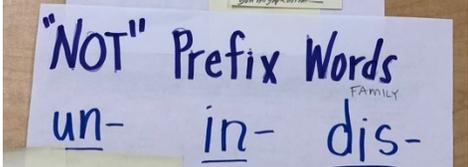
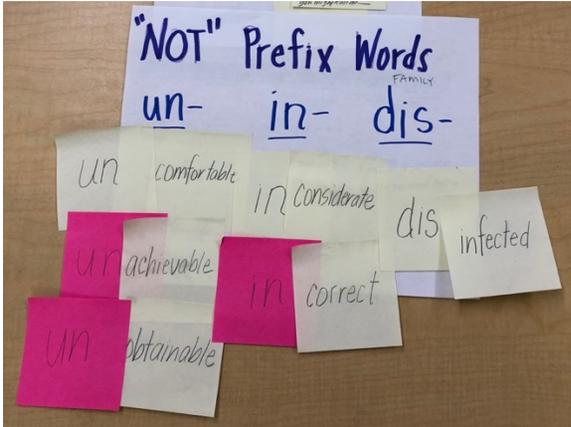


Affix Word Study for Fluent Readers

(Adapted by Dr. Sunday Cummins from “Morphological Analysis Instruction in the Elementary Grades: Which Morphemes to Teach and How to Teach Them,” Manyak et al., *The Reading Teacher*, 2018.)

Step	Description	Example
1. Introduction of affix family	Present and discuss a chart that includes the name of the affix family and each prefix or suffix in that family.	<p>Teacher might say: <i>Prefixes are word parts that are added in the beginning of a word. They can tell us a lot about a word’s meaning. Let’s look at three prefixes that all mean ‘not.’</i></p> <p>Visual scaffold:</p> 
2. Analyze words	Explain how the targeted affix affects the meanings of words and then discuss a few examples.	<p>Teacher might say: <i>When you see a ‘not’ family prefix, simply say ‘not’ before the rest of the word. For example, when you see unhappy, say ‘not happy.’</i></p> <p>Then ask students to try this strategy (substituting ‘not’ for the prefix) with the following words: <i>incorrect, dishonest, uncovered</i>. Write each word out for students to view as they discuss.</p>
3. Examine affixed and pseudo-affixed words	Explain that some words that begin with the prefix letters do not actually contain the prefix (e.g., <i>uncle</i>). Discuss examples of those that do and those that do not.	<p>Teacher might say: We know that <i>unhappy</i> begins with the prefix <i>un-</i>. We can test this by saying <i>not</i> before the base word and checking if what we say makes sense. In this case, “not happy” makes sense. The word <i>uncle</i> also begins with <i>un-</i>, but these are just the letters <i>u-n</i> and not a prefix. We know this because when we say “not cle,” it doesn’t make sense. Look at these two words (<i>unkind</i> and <i>uniform</i>) and test each of them. Which one has a ‘not’ prefix? How do you know?</p>

<p>4. Practice building words</p>	<p>Present a column of affix cards (several stickies, each with one of the targeted affixes written on it) and a column of base words (each written on a sticky note). Provide a definition and ask students to build a word with that meaning.</p>	<p>Teacher might say: <i>Who can build a word with one of the prefixes and one of the base words that means (share a definition)?</i> Examples of definitions: <i>not comfortable, not considerate, not infected, not correct, not obtainable, too difficult to be achieved</i></p>  <p>This is an example of what the paired prefix and base words looked like after the students combined.</p>
<p>5. Quiz</p>	<p>Provide statements for the students to complete using some of the words they just built.</p>	<p>Teacher might say:</p> <ul style="list-style-type: none"> • <i>If I said that 2+2 equals 5, you would tell me that is _____.</i> (incorrect) • <i>If I said I wanted to run 50 miles in an hour, you might tell me that is _____.</i> (unobtainable) • <i>If I ate all of the cookies and did not leave one for you, you might call me _____.</i> (inconsiderate)
<p>6. Collection Challenge</p>	<p>Challenge students to find words that include the targeted affixes and add them to the “NOT Prefix Family Wall Chart.”</p>	<p>Teacher might say: <i>When you come across an unfamiliar vocabulary word that includes a prefix from the “not” family and a base word, just like we did today, slow down and think about what that word means. This will help you make sense of what an author is trying to say. When you find a word that belongs in this family, I want you to add it to our wall chart.</i></p>

- This “introduction” may occur over more than one guided reading lesson. Manyak et al.’s research found value in sustained conversation (i.e., beyond the guided reading table) around targeted affixes and additional “extension” activities.