Decode words with common prefixes and suffixes.

Lesson 30: Prefixes and Suffixes

Word Pattern

Explain to your students that they will learn about prefixes like re- in retell, and un- in unplug. Remind your students that the prefix re- means “to do again” and the prefix un- makes the word its opposite. Have them help you list other words that contain the same prefixes. The following pattern words are found in Little Barry Busy:

reread, retell, retie, undressed, unfold, unlocked, unpack, unplug, untie, unwind

Spelling

Use the pattern words, power words, and dictation sentence in your spelling activities.

Invent a Word: Prefixes and Suffixes

Have students invent new words by choosing a real or nonsense word as the root (such as gloopy or sloggy). Have them tell you what the word means. Then add prefixes and suffixes to the root word (such as ungloopy or gloopish) and see if students can tell you what the new word means.

Build a Word: Prefixes and Suffixes

List several prefixes and suffixes on the board or a chart. Have students choose a root word and see how many words they can write by combining the root word with a prefix, a suffix, or both. You can also do this activity with word strips. Have several students hold the words, prefixes, and suffixes and see how many words they can make by combining with each other.

**SPELLING WORD LIST**

<table>
<thead>
<tr>
<th>Pattern:</th>
<th>explore</th>
<th>retell</th>
<th>unplug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power:</td>
<td>could</td>
<td>always</td>
<td></td>
</tr>
</tbody>
</table>

You should always unplug the toaster.
Past Tense Verbs Worksheets
### Action in the Past

Past tense verbs tell about something that has already happened. When a short vowel word ends in a consonant, double the consonant before adding ed.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bat</td>
<td><strong>batted</strong></td>
<td>bated</td>
</tr>
<tr>
<td>2. tag</td>
<td>taged</td>
<td>tagged</td>
</tr>
<tr>
<td>3. skip</td>
<td>skiped</td>
<td>skipped</td>
</tr>
<tr>
<td>4. hug</td>
<td>hugged</td>
<td>haged</td>
</tr>
<tr>
<td>5. stop</td>
<td>stoped</td>
<td>stopped</td>
</tr>
<tr>
<td>6. tap</td>
<td>tapped</td>
<td>taped</td>
</tr>
<tr>
<td>7. wag</td>
<td>waged</td>
<td>wagged</td>
</tr>
<tr>
<td>8. unplug</td>
<td>unplugged</td>
<td>unplugged</td>
</tr>
<tr>
<td>9. pat</td>
<td>patted</td>
<td>pated</td>
</tr>
<tr>
<td>10. wrap</td>
<td>wrapped</td>
<td>wrapped</td>
</tr>
<tr>
<td>11. drum</td>
<td>drumed</td>
<td>drummed</td>
</tr>
<tr>
<td>12. grab</td>
<td>grabbed</td>
<td>grabbed</td>
</tr>
</tbody>
</table>
Action in the Past

Past tense verbs tell about something that has already happened.
If the verb ends with e, drop the e before you add ed.

To make the verbs show what happened in the past, add ed and write it on the line.

1. live  ____________ lived
2. bake  ______________________
3. trade  ______________________
4. skate  ______________________
5. rake  ______________________
6. like  ______________________
7. score  ______________________
8. chase  ______________________
9. wave  ______________________
10. smile  ______________________

Find the past tense verbs from above. They will be down, and across.
Action in the Past

Past tense verbs tell about something that has already happened. If the verb ends in e, s, or es, drop the letters before adding ed.

Change the underlined verbs to tell the story in the past. Remember to add ed and write it on the line.

1. Jess and Jenny play soccer in the park. __played__
2. Jenny kicks the ball to Jess. ________________
3. They move it down the field. ________________
4. Jenny kicks the ball high. ________________
5. Sid defends the goal. ________________
6. Tomo looks at Jenny. ________________
7. Jenny chases the ball. ________________
8. Jenny kicks. ________________
9. Everyone watches! ________________
10. The ball sails past Sid into the net! ________________
11. Jenny scores! ________________
Action in the Past

Past tense verbs tell about something that has already happened. A verb that ends in *ed* tells about the past.

Circle the verb that shows action in the first sentence. To make the verb show what happened in the past, add *ed* and write it on the line.

1. Turn off the lights.
   I ___________________ them off last night.

2. Can you skate to my house?
   We ___________________ there yesterday.

3. Brush your teeth after eating.
   Juan ___________________ his teeth after breakfast.

4. Plant tomatoes in the garden.
   Jody ___________________ carrots yesterday.

5. Sail the boat on the pond.
   Elsa and Fred ___________________ the boat last week.

6. The boys play baseball.
   They ___________________ tag yesterday.

7. Mom bakes cookies.
   Dad ___________________ cookies on Monday.
Hook Up the Prefixes

A prefix is a group of letters added to the beginning of a word to change its meaning.

Add the prefix to the word to make a new word. Write the word on the line.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Word</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>re</td>
<td>read</td>
<td>reread</td>
</tr>
<tr>
<td>un</td>
<td>happy</td>
<td></td>
</tr>
<tr>
<td>re</td>
<td>wind</td>
<td></td>
</tr>
<tr>
<td>re</td>
<td>play</td>
<td></td>
</tr>
<tr>
<td>re</td>
<td>view</td>
<td></td>
</tr>
<tr>
<td>un</td>
<td>zip</td>
<td></td>
</tr>
<tr>
<td>re</td>
<td>name</td>
<td></td>
</tr>
<tr>
<td>un</td>
<td>fair</td>
<td></td>
</tr>
<tr>
<td>un</td>
<td>do</td>
<td></td>
</tr>
<tr>
<td>un</td>
<td>friendly</td>
<td></td>
</tr>
<tr>
<td>re</td>
<td>tie</td>
<td></td>
</tr>
</tbody>
</table>
Prefixes

A prefix is a group of letters added to the beginning of a word to change its meaning.

Write the prefix re- or un- in the blank before each word. Remember that the prefix re- means “to do again” and the prefix un- makes the word its opposite.

1. Toby could not ___________button his sweater.
   (opposite of button)

2. Mom helped me ___________write the long letter.
   (write again)

3. Don’t be ___________kind to your sister.
   (opposite of kind)

4. I ___________packed the robot from my backpack.
   (opposite of packed)

5. We asked Grandpa to ___________tell the funny story.
   (tell again)

6. Did you ___________tie this knot?
   (tie again)
Pick That Prefix

A prefix is a group of letters added to the beginning of a word to change its meaning.

Write the prefix re-, or un- in the blank before each word. Remember that the prefix re- means “to do again” and the prefix un- makes the word its opposite.

My little brother loves to do things over and over. I call him "Re_run" for fun. On his birthday, we gave him a present. He tied the bow, then he wanted me to tie it.

After he wrapped the box, he wanted Mom to wrap it. Mom took off the lid to the box. Inside was a book. I read it to him once. He wanted me to read it.

I set down the book and zipped my pocket. Inside was my present for "run." It was a tape recorder. Now he could wind and play all of the time!
Prefix Puzzle

A prefix is a group of letters added to the beginning of a word to change its meaning.

Use the clues to help you fill in the puzzle below. The words are in the word box.

WORD BOX

<table>
<thead>
<tr>
<th>redo</th>
<th>untie</th>
<th>retell</th>
<th>retie</th>
</tr>
</thead>
<tbody>
<tr>
<td>unlock</td>
<td>reread</td>
<td></td>
<td>undress</td>
</tr>
</tbody>
</table>

Across ⇒
1. opposite of dress
2. read again
3. opposite of lock

Down ⇩
1. opposite of tie
4. tie again
5. do over again
6. tell again
Suffixes Worksheets
Put It at the End

A suffix is a group of letters that is added to the end of a word to change its meaning.

Add the suffixes to the root word. Write the new word.

help + less = _______________

use + ful = _______________

hair + less = _______________

own + er = _______________

care + ful = _______________

paint + er = _______________

cheer + ful = _______________

ing + er = _______________

1. A baby bird is weak and ________________.

2. The ________________ has a lovely voice.

3. Did you know that some cats are ________________?

4. A clown acts happy and ________________.

5. Knowing how to use a computer is ________________.

6. We hired a ________________ to paint the house.

7. She was ________________ not to break the dish.

8. I am the ________________ of a new bike!
Put It at the End

A suffix is a group of letters that is added to the end of a word to change its meaning.

Fill in the blank with the correct suffix that will complete the word in each sentence.

1. My dog, Hero, is brave and fear __________.
2. The rainbow was bright and color __________.
3. To be a good piano play __________, you must practice every day.
4. I try hard to be help __________ at home.
5. An elephant is big and power __________.
6. Rick is the best spell __________ in the class.
7. The puppy was home __________.
8. George Washington was a great lead __________.
9. Most babies are born tooth __________.
10. His painting was dull and color __________.
A suffix is a group of letters that is added to the end of a word to change its meaning.

Circle the word in each sentence that has a suffix. Write the root word on the line.

1. The queen’s crown is **priceless**.
   ___________ **price**

2. The haircut was painless.
   ___________

3. A kangaroo is a great jumper.
   ___________

4. It is peaceful on the farm.
   ___________

5. Todd had an armful of toys.
   ___________

6. The farmer grew corn.
   ___________

7. She had a toothless smile.
   ___________

8. Kelly is the line leader.
   ___________

9. My mother is cheerful.
   ___________

10. Mrs. Bond is my teacher.
    ___________
Put It at the End

A suffix is a group of letters that is added to the end of a word to change its meaning.

Read the story and circle all the words with the suffixes in the box. You should find 10 more words with these suffixes.

ful  less  er

Natalie found a playful puppy. She thought the puppy might be homeless. She wanted to keep the puppy.

“You need to look for his owner,” said Mom. “If you don’t find one, then you may keep him. But be careful not to get too hopeful.”

At school, Natalie asked her teacher if she had lost a puppy. She said, “No.” Natalie was glad. Next she asked the storekeeper if he had lost a puppy. He also said, “No.” Natalie was getting more and more hopeful.

The family looked for the puppy’s owner for many days. At last Mom said Natalie could keep the playful puppy. Natalie was so happy she was speechless.