

Lexia® Core5® Reading Morphology Practice Pack

This practice pack supports instruction, practice and application of morphology for grades 1–2. Morphemes included in this resource are base words, inflectional endings, prefixes, and suffixes.

Morphology refers to the study of morphemes, which are meaningful units of words. Students who are able to break words into meaningful parts are better able to decode and understand new words.

This resource was designed for small groups but can be adapted for whole class and individual instruction. It is organized into two sections. The first section includes Direct Instruction and Guided Practice. These can be revisited as often as needed and are paired with Anchor Charts to support learning. The second section includes Independent Practice, where students apply their learning in text.

Teacher Tips:

- Preview texts to familiarize yourself with the examples of words with inflectional endings, prefixes, and suffixes. You may also want to pre-introduce necessary vocabulary. When previewing vocabulary, engage in think-alouds focused on asking and answering questions about unfamiliar words in text. Invite students to describe the words and act them out. Example script for **puzzled**: *This word is new to me. I wonder what **puzzled** means. Do you see any clues in the paragraph that help us understand what **puzzled** means? ("Strange things were happening," "Who?" "Why?") Can you act out the word **puzzled**? Great! Now, turn to a friend and tell them another word for **puzzled**. (**confused, wondering**)*
- Support for Multilingual Learners is included with each direct instruction section.
- Adapt these lessons to use different selections of texts featuring words with inflectional endings, prefixes, and suffixes.

Direct Instruction and Independent Application activities include Anchor Charts and texts. Preview the lesson to decide how you want to display and distribute these materials to students.

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Base Words and Inflectional Endings

Direct Instruction and Guided Practice

 Today, we are going to learn about word parts.

Display the Inflectional Endings Anchor Chart. Use this to guide students through identifying base words and each inflectional ending, explaining how each ending adds to the meaning of the base word. Encourage students to think of and discuss other base words that can have inflectional endings added to them. Some commonly occurring base words include **close, do, give, happy, help, jump, kind, like, open, pack, play, ride, talk, teach, and walk.**

Engage in a teacher-guided read of the story **Hide and Seek**. Set a purpose for reading by telling students to look and listen for base words with inflectional endings. Model locating two or three words with inflectional endings in the story.

 I see some words that have smaller words inside them. The word **liked** has a base word and an inflectional ending. The base word is **like**. The ending is **-ed**. (Circle **lik** and underline **-ed**.) When words end in the letter **e**, you drop the **e** before you add **-ed** to the end. The **-ed** ending tells me that this story happened in the past.

The word **games** also has a base word and ending. The base word is **game**. (Circle **game**.) The ending is **-s**. (Underline **-s**.) The ending **-s** means "more than one." Ann and Abe like to play more than one kind of game.

Multilingual Learner Support Tip: Display and review sentence frames to support student contributions during discussions. For example: **The base word is ____.** **The ending is ____.** **The ending ____ means ____.**

Reinforce

- Have students look and listen for one inflectional ending at a time, such as **-ing**.

Extend

- See the Independent Application activity in Section 2 titled *Independent Application: Base Words and Inflectional Endings*. Read the directions with students.

Inflectional Endings Anchor Chart

A **base word**, sometimes called a root, is a word that cannot be broken down into smaller parts. Other word parts can be added to a base word to make longer words.

An **inflectional ending** is a group of letters added to the end of a base word that adds additional information to the meaning.

Tell How Many

Base Word	Ending	Word	Meaning
cat	-s	cats	more than one (plural)
fox	-es	foxes	
Examples: <i>Two cats are taking a nap.</i> <i>Five foxes are playing.</i>			

Tell When

Base Word	Ending	Word	Meaning
talk	-ed	talked	happened in the past (past tense)
talk	-ing	talking	happening now (present tense)
Examples: <i>Joe talked to his friend yesterday.</i> <i>Amar is talking to his sister now.</i>			

Compare

Base Word	Ending	Word	Meaning
close	-er	closer	more
close	-est	closest	most
Examples: <i>Jane is closer to the finish line than Noah.</i> <i>Mateo is closest to the finish line. He will win the race!</i>			

Hide and Seek

Ann and Abe liked playing games. Today, they were playing hide and seek. It was Ann's turn to hide. Abe checked under the beds. He opened the closet and looked behind the doors. When he walked into the living room, he saw Ann's shoes peeking out from under the curtains. "Ha-ha," he said to himself. "Now I'm getting closer. Maybe Mom will see me giving my sister a funny scare."

Abe looked at Mom and put a finger to his lips so she would not talk. He tiptoed to the window. He poked one shoe and yelled, "Boo!" But Ann was not there. All at once, Abe felt a tap on his back. It gave him such a scare that he jumped in the air.

Ann was standing there with a grin. She had set her sneakers down, but she had been hiding behind a chair.

"That was a funny trick," said Abe. "Now it's my turn to hide."

Base Words and Prefixes

Direct Instruction and Guided Practice

 Today, we are going to learn about word parts called affixes. An affix is a letter or group of letters added to the beginning or end of a word to change its meaning. Today, we will learn about letters added to the beginning of words. These word parts are called prefixes.

Display the **Prefixes Anchor Chart**. Use this to guide students through identifying prefixes, explaining how to determine the meaning of a word by combining the definitions of the base word and the prefix. Encourage students to think of and discuss other base words that can have prefixes added to them. Some commonly occurring base words include **answer, break, button, connect, equal, fair, follow, hand, know, learn, obey, point, see, thought, and try**.

Engage in a teacher-guided read of the story **Mystery at the Dog Shelter**. Set a purpose for reading by telling students to look and listen for words with prefixes. Use the word **unsure** at the end of the first paragraph to model locating words with prefixes in the story and using the base word and prefix to determine the word's meaning.

 I see a word with a prefix: **unsure**. The base word is **sure**. The prefix is **un-**. We learned that the prefix **un-** means "not" or "opposite." **Sure** means "certain about something." I think **unsure** means "not sure" or "the opposite of being sure." The workers were not certain who was letting the dogs out or why.

Multilingual Learner Support Tip: Provide the meaning of both the base word and prefix when discussing word meaning. Act out or provide visuals of both the base word's meaning and the meaning of the prefix + base word. For example, act out confident and puzzled facial expressions to show the meanings of *sure* and *unsure*.

Reinforce

- Have students give the meaning of the base word and refer to the *Anchor Chart* for the meaning of the prefix. Encourage them to put those meanings together to determine the meaning of the word.

Extend

- See the Independent Application activity in Section 2 titled *Independent Application: Base Words and Prefixes*. Read the directions with students.

Prefixes Anchor Chart

A **base word**, sometimes called a root, is a word that cannot be broken down into smaller parts. Other word parts can be added to a base word to make longer words.

An **affix** is a letter or group of letters added to the beginning or end of a base word to change its meaning.

A **prefix** is an affix added to the beginning of a base word.

Prefix	Base Words	New Words and Meanings
<i>re-</i> (again)	<i>button</i> <i>connect</i> <i>do</i> <i>learn</i> <i>pack</i> <i>teach</i> <i>try</i>	<i>rebutton</i> (button again) <i>reconnect</i> (connect again) <i>redo</i> (do again) <i>relearn</i> (learn again) <i>repack</i> (pack again) <i>reteach</i> (teach again) <i>retry</i> (try again)
<i>un-</i> (not, opposite of)	<i>do</i> <i>equal</i> <i>fair</i> <i>happy</i> <i>kind</i> <i>like</i> <i>open</i> <i>pack</i>	<i>undo</i> (the opposite of do; reverse of what you did) <i>unequal</i> (not equal) <i>unfair</i> (not fair) <i>unhappy</i> (not happy) <i>unkind</i> (not kind) <i>unlike</i> (not like; different) <i>unopened</i> (not opened) <i>unpack</i> (the opposite of pack; take things out)

Prefixes Anchor Chart (continued)

Prefix	Base Words	New Words and Meanings
<i>dis-</i> (not, opposite of)	<i>agree</i> <i>appear</i> <i>connect</i> <i>like</i> <i>obey</i>	<i>disagree</i> (to not agree) <i>disappear</i> (opposite of appear; vanish) <i>disconnect</i> (opposite of connect; break a connection) <i>dislike</i> (to not like someone or something) <i>disobey</i> (to not obey)
<i>mis-</i> (wrongly, incorrectly)	<i>behave</i> <i>read</i> <i>understand</i> <i>use</i>	<i>misbehave</i> (to behave wrongly; break rules) <i>misread</i> (to read something incorrectly) <i>misunderstand</i> (to understand something incorrectly) <i>misuse</i> (to use something in the wrong way)
<i>pre-</i> (before)	<i>pack</i> <i>pay</i> <i>preview</i>	<i>prepack</i> (to pack before) <i>prepay</i> (to pay before) <i>preview</i> (to view before)

Mystery at the Dog Shelter

Strange things were happening at the Battersea Dogs and Cats Home in London, England. The workers at this shelter were puzzled. On many mornings, they returned to find dogs running freely. Food was spilled in the kitchen. Someone had let the dogs out of their kennels at night. But who? And why? The workers were unsure.

A surprising answer came after video cameras were set up in the shelter. The workers watched in disbelief. They could not believe what they were seeing. Caught on video was a dog named Red. He was misbehaving. He had learned how to get out of his kennel! As night arrived, Red went to work. He used his nose and mouth to pull back the steel bolt that locked his kennel door. He went to the kitchen for some snacks. Then, he hurried back to unlock another kennel, and another. It was not fair for Red to have all the fun! He freed his pals—up to a dozen dogs. They all followed Red and shared a feast in the kitchen. They played, made a mess, and enjoyed their night of freedom.

When the videos were made public, Red became famous. People knew about dogs that could open a lock and run free. But nobody had ever heard of a dog that freed its friends, too. More than 300 people called the shelter. They all wanted to adopt Red. Two weeks later, Red left the shelter for his new home.

Base Words and Suffixes

Direct Instruction and Guided Practice

 Today, we are going to learn about word parts called affixes. An affix is a letter or group of letters added to the beginning or end of a word to change its meaning. Today, we will learn about letters added to the end of words. These word parts are called suffixes.

Display the **Suffixes Anchor Chart**. Use this to guide students through identifying suffixes, explaining how to determine the meaning of a word by combining the meanings of the base word and suffix.

Engage in a teacher-guided read of the story **Dancing Lions**. Set a purpose for reading by telling students to look and listen for words with suffixes. Use the word **dancer** in the first paragraph to model locating words with suffixes in the story and using the base word and suffix to determine the word's meaning.

 I see a word with a suffix: **dancer**. The base word in **dancer** is **dance**. The suffix is **-er**. We learned that the suffix **-er** means "someone who does." I know that **dance** means "to move around to music." I think a dancer is someone who dances or someone who moves around to music.

Multilingual Learner Support Tip: Display and review sentence frames to support student contributions during discussions. For example: **The base word is ____.** **The suffix is ____.** **The suffix ____ means ____.** **I think the word ____ means ____.**

Reinforce

- Have students give the meaning of the base word and refer to the anchor chart for the meaning of the suffix. Encourage them to put those meanings together to determine the meaning of the word.

Extend

- See the Independent Application activity in Section 2 titled *Independent Application: Base Words and Suffixes*. Read the directions with students.

Suffixes Anchor Chart

A **base word**, sometimes called a root, is a word that cannot be broken down into smaller parts. Other word parts can be added to a base word to make longer words.

An **affix** is a letter or group of letters added to the beginning or end of a base word to change its meaning.

A **suffix** is an affix added to the end of a base word.

Suffix	Base Words	New Words and Meanings
-er (person who does)	<i>follow</i> <i>play</i> <i>teach</i> <i>write</i>	<i>follower</i> (someone who follows) <i>player</i> (someone who plays) <i>teacher</i> (someone who teaches) <i>writer</i> (someone who writes)
-able (able to be)	<i>answer</i> <i>break</i> <i>learn</i> <i>pack</i> <i>play</i>	<i>answerable</i> (can be answered) <i>breakable</i> (easily broken) <i>learnable</i> (able to be learned) <i>packable</i> (able to be packed) <i>playable</i> (can be played)
-ful (full of)	<i>beauty</i> <i>care</i> <i>help</i> <i>play</i> <i>thought</i>	<i>beautiful</i> (full of beauty) <i>careful</i> (taking care; paying attention; being cautious) <i>helpful</i> (giving help) <i>playful</i> (full of play; having fun) <i>thoughtful</i> (full of thought; paying attention)

Suffixes Anchor Chart (continued)

Suffix	Base Words	New Words and Meanings
-less (without)	<i>care</i> <i>help</i> <i>thought</i>	<i>careless</i> (without care) <i>helpless</i> (needs help; not able to care for oneself) <i>thoughtless</i> (without thought; not caring)
-ly (how something is done)	<i>equal</i> <i>fair</i> <i>happy</i> <i>kind</i>	<i>equally</i> (in an equal way) <i>fairly</i> (in a fair way) <i>happily</i> (in a happy way) <i>kindly</i> (in a kind way)
-ness (state or quality)	<i>dark</i> <i>fair</i> <i>happy</i> <i>kind</i>	<i>darkness</i> (the state or quality of being dark) <i>fairness</i> (the quality of being fair) <i>happiness</i> (the state of being happy) <i>kindness</i> (the quality of being kind)

Dancing Lions

by Karena Phan

A Dance from the Past

In January or February every year, you might see lions in the streets. But don't worry, they aren't real lions. They're dancers in colorful lion costumes. They're celebrating a tradition that began in China. It's meant to bring good luck in the coming year.

Typically, a lion is made up of two dancers. One dancer controls the lion's head. The other controls the tail. There are different kinds of lion dances. The most spectacular might be jong, or pole jumping. In pole jumping, lion dancers perform on very tall poles.

"I think of it as a sport," says Anthony Huang, age 16. He's on a lion dancing team in New York City.

It's important to Anthony to pass on this historical dance. "This tradition really represents me," he says.

Changing Times

Lion dances were once performed mostly by males. These days, anyone can be a performer in a lion dance.

Anyone can try lion dancing, says team member Ananda Tang-Lee, age 17. "You have to have confidence that you can do it."

Lion dancing will likely continue to change over time. But the way the team helps and supports each other will never change.

Text (continued)

“We call it a family,” Ananda says about her team. “It’s really great, because we always have each other’s backs.”

Morpheme Analysis

Direct Instruction and Guided Practice

 Today, we are going to break words into smaller parts and use the parts to analyze the words and figure out what they mean.

Display the *Morpheme Analysis Anchor Chart*. Use this to guide students through identifying base words, prefixes, and suffixes. Then, explain how they can determine the meaning of an unknown word by breaking it into parts and combining the meanings of a base word and affixes. Remind students that some suffixes (such as *-ful*) change the meaning of the word. Other suffixes (inflectional endings like *-s*, *-ing*, or *-est*) add information about number (singular vs. plural), time (past or present tense), or comparisons.

Engage in a teacher-guided read of the story **Yusef Learns Tatreez**. Set a purpose for reading by telling students to look and listen for words that have affixes (prefixes or suffixes). Model locating the word **beautiful** in the story and using the base word and affix to determine the word's meaning.

 I see a word in the first sentence that has a base word and suffix: **beautiful**. The suffix of **beautiful** is **-ful**. I know that **-ful** means "full of." The base word of **beautiful** is **beauty**. Sometimes when a suffix is added, the **y** at the end of a word changes to **i**. I know that **beauty** means "something that is nice to look at." I can put the meaning of the base word and suffix together to understand the word **beautiful**. **Beautiful** means "full of beauty." Something that is beautiful is very nice to look at and very pretty.

Model locating a word with an inflectional ending (suffixes that add additional information to the meaning of a word) and identifying the information that the suffix adds to the word's meaning.

 Here it says "Yusef asked his grandmother." The word **asked** has a base word and suffix. The base word is **ask**. The suffix is **-ed**. The suffix **-ed** changes the tense of the base word. It tells that something happened in the past. This story happened in the past.

Multilingual Learner Support Tip: Provide simple definitions, examples, and visuals for the base words as necessary.

Reinforce

- Have students look at the beginning and ending of identified words to see if they recognize a prefix or suffix they know. Then, have them look at the rest of the word to identify the base word. Have them underline the prefix or suffix and circle the base word. Then, identify each word part's meaning.

Extend

- See the Independent Application activity in Section 2 titled *Independent Application: Morpheme Analysis*. Read the directions with students.

Morpheme Analysis Anchor Chart

A morpheme is the smallest part of a word that has meaning.

Word Parts

Prefix	Base Word	Suffix
A word part that can be added to the beginning of a base word Examples: <i>re-, un-, dis-, mis-, pre-</i>	A word that cannot be broken down	A word part that can be added to the end of a base word Examples: <i>-er, -able, -ful, -less, -ly, -ness, -ed, -ing, -est</i>

un (not)	help	ful (full of)
Unhelpful means “not full of help.” Jane asked her brother how to play the game, but he was unhelpful .		

Steps to Figure Out Word Meanings

1. Identify a word you do not know.
2. Can you break the word into parts?
 - a. Look for a prefix.
 - b. Look for a suffix.
 - c. Look for a base word.
4. Think about the meaning of each part.
5. Put the meanings of each part together.
6. Replace the word in the sentence with its meaning. Does it make sense?

Yusef Learns Tatreez

by Mandy Shunnarah

Tatreez is a form of art that is both beautiful and deeply meaningful to many Palestinian people. To *tatreez* is to decorate cloth by sewing a picture or pattern on it with colored threads.

“What are we going to do today, Taita?” Yusef asked his grandmother as he removed his backpack.

“Your teacher told me you’ve been distracted in class,” she said warmly, so Yusef knew he wasn’t in trouble.

“Today, I’m going to teach you something to keep your hands busy.”

Taita held up a long panel of embroidered fabric.

“You might have noticed that at night, I sit over here and sew. Now I’m going to teach you how to *tatreez*.”

Yusef couldn’t take his eyes off the white fabric with its colorful threads weaving in a crisscross pattern, but he felt unsure. “Do boys *tatreez*?” Taita smiled. “*Tatreez* is for anyone who wants to *tatreez*. Do you want to learn?”

Yusef thought of designs he could make. Maybe he would make a special animal, or perhaps he would weave a design for his family. The possibilities were endless.

“Yes! I want to *tatreez* everything!” Yusef exclaimed.

Taita hugged him tightly. “Let’s get started!”

Text (continued)

The next day at school, Yusef showed his creation to his friends. “Look what I made!” he said, holding up the bookmark with tatreez he had sewn with colorful threads.

“Nice!” said Muhammad. “I know adults who tatreez. I didn’t know children could tatreez, too.”

“Tatreez is for anyone who wants to tatreez,” Yusef replied proudly.

Later, Yusef held his tatreez bookmark in his lap while his teacher, Mr. Ramirez, read aloud to the class. Yusef ran his fingers over the crisscrossed threads. This motion kept his hands busy, and he was able to listen without getting distracted! Before he knew it, class had finished.

“Yusef, you were so focused in class today,” Mr. Ramirez noted.

“I find it easier to focus with my tatreez,” Yusef said, beaming proudly at his teacher.

Independent Application: Base Words and Inflectional Endings

Directions: Read the text. Find words with base words and inflectional endings. Underline the inflectional ending. Circle the base word.

Hide and Seek

Ann and Abe liked playing games. Today, they were playing hide and seek. It was Ann's turn to hide. Abe checked under the beds. He opened the closet and looked behind the doors. When he walked into the living room, he saw Ann's shoes peeking out from under the curtains. "Ha-ha," he said to himself. "Now I'm getting closer. Maybe Mom will see me giving my sister a funny scare."

Abe looked at Mom and put a finger to his lips so she would not talk. He tiptoed to the window. He poked one shoe and yelled, "Boo!" But Ann was not there. All at once, Abe felt a tap on his back. It gave him such a scare that he jumped in the air.

Ann was standing there with a grin. She had set her sneakers down, but she had been hiding behind a chair.

"That was a funny trick," said Abe. "Now it's my turn to hide."

Independent Application: Base Words and Prefixes

Directions: Read the text. Break each underlined word into its base word and prefix. Then, write what each word means.

Mystery at the Dog Shelter

Strange things were happening at the Battersea Dogs and Cats Home in London, England. The workers at this shelter were puzzled. On many mornings, they returned to find dogs running freely. Food was spilled in the kitchen. Someone had let the dogs out of their kennels at night. But who? And why? The workers were unsure.

A surprising answer came after video cameras were set up in the shelter. The workers watched in disbelief. They could not believe what they were seeing. Caught on video was a dog named Red. He was misbehaving. He had learned how to get out of his kennel! As night arrived, Red went to work. He used his nose and mouth to pull back the steel bolt that locked his kennel door. He went to the kitchen for some snacks. Then, he hurried back to unlock another kennel, and another. It was not fair for Red to have all the fun! He freed his pals—up to a dozen dogs. They all followed Red and shared a feast in the kitchen. They played, made a mess, and enjoyed their night of freedom.

When the videos were made public, Red became famous. People knew about dogs that could open a lock and run free. But nobody had ever heard of a dog that freed its friends too. More than 300 people called the shelter. They all wanted to adopt Red. Two weeks later, Red left the shelter for his new home.

Independent Application: Base Words and Prefixes (continued)

1. Word: disbelief

Base word: _____

Prefix: _____

Meaning: The word **disbelief** means _____.

2. Word: misbehave

Base word: _____

Prefix: _____

Meaning: The word **misbehave** means _____.

3. Word: unlock

Base word: _____

Prefix: _____

Meaning: The word **unlock** means _____.

Independent Application: Base Words and Suffixes

Directions: Read the text. Break each underlined word into its base word and suffix. Then write what each word means.

Dancing Lions

By Karena Phan

A Dance from the Past

In January or February every year, you might see lions in the streets. But don't worry, they aren't real lions. They're dancers in colorful lion costumes. They're celebrating a tradition that began in China. It's meant to bring good luck in the coming year.

Typically, a lion is made up of two dancers. One dancer controls the lion's head. The other controls the tail. There are different kinds of lion dances. The most spectacular might be *jong*, or pole jumping. In pole jumping, lion dancers perform on very tall poles.

"I think of it as a sport," says Anthony Huang, age 16. He's on a lion dancing team in New York City.

It's important to Anthony to pass on this historical dance. "This tradition really represents me," he says.

Changing Times

Lion dances were once performed mostly by males. These days, anyone can be a performer in a lion dance.

Anyone can try lion dancing, says team member Ananda Tang-Lee, age 17. "You have to have confidence that you can do it."

Independent Application: Base Words and Suffixes (continued)

Lion dancing will likely continue to change over time. But the way the team helps and supports each other will never change.

“We call it a family,” Ananda says about her team. “It’s really great, because we always have each other’s backs.”

1. Word: colorful

Base word: _____

Suffix: _____

Meaning: The word **colorful** means _____.

2. Word: performer

Base word: _____

Suffix: _____

Meaning: A performer is _____.

3. Word: mostly

Base word: _____

Suffix: _____

Meaning: The word **mostly** means _____.

Independent Application: Morpheme Analysis

Directions: Read the text. Review each base word with its prefix and suffix. Then, write or draw what each word means.

Yusef Learns Tatreez

by Mandy Shunnarah

Tatreez is a form of art that is both beautiful and deeply meaningful to many Palestinian people. To *tatreez* is to decorate cloth by sewing a picture or pattern on it with colored threads.

“What are we going to do today, Taita?” Yusef asked his grandmother as he removed his backpack.

“Your teacher told me you’ve been distracted in class,” she said warmly, so Yusef knew he wasn’t in trouble. “Today, I’m going to teach you something to keep your hands busy.”

Taita held up a long panel of embroidered fabric.

“You might have noticed that at night, I sit over here and sew. Now I’m going to teach you how to *tatreez*.”

Yusef couldn’t take his eyes off the white fabric with its colorful threads weaving in a crisscross pattern, but he felt unsure. “Do boys *tatreez*?” Taita smiled. “*Tatreez* is for anyone who wants to *tatreez*. Do you want to learn?”

Yusef thought of designs he could make. Maybe he would make a special animal, or perhaps he would weave a design for his family. The possibilities were endless.

Independent Application: Morpheme Analysis (continued)

“Yes! I want to tatreez everything!” Yusef exclaimed.

Taita hugged him tightly. “Let’s get started!”

The next day at school, Yusef showed his creation to his friends. “Look what I made!” he said, holding up the bookmark with tatreez he had sewn with colorful threads.

“Nice!” said Muhammad. “I know adults who tatreez. I didn’t know children could tatreez, too.”

“Tatreez is for anyone who wants to tatreez,” Yusef replied proudly.

Later, Yusef held his tatreez bookmark in his lap while his teacher, Mr. Ramirez, read aloud to the class. Yusef ran his fingers over the crisscrossed threads. This motion kept his hands busy, and he was able to listen without getting distracted! Before he knew it, class had finished.

“Yusef, you were so focused in class today,” Mr. Ramirez noted.

“I find it easier to focus with my tatreez,” Yusef said, beaming proudly at his teacher.

Independent Application: Morpheme Analysis (continued)

holding	teacher
colorful	unsure
endless	closely

Independent Application: Base Words and Inflectional Endings

Answer Key

Directions: Read the text. Find words with base words and inflectional endings. Underline the inflectional ending. Circle the base word.

Hide and Seek

Ann and Abe liked playing games. Today, they were playing hide and seek. It was Ann's turn to hide. Abe checked under the beds. He opened the closet and looked behind the doors. When he walked into the living room, he saw Ann's shoes peeking out from under the curtains. "Ha-ha," he said to himself. "Now I'm getting closer. Maybe Mom will see me giving my sister a funny scare."

Abe looked at Mom and put a finger to his lips so she would not talk. He tiptoed to the window. He poked one shoe and yelled, "Boo!" But Ann was not there. All at once, Abe felt a tap on his back. It gave him such a scare that he jumped in the air.

Ann was standing there with a grin. She had set her sneakers down, but she had been hiding behind a chair.

"That was a funny trick," said Abe. "Now it's my turn to hide."

Independent Application: Base Words and Prefixes

Answer Key

Directions: Read the text. Break each underlined word into its base word and prefix. Then, write what each word means.

Mystery at the Dog Shelter

Strange things were happening at the Battersea Dogs and Cats Home in London, England. The workers at this shelter were puzzled. On many mornings, they returned to find dogs running freely. Food was spilled in the kitchen. Someone had let the dogs out of their kennels at night. But who? And why? The workers were unsure.

A surprising answer came after video cameras were set up in the shelter. The workers watched in disbelief. They could not believe what they were seeing. Caught on video was a dog named Red. He was misbehaving. He had learned how to get out of his kennel! As night arrived, Red went to work. He used his nose and mouth to pull back the steel bolt that locked his kennel door. He went to the kitchen for some snacks. Then, he hurried back to unlock another kennel, and another. It was not fair for Red to have all the fun! He freed his pals—up to a dozen dogs. They all followed Red and shared a feast in the kitchen. They played, made a mess, and enjoyed their night of freedom.

When the videos were made public, Red became famous. People knew about dogs that could open a lock and run free. But nobody had ever heard of a dog that freed its friends too. More than 300 people called the shelter. They all wanted to adopt Red. Two weeks later, Red left the shelter for his new home.

Independent Application: Base Words and Prefixes (continued)

1. Word: disbelief

Base word: belief

Prefix: dis

Meaning: The word **disbelief** means not believing.

2. Word: misbehave

Base word: behave

Prefix: mis

Meaning: The word **misbehave** means behaving wrongly.

3. Word: unlock

Base word: lock

Prefix: un

Meaning: The word **unlock** means the opposite of lock.

Independent Application: Base Words and Suffixes

Answer Key

Directions: Read the text. Break each underlined word into its base word and suffix. Then write what each word means.

Dancing Lions

By Karena Phan

A Dance from the Past

In January or February every year, you might see lions in the streets. But don't worry, they aren't real lions. They're dancers in colorful lion costumes. They're celebrating a tradition that began in China. It's meant to bring good luck in the coming year.

Typically, a lion is made up of two dancers. One dancer controls the lion's head. The other controls the tail. There are different kinds of lion dances. The most spectacular might be *jong*, or pole jumping. In pole jumping, lion dancers perform on very tall poles.

"I think of it as a sport," says Anthony Huang, age 16. He's on a lion dancing team in New York City.

It's important to Anthony to pass on this historical dance. "This tradition really represents me," he says.

Changing Times

Lion dances were once performed mostly by males. These days, anyone can be a performer in a lion dance.

Anyone can try lion dancing, says team member Ananda Tang-Lee, age 17. "You have to have confidence that you can do it."

Independent Application: Base Words and Suffixes (continued)

Lion dancing will likely continue to change over time. But the way the team helps and supports each other will never change.

“We call it a family,” Ananda says about her team. “It’s really great, because we always have each other’s backs.”

1. Word: colorful

Base word: color

Suffix: ful

Meaning: The word **colorful** means full of color.

2. Word: performer

Base word: perform

Suffix: er

Meaning: A performer is someone who performs.

3. Word: mostly

Base word: most

Suffix: ly

Meaning: The word **mostly** means how or what most are.

Independent Application: Morpheme Analysis

Answer Key

Directions: Read the text. Review each base word with its prefix and suffix. Then, write or draw what each word means.

Yusef Learns Tatreez

by Mandy Shunnarah

Tatreez is a form of art that is both beautiful and deeply meaningful to many Palestinian people.

To *tatreez* is to decorate cloth by sewing a picture or pattern on it with colored threads.

“What are we going to do today, Taita?” Yusef asked his grandmother as he removed his backpack.

“Your teacher told me you’ve been distracted in class,” she said warmly, so Yusef knew he wasn’t in trouble.

“Today, I’m going to teach you something to keep your hands busy.”

Taita held up a long panel of embroidered fabric.

“You might have noticed that at night, I sit over here and sew. Now I’m going to teach you how to *tatreez*.”

Yusef couldn’t take his eyes off the white fabric with its colorful threads weaving in a crisscross pattern, but he felt unsure. “Do boys *tatreez*?” Taita smiled. “*Tatreez* is for anyone who wants to *tatreez*. Do you want to learn?”

Yusef thought of designs he could make. Maybe he would make a special animal, or perhaps he would weave a design for his family. The possibilities were endless.

Independent Application: Morpheme Analysis (continued)

“Yes! I want to tatreeez everything!” Yusef exclaimed.

Taita hugged him tightly. “Let’s get started!”

The next day at school, Yusef showed his creation to his friends. “Look what I made!” he said, holding up the bookmark with tatreeez he had sewn with colorful threads.

“Nice!” said Muhammad. “I know adults who tatreeez. I didn’t know children could tatreeez, too.”

“Tatreeez is for anyone who wants to tatreeez,” Yusef replied proudly.

Later, Yusef held his tatreeez bookmark in his lap while his teacher, Mr. Ramirez, read aloud to the class. Yusef ran his fingers over the crisscrossed threads. This motion kept his hands busy, and he was able to listen without getting distracted! Before he knew it, class had finished.

“Yusef, you were so focused in class today,” Mr. Ramirez noted.

“I find it easier to focus with my tatreeez,” Yusef said, beaming proudly at his teacher.

Independent Application: Morpheme Analysis (continued)

holding to have something in your hands	teacher someone who teaches
colorful full of color	unsure not sure
endless without an end	closely done in a way that's close