

## **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.

#### **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 suffixes from imposters.

**(5 min) Discuss objectives and wrap-up**

## Activities

### PLEASE DO NOT POST THE OBJECTIVES UNTIL AFTER THE RIDDLE ACTIVITY

\*\*\*\*\* 10 MINUTES – REVIEW AND INTRODUCTION \*\*\*\*\*

(prefixes – re-)

- **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*.**

(negative prefixes)

- **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.** [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 a negative 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.** [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 MINUTES – RIDDLE ACTIVITY AND OBJECTIVES\*\*\*\*\*

(riddle activity)

- **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.** [Hold up a riddle worksheet to show class.]
- **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 the 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.

#### Riddles 1 questions and answers

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

Riddles 2 questions and answers

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

- 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.**

(introduce objectives)

- **Today we’re going to start to talk about suffixes, and these are our content and language objectives.** [Project today’s objectives and read them to the class.]

\*\*\*\*\*15-20 MINUTES – ER/OR, IST WORKSHEET\*\*\*\*\*

(traffic light metaphor review)

- 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 of a word.** [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.]

(complete worksheet)

- 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.
- The completed chart is below.

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

- 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.** [Have students turn their worksheets over, and likewise, you post page the second page of the teacher overhead. Read the suffix box or ask a student to do this. The

information summarizes what you just discovered by doing the worksheet together.]

- **Many words that have these suffixes are common words that you already know. Now you also know exactly what the endings mean!**

(imposters)

- **When we learned about the prefix re- and the negative prefixes of un-, dis-, and the chameleon prefix in/im/il/ir-, we talked about imposters, or times when we see these strings of letters at the beginning of words, but they're NOT prefixes.**
- **The same thing can happen with suffixes. There are some words that end in er, or, or ist that just have these as letter strings, not suffixes.**
- **We use the same rule of thumb that we used for prefixes to figure out if it's a meaningful word part or not – Can you find a root or base word if you take off the letters at the end of the word?**
- **Let's consider one imposter – the word *for* - this word ends in or, but what happens if we take off those letters? We just end up with the letter 'f' – not a root or base word at all, so we know that in this word, 'or' is just a letter string, not a suffix.**
- **Let's write *for* in our 'imposters' box.** [Write it in your 'imposters' box and have students do the same on their worksheets.]
- **Let's see how many imposters we can brainstorm together for er/or/ist.** [Elicit words from students and write correct imposters in the box while students do the same on their worksheets. Possible responses include but are not limited to the following: *her, per, nor, list, gist, mist, wrist.*]

(clean-up)

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



\*\*\*\*\* 5 MINUTES – 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.'