

Unit 4: Bullying

Day 1: Detours: affixes (suffixes –er/-or and -ist)

Content Objective:

1. Students will work in partners to answer riddles to discover the suffixes –er/-or and -ist.
2. Students will compare the use of the suffixes –er/-or and –ist in Spanish and English.

Language Objective:

1. Students will be able to distinguish words that contain the suffixes –er/-or and -ist from ‘imposters’ that just end with the same letters.

Teacher materials:

1. objectives overhead
2. suffix chart overhead
3. fine point red and black overhead markers
4. white board marker
5. prefix green light and roots yellow light mini-posters from Unit 2; suffix red light mini-poster
6. prefix, suffixes and roots rap (available for download from <http://www.educationalrap.com/song/prefixes-suffixes-roots/>)
7. overhead of rap lyrics – lyrics come with download
8. cd player or computer with speakers

Student materials:

1. Student worksheets of Riddles 1 (for half of the students) and Riddles 2 (for the other half)
2. Student suffix chart worksheet
3. binders, pencils, and highlighters (green, yellow, and red markers)

Day at a Glance:

(10 min) review the prefixes re- and un-, dis-, and in/im/il/ir-

(15 min) Introduce the suffixes –er/-or and -ist through a partner riddle activity – discover that all make words for ‘people who do’ things – so all words with these endings are nouns.

(15-20 min) Complete the suffix worksheet to review the traffic light metaphor for meaningful word parts and to distinguish prefixes from imposters.

(5 min) Discuss objectives and wrap-up

Activities

PLEASE DO NOT POST THE OBJECTIVES UNTIL AFTER THE RIDDLE ACTIVITY

(10 min – review and intro)

In our last 2 units, we've been talking about prefixes. First of all, who remembers where you find a prefix? [at the beginning of a word] **Right, you find a prefix at the beginning of a word. And what does a prefix do? What is its function?** [It changes the meaning of the word.] **Right, a prefix changes the meaning of the word. So the first prefix that we talked about was re-. [Write re- on the white board.] Who remembers how re-changes the meaning of a word? What does re- mean?** ['again' or 'back, against' - make sure both meanings are generated]. **Right, re- can mean two different things – it can mean 'again,' as in *reheat*, or it can mean 'back, against,' as in *retain*.**

After re-, we talked about the negative prefixes, un-, dis-, and the chameleon prefix in/im/il/ir. We call them negative prefixes because they all change the meaning of the word to its opposite, like from *happy* to *unhappy* or from *possible* to *impossible*. Who remembers why we call in/im/il/ir- a chameleon prefix? [It changes depending on its habitat – i.e. the letters that the base word starts with.]

Let's see if we can work together to come up with some words that use one of the negative prefixes. Let's see if we can come up with 10 words (or pick a number that seems realistic for your class) that use one of the negative prefixes in one minute – you call them out and I'll write them down. Since all of the negative prefixes except for un- are prefixes in Spanish, too, you can call out words in either English or Spanish. [Write the words that students call out on the white board. If they call out any imposters, don't write them down. When you have your list, see if you met your challenge target, and then walk through the words one by one to confirm that they all use re- as a prefix.]

Great job, everybody! Now we also talked about imposters, or words that start with the same letters, but those letters aren't a prefix – they're just letters. For example, the word *ink* is an imposter because in + k doesn't make any sense – 'k' isn't a word, it's just a letter. So let's challenge ourselves to see if we can come up with 10 (or a number that seems reasonable) imposters for the negative prefixes in one minute.

Since there are imposters in Spanish, too, you can call out words in either English or Spanish. [Have students call out imposters, and again, write them on the board. At the end of a minute, see if you've met your target, and walk through the words to make sure that they are all imposters.] **Great work, everybody!**

(15 min – riddle activity and objectives) **Today we're going to start by doing some riddles to start to learn about a new word part. You're each going to work with a partner. Each person will get a sheet of paper with five riddles on it, and five blank lines below the riddles. Each partner will have different riddles on his or her paper. You'll take turns telling each other riddles, and writing down your answers to your partner's riddles on your own worksheet. So, for example, if [name of another adult or a student in the class] and I are partners, I'll ask her this riddle from my worksheet – “I am someone who educates children. What am I?” – and she will write down [elicit answer from students – *teacher*] – right, she'll write *teacher* in the blank for number 1 on her own worksheet [point to the first blank line on a worksheet]. Then we'll trade and she'll ask me a riddle, and I'll write the answer on my worksheet.**

Ok, so you'll work with your partner and take turns like that, until you have asked all five of your riddles and answered all five of your partner's riddles. Check each others' answers when you're all done, and make sure that the answers and their spellings are all correct.

Pass out the Riddles worksheets – a different one to each partner – and have students work with their partners as indicated in your directions. When all/most partners are done, review the riddles and their answers with the class. Recruit a pair of volunteers, and ask one partner to read a riddle and the other to tell the answer. Write the answer on the board. Continue to go around the room, soliciting riddles and their answers from various partners. As the students report out the answers, continue to write them on the board, making three unmarked columns as you do: -er words, -or words, and -ist words. Elicit the Spanish words for the answers to the riddles, and write them next to the English words on the board.

Riddles 1 questions and answers

1. I bake bread for a living. What am I? (baker) (panadero)
2. I play the guitar professionally. What am I? (guitarist) (guitarista)
3. I fix people's teeth. What am I? (dentist) (dentista)
4. I perform in plays. What am I? (actor or performer) (actor)
5. I hunt animals. What am I? (hunter) (cazador)

Riddles 2 questions and answers

6. I grow vegetables on a farm. What am I? (farmer) (agricultor)
7. I love to invent new things. What am I? (inventor) (inventor)
8. I love to take tours, and travel to different places. What am I?
(tourist) (turista)
9. I create beautiful paintings. What am I? (artist or painter) (artista o pintor)
10. I draw cartoons. What am I? (cartoonist) (caricaturista)

Once you have all of the words written on the board in the three columns, say: **What do ALL of the words that we have written up here have in common?** [They all are words for people who do something.] **Right, they are all what we might call 'people words' – they all are categories of people who do different things, like baking, acting, inventing, etc. Why do you think I've put the words into three different columns?** [One column has words that end in –er; another column has words that end in –or; the third column has words that end in –ist.]

Good, you've noticed that there are three different endings here – some words end in –er, others end in –or, and still others end in –ist. Does anyone know what we call the last part of a word? [suffix]. Right, it's called a suffix, and today we're focusing on the suffixes –er, -or, and –ist, which all create 'people words,' which are all nouns since nouns are people, places, or things.

!Note: Throughout this conversation, notice how some of the Spanish counterparts are cognates – e.g. inventor, artista, dentista; while others are not – e.g. panadero, cazador, caricaturista. However, even when the whole words are not cognates, the suffixes still are! –ist in English corresponds to –ista in Spanish; –or in English corresponds to –or in Spanish, and –er in English corresponds to either –or or –ero in Spanish. You can use this information to help you figure out new words in English that have the same endings.

Today we're going to continue to talk about suffixes, and these are our content and language objective. [Project today's objectives and read them to the class.]

(15-20 min - -er/-or, -ist worksheet)

Show the overhead of the –er/-or, -ist table and pass out the student worksheet version to students. **We have now learned the three parts that words can be made of. We can think of prefixes as the GREEN light—they mean go! The prefix gets us started because it comes at the beginning.** [Show the green traffic light prefix mini-poster and have students color in the prefix traffic light green on their worksheets. Model this for them on the overhead.] **YELLOW MEANS SLOW DOWN! You're at the root, the main part of the word which gives you the most information about the meaning of the word.** [Show the yellow traffic light roots mini-poster and have students color in the roots traffic light yellow on their worksheets. Model this for them on the overhead.] **RED MEANS STOP! You are at the end of the word with the suffix. Think about the part of speech.** [Show the red traffic light suffix mini-poster and have students color in the suffix traffic light red on their worksheets. Model this for them on the overhead.]

Now have students notice that the chart has some of the words that were answers to their riddles listed in the 'whole word' column. Tell them that their job is to work with their partner to divide these words by separating them into their prefixes (if they have them – many don't), their roots, and their suffixes, and then writing the meaning of the whole word in the last columns. For the words in the 'whole word' column, they should also

underline prefixes (if there is one) in green, roots or base words in yellow, and suffixes in red. Do the first one together.

Whole Word	Prefix	Root	Suffix	Whole word means
performer	per (means 'through')	form	er	someone who performs (<u>forms</u> something <u>through</u> his actions or singing or dancing, etc.)
baker	--	bake (final 'e' of bake gets dropped)	er	someone who bakes
actor	--	act	or	someone who acts
inventor	In (means 'into')	Vent (means 'come')	or	someone who invents (<u>makes</u> something <u>come</u> <u>into</u> being)
artist	--	art	ist	someone who makes art
guitarist	--	guitar	ist	someone who plays the guitar

When the students have finished, review the results to make sure that students have all divided the words accurately. Say: **Notice that the roots or prefix/root combinations for –er and –or words are all verbs (perform, bake, act, and invent), while the base words for the –ist words are both nouns (art and guitar). So this shows us that –er and –or are suffixes that change the part of speech of a word from a verb (action word) to a noun (person, place or thing), while –ist is a suffix that just changes one kind of noun (thing) to another kind of noun (person). There are no real rules that tell us when to use one or the other. They just need to be learned. Many words that have these suffixes are common words that you already know. Now you also know exactly what the endings mean!**

Have students place their worksheets behind the 'suffixes' tab of the Detours side of their binders. Collect binders.

(5 min – wrap-up). Review the objectives and ask students to give you a thumbs up or thumbs down for each one to see whether or not you've met them. Post the lyrics to the rap song on the overhead and play the rap song for the students. If there is time, pull out the prefixes, roots, and suffixes from the song and write them in three columns on the white board.

!Note: If there is a lot of time left over today, you can always play a review game with the words from previous units – you can use your teacher set of word cards if the students have already put away their binders, or you can play a game that doesn't require word cards, such as 'give me a clue.'