

Derivational Affix Concentration

(Modified from and courtesy of the Florida Center for Reading Research)

Content Objective: Students will identify pairs of cards with definition and affix.

Language Objective: Student will explain in English why the affix and the definition match or do not match.

Materials: Sets of affix cards, mentor text containing words with target affixes

Groupings: Pairs and Quartets

Activity: Students match affixes to their meanings by playing the game know as Concentration.

1. Place the affix and meaning cards face down in rows on a flat surface.
2. Taking turns, students select two cards and read them.
3. Determine if cards match by showing an affix and its meaning (e.g., pre, before). If there is a match, pick up cards and place to the side. If cards do not match, return them to their original positions.
4. Continue until all matches are formed. Both students must agree that sets match as they will need to debrief with a new partner.
5. When all prefixes are paired, students will search mentor text for evidence of the target affixes.
6. When both pairs have completed the matching phase, they switch with their partners and debrief the matches.
7. Pairs will combine into quartets and debrief all sets and found words in mentor texts.
8. Extension: Sort by prefixes and affixes
9. Extension: Add a word or affix to the mentor text.
10. Extension: Add or change our affixes based on mentor text.

un	not, opposite
re	again
pre	before
mis	wrongly
dis	not, opposite of
less	without

ly	like
able	is, can be
ness	state or quality of
er	one who
est	most (compare)
ful	full of