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When the lesson presents “sentence work”, please ask your student to read the entire sentence at least once before attempting to make changes to the targeted root word. In the beginning, you may need to show your student how to actually write the changed root word on the blank in the sentence. There are also exercises where the student is asked to write the word which is produced by adding a prefix or suffix. The student will want to “hook” the prefix or suffix to the word printed in the book. However, recent research has shown the importance to long-term memory of actually writing a word, forming the letters with a pencil on paper. This same advice holds true for writing the rule which applies to the words he has just practiced modifying. Students who write the new word forms and governing rules are more likely to learn them, providing a lifetime of competency. The blank pages beside each lesson are provided as additional practice space.

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How many quills does a porcupine have? _________________

We see added prefixes more often than we realize.

Look: away. A is a prefix hooked onto way; away means on the way.

The mother porcupine is away from home, on her way to the river.

Look: aware. A is a prefix hooked onto ware, from the word wary, which means to be watchful, to notice what is happening.

The porcupine was unaware that a big wind had disturbed the roof on her nest and scared her babies. Now, the wind has blown the nest wildly askew and it is sitting quite crooked. Her babies may fall through a hole.

askew, say as ku. A is a prefix hooked onto to skew. What do you suppose askew means: slanted or skillful? The root word skew means: to twist, to slant to one side.

Look: astray. A is a prefix hooked to stray: astray means to wander outside of where one is supposed to be, to wander away.

One baby porcupine has gone astray and is lost in the tall weeds.

Do you see how we use about 30 prefixes and 30 suffixes to build thousands of words from a small group of root words? yes no maybe

Answers: maybe as many as 30,000 quills; askew means crooked. ©2010 Mary Maisner
Trees have roots.
Do words have roots?
yes  no  maybe  probably

Prefixes and suffixes are added to root words. Look at the root word: escape ➔ escapes, escaped, escaping, escapee, escapable, inescapable, inescapably. The word escape is over seven hundred years old. These days, we wear coats and jackets but in those long ago days, people wore capes. The word escape means to leave in such a rush, that one’s cape got left behind.

Is it easier to eat cereal with a spoon or a knife?   spoon  knife
Is it faster to travel ten miles in a car or to walk?   car  walk
Spoons and cars are tools. Using the best tools to do a job is smart; it saves time and energy. Knowing how to add prefixes and suffixes to words is a tool that can save me time and energy.

Letter blocks added to the start of a word are called prefixes. Prefixes are easy; just hook them onto the front. I see that this rule applies even when the root word begins with the last letter of the prefix:
    un ➔ unneeded    re ➔ reenter    dis ➔ dissatisfy    il ➔ illegal

Letter blocks added at the end of a word are called suffixes:
    s ➔ eyes,    ed ➔ washed,    ing ➔ asking,    y ➔ snowy,    ly ➔ slowly

Look: help   helper   helpless   Most of the time, I just hook helps   helpful   helplessness   on the suffix.   However,
helped   helpfully   there are words that need a change
helping   unhelpful   before a suffix can be added.   →

Ans: spoon, car.   ©2010 Mary Maisner
I. Adding a suffix to a word that ends with *y*:

**Rule 1)** Add *ing* to *any y word*, no change: obeying, buying / worrying

**Rule 2)** Add *any* ending to *vowel + y*; no change: obeyed, buys, buyer

**Rule 3)** When words end with *consonant + y*: no change for *ing*, but all other endings require changing *y to i*: carry, carrying, carries, carried, carrier

worry, worrying, worries, worried, worriedly, worrisesome

**And** when *y* changes to *i*, *s always* becomes *es*: puppy, puppies; fly, flies

**Rule 4)** *Three other times* to use *es*: ☺ When words end with an *s-like sound letters s, sh, ch, x, or z*: buses, wishes, matches, boxes, buzzes.

☺☺ When words end in *long o*: hero, heroes echo, echoes

Exceptions: some musical terms and some round things: solos, cameos.

☺☺☺ When words end in *f* that changes to *v*: half, halves wolf, wolves

No changes for other endings: wished, wishing, echoed, echoing, loafed, loaﬁng

II. Adding a suffix to a short vowel word, like hop

Remember the *Long Vowel Rule*: a vowel can reach back around *one* consonant to make the preceding vowel “say its name,” as in hide, hiding; notice: hidden.

Long: hope, hoped, hoping, hopes, hopeful, hopefully; *s* and *f* are consonants.

In contrast: *short vowel*: hop, hopped, hopping, hops; *s* is a consonant.

**Rule 5)** Adding a suffix to a short vowel word; *double the final consonant* to *protect the short vowel* when the suffix *starts with a vowel*: ed, ing, er, est, able

stop, stopped, stopping, stops, *s* is a consonant *no need to double p*

sad, sadder, saddest, sadly, sadness, *l* and *n* are consonants, do not double *d*

III. Adding a suffix to words ending with *e*:

**Rule 6)** *Replace* one vowel with another vowel: escape, escapes, escaped, escaping, inescapable, inescapably; use, uses, used, using, usable, useful – *f* is not a vowel, keep final *e*. ☺ Remember *ce* can only change to *ci*: trace, tracing, traceable; *ge* can only change to *gi*: change, changing, changeable

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Practice adding suffixes to words that end with \textit{y}:

I can name all of the vowels: \textit{Aa, Ee, Ii, Oo, Uu, Yy}

I can make the changes to the root word and write it on the line:

1) obey (s) \underline{obeys} \underline{______________}  
4) buy (s) \underline{______________________________}
2) obey (ed) \underline{______________________________}  
5) buy (er) \underline{______________________________}
3) obey (ing) \underline{______________________________}  
6) buy (ing) \underline{______________________________}

What rule applies? \underline{_______________________________________________________________}

Rule: When a word ends with a \textit{vowel + y}, add \textit{any} ending.

\begin{itemize}
\item The small pictures have no significance; merely make it easier to find your place.
\end{itemize}

1) stay (s) \underline{______________________________}  
4) annoy (s) \underline{______________________________}
2) stay (ed) \underline{______________________________}  
5) annoy (ed) \underline{______________________________}
3) stay (ing) \underline{______________________________}  
6) annoy (ing) \underline{______________________________}

What rule applies? \underline{_______________________________________________________________}

1) enjoy (ing) \underline{______________________________}  
4) lay (er) \underline{______________________________}
2) pay (s) \underline{______________________________}  
5) delay (ing) \underline{______________________________}
3) play (ed) \underline{______________________________}  
6) replay (ed) \underline{______________________________}

What rule applies? \underline{_______________________________________________________________}

1) pray (ed) \underline{______________________________}  
4) display (ed) \underline{______________________________}
2) survey (s) \underline{______________________________}  
5) array (ing) \underline{______________________________}
3) convey (ed) \underline{______________________________}  
6) stray (ed) \underline{______________________________}

Survey: make a study \textit{or} to look closely.  Array: to arrange \textit{or} to be dressed in a special way.

Convey: carry, to transport in order to deliver, communicate: The word \textit{stop} conveys the meaning: do not move. A bus can convey more passengers than a car.

Please ask the student to write the full word and the rule. \textbf{Ans: Rule: When a word ends with vowel + y, add any ending, just do it.} Top set: obeys, obeyed, obeying, buys, buyer, buying; 2\textsuperscript{nd} set: stays, stayed, staying, annoys, annoyed, annoying; 3\textsuperscript{rd} set: enjoying, pays, played, layer, delaying, replayed; 4\textsuperscript{th}: prayed, surveys, conveyed, displayed, arraying, strayed. ©Mary Maisner
Practice adding suffixes to words that end with \textit{y}:

I know all of the vowels: _______________________________

Watch me make the changes to the root word and write it on the line:

1) buy (s) ____________________________ 4) pay (s) ____________________________
2) say (s) ____________________________ 5) play (s) ____________________________
3) stay (s) ____________________________ 6) delay (s) ____________________________

What rule applies? ________________________________________________________________

1) pray (s) ____________________________ 4) annoy (s) ____________________________
2) stay (ed) ____________________________ 5) destroy (ed) ____________________________
3) stray (ing) __________________________ 6) destroy (ing) ____________________________

What rule applies? ________________________________________________________________

1) joy (s) ____________________________ 4) tray (s) ____________________________
2) toy (s) ____________________________ 5) betray (ed) ____________________________

Betray: reveal to an enemy, violate a trust.

3) boy (s) ____________________________ 6) betray (ing) ____________________________

What rule applies? ________________________________________________________________

1) prey (ed) ____________________________ 4) display (ing) ____________________________

Prey: to hunt; a lion is a predator that \textit{preys} on hyenas.

2) prey (s) ____________________________ 5) array (ed) ____________________________

The child \textit{arrayed} the building blocks in a circle.

3) prey (ing) ____________________________ 6) say (ing) ____________________________

What rule applies? ________________________________________________________________

\textbf{Ans: Rule: When a vowel comes before \textit{y}, add any ending, just do it. Top set:} buys, says, stays, pays, plays, delays; \textit{2nd}: prays, stayed, straying, annoys, destroyed, destroying; \textit{3rd}: joys, toys, boys, trays, betrayed, betraying; \textit{4th}: preyed, preys, preying, displaying, arrayed, saying.
I will read the entire sentence before I decide how to adjust the root word.

1) Three _________ were _______________ their trip to Australia.
   boy                           enjoy

2) The boys were lucky to see a lionfish that was hunting in the coral reef.
   The lionfish was __________________ upon tiny fish.    prey

3) The lionfish was _________________ its long venomous spikes to corner its victims but it was not stinging its prey.   employ

4) The lionfish was __________________ when its smaller cousin, called a fuzzy dwarf, darted across its path.         annoy

5) The boys ____________ a few feet away as the fuzzy dwarf and the twelve-inch lionfish battled over a tiny captured shrimp.    stay

6) Luckily, the tiny cornered shrimp escaped into a nearby water cave while the lionfish was _____________ by the battle.       delay

7) One of the boys said, “My dad warned me not to pick up a lionfish feather if we see one on the beach. The venom is not______________
even after the feather falls off the fish.”                     destroy

Answers: 1) boys & enjoying, 2) preying, 3) employing, 4) annoyed, 5) stayed, 6) delayed, 7) destroyed.