



# 3<sup>rd</sup> Grade Packet

Prefixes, Root Words, and Suffixes

Name: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Welcome to the *Reading Horizons Discovery*® Weekly Student Packet! In this packet, you'll find activities that students can do independently along with some activities that require the help of a fluent reader.

## **Guided Practice Activities**

These activities need to be completed with the help of a fluent reader.

### **Homework Pages**

Each Homework Page includes a concise overview of what was covered in that week of instruction. This information can serve as a review for the student and as a synopsis for anyone assisting in the home. This skill review was not designed to be reading practice for the student. Each square in the Tic-Tac-Toe design of the page includes instructions for the student. A fluent reader should be available to assist in reading these instructions if necessary.

### **Building Words Activities**

The student should cut out the accompanying letter cards. A fluent reader should read the Building Words Activity script aloud to the student while the student uses the cards to spell the words. The letter cards include both upper- and lowercase letters. Encourage the student to practice proper capitalization by only using the uppercase letters when necessary.

## **Independent Practice Activities**

These activities are designed to allow the student to complete them independently. In some cases, small portions of the activities below (like instructions) may require minimal involvement by a fluent reader.

### **Cloze Passages**

The student should use the words on the second page of the activity to fill in the blanks on the first page. The passages are designed to include only words that students have learned the necessary skills to read independently.

### **Building Words Transfer Cards**

The Building Words Transfer Card uses words from the Building Words Activity in sentences designed to help students practice reading skills.

### **Practice Pages**

Instructions at the top may need to be read to the student.

### **Sort and Spell Activities**

Sort and Spell activities include three parts: the Word Sort, Fill-in-the-Blank Sentences, and Word Sort Questions. The Word Sort Questions are designed to challenge the student to think critically, so many of these questions will need to be read to the student. The other parts are designed for independent practice.

In the Word Sort, the words can be cut out and moved into the appropriate columns on the sort page. The student could also use the words in the bank as a reference and write the words into the correct columns. The student should use the words from the sort to complete the Fill-in-the-Blank sentences.

Happy Reading and Spelling!

The Reading Horizons Team

For more information, contact your teacher at \_\_\_\_\_.

## Weekly Spelling Homework

Name \_\_\_\_\_ Date \_\_\_\_\_

### (Form A) Spelling Lesson Week 22: Root Words, Prefixes, and Suffixes

**Spelling Skill:** In addition to syllables, words can also be separated into meaningful word parts called *morphemes*. Prefixes, suffixes, and roots are morphemes. Identifying morphemes in a word is useful for spelling a word syllable by syllable as well as understanding the meaning of unfamiliar words. The root of a word is the main part of a word and represents the general meaning of the word. A prefix is a group of letters placed at the beginning of a word to make a new word. A suffix is one or more letters added to the end of a word that changes the meaning of a word or the part of speech the word belongs to.

Example Word	<u>Word Bank</u>			Most Common Words
	Skill Words			
<div style="display: flex; justify-content: center; gap: 10px;"> <div style="text-align: center;"> <u>tail</u>  <small>xx</small> </div> <div style="text-align: center;"> <u>detail</u> </div> </div>	+tail	rejected	+cycle	never
	predicted	+pain	defrosting	earth
	+thank	+help	+port	eye
<u>predicted</u>	+read	remaining	+kind	thought
	+treat	+act	+polite	world

The plus sign (+) appears in front of words that can have a prefix or suffix added. When practicing spelling these words, first prove the root word then rewrite the word, and add and underline the prefix or suffix.

### Spelling Tic Tac Toe

Using words from the word bank above, complete at least 3 squares in a row. Show your work on the back of this page in the corresponding squares (e.g., if you choose to complete the activity in square 1, write your response in the grid on the back of this page in the square with the number 1). Return this page to your teacher.

1. Spell and prove two skill words from the word bank.	2. Write a sentence using at least two skill words from the word bank.	3. Spell and prove two skill words from the word bank.
4. Spell and prove two root words (+) from the word bank. Then rewrite the words adding the suffix <i>-ful</i> to make new words.	5. Spell and prove three skill words from the word bank.	6. Rewrite two words from the word bank that already have a prefix and suffix, and then underline the prefix and suffix.
7. Spell and prove two skill words from the word bank.	8. Spell and prove two root words (+) from the word bank. Then rewrite the words adding the prefix <i>re-</i> to make new words.	9. Spell and prove two skill words from the word bank.

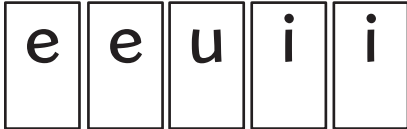
1.	2.	3.
4.	5.	6.
7.	8.	9.

# Review Activities Lesson Week 22

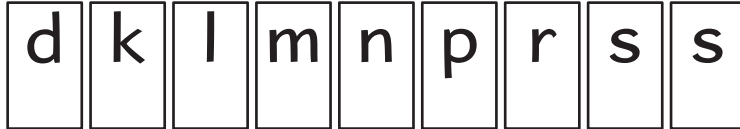
## Building Words Review Activity for Spelling Lesson Week 22 Part 1 of 2, Prefixes, Root Words, and Suffixes

42 Sounds Cards (one of the following for each student):

Vowels



Consonants



### Skill Review

For skill information, see Grade 3 Instructor Cards for Spelling Lesson Week 22.

### Building Words

Let's practice adding prefixes to words, using the Sounds Cards.

1. Spell the word **send**. Now spell the prefix **re**. Put the prefix before the root word, and then slide them together to spell **resend**. Can you please *resend* the email?
2. Spell the word **led**. Now spell the prefix **mis**. Put the prefix before the root word, and then slide them together to spell **misled**. Because of the outdated map, we were *misled*.
3. Spell the word **press**. Now spell the prefix **im**. Put the prefix before the root word, and then slide them together to spell **impress**. Your singing is sure to *impress* the judges.
4. Spell the word **ripe**. Now spell the prefix **un**. Put the prefix before the root word, and then slide them together to spell **unripe**. Don't eat the *unripe* bananas.
5. Spell the word **like**. Now spell the prefix **dis**. Put the prefix before the root word, and then slide them together to spell **dislike**. Does she *dislike* chocolate cake?

### Beat the Clock

Ask students to use the Sounds Cards from this lesson to form as many words as they can in a specific amount of time (1-5 minutes depending on the needs of your students).

### Bonus Activity

Have students choose one root word from the lesson. Then ask them to write two different sentences using variations of the root word. Students could use the root word in the first sentence, and the root word with a prefix in the second sentence.

### Transfer

Have students read the words and the sentence from Building Words Transfer Card Lesson Week 22 Part 1. Check for accuracy and automaticity.

# Review Activities Lesson Week 22

## Building Words

Review Activity for Spelling Lesson Week 22  
Part 1 of 2, Prefixes, Root Words, and Suffixes

<b>E</b>	<b>E</b>	<b>U</b>	<b>I</b>	<b>I</b>	<b>D</b>	<b>K</b>	<b>L</b>
<b>M</b>	<b>N</b>	<b>P</b>	<b>R</b>	<b>S</b>	<b>S</b>		

l k d i i u e e

s s r d u n m

# Review Activities Lesson Week 22

Building Words  
Review Activity for Spelling Lesson Week 22  
Part 1 of 2, Prefixes, Root Words, and Suffixes  
Alternates

<b>Re</b>	<b>Mis</b>	<b>Im</b>	<b>Un</b>	<b>Dis</b>	



**dis un im mis re**

**Reading Horizons Discovery® Spelling Lesson Week 22**  
**Cloze Passage**

Name \_\_\_\_\_ Date \_\_\_\_\_

My mom always tells me to use my manners and not to be \_\_\_\_\_.

I think it is even more important not to be \_\_\_\_\_ about people's

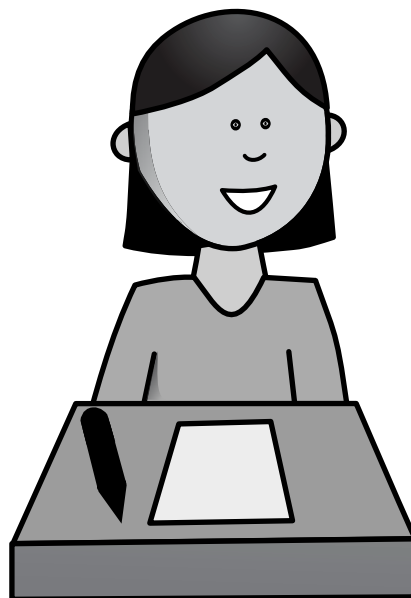
feelings. I don't want to \_\_\_\_\_ or constantly \_\_\_\_\_ others.

I would \_\_\_\_\_ it if someone treated me that way.

Instead, I want to be the \_\_\_\_\_ kid in my class.

I will be \_\_\_\_\_ to my teacher by \_\_\_\_\_ lending a hand

when she needs someone to pass out or collect worksheets.



**Reading Horizons Discovery® Spelling Lesson Week 22**  
**Cloze Passage**  
**Root Words, Prefixes, and Suffixes**

careless

disagree

dislike

gladly

helpful

impolite

joyful

kindest

mistreat

# Spelling Lesson Week 22

## Building Words Transfer Card 1 of 2

Words:

resend    misled    impress    unripe    dislike

Sentence:

I dislike eating unripe fruit.

Name \_\_\_\_\_  
-----  
\_\_\_\_\_

A **root/base** word is a word without any affixes. An **affix** is either a prefix or suffix that is added to the root word to change the meaning of the word.

## Lesson 79: Root Words, Prefixes, and Suffixes

A **prefix** is one or more letters added to the beginning of a word that change the meaning of the word: **untie**, **refill**, **dislike**, **nonstop**. Here is a list of common prefixes:

<i>un-</i> (opposite; not)	<i>re-</i> (again)	<i>dis-</i> (not)
<i>mis-</i> (bad; incorrect)	<i>over-</i> (too much)	<i>non-</i> (not)
<i>de-</i> (reverse)	<i>anti-</i> (against)	<i>im-</i> (not)
<i>pre-</i> (before)	<i>semi-</i> (half)	<i>sub-</i> (below)

Read each word. Then underline the prefix in each word. The first word is done for you.

<u>non</u> fat	overcast	dislike
misbehave	predict	repay
impolite	derail	unimportant

Add the correct prefix to each word below. Use the clue in the parentheses to help you describe which prefix to pick. Then read each word.

\_\_\_\_\_happy (not happy)      \_\_\_\_\_try (try again)  
\_\_\_\_\_agree (do not agree)      \_\_\_\_\_circle (half circle)

Name \_\_\_\_\_  
-----  
\_\_\_\_\_

A **root/base** word is a word without any affixes. An **affix** is either a prefix or suffix that is added to the root word to change the meaning of the word.

## Lesson 79: Prefixes, Root Words, and Suffixes

A **suffix** is one or more letters added to the ending of a word that change the meaning of the word: **planting**, **runner**, **joyful**, **fearless**. Here is a list of common suffixes:

-able (can be done)	-ed (happened in the past)	-en (made of)
-er (one who)	-ly (characteristic of)	-less (without)
-ness (condition of)	-ing (happening now)	-ful (full of)
-s, -es (more than one)		

Read each word. Then underline the suffix in each word. The first word is done for you.

hopping

quickly

liked

restful

careless

taxes

kindness

soften

teacher

Read each of the following sentences. The circle the words with suffixes.

Carmon quickly picked up the paper.

She was careless with her new dress!

Did you see Hugo running to the track?

Word Bank

eject	format	conform
subject	uniform	import
support	objected	report
object	projected	transported
form	reporter	port
rejected	transport	perform
reform	transformed	projects

Page intentionally left blank.



*Reading Horizons Discovery*® Spelling Lesson Week 22

Sort and Spell 1

Root Words, Prefixes, and Suffixes

<b>Sort by Root</b>		
<b>-ject</b>	<b>-port</b>	<b>-form</b>

Name \_\_\_\_\_ Date \_\_\_\_\_

Using the words in the Word Sort, fill in the blanks to complete the sentences below.

1. The player with the number 10 on her \_\_\_\_\_ spoke with the TV \_\_\_\_\_.

2. We can use a ball or another small \_\_\_\_\_ in our game of catch.

3. The boxes that we \_\_\_\_\_ by train last week were \_\_\_\_\_ by the main office and sent back.

4. At first she \_\_\_\_\_ but later she agreed to \_\_\_\_\_ on stage.

5. Math is my best \_\_\_\_\_ since I like to do team \_\_\_\_\_.

6. All of the products that we \_\_\_\_\_ into this place must \_\_\_\_\_ to high standards.

7. We will \_\_\_\_\_ players from the game if they do not \_\_\_\_\_ their teammates.

8. Farmers use trucks to \_\_\_\_\_ their garden produce to the nearest \_\_\_\_\_ where it will be loaded on boats.

9. Do we submit our book \_\_\_\_\_ in a paper \_\_\_\_\_ or by computer?

10. The coach \_\_\_\_\_ the old \_\_\_\_\_ before the players filled it out.

Name \_\_\_\_\_ Date \_\_\_\_\_

Using the words in the Word Sort, answer the questions below.

1. Which root in the sort is a bound morpheme?  
\_\_\_\_\_

2. Which root word means *shape*? \_\_\_\_\_

3. Which root word means *carry*? \_\_\_\_\_

4. Which two words in the *-port* column have both a prefix and a suffix? \_\_\_\_\_, \_\_\_\_\_

5. How many words have only one syllable? \_\_\_\_\_

