

K-8

**100 BRAIN-FRIENDLY
LESSONS** for
Unforgettable
**TEACHING
and LEARNING**



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CORWIN

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Please enjoy this complimentary excerpt from *100 Brain-Friendly Lessons for Unforgettable Teaching and Learning, Grades K-8*, by Marcia Tate. Use this lesson with your Grades 3-5 students to help them decode multisyllabic words using commonly used affixes and roots and determine how these affixes change a word's meaning

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LANGUAGE ARTS GRADES 3–5 LESSON 1

Decoding Multisyllabic Words

Lesson Objective(s): *What do you want students to know and be able to do?*

Decode multisyllabic words using commonly used affixes and roots and determine how these affixes change a word's meaning.

Assessment (Traditional/Authentic): *How will you know students have mastered essential learning?*

Students will create new words using commonly used affixes and prefixes by adding them to a variety of root words. In addition, the students will create a flipbook to increase vocabulary understanding by applying prefix and suffix knowledge.

Ways to Gain/Maintain Attention (Primacy): *How will you gain and maintain students' attention? Consider need, novelty, meaning, or emotion.*

Bring in an actual live plant as a metaphor and visual to connect students to the idea of root words and suffixes. The students will see the roots of the plant (root word) and the leaves or flowers (suffix or prefix) and how prefixes and suffixes add meaning to a word.

Lesson Segment 1: Comprehend the Purpose of Prefixes

- **Activity 1: Identifying Roots and Affixes Through Metaphor**

First, show a picture of a plant and discuss the importance of the root and the leaves. The base word is like the root (it supports the word) and the leaves are like the prefix (adds beauty to the plant just like the prefixes add meaning to the root word). Next, write the word “refill” on the board. Ask them to analyze the word and identify the root and prefix. Tell students that “fill” is the simplest form and “re” changes the meaning.

Next, read the touchstone text, *Pre- and Re-, Mis- and Dis-, What Is a Prefix*, by Brian Cleary, aloud to the students. As you read the text, have students listen to the story for enjoyment. Then, read the book a second time. Ask students to listen and specifically make note of the prefixes applied in context during the story. These prefixes are highlighted in color for students as a visual. As a second option, instead of reading the book, visit Brainpop.com and use the video entitled *Prefixes and Suffixes*. After the video, students can divide into two teams and complete the quiz as a game.

- **Activity 2: Recognizing Prefixes**

Close the book and ask students to list as many prefixes as they can possibly remember from the story. Give students two minutes to complete this task. After two minutes, have students share their lists with one another. Have students identify an energizing partner or appointment from another

table. Play the instrumental version of Pharrell Williams’ song, *Happy*. When the song begins, have students travel to their partner and take turns sharing their prefixes.

Lesson Segment 2: Comprehend the Purpose of Suffixes

- **Activity 1: Prefix/Suffix Card Game**

Read the touchstone text, *Full- and Less-, Er- and Ness-, What Is a Suffix*, by Brian Cleary, aloud to the students. Have students play the Prefix/Suffix Card Game. To play, the teacher will distribute the “Commonly Used Prefixes/Suffixes” sheet along with a set of index cards to groups of four students (the teacher will already have these words prewritten on each colored card).

Red index cards—prefixes White index cards—base words Blue index cards—suffixes

Prefix	Meaning
Re-	Again
Dis-	Not, opposite of
Un-	Not
Pre-	Before
Im-	Not, opposite of
Non-	Not
Mis-	wrong, bad

Suffix	Meaning
-ful	Full of
-less	Without
-ly	characteristic of
-y	Like

Base Words
able
learn
happy
like
Agree
Kind
Read
Paint
Read

- **Activity 2: Building New Words**

Next, have students take turns building new words using either a red and white index card or a white and blue index card. When students create the new word, they will write the new word on a sheet of construction paper.

Lesson Segment 3: Integrate Both Prefixes and Suffixes

- **Activity 1: Creating a Flipbook**

Have students create a flipbook. Using the words from their construction paper, students will select four words from one prefix or suffix family (example—four words beginning with dis- or four words ending with -ly). Ahead of time, fold a sheet of 11x14 copy paper in half. Use scissors to create 4 flaps. On the front of each flap, students will write, define, and illustrate each word. Under each flap, students will write the base word along with its definition and illustration. Students can share these books with each other and use them as a resource during the Writers Workshop block.

Brain-Compatible Strategies: *Which will you use to deliver content?*

<input type="checkbox"/>	Brainstorming/Discussion	<input checked="" type="checkbox"/>	Music/Rhythm/Rhyme/Rap
<input checked="" type="checkbox"/>	Drawing/Artwork	<input type="checkbox"/>	Project/Problem-Based Learning
<input type="checkbox"/>	Field Trips	<input checked="" type="checkbox"/>	Reciprocal Teaching/Cooperative Learning
<input checked="" type="checkbox"/>	Games	<input type="checkbox"/>	Role Plays/Drama/Pantomimes/Charades
<input type="checkbox"/>	Graphic Organizers/Semantic Maps/Word Webs	<input checked="" type="checkbox"/>	Storytelling
<input type="checkbox"/>	Humor	<input type="checkbox"/>	Technology
<input type="checkbox"/>	Manipulatives/Experiment/Labs/Models	<input type="checkbox"/>	Visualization/Guided Imagery
<input checked="" type="checkbox"/>	Metaphors/Analogies/Similes	<input checked="" type="checkbox"/>	Visuals
<input type="checkbox"/>	Mnemonic Devices	<input type="checkbox"/>	Work Study/Apprenticeships
<input checked="" type="checkbox"/>	Movement	<input checked="" type="checkbox"/>	Writing/Journals