

The Most Frequent Affixes in Printed School English

Rank	Prefix Prefix	Percent of All Prefixed Words	Suffix	Percent of All Suffixed Words
1	un-	26%	-s, -es	31%
2	re-	14%	-ed	20%
3	in-, im-, il-ir- (not)	11%	-ing	14%
4	dis-	7%	-ly	7%
5	en-, em-	4%	-er,-or (agent)	4%
6	non-	4%	-ion, -tion, -ation, -ition	4%
7	in-, im- (in)	3%	-able, -ible	2%
8	over-	3%	-al, -ial	1%
9	mis-	3%	-y	1%
10	sub-	3%	-ness	1%
11	pre-	3%	ity, -ty	1%
12	inter-	3%	-ment	1%
13	fore-	3%	-ic	1%
14	de-	2%	-ous,-eous, ious	1%
15	trans-	2%	-en	1%
16	super-	1%	-er (comparative)	1%
17	semi-	1%	-ive,-ative, -tive	1%
18	anti-	1%	-ful	1%
19	mid-	1%	-less	1%
20	under- (too little)	1%	-est	1%
	All others	3%		7%

*Promoting
Vocabulary
Development*

Extending Learning in Small-Group Settings

Word Wizard

Grouping: Pairs or small groups

Materials: Narrative or expository text; journals

Directions:

- You are a Word Wizard.
- Your job is to find words in the story that are interesting, new, different, unusual, funny, difficult, or important.
- Write each word in your journal. Include the story's title and the number of the page where you found the word. Explain in one or two sentences why you chose the word.
- When you finish, discuss with your partner or others in your group:
 - Does anyone know the word's meaning?
 - How is the word used in the story?
 - Can you use the word in a sentence to show its meaning?

Adapted from Blachowicz, C., & Ogle, D. (2001). *Reading comprehension: Strategies for independent learners*. New York: Guilford Press.

Extending Learning in Small-Group Settings

Add-a-Part

Grouping: Individual or pairs

Materials: Word cards; pocket charts; journals

Teacher Preparation: Write previously studied prefixes, suffixes, and base (or root) words on individual cards. Separate prefixes, suffixes, and base words by placing them in resealable plastic bags.

Directions: Use the pocket chart. Create new words by adding prefixes and suffixes to one of the base (or root) words. Write the words in your journal. Make as many words as you can.

Base/Root Word: _____

Adapted from Marriott, D. (1997). *What are the other kids doing...while you teach small groups?* Cypress, CA: Creative Teaching Press.

Oral Language Checklist

Student Name: _____

	Date	Notes	Date	Notes
Does the child use complete sentences?				
Does the child use new words and sentence patterns when talking?				
Does the child express clear relationships between events in personal narratives and story retells?				
Does the child respond to questions and requests for information?				
Does the child adapt to the listeners' needs?				
Does the child use extended language in a variety of settings?				

