



3rd Grade

Word Parts

- Decode and determine the meaning of words by using knowledge of root words and their various inflections
- Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meanings of words
- Use knowledge of contractions and common abbreviations to identify whole words
- Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars

What Students Need to Know:

- word parts
 - root words
 - prefixes
 - suffixes
- contractions
- abbreviations
- resources for determining meaning and pronunciation
 - dictionary
 - glossary
 - technology
 - textual features
 - definitional footnotes
 - sidebars

What Students Need to be Able to Do:

- Determine (meaning of unknown words; pronunciation of unknown words)
 - Decode (words)
 - Apply (knowledge of prefixes and suffixes)
- Use (knowledge of contractions and abbreviations)
 - Identify (whole words from contractions and abbreviations)

Important Vocabulary

definitional footnote—A reference, explanation or comment usually placed below the text on a printed page

prefix—An affix attached before a base word or root, as *re-* in *reprint*.

root word—In a complex word, the meaningful base form after all affixes are removed. *Note:* A root may be independent or free, as *read* in *unreadable*, or may be dependent or bound, as *-liter-* (from the Greek for *letter*) in *illiterate*.

sidebar—Supplementary information that is printed alongside the main text.

suffix—An affix attached to the end of a base, root or stem that changes the meaning or grammatical function of a word, as *-en* added to form *oxen*.

text features—Organizers of written materials such as indexes, prefaces, appendices, definitional footnotes, sidebars, tables of content, illustrations or photographs

Word Parts

It is impossible to teach every word that students might encounter in their lifetimes. Therefore, it is crucial that students learn some strategies for determining meanings of unknown words. We need to help readers increase their word knowledge by teaching them how words work. By learning the meaning of prefixes, suffixes and common roots, students can unlock the definitions of many words.

Also included in this power standard is the ability to use resources to help in defining and pronouncing words. Many questions that appear on achievement tests require students to select the correct definition for a word as it is used in a sentence. Instruction involving multi-meaning words can be beneficial for this indicator.

MINI-LESSONS FOR TEACHING WORD PARTS

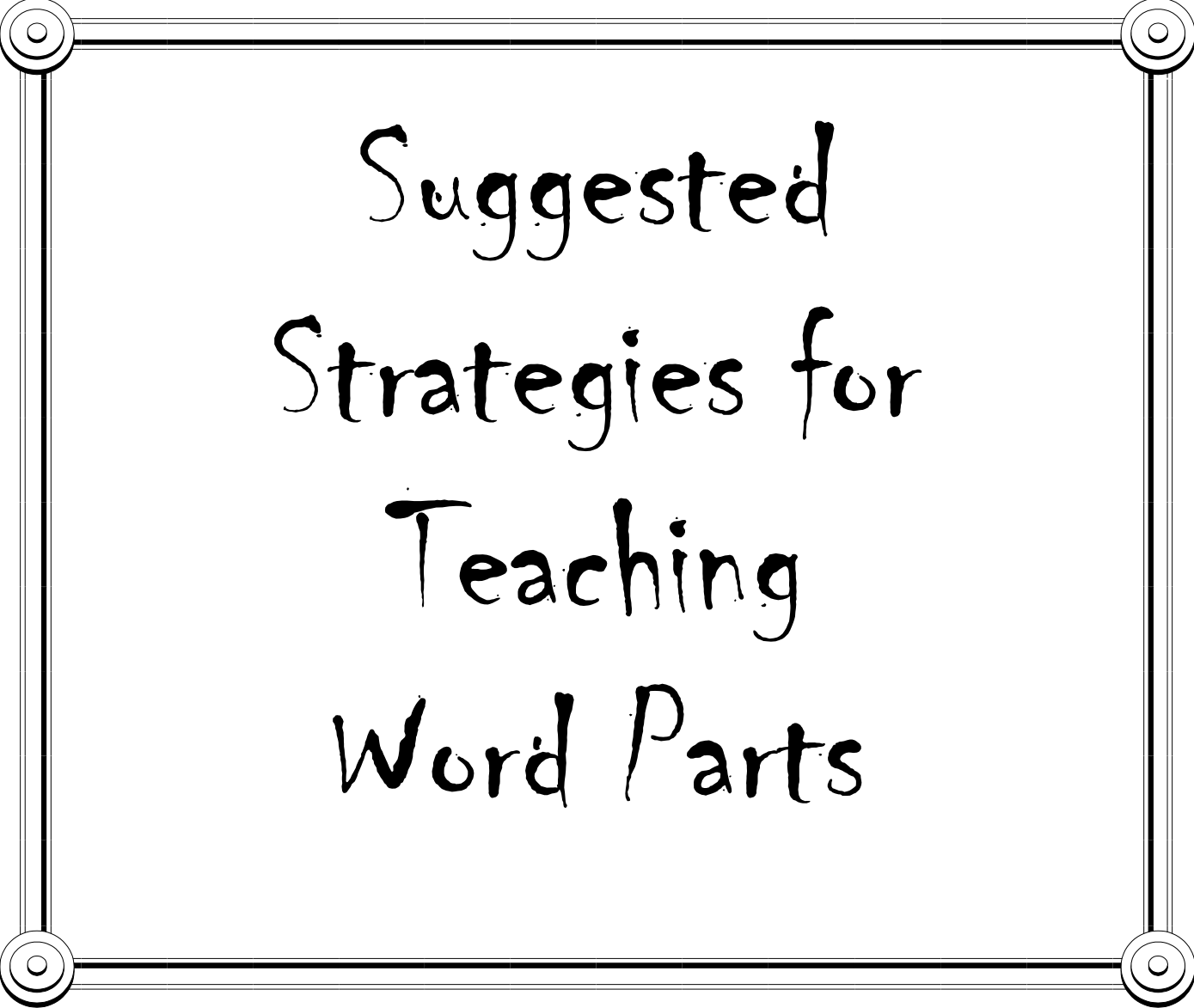
Using reference books (more than one mini-lesson)

- reference books: use to model use of each – children us
- dictionaries – meaning, pronunciation, spelling, alphabetical order
- encyclopedias – information arranged in alphabetical order
- atlases – books of maps
- thesauruses – word lists that mean the same, some include opposite

Test Questions from Past Tests

<p>They're meeting us at the park. They're is a contraction for which words?</p> <p>a. They are b. They like c. They could be</p>	<p>Beth had to redo her homework. What does redo mean?</p> <p>a. not do b. start to do c. do again</p>
<p>We aren't playing outside today. Aren't is a contraction for which words?</p> <p>a. Are too b. Are not c. Are now</p>	<p>Don wanted to recopy his homework. What does recopy mean?</p> <p>a. not copy b. copy again c. copy part of</p>
<p>Which definition of train is used in the sentence below?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>train (tran) v. 1. teach, bring up n. 2. extra material on the back of a dress n. 3. a string of railroad cars</p> </div> <p>Mary said that she would train me as a cook.</p> <p>a. definition 1: teach, bring up b. definition 2: extra material on the back of a dress c. definition 3: a string of railroad cars</p>	<p>Which definition of humor is used in the sentence below?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>humor (hyu'mer)) v. 1. to cater to, give in to, please n. 2. wit, comedy n. 3. mood</p> </div> <p>Harry saw a funny show and laughed at the humor.</p> <p>a. definition 1: cater to, give into, please b. definition 2: wit, comedy c. definition 3: mood</p>
<p>Robin had to unload the bags from the car. What does Robin have to do with the bags?</p> <p>a. move the bags to another part of the car b. put the bags into the car c. take the bags out of the car</p>	<p>Choose the correct word to complete the sentence below. When Eric won first prize, he said, "I am the _____ boy in the whole world!"</p> <p>a. lucky b. luckier c. luckiest</p>
<p>It's time for bed now. It's is a contraction for which words?</p> <p>a. It will be b. It is c. It was</p>	<p>She's the principal of the school She's is a contraction for which words?</p> <p>a. She was b. She is c. She knows</p>

<p>Which definition of note is used in the sentence below?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>note (nōt) <i>n.</i> 1. a short letter to someone <i>n.</i> 2. a sound in music that you can play or sing <i>n.</i> 3. mood</p> </div> <p>When I practice the violin, I can hear each note.</p> <ol style="list-style-type: none"> a. definition 1: a short letter to someone b. definition 2: a sound in music that you can play or sing c. definition 3: mood 	<p>Which definition of good is used in the sentence below?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>good (gud) <i>adj.</i> 1. excellent, fine <i>adj.</i> 2. kind, friendly <i>adj.</i> 3. well behaved, proper</p> </div> <p>That movie was really good, so I think you should see it.</p> <ol style="list-style-type: none"> a. definition 1: excellent, fine b. definition 2: kind, friendly c. definition 3: well behaved, proper
<p>The boys were unable to reach the cookies. What does unable mean in this sentence?</p> <ol style="list-style-type: none"> a. very able b. not able c. somewhat able 	



Suggested
Strategies for
Teaching
Word Parts

WORDS ACROSS CONTEXTS

To help students determine which meaning of a word is used in a sentence, try presenting your students with some word play activities like the following:

What would the word *jersey* mean to

- a dairy farmer?
- someone from New England?
- a football player?
- a seamstress?

Create several scenarios using words that connect with your curriculum. Then allow students to create some scenarios for other multiple meaning words and share them with the class. Some possible words to use are listed in the table below.

file	page	fire	star	iris	hide
second	cards	rock	march	coat	cross
date	table	beat	bat	ride	model
log	trial	suit	pitcher	nail	club

This activity provides an authentic reason to consult a dictionary. When creating the scenarios, students may use a dictionary to help them come up with the different uses of the words. When solving one of the scenarios, students might also consult a dictionary to determine the meaning in a specific scenario.

VOCABULARY TREES

Instead of giving students a list of roots with their definitions and examples of words that include those roots, have students build vocabulary trees. (See sample vocabulary tree)

To build a vocabulary tree, follow these steps:

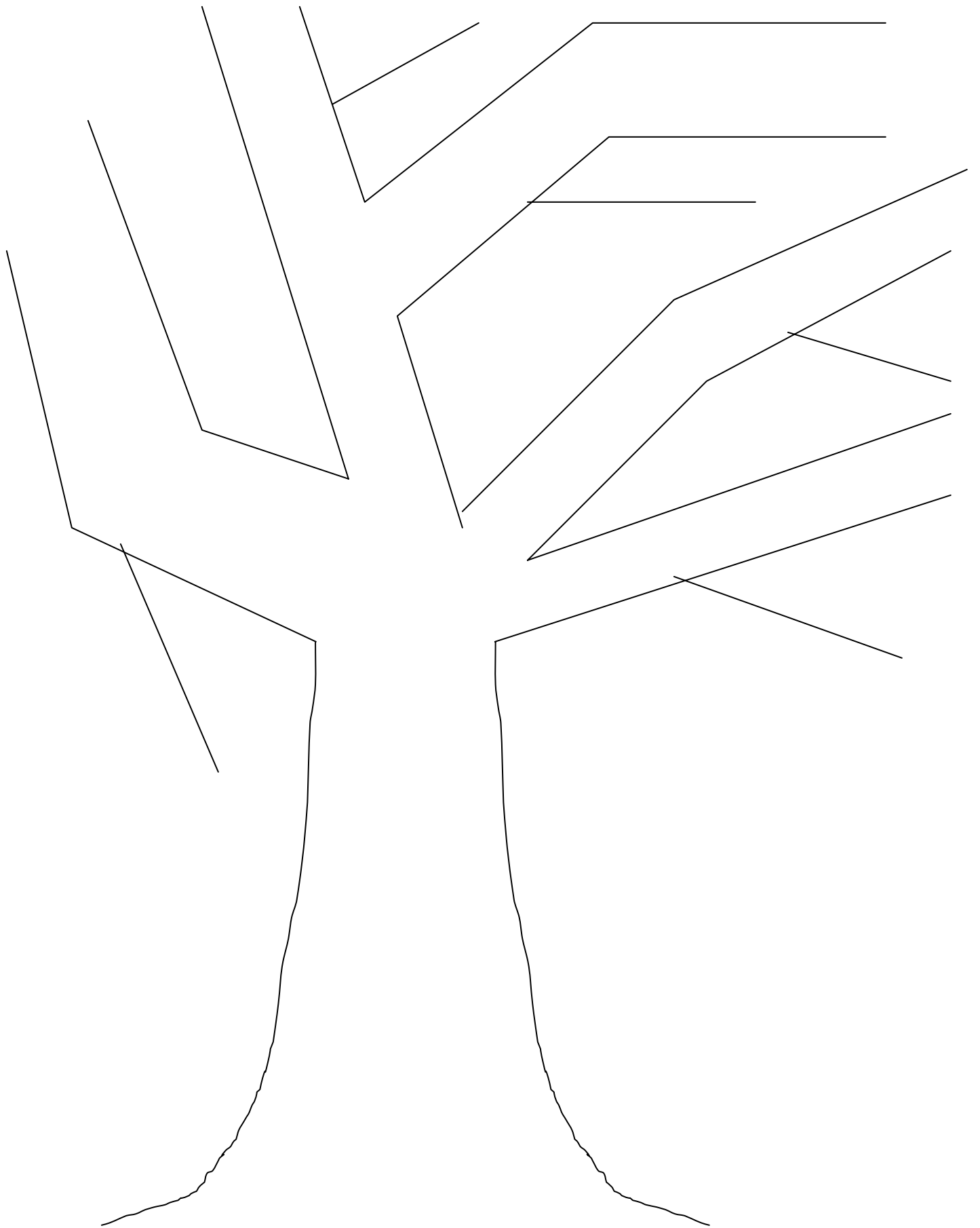
- write the root word you want students to study at the root of the tree (tract)
- under the root, write its definition (to pull, drag)
- in the trunk of the tree, have students write a key word that uses the root and will serve as an anchor to help them remember the meaning of a word (attract)
- under the anchor word write its definition (to cause to come near)
- on the branches, have students write as many other words as they find that use that root (detract, subtract, tractor, contract)
- have students define each of the words and copy a sentence that uses it — a sentence they heard, one they read, or one they said themselves
- in the twigs off the branch, have them record where they heard or found the word

You might consider building a large classroom vocabulary tree. During the course of a week or more, students can continue to add words to the tree as they come across them. You may even want to challenge another class to see which group of students can find the most words with the same root.

The key to this activity is “less is more.” It’s not advisable to study a different root every week. Select a few that will help students the most and really work so they understand how the roots can be combined with other word parts yet still maintain a connection to the original meaning of a root.

Some words have the root part, but the definition connection is not clear. Refer students to a dictionary that shows the etymology of words and have them discover whether or not the word they are considering is, in fact, related to that root.

Some common roots are attached. You might consider talking to teachers at other grade levels and determining which grade level will teach which roots so your instruction is not repeated from one year to the next.



PREFIX WORD FAMILIES

Teach one prefix at a time.

1. Select a prefix and explain it (*mono-*)
2. Have students construct a word family list of words that contain that prefix (*monotony, monocycle, monocle, monologue*)
3. Develop original words and definitions with the students using the prefix (*monoheaded — one-headed*)
4. Have students create their own new words and illustrate them. Create an *Our Own Words* dictionary.

TEACHING PREFIXES

1. Present the prefix in isolation and also attached to four words (*con-*: *construct, converge, conference, connect*)
2. Define the prefix. (*con-* means “to put together”)
3. Use the whole words in sentences.
 - Builders *construct* houses
 - The train and the bus *converged* at incredible speeds.
 - The *conference* on dieting attracted 2,000 people.
 - He *connected* the TV to the VCR with a cable.
4. Define the whole words
 - The *construct* means to put or fit together.
 - To *converge* means to come together at a point.
 - A *conference* is a kind of meeting, where people come together to talk formally about a topic.
 - To *connect* things is to join them together.
5. After completing steps 1 through 4 for several prefixes, with these familiar words, have students practice matching different prefixes to their meanings, and root words to prefixes
6. Have students identify the meanings of new words with familiar prefixes

COMMON PREFIXES

Prefix	Meaning	Examples
ab	away from	absent
ad, ap, at	to, toward, near	advance, appeal, attract
bi	two	bicycle, binoculars
com, con, col, co	with, together	combine, conference, collide, cooperate
de	from, reverse	defect, decompose
dis	not, opposite from	disappear, disconnect
em, en	in, into	embed, enroll
ex	out, former, beyond	explode, ex-husband, exceed
in, im	in, into, not	inside, immortal, incorrect
mono	one	monorail
ob, op	against	obstruct, oppose
post	after	postpone
pro	in favor of, ahead of	pro-taxes, progress
re	back, again	return, replay
sub	under	submarine, subsoil
super	over, greater than normal	supervise, superstar
trans	across	translate
tri	three	triangle
un	not, the opposite of	unequal, unpopular

COMMON SUFFIXES

Suffix	Meaning	Examples
al	referring to	optical
ble	likely to be	divisible, probable
ence, ance, ancy	act of, state of	difference, acceptance, truancy
er, or	someone who does	teacher, professor
ful	full of, tending to	powerful, forgetful
ian	someone who is an expert in	musician, tactician
ic, ical	like, referring to	symbolic, geographical
ist	someone who does or believes in	pianist, scientist, abolitionist
less	without	painless, hopeless
ly	in the manner of	kindly, safely
ment	result of, act of	discouragement, punishment
ness	state of being	happiness
ous, ious	like, full of	nervous, tedious
tion, sion	act of	locomotion, permission
ty, ity	quality of	tasty, rapidity
ward	in the direction of	backward

COMMON ROOTS

Root	Meaning	Examples
act	do	action, actor, react, trans-act, enact
aud	hear	audience, auditorium, audible, audition
cred	believe	credit, discredit, incredible, credulous
dic	speak	dictate, predict, contradict, verdict, diction
graph	write	autograph, paragraph, phonograph, photograph, telegraph
loc	place	allocate, dislocate, locate, location
man	hand	manual, manufacture, manuscript, manipulate
mot	move	demote, motion, motor, promote
ped	foot	pedal, pedestrian, pedestal
pop	people	population, popular, populace
port	carry	import, export, portable, porter, transport
sign	mark	insignia, signal, significant, signature
tract	pull, drag	attract, detract, contract, subtract, traction, tractor
vid	see	evidence, video, provide, providence
volve	roll	evolve, involve, revolve, revolver, revolution