

# Roots and Affixes



**Grade Level: 4 – 6**

- Teacher Guidelines ▶ pages 1 – 2
- Instructional Pages ▶ pages 3 – 5
- Activity Pages ▶ pages 6 – 8
- Practice Page ▶ page 9
- Homework Page ▶ page 10
- Answer Key ▶ pages 11 – 12



## Classroom Procedure:

1. Display the words prefix, suffix, root, root word, and affix. Ask students if they have ever heard of the words before.
2. Allow for responses and discussion. Ask students if they can give examples of each. Introduce the meanings of each word.
3. Distribute *Roots and Affixes* content pages. Read and review the information with the students. Be sure students understand the difference between a root and a root word.
4. Stress to students the availability of lists with many more roots and affixes. Use the additional resources to enhance understanding.
5. Distribute Activity pages. Read and review the instructions. Pair students. Give students enough time to create the 75 words.
6. Once completed, allow each pair of students to share some of their words.
7. Distribute Practice page. Distribute colored pencils if necessary. Allow students to share their responses when completed.
8. Distribute the Homework page. The next day, check and review the students' responses. Allow student volunteers to read one of their created sentences while identifying the word(s) with the root/affix.
9. In closing, challenge students to write a ten-word sentence with as many roots/affixes as possible.
10. Allow students to share their attempts.

### Approximate Grade Level: 4 – 6

#### Objectives:

The students will be able to define, identify, and use roots, root words, prefixes, and suffixes.

#### Common Core State Standards:

CCSS.ELA-Literacy.L.4.4.B CCSS.ELA-Literacy.L.5.4.B  
CCSS.ELA-Literacy.L.6.4.B

#### Class Sessions (45 minutes):

At least 2 class sessions

#### Teaching Materials/Worksheets:

*Roots and Affixes* content pages (2), Activity pages (3),  
Practice page, Homework page

#### Student Supplies:

colored pencils, handouts

#### Prepare Ahead of Time:

Decide which students will be paired for the activity.  
Students may need colored pencils for the Practice page.  
Copy handouts.

#### Options for Lesson:

Students may work alone for the activity. Increase the number of words students must create for the activity.  
Assign each student a different word to research its origin, use, and other information for a presentation to the class.



# Teacher Notes

The students are most likely familiar with some common prefixes and suffixes, but this lesson formalizes the terms and the understanding of their uses. The students should clearly understand the difference between a root, root word, prefix, and suffix. These will help them define new words by knowing the meaning and differences between roots and affixes.

---

---

---

---

---

---

---

---

---

---

## Additional Resources:

### Content:

- <http://www.readingrockets.org/article/root-words-roots-and-affixes>
- <http://www.readwritethink.org/files/resources/printouts/content-area-roots.pdf> (list)
- <http://www.readwritethink.org/classroom-resources/printouts/common-content-area-roots-30842.html>
- <http://www.studyzone.org/testprep/ela4/o/rootsandaffixes4l.cfm>
- <http://www.ruf.rice.edu/~kemmer/Words/rootaffix.html>
- [http://www.hasdhawks.org/webpages/lcrider/pssa\\_practice.cfm?subpage=1330411](http://www.hasdhawks.org/webpages/lcrider/pssa_practice.cfm?subpage=1330411)

### Worksheets:

- <http://www.enchantedlearning.com/grammar/prefixsuffix/worksheets.shtml>
- <http://www.englishworksheetsland.com/grade4/15greek.html>
- [http://www.internet4classrooms.com/grade\\_level\\_help/language\\_root\\_words\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www.internet4classrooms.com/grade_level_help/language_root_words_language_arts_fifth_5th_grade.htm) (and more)
- <http://www.esl-galaxy.com/prefixsuffix.html> (and more) [http://edhelper.com/Word\\_Roots.htm](http://edhelper.com/Word_Roots.htm)
- <http://www.k12reader.com/subject/vocabulary/prefix-worksheets/>

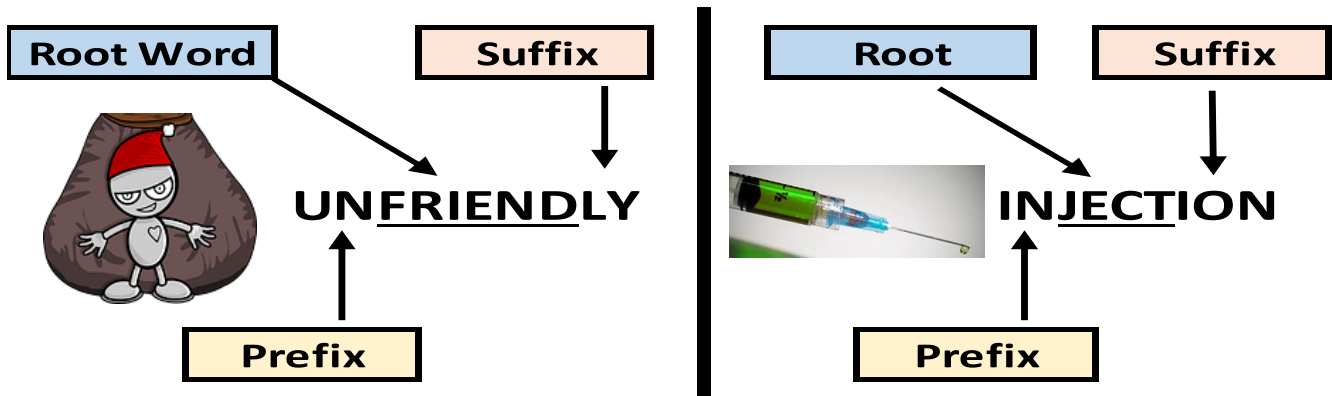
### Videos:

- <https://www.youtube.com/watch?v=H2Z4p0au1yk> (3 min-Song)
- <https://www.youtube.com/watch?v=ZOJrjNR7ZZM> (3 min-Rap song)
- <https://www.youtube.com/watch?v=RPqxNqO8u-A> (3 min)
- <https://www.youtube.com/watch?v=gywc4lFOT7l> (2 min)
- <https://www.youtube.com/watch?v=0diRbQ-mgfo> (9 min)



# Roots and Affixes

Words are everywhere and used by everyone. Many of the words in English are formed by taking basic words and adding parts to those words called **affixes**, which are **prefixes** and **suffixes**. The basic word used is called the **root word**. A root word is also a word if it is by itself. On the other hand, a **root** cannot be a word by itself, but is the basis for a word combined with an affix. Review the parts of the following words to help get a better understanding:



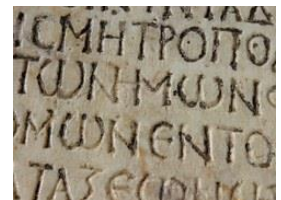
First, notice that **FRIEND** in the first word is a **root word** because it can be a word by itself. In the second word, **JECT** is just a **root** because it cannot be a word by itself. However, both root words and roots can include affixes, or prefixes and suffixes.

- **FRIEND** can also become: *friendliness, friendship, befriend, unfriend, friendless*
- **JECT** can become: *reject, project, rejection, projection, projector, interject, eject, deject, object, subject*

Notice the number of new words you can make with **JECT** simply by adding prefixes and suffixes. The root word **FRIEND** can also be changed by adding prefixes and suffixes, but not as many.

## Greek and Latin Roots

There are many common roots in the English language that originally came from the Latin and Greek languages. Each root has a definition with its origin either from Latin or Greek. Once you learn the definitions of a root it can help increase and strengthen your vocabulary. Furthermore, you may come across a word and are unsure of its meaning. If you know the meaning of its root though, you may be able to figure out its entire meaning. This is how many people learn new words.



In Latin, the root *scrib* or *scribe* means “to write”. If you ever see one of those roots in a word, it is a clue to the meaning of the word. For example, do you know the definition of *transcribe*? Because it contains the root *scribe*, you know it must have something to do with writing. Here it the word used in a sentence:

*Each of the reporter’s interviews were taped and transcribed at the end of the day.*

Are you able to determine its meaning now? *Transcribe* mean to put it in written or printed form. Since there are many different roots, prefixes, and affixes, it will take practice using, reading, and writing the different roots to learn their meanings.

Review the charts below for the most common roots and affixes.

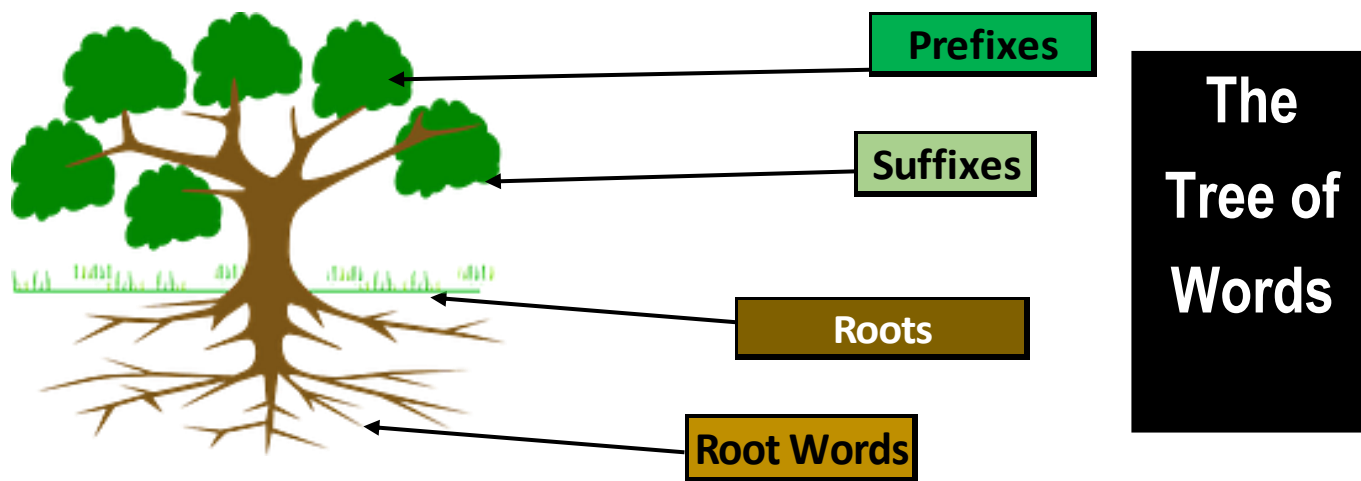
| <u>Root</u> | <u>Definition</u> | <u>Examples</u>       | <b>ROOTS</b> | <u>Root</u> | <u>Definition</u> | <u>Examples</u>          |
|-------------|-------------------|-----------------------|--------------|-------------|-------------------|--------------------------|
| aqua        | water             | aquarium, aquatics    |              | micro       | small             | microscope, microbe      |
| auto        | self              | automatic, automobile |              | pater       | father            | paternal, paternity      |
| bio         | life              | biology, biography    |              | phobia      | fear              | claustrophobia           |
| cent        | one hundred       | percent, century      |              | phon        | sound             | microphone, symphony     |
| fac         | to do or make     | manufacture, factory  |              | port        | to carry          | transportation, portable |
| form        | shape             | reform, conform       |              | rupt        | to break          | disruption, rupture      |
| gram        | thing written     | telegram, diagram     |              | sent        | to feel or send   | consent, resentment      |
| graph       | writing           | graphic, photograph   |              | spect       | to look           | inspect, spectator       |
| logy        | study of          | biology, psychology   |              | struct      | to build          | instruct, construction   |
| mal         | bad               | malware, malice       |              | therm       | heat              | thermometer, thermal     |
| mater       | mother            | maternal, maternity   | vid/vis      | to see      | video, television |                          |

The roots above are just some of the common roots used in the English language. Notice in the examples there are many different suffixes and prefixes used with the roots. Review the chart of common affixes.

| <u>Prefix</u> | <u>Definition</u> | <u>Examples</u>         | <b>AFFIXES</b> | <u>Suffix</u> | <u>Definition</u>   | <u>Examples</u>    |
|---------------|-------------------|-------------------------|----------------|---------------|---------------------|--------------------|
| anti-         | against           | antidote, anticlimactic |                | -able         | is, can be          | doable, affordable |
| dis-          | not, opposite of  | discover, disown        |                | -ed           | past tense          | walked, jumped     |
| fore-         | before, front of  | forearm, foreshadow     |                | -en           | made of             | golden, freshen    |
| in-, il       | not               | indirect, illegal       |                | -er           | more                | larger, faster     |
| mid-          | middle            | midfield, midrange      |                | -est          | the most            | heaviest, smallest |
| mis-          | wrongly           | misspell, misspeak      |                | -ful          | full of             | helpful, willful   |
| non-          | not               | nonviolent, nonverbal   |                | -ing          | verb forms          | running, sleeping  |
| over-         | over, too much    | overeat, oversleep      |                | -ion, -tion   | act, process        | motion, relation   |
| pre-          | before            | preview, pretest        |                | -less         | without             | careless, hopeless |
| re-           | against           | retell, rewrite         |                | -ness         | state of, condition | openness, highness |
| un-           | not, opposite of  | unsaid, unprepared      |                | -s            | more than one       | dogs, cats         |



There are many more roots and affixes to be found in other resources such as a dictionary or many websites on the Internet. Using roots and affixes will help make your writing more interesting. In addition, knowing the definitions of roots and affixes will help you increase your vocabulary and help you become a better writer too. Think of the English language as the tree below:



**Activity**

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Instructions**

1. Use the list of roots and affixes and create at least 75 words with your partner.
2. You may combine the different parts with root words that are not listed as well.
3. Do not use a root or affix more than once. Place a check next to the ones you use.
4. You may not use a root word more than once.

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## ROOTS

|                |                  |
|----------------|------------------|
| ambi           | both             |
| aqua           | water            |
| aud            | to hear          |
| bene           | good             |
| cent           | one hundred      |
| circum         | around           |
| contra/counter | against          |
| dict           | to say           |
| duc/duct       | to lead          |
| fac            | to do; to make   |
| form           | shape            |
| fort           | strength         |
| fract          | to break         |
| ject           | throw            |
| jud            | judge            |
| mal            | bad              |
| mater          | mother           |
| mit            | to send          |
| mort           | death            |
| multi          | many             |
| pater          | father           |
| port           | to carry         |
| rupt           | to break         |
| scrib/scribe   | to write         |
| sect/sec       | to cut           |
| sent           | to feel; to send |
| spect          | to look          |
| struct         | to build         |
| vid/vis        | to see           |
| voc            | voice; to call   |

## ROOTS

|             |                      |
|-------------|----------------------|
| anthropo    | man; human; humanity |
| auto        | self                 |
| bio         | life                 |
| chron       | time                 |
| dyna        | power                |
| dys         | bad; hard; unlucky   |
| gram        | thing written        |
| graph       | writing              |
| hetero      | different            |
| homo        | same                 |
| hydr        | water                |
| hypo        | below; beneath       |
| logy        | study of             |
| meter/mettr | measure              |
| micro       | small                |
| mis/miso    | hate                 |
| mono        | one                  |
| morph       | form; shape          |
| nym         | name                 |
| phil        | love                 |
| phobia      | fear                 |
| phon        | sound                |
| photo/phos  | light                |
| pseudo      | false                |
| psycho      | soul; spirit         |
| scope       | viewing instrument   |
| techno      | art; science; skill  |
| tele        | far off              |
| therm       | heat                 |





## PREFIXES

|                    |                         |
|--------------------|-------------------------|
| anti-              | against                 |
| de-                | opposite                |
| dis-               | not; opposite of        |
| en-, em-           | cause to                |
| fore-              | before; front of        |
| in-, im-           | in                      |
| in-, im-, il-, ir- | not                     |
| inter-             | between; among          |
| mid-               | middle                  |
| mis-               | wrongly                 |
| non-               | not                     |
| over-              | over; too much          |
| pre-               | before                  |
| re-                | again                   |
| semi-              | half; partly; not fully |
| sub-               | under                   |
| super-             | above; beyond           |
| trans-             | across                  |
| un-                | not; opposite of        |
| under-             | under; too little       |

## SUFFIXES

|                               |                                    |
|-------------------------------|------------------------------------|
| -able, -ible                  | is; can be                         |
| -al, -ial                     | having characteristics of          |
| -ed                           | past tense verbs; adjectives       |
| -en                           | made of                            |
| -er, -or                      | one who;<br>person connected with  |
| -er                           | more                               |
| -est                          | the most                           |
| -ful                          | full of                            |
| -ic                           | having characteristics of          |
| -ing                          | verb forms;<br>present participles |
| -ion, -tion, -ation,<br>-tion | act; process                       |
| -ity, -ty                     | state of                           |
| -ive, -ative,<br>-itive       | adjective form of noun             |
| -less                         | without                            |
| -ly                           | how something is                   |
| -ment                         | state of being; act of             |
| -ness                         | state of; condition of             |
| -ous, -eous, -ious            | having qualities of                |
| -s, -es                       | more than one                      |
| -y                            | characterized by                   |



**Practice**

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

Need: Colored Pencils (10 colors)

Shade in the matching Prefix, Root, and Suffix using the same colored pencil.

There are a total of ten words and each part is used one time.

ING  
ION  
IVE  
OR  
URE

AD  
DE  
DIS  
IN  
MICRO

PRE  
PRO  
RE  
TELE  
UN

ACT  
BEAR  
HYDR  
JECT  
JUD

RUPT  
SCOP  
STRUCT  
VIS  
VOC

ABLE  
ATE  
ATION  
IC  
ICE



**Circle the word(s) in each sentence containing a root and/or affix.**

1. They were cleaning the attic and found some phonograph records.
2. My favorite subjects in school are biology and math.
3. I rode the subway into town and purchased a gift for my mom.
4. Nina and Jose visited the ocean during their vacation.
5. Be careful not to overeat during the summer break.
6. The comeback win seemed hopeless for the basketball team.
7. The dress Caroline wore to dinner was lovely and beautiful.
8. Did you ever encounter a problem that was unsolvable?
9. During the hockey game, Kenny suffered a fracture to his big toe.
10. Kelly and her dad were interrupted during the movie they were watching.
11. The best transportation if you are in a hurry is a plane, but it can be crowded.
12. The day was gloomy, rainy, and cold, so I stayed inside all day.
13. The boy showed great sportsmanship and was gracious about the loss.
14. The teacher had us write an autobiography for homework.
15. Noah is friendly to everyone at school, even the kids who are intolerable.

**Write five sentences using at least one word with a root and/or affix. (Do not repeat above words.)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## ANSWER KEY

**Practice**      **Name** \_\_\_\_\_ **Date** \_\_\_\_\_

Need: Colored Pencils (10 colors)

Shade in the matching Prefix, Root, and Suffix using the same colored pencil.

There are a total of ten words and each part is used one time.

|              |               |              |
|--------------|---------------|--------------|
| <b>IN</b>    | <b>ACT</b>    | <b>IVE</b>   |
| <b>UN</b>    | <b>BEAR</b>   | <b>ABLE</b>  |
| <b>PRE</b>   | <b>JUD</b>    | <b>ICE</b>   |
| <b>DIS</b>   | <b>RUPT</b>   | <b>ION</b>   |
| <b>RE</b>    | <b>STRUCT</b> | <b>URE</b>   |
| <b>PRO</b>   | <b>JECT</b>   | <b>OR</b>    |
| <b>TELE</b>  | <b>VIS</b>    | <b>ING</b>   |
| <b>MICRO</b> | <b>SCOP</b>   | <b>IC</b>    |
| <b>AD</b>    | <b>VOC</b>    | <b>ATE</b>   |
| <b>DE</b>    | <b>HYDR</b>   | <b>ATION</b> |



# **ANSWER KEY**

**Homework Name** \_\_\_\_\_ **Date** \_\_\_\_\_

Circle the word(s) in each sentence containing a root and/or affix.

1. They were **cleaning** the attic and found some **phonograph** records.
2. My **favorite subjects** in school are **biology** and math.
3. I rode the **subway** into town and **purchased** a gift for my mom.
4. Nina and Jose **visited** the ocean **during** their **vacation**.
5. Be **careful** not to **overeate during** the summer break.
6. The comeback win **seemed hopeless** for the basketball team.
7. The dress Caroline wore to dinner was **lovely** and **beautiful**.
8. Did you ever **encounter** a problem that was **unsolvable**?
9. **During** the hockey game, Kenny **suffered** a **fracture** to his big toe.
10. Kelly and her dad were **interrupted during** the movie they were **watching**.
11. The best **transportation** if you are in a hurry is a plane, but it can be **crowded**.
12. The day was **gloomy, rainy**, and cold, so I **stayed** inside all day.
13. The boy **showed** great **sportsmanship** and was **gracious** about the loss.
14. The **teacher** had us write an **autobiography** for homework.
15. Noah is **friendly** to everyone at school, even the kids who are **intolerable**.

Write five sentences using at least one word with a root and/or affix. (Do not repeat above words.)

1. \_\_\_\_\_ **Answers will vary** \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_