn how the related words and they sorted help them read and spell lots of other words.

Each Making Words lesson begins with short words and moves to longer more complex words. The last word is always the secret word – a word that can be made with all the letters. As students make the words, a student who has it made successfully manipulates the pocket chart letters or overhead transparency letters to make the word. Students who don't have the word made correctly quickly fix their word to be ready for the next word. In fifth grade, each lesson includes 15-20 words including the secret word that can be made with all the letters.

In Step Two of a Making Words Lesson, students sort the words into patterns. In Making Words Fifth Grade, all words in each lesson have one or more related words—words with the same root. Students sort the words into related words and, with guidance from the teacher, construct a sentence to show the relationship of these words.

The final, and most important, step of each Making Words lesson is transfer. Once words are sorted according to related words, students are guided to spell new words based on these related words. Here is an example of how you might conduct a Making Words lesson and cue the students to the changes and words you want them to make. (This lesson is # 8 in *Making Words Fifth Grade*)

Beginning the Lesson

The students all have a letter strip with these letters: **a a e i u l m n p r t**
One student is assigned the job of “letter manipulator” for today's lesson. As students make each word at their desks, the teacher calls on a student who has the word made correctly to spell aloud the letters in that word. The letter manipulator moves the letters

on the overhead so that everyone has a visual image against which to check their spelling. (You can make clear letter tiles by cutting a sheet of transparency film into small squares, then writing the letters for the lesson on the squares or you can copy the letter strips at the back of this book on a transparency and have the letter manipulator cut the letters on the plastic strip apart.)

Students tear the letters apart and arrange them in alphabetical order—vowels first and consonants next.

Photos 5.1 and 5.2: letters on overhead, letter strip (jpgs#107, 1)

The words the students are going to make are written on index cards. These words will be placed in the pocket chart or along the chalk ledge and will be used for the Sort and Transfer steps of the lesson.

Photo 5.3: brown envelope with words on index cards (jpgs#138)

Step One: Making Words

The teacher begins the lesson by telling students what word to make and how many letters each word requires. She gives a sentence for each word to clarify meaning.

“Use 4 letters to spell the word **real**. The creatures in the movie were animated but they looked very **real**.”

(Find someone with **real** spelled correctly and have that student spell **real** aloud so that the letter manipulator can spell **real** with the transparency letters.)

“Use 4 letters to spell **ripe**. We pick strawberries when they are **ripe**.”

“Spell another 4-letter word, **mine**. Would you like to work deep down under the earth in a coal **mine**?”

“Let’s spell one more 4-letter word, **time**. What **time** do we go to lunch?”

“Add 1 letter to **time** to spell **timer**. I put the cookies in the oven and set the **timer** for 15 minutes.”

“Use 5 letters again to spell **miner**. I am claustrophobic so I would not be a good coal **miner**.”

(Quickly call on someone with the correct spelling to spell the word aloud for the letter manipulator. Keep the pace brisk. Choose your struggling readers to spell words aloud when easy words are being spelled and your advanced readers when harder words are being made.)

“Use five letters to spell **ripen**. The strawberries are just beginning to **ripen**.”

“Use five letters to spell **paint**. We all love to **paint** in art class.”

“Use five letters to spell **plant**. In the spring we will **plant** flowers in our garden.”

“Add 1 letter to **plant** to spell **planet**. Mars is called the red **planet**.”

“Use 6 letters in to spell **unreal**. Everyone said that watching the tornado touch down felt very **unreal**.”

“Use 6 letters to spell **unripe**. Strawberries do not taste good when they are **unripe**”

“Use 7 letters to spell **planter**. I plant spring flowers in a hanging **planter**.

“Use the same letters in **planter** to spell **replant**. Every year I **replant** the shrubs that die during the winter.

“Change the first 2 letter in **replant** to spell **implant**. If your heart does not have a steady beat, doctors can **implant** a pacemaker into your body to regulate your heartbeat.”

“Use 7 letters to spell **painter**. The **painter** is coming next week to paint the house.”

“Use the same 7 letters in **painter** to spell **repaint**. After the storm, the roof leaked and we had to **repaint** the kitchen.

“I have just one word left. It is the secret word you can make with all your letters. Move your letter and see if you can figure out the word that can be spelled with all the letters. You have 1 minute to try to figure out the secret word and then I will give you clues.”

(Give them one minute to figure out the secret word and then gives clues if needed. “Our secret word today is related to the word, **planet**. Start with the word **planet** and add your other letters to it.)

Let someone who figures it out go to the overhead and spell the secret word—**planetarium**.

Photo 5.4 and 5.5: **planetarium** made with overhead letters and strip letters. (jpgs#116, 113)

Step Two: Sorting the Related

Draw students’ attention to the words on index cards and have the words pronounced. Remind students that related words are words that share a root word and meaning.

Photo 5.6: **all words in pocket chart** (jpgs#133)

Choose a set of related words and model for students to use related words in sentences to show how they are related. (Choose the most complex set of words to model.)

plant planter replant implant

A **planter** is a container you plant things in. When you **replant** something, you **plant** it again. When you **implant** something, you plant it in something or somebody.

The **er** suffix can be a person or a thing. **Re** is a prefix that sometimes means again. **Im** is a prefix that sometimes means in.

Let volunteers choose other sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

paint painter repaint

A **painter** is a person who **paints**. When you **repaint** something, you **paint** it again.

Er is a suffix that sometimes means the person who does something. **Re** is a prefix that sometimes means again.

ripe ripen unripe

The strawberries are starting to **ripen** and will soon be **ripe** enough to eat.

Unripe strawberries taste terrible!

The suffix **en** changes how a word can be used in a sentence. The prefix **un** often turns a word into the opposite meaning.

real unreal

When you see something this is actually happening it is **real** but sometimes things are so strange they seem **unreal**.

The prefix **un** changes real into the opposite meaning.

time timer

To **time** the cookies baking, we set the **timer**.

The suffix **er** sometimes means a thing.

mine miner

A **miner** is a person who works in a **mine**

The suffix **er** sometimes means a person.

planet planetarium

You can see all the different **planets** and how they move at a **planetarium**.

Other words that end in **ium** and mean places are **aquarium**, **terrarium**, **auditorium**, **gymnasium** and **stadium**.

Sorting the related words, using sentences that show how they are related and explaining how prefixes and suffixes affect meaning or change how words can be used in a sentence is a crucial part of each Making Words lesson in fifth grade. Students often need help in explaining how the prefixes and suffixes work. For less common prefixes and suffixes such as **ium**, it is helpful to point out other words students may know that begin or end with that word part.

Photo 5.7: **related words sorted** (jpgs#134)

Transfer

The transfer step is the most important step of the lesson because it is when we teach students how the prefixes, suffixes and roots they are learning help them read and spell lots of other words. Once we have sorted all the words into related word sets, we say five or six new words and have students decide which word parts these words share with our related words and how they will help them spell them. It is very important to make this a learning experience, rather than a test. Make sure everyone knows how to spell the new part of the transfer word and which related words will help before letting anyone write the word.

Have students number a sheet of paper 1-6. Pronounce a word that follows the pattern of some of the related words.

Have students use **unripe** and **unreal** to spell other words that begin with **un**. Give them help to spell the root word if needed.

unfair unpainted

Let volunteers tell a sentence that shows the meaning relationship between **fair, unfair; painted, unpainted**.

Have students use **repaint** and **replant** to spell other words that begin with **re**. Give them help to spell the root word if needed.

rebuild refill

Let volunteers tell a sentence that shows the meaning relationship between **build, rebuild; fill, refill**.

Have students use **painter, planter, miner** and **timer** to spell other words that begin with **er**, meaning person or thing. Give them help to spell the root word if needed. Point out the spelling change—drop e—if necessary.

leader driver

Let volunteers tell a sentence that shows the meaning relationship between **lead, leader; drive, driver**.

(Photo 5.8: words written on paper (scan jpgs#1))

We hope this sample lesson has helped you to see how a Fifth Grade Making Words lesson works and how Making Words lessons help fifth graders learn how prefixes and suffixes affect the meanings of root words and how combining word parts help you spell lots of other words.

Spelling and Decoding Skills Taught in Making Words Fifth Grade Lessons

Making Words Fifth Grade contains 50 lessons that teach the most common roots, prefixes and suffixes. 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.

Prefixes: The common prefixes taught in Making Words Fifth Grade are:

un meaning not or opposite (unhappy, unfinished)

in/im/ir meaning not or opposite (incorrect, impossible, irregular)

dis meaning not or opposite (disappear, disagree)

re meaning back or again (return, rewrite)

in/im meaning in (inmate, implant)

pre meaning before (prepay, preview)

mis meaning wrong or badly (misuse, misspell)

en meaning to make (ensure, endear)

under meaning under or less (underweight, underestimate)

over meaning over or more (overweight, overestimate)

inter meaning between (international, interact)

Suffixes: Suffixes sometimes change meanings of words and sometimes change how the word can be used in a sentence. Often, when a suffix is added, the root word has a spelling change. Spelling changes—consonant doubling, y changing to i and dropping e—should be pointed out to students during the sorting and transfer step of each lesson if students still need support in consistently applying these spelling changes in their writing. The common meaning adding suffixes taught are:

er/est meaning more/most (happier, happiest)

ful meaning full or with (careful, meaningful)

less meaning less or without (careless, meaningless)

able/ible meaning able to (removable, visible)

er meaning person or thing that does something (reporter, computer)

or/ee/ist meaning person (actor, employee, tourist)

Some suffixes change how a word can be used in a sentence or the part of speech. The common grammatical suffixes taught are:

ment changing part of speech (enjoyment, government)

ness changing part of speech (kindness, happiness)

tion/sion changing part of speech (pollution, confusion)

ance changing part of speech (resistance, performance)

ous changing part of speech (dangerous, mysterious)

y changing part of speech (bumpy, sunny)

en changing part of speech (broken, sadden)

al changing part of speech (musical, national)

ly changing part of speech (dangerously, mysteriously)

There are other prefixes and suffixes which occur less frequently. Related words containing these suffixes (east, eastern; vary, variety) are included in lessons and sorted for but these less common suffixes are not the focus of the lesson.

Organizing To Teach Making Words

The materials you need to teach a Making Words lesson are quite simple. You need a pocket chart in which to display the word correctly made with the pocket chart letters. You need a set of pocket chart or overhead letters big enough for all the students to see. You also need index cards on which to write the words students will make. Most teachers store their index cards for each lesson in an envelope. Your students need the letters to manipulate. Reproducible letter strips for each lesson are included at the back of this book.

Lesson 1
watermelons

Lesson focus

er/est meaning more and most
re meaning back or again

Letters: a e e o l m n r s t w

**Make Words: low new seal name/mean east lower newer water renew rename
reseal newest lowest melons meaner meanest eastern watermelons**

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Words that can be spelled with the same letters are indicated by an /.

Give meaning or sentence clues to clarify the word they are making:

“Use 4 letters and spell **name**. What is your **name**?”

“Use the same letters in **name** to spell **mean**. After the argument, the boy was ashamed of the **mean** things he said.”

“Change the first 2 letters in **lower** to spell **newer**. My car is very old and I am hoping to buy a **newer** one.

“Use 6 letters to spell **rename**. Sometimes when I am working on the computer I **rename** my document so I can make changes and not lose anything.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word is a compound word and we spelled both root words.”

**Sort related words: low, lower, lowest; mean, meaner, meanest; east, eastern;
seal, reseal; name, rename; water, melons, watermelons**

Draw students’ attention to the words on index cards and have the words pronounced.

Choose the most complex set of related words and model for students how to use related words in sentences to show how they are related. **new newer newest renew**

“My husband’s car is **newer** than mine but my mom just bought a car and has the **newest** car in the family. I need to **renew** my driver’s license before my birthday next month.”

“The suffixes **er** and **est** often mean **more** and **most**. When I **renew** my driver’s license, I get a new license back. The prefix **re** sometimes means **back** or **again**.”

Let volunteers choose sets of related words and give sentences to show how words are related. Help them construct sentences and explain prefixes and suffixes as needed.

Transfer Words: reopen reprint; rich richer richest; western northern

Have students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use new words in sentences that show meaning.

Lesson 2
grandchildren

Lesson focus

er meaning person or thing that does something

Letters: a e i c d d g h l n n r r

Make Words: ear race ring/grin grind grand glide ranch dance racer racing glider dancer dancing grinder rancher grinned earring children grandchildren
Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Words that can be spelled with the same letters are indicated by an /.

Give meaning or sentence clues to clarify the word they are making:

“Use 4 letters and make the word **race**. Who do you think will win the **race**?”

“Use the same letters in **ring** to spell **grin**. From the **grin** on my cousin’s face, I knew he was up to something!”

“Change the vowel in **grind** to spell **grand**. We had a **grand** time at the circus.”

“Use 7 letters to spell **grinder**. The butcher put the beef into the **grinder** and ground it into hamburger.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word is a compound word and we spelled both root words.”

Sort related words: dance, dancer, dancing; glide, glider; grind, grinder ranch, rancher; grin, grinned; ear, ring, earring; grand, children, grandchildren

Draw students’ attention to the words on index cards and have the words pronounced.

Choose the most complex set of related words and model for students how to use related words in sentences to show how they are related.

race racer racing

The one mile **race** was won by the youngest **racer**. He won the **race** by **racing** past the frontrunner at the very last second.

The suffixes **er** sometimes means the person who does something. A **racer** is the person who is in the **race**. When we add **ing** to race, we have the word **racing**.

When we add **er** or **ing** to a word that ends in **e**, we drop the **e**.

Let volunteers choose sets of related words and give sentences that show how words are related. Give them help to construct sentences and explain prefixes and suffixes as needed. Point out spelling changes if your students still need this instruction.

Transfer Words: write writer writing; scan scanner scanned; jog jogger jogging

Have students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Talk about spelling changes as needed. Let volunteers use new words in sentences that show meaning.

Lesson 3 cheerleaders

Lesson focus

er meaning person or thing that does something

re meaning back or again

Letters: a e e e e c d h l r r s

Make Words: read lead/deal race racer cheer redeal/dealer/leader reader/reread search cheered searcher/research cheerleader

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Words that can be spelled with the same letters are indicated by an /.

Give meaning or sentence clues to clarify the word they are making:

“Use 4 letters to spell the word **read**. I like to **read** books.”

“Just change the first letter in **read** and you can spell **lead**. Who will **lead** the class in singing that song?”

“Just move the letters around and you can change **lead** to **deal**.”

“Add a letters to the word **race** and can spell the word **racer**. A person who races is a **racer**.”

“Use the same letters in **redeal** to spell **dealer**. The person who passes out the playing cards is the **dealer**.”

“Change the letter around again and you have **leader**. The **leader** helped the students answer all the questions on the list.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word is a compound word and we spelled both root words.”

Sort related words: read, reader, reread; lead, leader; deal, dealer, redeal; race, racer; cheer, cheered; search, searcher, research; cheer, leader, cheerleader

Draw students’ attention to the words on index cards and have the words pronounced. Choose the most complex set of related words and model for students how to use related words in sentences to show how they are related. For **search, searcher, and research:**

“**Search** means to look for something. The suffix **er** sometimes means the person who does something. A **searcher** is a person who searches for something. The prefix **re** means back or again. When we **research** a topic, we search back to find out what was written about it. In fifth grade you will become a **researcher** when you **research** a topic in science.”

Let volunteers choose sets of related words and give sentences to show how words are related. Help them construct sentences and explain prefixes and suffixes as needed.

Transfer Words: reader, reread; builder, rebuild; printer, reprint

Have students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Talk about spelling changes as needed. Let volunteers use new words in sentences that show meaning.

Lesson 4 earthquakes

Lesson focus

er meaning person or thing that does something
re meaning back or again

Letters: a a e e u h k q t r s

Make Words: eat use user heat seat take shake quake skate reuse earth eater heater/reheat reseat retake skater shaker earthquakes

Tell students how many letters to use to make each word.

Emphasize how changing a few letters or rearranging letters makes different words.

Words that can be spelled with the same letters are indicated by an /.

Give meaning or sentence clues to clarify the word they are making:

“Use 3 letters to spell **use**. I will **use** the computer to write my story.”

“Add one letter to **use** and you have the word **user**. A person who uses something is a **user**.”

“Change one letter in **heat** to spell **seat**. Everyone is in their **seat**.”

“Change the letters around in **heater** and you can spell **reheat**. Do you like to **reheat** leftover pizza or eat it cold?”

Give the students one minute to figure out the secret word and then give clues if needed.

“Our secret word is a compound word and we spelled both root words.”

Sort related words: eat, eater; use, user, reuse; heat, reheat, heater; seat, reseat; take, retake; shake, shaker; skate, skater; earth, quake, earthquakes

Draw students’ attention to the words on index cards and have the words pronounced.

Choose the most complex set of related words and model for students how to use related words in sentences to show how they are related: **heat, heater, reheat**

“The suffixes **er** sometimes means a *thing* that does something. A **heater** is a thing that **heats** something. Will you **heat** the new room with that **heater**? When the prefix **re** is added to a word then you do it again. I always **reheat** pasta when I eat it again the next day.”

A **skater** is the *person* who **skates**. When we add **er** or **ing** to a word that ends in **e**, we drop the **e** before adding it.

Let volunteers choose sets of related words and give sentences that show how words are related. Give them help to construct sentences and explain prefixes and suffixes as needed. Point out spelling changes if your students still need this instruction. Sort related words and use related words in a sentence that shows relationship.

Transfer Words: painter, repaint; opener, reopen; writer, rewrite

Have students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Talk about spelling changes as needed. Let volunteers use new words in sentences that show meaning.

Lesson 5 fingerprints

Lesson focus

er/est meaning more and most
er meaning person or thing that does something
re meaning back or again

Letters needed: e i i f g n n p r r s t

Make Words: tip spin sift fine sting print finer finest sprint sifter finger spinner stinger printer/reprint sprinter fingertips fingerprints

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Words that can be spelled with the same letters are indicated by an /.

Give meaning or sentence clues to clarify the word they are making:

“Use 3 letters to spell **tip**. I **tip** the container to try to get the last of the drink.”

“Use 4 letters and spell the word **spin**. Try not to **spin** around.”

“Use 6 letters and spell the word **sifter**. We sift flour in a flour **sifter**.”

“Change the letters around in **printer** and you can spell **reprint**. Did you **reprint** after you found your mistakes?”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word is a compound word and we spelled both root words.”

Sort related words: spin, spinner; sift, sifter; sting, stinger; sprint, sprinter; print, printer, reprint; fine, finer, finest; tip, finger, fingertips; print, finger, fingerprints

Draw students’ attention to the words on index cards and have the words pronounced.

Choose the most complex set of related words and model for students how to use related words in sentences to show how they are related: **print printer reprint**

“The suffixes **er** sometimes means a person or thing that does something. A **printer** is a thing that **prints** something. We use a **printer** to **print** our stories and reports. When the prefix **re** is added to a word then you do it again. We always **reprint** a story if we find a mistake or need another copy.”

A **spinner** is the person who **spins**. Sometimes we have to double the consonant at the end of a word before we add **er** like in **spinner**.

Let volunteers choose sets of related words and give sentences that show how words are related. Give them help to construct sentences and explain prefixes and suffixes as needed. Point out spelling changes if your students still need this instruction.

Transfer Words: play, player, replay; drum, drummer, nice, nicer, nicest

Have students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Talk about spelling changes as needed. Let volunteers use new words in sentences that show meaning.

Lesson 6
quarterbacks

Lesson focus

er meaning person or thing that does something

Letters: a a e u b c k q r r s t

Make Words: set seat rest back bake baker truck track trace skate skater tracer backer tracker trucker quarter setback backrest backseat quarterbacks
Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Words that can be spelled with the same letters are indicated by an /.

Give meaning or sentence clues to clarify the word they are making:

“Use 3 letters to spell **set**. I **set** the table each night for our dinner.”

“Add one letter to spell the word **seat**. Your **seat** is where you sit.”

“Add a letter to **bake** and you have **baker**.”

“Change the vowel in **tracker** and you can spell **trucker**. If you drive a truck you are a **trucker**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word is a compound word and we spelled both root words.”

Sort related words: back, backer; bake, baker; truck, trucker; track, tracker; trace, tracer; skate, skater; back, set, setback; back, rest, backrest; back, seat, backseat; quarter, back, quarterbacks

Draw students’ attention to the words on index cards and have the words pronounced.

Choose one set of related words and model for students how to use related words in sentences to show how they are related: **track tracker**

“The suffixe **er** sometimes means a person or thing that does something. A **tracker** is a person who **tracks** something. The police sometimes use a person with a dog that can **track** as their **tracker** when someone is missing.”

“A compound word is made up of two words. The word **set** and **back** make the compound word **setback**. I had a **setback** to finishing my research paper when my computer broke down.”

A **baker** is the person who **bakes**. Sometimes we have to drop the **e** at the end of a word before we add **er** like in **baker**.

Let volunteers choose sets of related words and give sentences that show how words are related. Give the students help to construct sentences and explain prefixes and suffixes as needed. Point out spelling changes if your students still need this instruction.

Transfer Words: stack, stacker; pace, pacer; full, back, fullback

Have students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Talk about spelling changes as needed. Let volunteers use new words in sentences that show meaning.

Lesson 7 searchlight

Lesson focus

er/est meaning more and most
ist meaning person

Letters: a e i c g h h l r s t

Make Words: rich real race high large light eight eighth search ethics racist higher highest richest largest realist ethical lightest searchlight

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Use 4 letters to spell **rich**. If you have lots of money you might be **rich**.”

“Change one letter in **light** to spell the word **eight**. Do you remember when you were **eight**?”

“Add a letter to **eight** and you have **eighth**. Who is the **eighth** one in line?”

“You have made the word **higher** now make the word **highest**.”

“Use 7 letters and spell the word **ethical**. **Ethical** people don’t lie or cheat.

Give the students one minute to figure out the secret word and then give clues if needed.

“Our secret word is a compound word and we spelled both root words.”

Sort related words: high, higher, highest; rich, richest; large, largest, light, lightest; eight, eighth; race, racist; real, realist; ethics, ethical; search, light, searchlight

Draw students’ attention to the words on index cards and have the words pronounced.

Use related words in a sentence that shows relationship. Choose one set of related words and model for students how to use related words in sentences to show how they are related:

high higher highest

“The suffix **er** sometimes means **more**. A building can be **high** but a **higher** building is more high. The suffix **est** sometimes means the **most**. The **highest** building is the most high of all the buildings.”

“A compound word is made up of two words. The word **search** and **light** make up the compound word **searchlight**. The **searchlight** was on the lighthouse.”

“A **racist** is a person who is aware of everyone’s **race**. Sometimes we have to drop the **e** at the end of a word before we add **ist** like in **racist**.”

Let volunteers choose sets of related words and give sentences that show how words are related. Give them help to construct sentences and explain prefixes and suffixes as needed. Point out spelling changes if needed.

Transfer Words: poor, poorer, poorest, smart smarter, smartest, artist, activist

Have students use sorted words to spell other words. Talk about spelling changes as needed. Let volunteers use new words in sentences that show meaning.

Lesson 8
planetarium

Lesson focus

un meaning not or opposite

in meaning in

re meaning back or again

er meaning person or thing that does something

Letters: a a e i u l m n p r t

Make Words: real ripe mine time timer miner ripen paint plant planet unreal unripe planter/replant implant painter/repaint planetarium

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Words that can be spelled with the same letters are indicated by an /.

Give meaning or sentence clues to clarify the word they are making:

“Use 4 letters to make the word **real**.”

“Use 6 letters in to spell the word **unreal**. Everyone said that watching the tornado touch down felt very **unreal**.”

“Change the first 2 letter in **replant** to spell **implant**. If your heart does not have a steady beat, doctors can **implant** a pacemaker into your body to regulate your heartbeat.”

“Use the same letters in **planter** to spell **replant**. Every year I **replant** the shrubs that die over the winter.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word, **planet**. Start with the word **planet** and add your other letters to it.”

Sort for related words: real, unreal; ripe, unripe, ripen; mine, miner; time, timer, paint, painter, repaint; plant, planter, replant, implant; planet, planetarium

Draw students’ attention to the words on index cards and have the words pronounced.

Choose the most complex of the related words and model for students how to use related words in sentences to show how they are related. **plant planter replant implant**

“A **planter** is a container you plant things in. When you **replant** something, you **plant** it again. When you **implant** something, you plant it in something or somebody. The **er** suffix can be a person or a thing. **Re** is a prefix that sometimes means again. **Im** is a prefix that sometimes means in.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words. A planetarium is a place. Other place words that end in ium are stadium, gymnasium, aquarium, and auditorium.

Transfer Words: unfair unpainted; rebuild refill; leader driver

Have students use sorted words to spell other words. Let volunteers use new words in sentences that show meaning.

Lesson 9
unfriendly

Lesson focus

- un** meaning not or opposite
- re** meaning back or again
- ly** changing part of speech
- y** changing part of speech

Letters: e i u d f l n n r y

Make words: in run fun fund rude line dine diner funny runny inner unify friend rudely refund reunify unlined friendly unfriendly

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Use 3 letters to make the word **run**. I like **run** around the track after school.”

“Change a letter in **run** to spell the word **fun**. It is **fun** to play soccer. ”

“Add a letter to **fun** and you can spell **fund**. The money was put in a special **fund**.”

“Use 5 letters to spell the word **funny**. Everyone said the movie was **funny**.”

“Change the first letter in **funny** to spell **runny**. The worst thing about a cold is the **runny** nose.”

“Use 7 letters to spell **reunify**. We will try to **reunify** our group.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word, **friend** with a prefix and suffix added.”

Sort related words: in, inner; run, runny; fun, funny; line, unlined; fund, refund; unify, reunify; dine, diner; rude, rudely; friend, friendly, unfriendly

Draw students’ attention to the words on index cards and have the words pronounced.

Choose the most complex of the related words and model for students how to use related words in sentences to show how they are related. For **friend friendly** and **unfriendly**

“A **friend** is someone you really like. To be **friendly** is to be nice to someone.

When someone is **unfriendly** they are not very nice to you. The prefix **un** often changes a word to the opposite meaning.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: unlucky unkind; reclaim resend; sunny skinny; madly timely

Have students use sorted words to spell other words. . Let volunteers use new words in sentences that show meaning.

Lesson 10
unfriendliest

Lesson focus

- un** meaning not or opposite
- under** meaning under or less
- re** meaning back or again
- er** meaning person or thing that does something

Letters: e e i i u d f l n n r s t

Make Words: fund fuel rude line send lend dine diner unite friend sender lender rudely refund refuel reunite unlined underline friendliest unfriendliest

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Use 4 letters to make the word **fund**. I put my money in a money market **fund** at the bank.”

“Change a letter in the word **send** to spell **lend**. I will **lend** you some money.”

“Add a letter to **dine** and spell **diner**. Do you like to eat at the **diner**?”

“Change the first letter in **sender** and you can spell **lender**. A person who lends money is a **lender**.”

“You have spelled **fund**; now spell **refund**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related again to the word **friend**.”

Sort related words: fund, refund; fuel, refuel; unite, reunite; send, sender; lend, lender; dine, diner; line, unlined, underline; rude, rudely; friend, friendliest, unfriendliest

Draw students’ attention to the words on index cards and have the words pronounced. Choose a set of related words and model for students how to use related words in sentences to show how they are related. For **line, unlined, and underlined**.

“A **line** is a straight mark between two places. If paper does not have lines it is **unlined**. When a line is under a word it is **underlined**. The prefix **un** turns the word **lined** into the opposite meaning, **unlined**. **Under** is a prefix that sometimes means under.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: resend reappear; unkind unlucky; underground underwear underwater

Have students use sorted words to spell other words. Let volunteers use new words in sentences that show meaning.

Lesson 11
unfriendliness

Lesson focus

un meaning not or opposite
under meaning under or less
re meaning back or again
less meaning less or without
ness changing part of speech

Letters: e e i i u d f l n n n r s s

Make Words: red end use rude fund fuel line under reuse refund refuel
 friend endless redness rudeness underline friendless friendliness unfriendliness

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Use 4 letters to make the word **rude**. Nobody likes people who are **rude** and impolite.”

“Use 7 letters to spell **redness**. The nurse was worried about the **redness** around the gash on the patient’s arm.”

“Use 12 letters to spell **friendliness**. The **friendliness** in the room was felt by all the students.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is the opposite of friendliness.”

Sort related words: use, reuse; fund, refund; fuel, refuel; red, redness;
 rude, rudeness; line, under, underline; end, endless;
 friend, friendless, friendliness, unfriendliness

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“The clerk was very **rude** to the customers and he was later fired for his **rudeness**. **Ness** is a suffix we add to words to change how that word is used in a sentence.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: unhappy happiness; unfair fairness; unkind kindness

Have students use sorted words to spell other words. Remind the students that you have to change the “y” to “i” before adding ness in happiness ---just like friendliness. Let volunteers use new words in sentences that show meaning.

Lesson 12
personality

Lesson focus

er/ist meaning person or thing that does something

re meaning back or again

ly changing part of speech

Letters: a e i o l n p r s t y

Make Words: play part easy paint plant panel partly easily person staple replay/player repaint/painter replant/planter stapler panelist personal personality

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Use 5 letters to make the word **paint**. I like to **paint** but you have to be careful.”

“You have made the word **replay**; now move the letters around and spell **player**. She is the best **player** on the team.”

“Use 8 letters to spell the word **panelist**. I was asked to be a **panelist** and sit in front of the students and answer the questions.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word person.”

Sort related words: play, player, replay; paint, painter, repaint; plant, replant, planter; easy, easily; part, partly; staple, stapler; panel, panelist; person, personal, personality

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“A **panelist** is a member of a **panel**.” The suffix **ist** often means a person who does something as in the words artist, scientist and tourist.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: artist tourist cyclist colonist; nearly, busily, happily

Have students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Remind the students that you change the y to i before adding ly in **busily** and **happily** just like in the word **easily**. Let volunteers use new words in sentences that show meaning.

Lesson 13
carelessly

Lesson focus

less meaning less or without
ly changing part of speech
y changing part of speech
re meaning back or again

Letters: a e e c l l r s s y

Make Words: call care real seal/sale scale scare scary scaly class clear recall/caller resale/reseal classy really clearly careless carelessly

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Change a letter in **real** to spell the word **seal**. The letter had a **seal** on the envelope.”

“Change the letters around in **seal** to spell the word **sale**. It is fun to buy things you want when they are on **sale**.”

“Add a letter to **sale** and you can spell the word **scale**. **Scale** can mean something you use to weigh something or the covering on a fish’s body.”

“Change the letters around in **resale** and you can spell **reseal**. You need to **reseal** the envelope before you mail it.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word careless.”

Sort related words: call, caller, recall; seal, reseal; sale, resale; scale, scaly; scare, scary; class, classy; real, really; clear, clearly; care, careless, carelessly

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“A fish has **scales** covering its body and we say fish are **scaly**. **Y** is a suffix that changes how a word can be used in a sentence.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: smelly juicy crabby; useless helpless harmless

Have students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Point out spelling changes. Let volunteers use new words in sentences that show meaning.

Lesson 14
meaningless

Lesson focus

less meaning less or without
ness changing part of speech

Letters: a e e i g l m n n s s

**Make Words: man age aim less mile mean/name lame sales ageless aimless
mileage meaning nameless lameness salesman meaningless**

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Use 4 letters to make the word **mean**. Someone who is not nice is **mean**.”

“Change the letters around in **mean** to spell the word **name**. What is his **name**?”

“Change one letter in **name** and spell **lame**. When a dog cannot walk right we say he is **lame**.”

“Use 8 letters and make **nameless**. Many speech writers are **nameless** to the public.”

“Use 8 letters and spell **salesman**. A person who sells is a **salesman**.”

“Use all the letters and spell the secret word.” Give them one minute to figure out the secret word and then give clues if needed. “Our secret word today is related to the word meaning.”

Sort related words: age, ageless; aim, aimless; name, nameless; mean, meaning, meaningless; mile, mileage; lame, lameness; man, sales, salesman

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“No one knew the man’s **age** but everyone agreed the man was **ageless**. He never seemed to get any older.” **Less** is a suffix that means less or without.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: endless fearless homeless priceless painless; hopeless hopelessness;

Have students use sorted words to spell other words. If needed remind the students they have to change the y to i before adding “ness” in happiness. Let volunteers use new words in sentences that show meaning.

Lesson 15
mercilessly

Lesson focus

er meaning person or thing that does something

re meaning back or again

less meaning less or without

ly changing part of speech

y changing part of speech

Letters: e e i c l l m r s s y

Make Words: cry sell mess messy mercy cries miser slice slime slimy smell smelly slicer seller/resell messily miserly merciless mercilessly

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Add a letter to **mess** and you have **messy**. He tried not to be **messy** when making his lunch.”

“Change a letters in **slice** and you can make the word **slime**. The mud on the bottom of the lake felt like **slime**. ”

“Use the same letters in **seller** to spell **resell**. Some people buy old houses and fix them up and **resell** them.”

“Use 7 letters and spell **miserly**. He did not like to spend any money and people said he was **miserly**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word mercy.”

Sort related words: sell, seller, resell; slice, slicer; cry, cries; slime, slimy; smell, smelly; mess, messy, messily; miser, miserly; mercy, merciless, mercilessly

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“If you make a **mess**, people might say you are **messy** or that you worked **messily**. **Y** and **ly** are suffixes that change how words can be used in sentences.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: lucky luckily; sleepy sleepily sleepless; hopeless hopelessly

Have students use sorted words to spell other words. Let volunteers use new words in sentences that show meaning.

Lesson 16
gracefully

Lesson focus

ful meaning full or with
re meaning back or again
ly changing part of speech
y changing part of speech

Letters: a e u c f g l l r y

Make Words: care curl real call full fully curly cruel clear large caller/recall really cruelly clearly largely careful graceful carefully gracefully

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Add a letter to **full** and you can spell **fully**. When you are **fully** satisfied you don’t want more to eat.”

“Use the same letters in **caller** and you can spell **recall**. When I finish calling all the people on the team I will **recall** those I did not get to talk to.”

“Use 9 letters and spell **carefully**. He worked **carefully** on his math test.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word grace.”

Sort related words: curl, curly; full, fully; clear, clearly; real, really; large, largely; cruel, cruelly; call, recall, caller; care, careful, carefully; graceful, gracefully

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“If you use **care** you are **careful** and you try to do things **carefully** at all times. The suffix **ful** means full of or with. The suffix **ly** changes how a word can be used in a sentence.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: hopeful hopefully; cheerful cheerfully; peaceful peacefully; grateful gratefully.

Have students use sorted words to spell other words. Let volunteers use new words in sentences that show meaning.

Lesson 17
unfortunately

Lesson focus

un meaning not or opposite

en changing part of speech

ly changing part of speech

Letters: a e o u u f l n n r t t y

Make Words: ran rot fat flat real true truly untrue unreal outran rotten fatten fatter flatter flatten fortune fortunate fortunately unfortunate unfortunately

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Add a letter to fat and you can spell **flat**. I had to wait for the service truck to come and fix my **flat** tire.”

“Use 5 letters and make the word **truly**. I was **truly** sorry that I made a mistake.”

“Add a letter to **fatter** and spell **flatter**. My design was **flatter** on the top.”

“Add 2 letters to **fortunate** and spell **fortunately**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word **fortunate**.”

Sort related words: fat, fatter, fatten; flat, flatter, flatten; rot, rotten; true, truly, untrue; real, unreal; ran, outran; fortune, fortunate, fortunately, unfortunate, unfortunately

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“Our dog was **fat** before he got sick and lost a lot of weight. We fed his special dog food to **fatten** him up and in a few weeks he was much **fatter**. **En** is a suffix that changes how a word can be used in a sentence. The suffix **er** often means more.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: written unwritten; broken unbroken; tighten tightly; beaten, unbeaten Have students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use new words in sentences that show meaning.

Lesson 18
unworkable

Lesson focus

able meaning able to
un meaning not or opposite
er meaning person or thing that does something
en changing part of speech

Letters: a e o u b k l n r w

Make Words: own able real bake bank walk work woke woken owner baker broke broken banker walker unable unreal workable unworkable

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Add a letter to the word **woke** and you can spell **woken**. I was **woken** up by the noise I heard outside.”

“Add a letter to **broke** and spell **broken**. My new vase got **broken** when it fell off the shelf.”

“Use 8 letters to spell **workable**. I was very busy and a boy in my neighborhood needed cash. I paid him to mow my lawn and this was a **workable** solution to both our problems.

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word work.”

Sort related words: own, owner; bake, baker; bank, banker; walk, walker; woke, woken; broke, broken; real, unreal; able, unable; work, workable, unworkable

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“If you **work** you do something for pay. If something is **workable** you can do it or solve it. If it is **unworkable** you can’t!” **Able** is a suffix that means able to.

Un is a prefix that changes a word to the opposite meaning.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: washable unwashable; lovable unlovable; favorable unfavorable

Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use new words in sentences that show meaning.

Lesson 19
unbreakable

Lesson focus

- un** meaning not or opposite
- en** meaning to make
- able** meaning able to
- er** meaning person or thing that does something

Letters: a a e e u b b k l n r

Make Words: burn bear real able bank bake baker/break banker unreal unable enable burnable bearable breakable unbearable unbreakable

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Move the letters around and **baker** becomes **break**. Did you ever **break** your arm or leg?”

“Change a letter in **unable** and spell **enable**. The new tires will **enable** the race car driver to win.”

“Use 8 letters to spell **burnable**. Newspaper is very **burnable**.”

“Use 9 letters to spell **breakable**. My new glasses are **breakable**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word **break**.”

Sort related words: bake, baker; bank, banker; real, unreal; able, unable, enable; burn, burnable; bear, bearable, unbearable; break, breakable, unbreakable

Use related words in a sentence that shows relationship.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“If the pain is **bearable** you can **bear** it. If it is **unbearable** you cannot.” **Able** is a suffix that means able to. **Un** is a prefix that changes a word to the opposite meaning.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: driver, drivable undrivable; livable unlivable; worker workable unworkable.

Have the students use sorted words to spell other words. Let volunteers use new words in sentences that show meaning.

Lesson 20 undesirable

Lesson focus

un meaning not or opposite

dis meaning not or opposite

en meaning to make

re meaning back or again

able meaning able to

er meaning person or thing that does

Letters: a e e i u b d l n r s

Make Words: use able dear sure build blend reuse usable unable enable ensure endear desire disable blender builder/rebuild reusable desirable undesirable

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Change one letter in **usable** to spell **unable**. He is **unable** to make that word.”

“Change a letter in **unable** and spell **enable**. Studying will **enable** me to do well on the test.”

“Move 2 letters around in **builder** and spell **rebuild**. Who can **rebuild** the house after the storm?”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word desire.”

Sort related words: use, usable, reuse, reusable; able, enable, unable, disable; dear, endear; sure, ensure; blend, blender; build, builder, rebuild; desire, desirable, undesirable

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“When you make someone able to do something, you **enable** them to do it. When someone is not able to do something, we say they are **unable**. When you make something unable to work, you **disable** it. The prefix **en** sometimes means to make. The prefixes **un** and **dis** changes words to their opposite meanings.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: enact ensure endanger; dislike disprove disagree. Have the students use sorted words to spell other words. Let volunteers use new words in sentences that show meaning.

Lesson 21
questionable

Lesson focus

un meaning not or opposite
en meaning to make
able meaning able to
tion changing part of speech

Letters: a e e i o u b l n q s t

Make Words: tie seal suit able note quote quest equal untie unseal unable enable stable notable quotable suitable equation unstable question questionable

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Use 4 letters to make the word **note**. Did you ever write a thank you **note**?”

“Use 5 letters to spell **quote**. You have to put quotation marks around a **quote**.”

“Change one letter in **unable** to spell **enable**. The new computer will **enable** her to look up information on the internet.”

“Change 2 letters in **enable** and spell **stable**. A **stable** is a place where horses are kept.”

“Use 8 letters to spell **suitable**. The land was **suitable** to build upon.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word question.”

Sort related words: tie, untie; seal, unseal; able, enable, unable; stable, unstable; note, notable; quote, quotable; suit, suitable; equal, equation; quest, question, questionable

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“A **quest** is a search. A **question** is when you ask or search for an answer. When something is **questionable** it means you question it. The suffix **tion** changes how a word can be used in a sentence. The suffix **able** means able to.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: solve solvable, unsolvable; quotation; rotate rotation; locate location. Have the students use sorted words to spell other words. Let volunteers use new words in sentences that show meaning.

Lesson 22
unpredictable

Lesson focus

un meaning not or opposite
re meaning back or again
in meaning not or opposite
able meaning able to

Letters: a e e i u b c d l n p r t

Make Words: cure paid tied build place paint plant repaid unpaid untied
 predict builder/rebuild replaced repainted replanted incurable predictable
unpredictable

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Use 4 letters to make the word **cure**. Did the medicine **cure** your cold?”

“Use 6 letters and spell **repaid**. I **repaid** the money I owed.

“Change 2 letters in **repaid** and make **unpaid**. Something that is not paid is **unpaid**.”

“Use the same letters in **builder** and you can spell **rebuild**.”

“Use 9 letters to spell **incurable**. Some diseases can be cured but others are **incurable**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word predict.”

Sort related words: tied, untied; paid, unpaid, repaid; build, builder, rebuild; place, replaced; plant, replanted; paint, repainted; cure, incurable; predict, predictable, **unpredictable**. Have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

Doctors have found many ways to **cure** diseases that 50 years ago were **incurable**. **Able** is a suffix meaning able. **In** changes a word to its opposite.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: correct incorrect; complete incomplete; dependent independent

Have the students use sorted words to spell other words. Let volunteers use the new words in sentence.

Lesson 23
uncomfortable

Lesson focus

un meaning not or opposite
re meaning back or again
ful meaning full or with
able meaning able to

Letters: a e o o u b c f l m n r t

Make Words: arm room care cure able real count clear unreal unable armful careful roomful recount unclear curable comfort countable comfortable uncomfortable

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Change 1 letter in **care** and spell **cure**. Will taking a pill **cure** you?”

“Use 9 letters to spell **countable**. If you are able to count something it is **countable**.”

“Use 11 letters and make the word **comfortable**. This couch is very **comfortable**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word comfort.”

Sort related words: arm, armful; care, careful; room, roomful; real, unreal; clear, unclear; able, unable; cure, curable; count, recount, countable; comfort, comfortable, uncomfortable

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“It the election is close, they may **recount** the ballots. Anything you can **count** is **countable**” The prefix **re** means back or again. The suffix **able** means able to.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: handful houseful spoonful; suitable unsuitable; favorable unfavorable. Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in sentence.

Lesson 24
undependable

Lesson focus

un meaning not or opposite
able meaning able to
re meaning back or again
en meaning to make

Letters: a e e e u b d d l n n p

Make Words: bend need lead able plane unbend unable enable depend bundle bundled deplane unleaded unneeded dependable undependable

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Use 5 letters to spell **plane**. A **plane** is another way of saying airplane.”

“Change one letter and **unable** becomes **enable**. If you **enable** someone you allow them to do it.”

“Use 7 letters to spell **deplane**. The plane has landed and the passengers have started to **deplane**”

“Use 10 letters and make the word **dependable**. If someone can depend on you, you are **dependable**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word depend.”

Sort related words: bend, unbend; able, unable, enable; bundle, bundled; plane, deplane; need, unneeded; lead, unleaded; depend, dependable, undependable

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

Gasoline used to contain **lead** but when scientists found that **lead** was not safe, the formula was changed to produce gasoline without **lead** that is **unleaded**. The prefix **un** means not or the opposite.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: repack unpack; unstack stackable, restack; enact, react

Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in sentences.

Lesson 25
disagreeable

Lesson focus

dis meaning not or opposite
er meaning person or thing that does something
re meaning back or again
able meaning able to

Letters: a a e e e i b d g l r s

Make Words: lead/deal able seal/sale read erase agree leader/dealer reseal/resale desire disable erasable readable disagree agreeable desirable disagreeable

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Use the same letters in **lead** to spell **deal**. Will you **deal** the cards?”

“Use 6 letters and spell **leader**. A **leader** leads or guides a group.”

“Change the letters around and **leader** becomes **dealer**. A person who passes out the cards is a **dealer**.”

“Use 9 letters and make the word **agreeable**. If everyone is **agreeable**, we will schedule the picnic for Sunday.

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word disagree.

Sort related words: lead, leader; deal, dealer; sale, resale; seal, reseal; read, readable; erase, erasable; desire, desirable; able, disable; agree, agreeable, disagree, disagreeable

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

My brother and I **agree** on most things but we **disagree** about which baseball team is the greatest. Most days, I am in an **agreeable** mood but when I am sick, I feel quite **disagreeable**. The prefix **dis** often turns a word into its opposite meaning. The suffix **able** means able to.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: appear disappear reappear; connect disconnect reconnect connectable. Have the students use sorted words to spell other words. Let volunteers use the new words in sentences.

Lesson 26
disagreement

Lesson focus

er/est meaning more and most
dis meaning not or opposite
ee meaning person
ment changing part of speech

Letters: a e e e i d g m n r s t

Make Words: arm mean dine diner agree train disarm reside detain meaner meanest migrant migrate emigrate trainees disagree resident detainees agreement disagreement

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Add a letter to **dine** and spell **diner**. Did you ever eat at that **diner**?”

“Spell the 7 letter word **migrant**. A person who leaves one place to go to another is a **migrant**.”

“Use 8 letters to spell **trainees**. People in training are called **trainees**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word agree.”

Sort related words: dine, diner; mean, meaner, meanest; migrate, migrant, emigrant; reside, resident; train, trainees; detain, detainees arm, disarm; agree, disagree, agreement, disagreement

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“The president and the congress could not **agree** on an immigration bill. In spite of their **disagreement**, the congress passed a bill which the president vetoed.

Hopefully the next president will not **disagree** with the congress and an **agreement** on immigration can be reached. **Dis** is a prefix which changes a word to its opposite meaning. **Ment** is a suffix which changes how a word can be used in a sentence.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: arrange rearrange arrangement; move remove movement; pave pavement. Have the students use sorted words to spell other words. Let volunteers use the new words in sentences.

Lesson 27
reinforcements

Lesson focus

er/est meaning more and most
re meaning back or again
er meaning person or thing that does something
ment changing part of speech

Letters: e e e i o c f m n n r r s t

Make Words: rent riot form soft sift nice mine miner force nicer nicest sifter softer soften reform renters rioters enforce reinforce reinforcements

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Change a letter in **soft** and spell **sift**. My mother used to **sift** her flour, now it comes already sifted.”

“Change a letter in the word **softer** and you can make the word **soften**. If you leave the butter out of the refrigerator it will **soften**.”

“You have spelled the word **force** now use 9 letters and make the word **reinforce**. If you **reinforce** something you make it stronger.”

Give them one minute to figure out the secret word and then give clues if needed. “Our secret word today is related to the word reinforce.”

Sort related words: rent, renters; riot, rioters; sift, sifter; mine, miner; soft, softer, soften; nice, nicer, nicest; form, reform; force, enforce, reinforce, reinforcements

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“**Force** is power or strength. To **enforce** is to give power to something. To **reinforce** is to make something stronger. **Reinforcements** are when people are brought in to make something stronger. The prefix **en** means to make or give. The suffix **ment** changes the way a word can be used in a sentence.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: courage encourage encouragement; excite excitement; equip equipment Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentences.

Lesson 28
imperfectly

Lesson focus

- ly** changing part of speech
- y** changing part of speech
- re** meaning back or again
- im** meaning not or opposite

Letters: e e i c f l m p r t y

Make Words: lit free firm type time timer relit crept creep creepy freely firmly retype fierce perfect fiercely perfectly imperfect imperfectly

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Use 4 letters to make the word **free**. When you are **free** you are not restricted.”

“Add a letter to **creep** and you have **creepy**. If something is **creepy** it is scary!.”

“You have spelled the word **fierce** now use 8 letters and make the word **fiercely**. The dog snarled **fiercely** at the robber.”

“Use 9 letters and spell **perfectly**. When you do something without making a mistake people may say you do it **perfectly**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word perfect.”

Sort related words: lit, relit; type, retype; crept, creep, creepy; time, timer; free, freely; firm, firmly; fierce, fiercely; perfect, perfectly, imperfect, imperfectly

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“The dancer wanted to be **perfect** and dance **perfectly** and do nothing **imperfect** in his performance. He fell at the end of his dance and thus ended a **perfect** performance **imperfectly**. **Im** is a prefix that changes words to their opposite meaning. **Ly** is a suffix that changes the way a word is used in a sentence.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: personal impersonal; patient impatient impatiently; possible impossible impossibly. Have the students use sorted words to spell other words. Let volunteers use the new words in a sentence.

Lesson 29
irresponsible

Lesson focus

less meaning less or without
re meaning back or again
er meaning person or thing that does something
ir meaning opposite
ible meaning able to

Letters: e e i i o b l n p r r s s

Make Words: open ripe bone lose loser ripen, ripen broil sense opener/reopen prison broiler prisoner boneless sensible response responsible irresponsible

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Add a letter to **lose** and you can spell **loser**. A person who has loses is a **loser**.”

“Use 6 letters to spell **opener**. An **opener** is a tool to open something with.”

“Move the letters in **opener** around and you can spell **reopen**. When you open something again you **reopen** it.”

“You have spelled the word **response** now use 11 letters and make the word **responsible**. A **responsible** person is a person you can trust.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is the opposite of responsible.”

Sort related words: lose, loser; broil, broiler; ripe, ripen, riper; open, reopen, opener; prison, prisoner; bone, boneless; sense, sensible; response, responsible, irresponsible

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“**Sense** means having intelligence. **Sensible** means to be smart or intelligent. If you have good **sense** you will make **sensible** decisions. **Ible** is a suffix that means able to.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: regular irregular; resist resistible irrestible; flex flexible inflexible Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentence.

Lesson 30
misunderstand

Lesson focus

dis meaning not or opposite
in meaning not or opposite
un meaning not or opposite
mis meaning wrong or badly
er/est meaning more/most

Letters: a e i u d d m n n r s s t

Make Words: mad sad arm aid use read sane train insane disarm misuse madder sadder saddest maddest misread unaided untrained understand misunderstand

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they are making:

“Change a letter in **mad** and you can spell **sad**. What makes you feel **sad**?”

“Use 6 letters and spell **insane**. The opposite of **sane** is **insane**.”

“Change one letter in **madder** and you can spell **sadder**. When you are more than sad you are **sadder**.”

“You have spelled the word **train** now use 9 letters and make the word **untrained**. An **untrained** person is not trained.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word understand.”

Sort related words: mad, madder, maddest; sad, sadder, saddest; arm, disarm; sane, insane; aid, unaided; train, untrained; use, misuse; read, misread; understand, misunderstand

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“Please don’t **misunderstand** me. I would like to come to your house but I promised my aunt I would babysit. I hope you **understand** and will invite me again. The prefix **mis** often means wrong or badly.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: treat mistreat treatment mistreatment; misspell mistrust

Have the students use sorted words to spell other words. Let volunteers use the new words in sentences.

Lesson 31
misunderstood

Lesson focus

- dis** meaning not or opposite
- mis** meaning wrong or badly
- en** changing part of speech

Letters: e i o o u d d m n r s s t

Make Words: sun use hid hide side rise room tour mount moist hidden misused tourism sunrise sunroom dismount moisture understood **misunderstood**

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Add a letter to the word **hid** and you can spell **hide**. Where will you **hide**?”

“Use 6 letters and spell **hidden**. The money was **hidden** from view.”

“Use 6 letters and make the word **misuse**. Do not **misuse** the computer.”

“You have spelled both **sun** and **rise**; now spell the 7 letter word **sunrise**.”

“Use 7 letters again and spell **sunroom**. The **sunroom** was every one’s favorite room.”

“You have spelled the word **mount** now use 8 letters and make the word **dismount**. To **dismount** is to get off a horse.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word understood.”

Sort related words: sun, room, sunroom; sun, rise, sunrise; hid, hide, hidden; tour, tourism; moist, moisture; mount, dismount; use, misused; understood, **misunderstood**

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“I thought I **understood** how to do the math homework but I did it all wrong so I must have **misunderstood**. **Mis** is a prefix meaning badly or wrong.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: mistreat misbehave mismanage; sadden lighten frighten

Have the students use sorted words to spell other words. Let volunteers use the new words in a sentence.

Lesson 32
interactively

Lesson focus

inter meaning between
ee meaning person
ly changing part of speech

Letters: a e e i i c l n r t t v y

Make Words: act real vary nice nicer train react active create reality variety trainee creative inactive interact creatively creativity interactive interactively
Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Add a letter to the word **nice** and you can spell **nicer**. She is the nicer person.”

“Use 6 letters and spell **active**. He is an **active** little boy.”

“Use 7 letters and spell **reality**. When it really happens it is a **reality**.”

“You have spelled the word **active** now use 8 letters and spell **inactive**, if something is not active it is **inactive**.”

“Use 10 letters and spell **creatively**. I like to cook **creatively**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word active.”

Sort related words: real, reality; vary, various; nice, nicer; train, trainee; create, creative, creatively, creativity; act, react, active, inactive, interact, interactive, interactively

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“**Act** means to do something. **Active** means moving. **Inactive** is not moving. To **interact** means an action between two people or two objects. **Interactive** is when something can be interacted with. The boy could **act** nicely but was very **active**; When he was **inactive**, everyone thought he was sick. He likes to **interact** with electronic games because they are **interactive**. **Inter** is a prefix meaning between.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: expense expensive inexpensive; sense sensitive insensitive politely; happily Have the students use sorted words to spell other words. Let volunteers use the new words in a sentence.

Lesson 33
interactions

Lesson focus

er/est meaning more and most
re meaning back or again
inter meaning between
in meaning not or opposite
er/or/ist meaning person or thing that does something
tion changing part of speech

Letters: a e i i o c n n r s t t

Make Words: art act scan sane nice nicer react toast actors artist nicest insane contain toaster scanner reaction interact container interactions

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Use 6 letters and spell **actors**. The **actors** act in the play.”

“You have spelled the word **art** now use 6 letters and spell **artist**. A person who makes art work is an **artist**.”

“Use 9 letters and spell **container**. We put the fruit punch in a **container**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word act.”

Sort related words: art, artist; nice, nicer, nicest; scan, scanner; toast, toaster; contain, container; sane, insane; act, react, actors, reaction, interact, interactions

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

A **toaster** warms the surface of the bread and it becomes **toast**. Er is a suffix meaning person or thing.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: interchange internet interview review; excuse excusable inexcusable Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentence.

Lesson 34
international

Lesson focus

inter meaning between
in meaning not or opposite
al changing part of speech
tion changing part of speech

Letters: a a e i i o l n n n r t t

Make Words: toe tore torn nail rent loan alter loaner rental nation toenail national tolerant intention intolerant alteration intentional international

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Add one letter to the word **toe** and you can spell **tore**. He **tore** his shirt when playing football.”

“Use 5 letters and make the word **alter**. To **alter** is to make a change.”

“You have spelled the word **nation** now use 8 letters and spell **national**; if it has to do with the **nation** it is **national**. Thanksgiving is a **national** holiday.”

“Use 10 letters and spell the word **alteration**. If you change something you make an **alteration**. The alteration on the gown was done at the store by a seamstress.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word nation.”

Sort related words: tore, torn; rent, rental; loan, loaner; tolerant, intolerant; alter, alteration; intention, intentional; toe, nail, toenail; nation, national, international

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences to show how they are related.

Our **nation** has a **national** government and we also belong to the United Nations, an **international** organization. The prefix **inter** means between. The suffix **al** changes how a word can be used in a sentence.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: magic magical; music musical arrive arrival; survive survival

Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentence.

Lesson 35
mysteriously

Lesson focus

mis meaning wrong or badly
y changing part of speech
ly changing part of speech
ous changing part of speech

Letters: e i o u l m r s s t y y

Make Words: use tour sure mess messy slime slimy moist storm stormy surely misuse tourism mystery serious seriously moisture mysterious mysteriously
Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Add one letter to the word **mess** and you can spell **messy**. He is very **messy** when he cooks.”

“Use 6 letters and make the word **surely**. You can **surely** do that.”

“Use 7 letters to spell **mystery**. I am reading a wonderful **mystery**.”

“You have spelled the word **mystery** now use 10 letters and spell **mysterious**. If something is a mystery it is mysterious.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word mystery.”

Sort related words: mess, messy; slime, slimy; storm, stormy; moist, moisture; tour, tourism; use, misuse; sure, surely; serious, seriously; mystery, mysterious, mysteriously

Draw students’ attention to the words on index cards and have the words pronounced. Choose a set of related words and model for students how to use related words in sentences to show how they are related.

“It is still a **mystery** what happened to the presents that **mysteriously** disappeared just before my birthday and no one can explain their **mysterious** reappearance.
Ous and **ly** are suffixes that change where a word can be used in a sentence.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: joy joyous joyously; danger dangerous dangerously

Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word.. Let volunteers use the new words in a sentence.

Lesson 36
dangerously

Lesson focus

- un** meaning not or opposite
- re** meaning back or again
- ly** changing part of speech
- ous** changing part of speech

Letters: a e o u d g l n r s y

Making Words: do redo undo load real seal easy near sugar sugary reload unload unreal unseal uneasy nearly danger dangerous dangerously

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Add 2 letters to **do** and make the word **redo**? I will **redo** my bedroom in my favorite colors.”

“Change 2 letters and you can spell **undo**. I cannot **undo** this knot.”

“Add one letter to **sugar** and make **sugary**. The sticky bun was **sugary** sweet.”

“Add 3 letters to **danger** and spell the word **dangerous**. Being in a boat during a storm is very **dangerous**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word danger.”

Sort related words: do, redo, undo; load, reload, unload; seal, unseal; real, unreal; easy, uneasy; sugar, sugary; near, nearly; danger, dangerous, dangerously

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences.

“Policemen are often in **dangerous** situations. **Danger** lurks around every corner. Do you think they like living **dangerously**? **Ous** and **ly** are suffixes that change where a word can be used in a sentence.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: proudly wildly loudly softly; fame famous famously

Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentence.

Lesson 37
independently

Lesson focus

in meaning not or opposite (independent)

in meaning in (indent)

en meaning to make

y changing part of speech

ly changing part of speech

Letters: e e e i d d l n n n p t y

Make Words: lid eye dent deep nine need needy eyelid ninety depend indent deeply deepen nineteen dependent independent independently

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Add a letter to **need** and you can spell **needy**. The woman looked very **needy**.”

“Change 2 letters in **deeply** and spell the word **deepen**. His voice will **deepen** as he gets older.”

“Use 8 letters and spell the word **dependent**. If someone is **dependent** they rely on someone else.”

“Add 2 letters to **dependent** and spell the word **independent**. Something or someone who is not dependent is **independent**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word depend.”

Sort related words: dent, indent; nine, nineteen, ninety; need, needy; lid, eye, eyelid; deep, deepen, deeply; depend, independent, independently

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences.

“A baby has to **depend** on his parents for everything. Babies are very **dependent** on their parents but as they get older, they get more **independent**. **In** is a prefix that sometimes means the opposite.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: widely widen; written unwritten; sixty sixteen; seventy seventeen Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentence.

Lesson 38
dependability

Lesson focus

- in** meaning opposite
- en** changing part of speech
- y** changing part of speech
- ly** changing part of speech

Letters: a e e i i b d d l n p t y

Make Words: bad eat beat neat able deep need needy badly eaten beaten neatly deeply depend edible ability inedible dependability

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Add a letter to **eat** and spell **beat**. I like to **beat** the eggs when making a cake.”

“Add a letter to **eaten** and make the 6 letter word **beaten**. The eggs need to be **beaten** before they are added to the cake mixture.”

“Make the 6 letter word **edible**. If you can eat it, it is **edible**.”

“Use 7 letters and spell the word **ability**. If you are able to do it you have the **ability**.”

“You have spelled **edible** now use 8 letters and make the word **inedible**. Something that is **inedible** cannot be eaten.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word depend.”

Sort related words: eat, eaten; beat, beaten; deep, deeply; bad, badly; neat, neatly; need, needy; edible, inedible; able, ability; depend, ability, dependability

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences.

“Some mushrooms are **edible** but other mushrooms are poisonous and are **inedible**. The prefix **in** sometimes changes a word to its opposite meaning”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: invalid intolerant; broken straighten; itchy scratchy; angrily bravely Have the students use sorted words to spell other words. Let volunteers use the new words in a sentence.

Lesson 39
encouragement

Lesson focus

er/or meaning person
re meaning back or again
en meaning to make
ment changing part of speech

Letters: a e e e o u c g m n n r t

Make Words: eat act age rage actor react enact agree argue eaten enrage uneaten courage outrage teenager argument agreement encourage encouragement

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Use 5 letters to spell **react**. How did he **react** to the bad news?”

“Change 2 letters in **react** and spell the word **enact**. The government failed to **enact** the law giving health insurance to all children.”

“Use 6 letters and spell the word **enrage**. If you **enrage** someone, you make them extremely angry.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word courage.”

Sort related words: Use related words in a sentence that shows relationship; eat, eaten, uneaten; act, actor, react enact; rage, enrage, outrage; age, teenager; argue, argument; agree, agreement; courage, encourage, encouragement

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences.

“If you have **courage**, you aren’t afraid. If you **encourage** someone, you give them courage, so they won’t be afraid. When you **encourage** someone, you give **encouragement**.” The prefix **en** sometimes means make or give. The suffix **ment** changes how a word can be used in a sentence.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: discourage disagreement payment settlement measurement assignment Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentence.

Lesson 40
arrangements

Lesson focus

er/est meaning more/most
re meaning back or again
er meaning person
ment changing part of speech

Letters: a a e e g m n n r r s t

Make Words: arm name/mean near rest smart rearm rename/meaner nearer manage manager nearest meanest smarter armrest arrange arrangements

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Use 3 letters and make the word **arm**. Did you hurt your **arm**?”

“Use 6 letters and spell **rename**. When you give someone a new name you **rename** them.”

“Move the letters around in **rename** and spell **meaner**. He was the **meaner** of the two.”

“Using 7 letters make the word **armrest**. A place on a chair where you rest your arm is an **armrest**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word arrange.”

Sort related words: arm, rearm; arm, rest, armrest; name, rename; near, nearer, nearest; smart, smarter; mean, meaner, meanest; manage, manager; arrange, arrangements

Draw students’ attention to the words on index cards and have the words pronounced. Choose a set of related words and model for students how to use related words in sentences.

“If you are close by you are **near**. If you are closer than that you are **nearer**. The closest person is the **nearest**.” **Er** and **est** are suffixes meaning more and most.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: sweet sweeter sweetest; rewrite replay; teacher farmer; unemployment entertainment

Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentence.

Lesson 41
replacements

Lesson focus

er/est meaning more/most
re meaning back or again
er meaning person
al changing part of speech
ment changing part of speech

Letters: a e e e c l m n p r s t

Make Words: act camp calm react place steam elect sleep asleep calmer center central calmest replace reelect campers steamer placement replacements

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Use 5 letters and spell the word **sleep**. Every night we **sleep**.”

“Add a letter to **sleep** and spell **asleep**. Is the baby **asleep**?”

“Use 6 letters and spell **center**. We sat in the **center** or middle of the room.”

“Using 7 letters make the word **central**. We met at a **central** location.”

“Use 7 letters again and spell **campers**. The **campers** returned to camp.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word place.”

Sort related words: act, react; camp, campers; calm, calmer, calmest; steam, steamer; elect, reelect; sleep, asleep; center, central; place, replace, placement, replacements

Have all the words pronounced. Choose a set of related words and model for students how to use related words in sentences.

“I am going to **place** the dishes here on the table so people can serve themselves. Help me think about the **placement** of the food so that people can easily reach it. Last time we had a party, I broke a dish and I need to **replace** it. **Replacement** dishes are expensive. The prefix **re** means back or again. The suffix **ment** changes how a word can be used in a sentence.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: happy happier happiest; reprint rework; driver player; personal; government Have the students use sorted words to spell other words. If needed remind the students to change the “y” to an “i” before adding the endings. Let volunteers use the new words in a sentence.

Lesson 42
underweight

Lesson focus

under meaning under or less
re meaning back or again
er meaning person or thing that does something
er meaning more

Letters: e e i u d g h n r t w

Make Words: new hunt diet/tied wide wider widen weigh renew under untie/unite united untied retied hunter dieter weight reunite underweight

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Use 4 letters and spell **wide**. The bridge was **wide** enough for two cars to go through.”

“Add one letter to wide and spell **wider**. Many people thought the bridge should have been **wider**.”

“Change 1 letter and spell **widen**. Who will **widen** the bridge?”

“Use 5 letters make the word **untie**. He will **untie** his shoes before taking them off.”

“Move the letters in **untie** to spell **unite**. To get together is to **unite**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word weight.”

Sort related words: new, renew; tied, untie, untied, retied; unite, united, reunite; wide, wider, widen; hunt, hunter; diet, dieter; weigh, weight, under, underweight

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences.

“To get together is to **unite**. When the states got together they **united**. If they separated and get back together they will **reunite**.” The prefix **re** means back or again.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: underwear, understudy; reproduce, reload; fighter, singer; higher

Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentence.

Lesson 43
underestimate

Lesson focus

under meaning under or less
re meaning back or again
ee meaning person
mis meaning wrong or badly
en meaning to make

Letters: a e e e i u d m n r s t t

**Make Word: sea name mate sure dear admit treat train detain inmate ensure
 endear rename readmit trainee detainee mistreat undersea estimate
 underestimate**

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Use 5 letters and spell the word **admit**. A ticket will **admit** you to the show.”

“Use 6 letters and spell **detain**. To **detain** means to hold back. They will **detain** us if we are late.”

“You have spelled **admit**. Use 7 letters and spell **readmit**. They will **readmit** you to the park if you have a stamp on your hand.”

“Use 7 letters and spell the word **trainee**. Each **trainee** gets lots of help to learn the job.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word estimate.”

**Sort related words: dear, endear; sure, ensure; name, rename; admit, readmit;
 train, trainee; detain, detainee; mate, inmate; treat, mistreat; sea, undersea;
 estimate, underestimate**

Draw students’ attention to the words on index cards and have the words pronounced. Choose a set of related words and model for students how to use related words in sentences.

“The suspect was under arrest and was **detained** until court opened in the morning. The judge decided there was not enough evidence to hold him so the **detainee** was let go. The suffix **ee** means a person.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

**Transfer Words: employee trainee amputee refugee ; underage underdog
 underground** Have the students use sorted words to spell other words. Let volunteers use the new words in a sentence.

Lesson 44
overestimate

Lesson focus

over meaning over or more

er meaning person or thing that does something

Letters: a e e e i o m r s t t v

Make Words: time move vote voter timer toast steam movers movies remove meteor motive toaster steamer motivate estimate overtime meteorite overestimate

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Use 4 letters and spell the word **vote**. Who will you **vote** for?”

“Add 1 letter and spell the word **voter**. A **voter** is a person who votes.”

“Use 6 letters and spell **movers**. The **movers** will be here soon.

“Use 8 letters and spell the word **estimate**. To **estimate** is to make a rough calculation. I will **estimate** how much money I will need for the trip.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word estimate.”

Sort related words: time, timer, overtime; vote, voter; move, movers, movies, remove; toast, toaster; steam, steamer; meteor, meteorite; motive, motivate estimate, overestimate

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences.

“**Time** means a duration or period. A **timer** keeps track of **time**. If you work **overtime** you work more time than your regular hours.” The suffix **er** sometimes means a person or thing that does something. The prefix **over** means over or more.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: overcook overcoat overdue oversleep; banker trucker hiker

Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentence.

Lesson 45
performances

Lesson focus

- en** meaning to make
- er** meaning person or thing that does something
- ance** changing part of speech

Letters: a e e o c f m n p r r s

Make Words: camp case farm form name erase eraser encase reform rename scrape scraper farmers campers perform performances

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Change 1 letter in **farm** to spell **form**. Have you filled out your **form** for school.”

“Use 5 letters and spell **erase**. Please **erase** the white board for me.

“Add a letter to **erase** and you have **eraser**. It is nice to have an **eraser** on your pencil at school.”

“Add a letter to **scrape** and spell the word **scraper**. I need a **scraper** to clear my windows.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word perform.”

Sort related words: camp, campers; farm, farmers; erase, erasers; scrape, scrapers; case, encase; name, rename; form, reform; perform, performances

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences.

“When you **form** something, you make it a certain way or shape. When you **reform** something, you change it to make it better. To **perform** means to do something. When you **perform** in a play, you are part of the **performance**. The suffix **ance** changes how a word can be used in a sentence.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: clearance attendance importance appearance disappearance insurance Have the students use sorted words to spell other words. Be sure to have the class decide which related words use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentence.

Lesson 46
resistance

Lesson focus

er/est meaning more/most
re meaning back or again
en meaning to make
er/ee meaning person
ance changing part of speech

Letters: a e e i c n r s s t

Make Words: eat act nice neat east react enact train nicer nicest neater eaters resist eastern actress reenact trainees resistance

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Use 4 letters and spell the word **neat**. I always try to be **neat**.”

“Use 5 letters and spell the word **react**. How did you **react** to the news?”

“Change 2 letters in **react** to spell **enact**. To **enact** is to pass a law. The government will **enact** an important law this week.”

“Use 7 letters and spell **actress**. Who is your favorite **actress** in that movie.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word resist.”

Sort related words: eat, eaters; train, trainees; act, actress; nice, nicer, nicest; neat, neater; east, eastern; act, react, enact, reenact; resist, resistance

Draw students’ attention to the words on index cards and have the words pronounced. Choose a set of related words and model for students how to use related words in sentences.

I was dieting and trying to **resist** the temptation to eat desserts. My **resistance** failed when my friend baked a chocolate cake. The suffix **ance** changes how a word can be used in a sentence.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: guidance endurance annoyance allowance acceptance disturbance

Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentence.

Lesson 47
disappearance

Lesson focus

dis meaning not or opposite
pre meaning before
en meaning to make
er meaning person or thing that does something
ance changing part of speech

Letters: a a a e e i c d n p p r s

Make Words: dip ripe sand dear case paid paper ripen dance dancer dipper endear encase appear prepaid sandpaper disappear appearance disappearance

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Use 5 letters again and spell the word **ripen**. To **ripen** the fruit you need lots of sunshine.”

“Use 5 letters and spell **dance**. When did you learn to **dance** like that?”

“Add one letter to **dance** and you can make **dancer**. Sasha is the best **dancer** on the show.”

“Use 7 letters and spell **prepaid**. I **prepaid** my hotel for a better rate.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word appear.”

Sort related words: dear, endear; case, encase; paid, prepaid; dip, dipper; dance, dancer, ripe, ripen; sand, paper, sandpaper; appear, disappear, appearance, disappearance

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences.

When I went to pay for my tickets, the clerk told me they had been **prepaid**. As a birthday surprise, my mom had already **paid** for my tickets and didn’t tell me. The prefix **pre** sometimes means before.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: disapprove disagree; preview precaution premature; enlarge enrage Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentence.

Lesson 48
predictions/description

Lesson focus

er/or meaning person

er/est meaning more/most

tion changing part of speech

Letters: e i i o c d n p r s t

Make Words: ice nice edit point scoot nicer nicest iciest direct editor predict pointer scooter inspect inspector directions predictions/description

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Add one letter to **ice** and spell the word **nice**. Be **nice** to your classmates.”

“Use 5 letters and spell the word **point**. Is there a **point** on the end of your pencil?”

“Use 6 letters and spell **nicest**. I think she is the **nicest** teacher at school.”

“Use 7 letters and spell **predict**. I **predict** the weather will be warmer next week.”

“Use 9 letters and spell **inspector**. He is an **inspector** at the laboratory.”

“Use all the letters and spell the secret words .There are two secret words today”

Give them one minute to figure out the secret words and then give clues if needed.

“One secret word today is related to the word **predict**. The other secret word you can make with the same letters is related to the word describe.”

Sort related words: nice, nicer, nicest; ice, iciest; point, pointer; scoot, scooter; edit, editor; inspect, inspector; direct, directions; predict, predictions

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences.

“The health **inspector** goes to all the restaurants to **inspect** them and make sure they are clean. The suffix **or** sometimes means a person.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: action attention construction production attraction subtraction

Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentence.

Lesson 49
reproduction

Lesson focus

er/or meaning person
un meaning not or opposite
re meaning back or again
tion changing part of speech

Letters: e i o o u c d n p r r t

Make Words: turn tied edit print untied return editor direct printer/reprint corrupt product produce producer director reproduce corruption production reproduction

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Use 7 letters and spell the word **printer**. The **printer** is on my desk.”

“Move the letters around and spell **reprint**. I will **reprint** the pictures so my sister can have copies.”

“Add a letter to **produce** and spell **producer**. He is a famous **producer**.”

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word **produce**”

Sort related words: turn, return; print, printer, reprint; tied, untied; edit, editor; direct, director, corrupt, corruption; produce, product, producer, production, reproduce, reproduction

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students using related words in sentences.

”When you **produce** something, you make it. The thing you make is called the **product** and the person making the **product** is the **producer**. When you make something again, you **reproduce** it. **Production** and **reproduction** are the processes used for **producing** and **reproducing** things. The prefix **re** means back or again. The suffix **er** means a person or thing. the suffix **tion** changes how the word can be used in the sentence.”

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: construction reconstruction adoption distraction restriction prevention Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentence.

Lesson 50
contradictions

Lesson focus

or/ist meaning person
tion changing part of speech

Letters: a i i o o c c d n n r s t t

Make Words: art act actor action artist nation nations distort distract contract cartoons artistic cartoonist distortion distraction contradict contradictions contradictions

Tell students how many letters to use to make each word.

Emphasize how changing a few letter or rearranging letters makes different words.

Give meaning or sentence clues to clarify the word they make:

“Add 2 letters to **act** and spell the word **actor**. Who is your favorite **actor**?”

“Use 6 letters and spell the word **action**. The movie had lots of **action**.”

“Use 8 letters and spell **distract**. Do not **distract** me while I am writing.”

“Use 10 letters and spell **distortion**. The picture was a **distortion** of what the building really looked like.

Give them one minute to figure out the secret word and then give clues if needed.

“Our secret word today is related to the word **contradict**.”

Sort for related words: act, actor, action; nation, nations; art, artist, artistic, cartoons, cartoonist; contract, contradictions; distract, distraction; distort, distortion; contradict, contradictions.

Draw students’ attention to the words on index cards and have the words pronounced.

Choose a set of related words and model for students how to use related words in sentences.

I love to draw **cartoons** and when I grow up I want to be a **cartoonist**. The suffix **ist** sometimes means a person.

Let volunteers choose sets of related words and help them construct sentences and explain how the prefixes and suffixes change the root words.

Transfer Words: cyclist organist pianist; donation collection protection

Have the students use sorted words to spell other words. Be sure to have the class decide which related words to use and how to spell the new root word before letting anyone write the word. Let volunteers use the new words in a sentence

Reproducible Letter Strips

1. a e e o l m n r s t w

2. a e i c d d g h l n n r r

3. a e e e e c d h l r r s

4. a a e e u h k q t r s

5. e i i f g n n p r r s t

6. a a e u b c k q r r s t

7. a e i c g h h l r s t

8. a a e i u l m n p r t

9. e i u d f l n n r y

10. e e i i u d f l n n r s t

11. e e i i u d f l n n n r s s

12. a e i o l n p r s t y

13. a e e c l l r s s y

14. a e e i g l m n n s s

15. e e i c l l m r s s y

16. a e u c f g l l r y

17. a e o u u f l n n r t t y

18. a e o u b k l n r w

19. a a e e u b b k l n r

20. a e e i u b d l n r s

21. a e e i o u b l n q s t

22. a e e i u b c d l n p r t

23. a e o o u b c f l m n r t

24. a e e e u b d d l n n p

25. a a e e e i b d g l r s

26. a e e e i d g m n r s t

27. e e e i o c f m n n r r s t

28. e e i c f l m p r t y

29. e e i i o b l n p r r s s

30. a e i u d d m n n r s s t

31. e i o o u d d m n r s s t

32. a e e i i c l n r t t v y

33. a e i i o c n n r s t t

34. a a e i i o l n n n r t t

35. e i o u l m r s s t y y

36. a e o u d g l n r s y

37. e e e i d d l n n n p t y

38. a e e i i b d d l n p t y

39. a e e e o u c g m n n r t

40. a a e e g m n n r r s t

41. a e e e c l m n p r s t

42. e e i u d g h n r t w

43. a ee e i u d m n r s t t

44. a e e e i o m r s t t v

45. a e e o c f m n p r r s

46. a e e i c n r s s t

47. a a a e e i c d n p p r s

48. e i i o c d n p r s t

49. e i o o u c d n p r r t

50. a i i o o c c d n n r s t t