

Morphology Wall Card Set

Set de tarjetas para preparar un muro morfológico • Jeu de cartes
pour mur de morphologie • Wandset zur Wortbildungslehre

Prefixes

anti

con

de

dis

en

fore

un

Bases and Roots

act

aud

auto

build

care

color

correct

Suffixes

able

age

al

ation

ed

er

ful

 **WARNING:**
CHOKING HAZARD - Small parts.
Not for children under 3 years.



*Everything you need to build a morphology
wall that fits in your classroom!*

Introduction

Our teacher-developed Morphology Wall Card Set provides an easy-to-use, interactive learning tool for your classroom! Morphology is the study of the formation of words as it relates to *morphemes*, the smallest meaningful unit of a word: prefixes, suffixes, bases, and roots. This comprehensive set provides the tools you need to construct a morphology wall that can be displayed and organized in a variety of ways. This morphology wall provides a framework for systematically and explicitly teaching individual morphemes and helping students identify and use them in their reading and writing.

Why Use a Morphology Wall?

A morphology wall offers unique benefits to boost literacy in your classroom:

- Helps students develop strategies for how to encode and decode multisyllabic words
- Allows exploration of words, creation of new words, and modification of existing words
- Expands vocabulary for prefixes, suffixes, bases, and roots
- Offers a helpful, accessible visual tool for students

Includes:

7
Header
Cards

Prefixes

**Bases
and Roots**

Suffixes

20
Prefix
Cards

anti **con** **de** **dis**

40
Base & Root
Cards

act **aud** **auto** **build**

20
Suffix
Cards

able **age** **al** **ation**

20
Blank
Cards

**Write-on/
Wipe-off!**

2
Printables

108
Magnets

**Peel &
Attach!**

Get Started

The Morphology Wall Card Set includes morpheme cards in three categories: prefixes, suffixes, and bases and roots. These morphemes can be added to the wall as they are introduced. Header cards for the morpheme categories help organize your morphology wall display. See page 8 for a list of the morphemes in this set with definitions. Blank write-on/wipe-off cards are included for you to add your own morphemes to the wall as they are discovered throughout the year. The Word Map and Word Web printables (pages 10 & 11) are provided for students to analyze and construct words using the morphology wall as a reference. See page 9 for a completed morphology wall example.

The Parts of Words

- **Base:** a word that can stand alone when affixes* have been removed
- **Root:** carries the primary meaning of the word; does not always stand alone
- **Prefix:** letters added to the beginning of a base or root to alter the meaning
- **Suffix:** letters added to the end of a base or root to alter the meaning

**A letter or group of letters added to the beginning or end of a base or root*

How to Use

Because a morphology wall is used as an interactive teaching tool, this wall should be built together as a class throughout the year. Morphology walls can be built one morpheme at a time, giving you the flexibility to introduce new word parts at your own pace and in the order you choose. The sequence can be based on the curriculum or adjusted to fit the needs of students.

Note: Allow about 32" x 53" of wall space for the completed morphology wall and 12" x 18" for the word map.

To begin using your Morphology Wall Card Set, select a morpheme (prefix, suffix, base, or root) to add to the wall. As the morpheme is introduced, teach its spelling, meaning, and category. Continue to add to the wall throughout the year. Keep in mind that for a morphology wall to be effective, it needs to be interactive and used regularly in your classroom. The wall can be used as part of a daily routine, and students should be encouraged to reference it during the day. You can also add morphemes to the wall using the blank write-on/wipe-off cards, making this tool unique to each individual classroom.

Setting Up Your Morphology Wall

Although the Morphology Wall Card Set allows for flexibility in its display, we recommend starting by adding the header cards to the top of the wall in order of occurrence: Prefixes, Bases and Roots, and Suffixes. See the example morphology wall on page 9 for reference. The morpheme cards come on rings, so they are easy to organize and find. Try adding one morpheme at a time, either as they come up in the curriculum or at your discretion based on the needs of your students.

A magnet sheet is provided to attach the cards to a magnetic surface. Simply peel off the backing and stick the magnet to the back of a card. Cards also attach easily with tape, tacks, etc., on different surfaces. You may want to begin with more common morphemes (prefixes such as re-, pre-, mis-, dis-; suffixes such as -s, -er, -ing, -ly), moving on to less common and/or more complex ones (fore-, super-; -ation, -age). See the list on page 8 for morphemes included in this set and their definitions.

Activities

Morphology walls are interactive teaching tools, so instruction continues even after the morphemes are displayed. Start incorporating your morphology wall into daily teaching with the following activities. Refer to the Morpheme List on page 8.



Introducing a Morpheme

Objective: Spell a morpheme and identify its type and meaning.

Materials: **un** morpheme card

- Say: *Today we are going to talk about the morpheme ___. (un) Listen as I say the morpheme. Hold up the ___ morpheme card so that students can see the spelling. (un)*
- Say: *The morpheme ___ is spelled ___. (un, u-n) Now, you try spelling the morpheme ___. (un)*
- Say: *___ is a type of morpheme called a ___. (Un, prefix) That means you'll use it at the ___ of a word. (beginning)*

Refer to the existing morphology wall, pointing to the prefix section.

- Ask: *What other morphemes do you know that are ___? (prefixes)*
- Say: *We know that ___ come at the ___ of a word. (prefixes, beginning) What words do you know that ___ with ___? (start, un) Note student answers, highlighting the morpheme ___ in each one. (un)*
- Say: *Now that you know the morpheme ___, look out for it as you read and write. (un)*

Place the ___ morpheme card under the _____ header card on your morphology wall. (un, Prefixes) Repeat to introduce new morphemes.

Word Map

Objective: Form new words using morphemes.

Materials: Word Map (demonstration), Word Map printable (page 10), writing utensils

- Take a few minutes to review the morphemes already displayed on your wall.
- To set up the demonstration word map, place the Word Map header card at the top. Place the morpheme header cards below it in the order they occur in words: Prefixes, Bases and Roots, Suffixes. Review the elements of your word map display.
- Choose a base or root and move it to the Bases and Roots column on the demonstration word map. (**care**) Students will write that word in the base or root column of their printable.
- Model adding a prefix or suffix to the demonstration word map by moving it to the correct column in the display. (**ful**, Suffix) Discuss its meaning (full of). Say the word together: *careful*.
- Students add prefixes and suffixes (from the wall or their own knowledge) to their word map, recording the resulting words as they go.

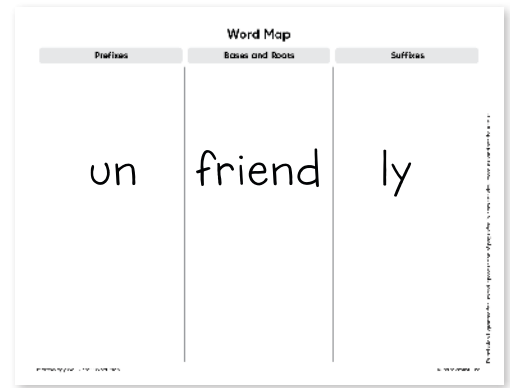


Using the word map to teach morphemes builds decoding skills by helping students break words into smaller recognizable or decodable parts. Teaching morphemes as a word-learning strategy will also improve vocabulary.

When introducing a new morpheme, make sure to start with the morpheme and then introduce a word that includes both the new morpheme and previously taught morphemes.

For example:

- Say: *The prefix we are learning about today is **un**. Un is a prefix that means not. For example, if I say someone is unkind, that means I believe they are not kind.*
- Move **un** to the demonstration word map and allow the students to write *un* on their word maps.
- Write *unfriendly* on the board or a piece of paper.
- Ask: *In the word unfriendly, how many morphemes can you spot? Count them!* (three)



Allow students to write *unfriendly* and identify the morphemes and what they think the new word means. Have students work in pairs, creating other words with **un** to fill the other boxes on the word map. Allow students to share out to fill the demonstration word map.

Root Family I Spy

Objective: Identify word roots.

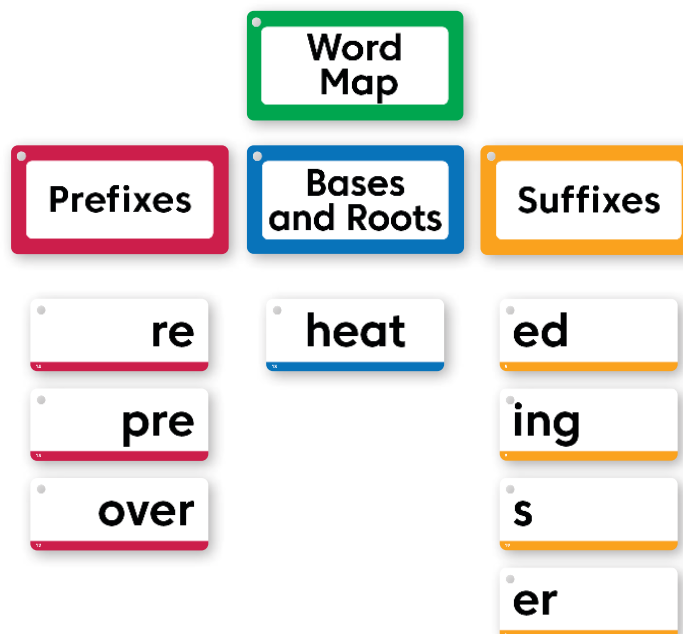
Materials: Word Map (demonstration), Word Map printable (page 10), writing utensils

- Say: *I found a root family! A root family is a group of words that all have the same root.*

Move the **heat** card on the demonstration word map to below the Bases and Roots header. In the prefix column at left, place the **re**, **pre**, and **over** cards. In the Suffix column at right, place the **ed**, **ing**, **s**, and **er** cards.

- Say: *This is a root family because the words all have the same root, but the prefixes and suffixes make them mean different things. For example, **reheat** means to heat again, and **heater** is a device that heats.*
- Ask: *Can you find a root family?*

Allow students to use their word maps to come up with their own root family. Challenge them to write a sentence using as many morphemes as they can!

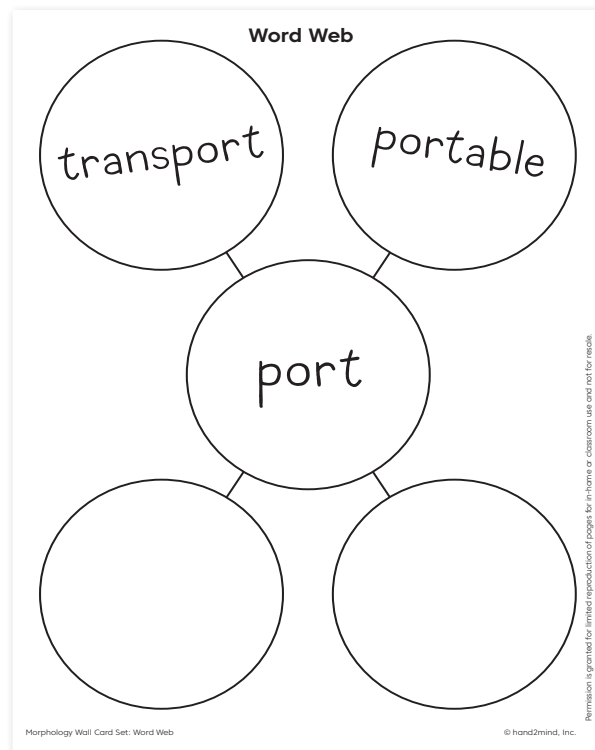


Caught in the Web

Objective: Identify and understand roots.

Materials: Word Web printable (page 11), paper, writing utensils

- Begin by introducing a root to students. (**port**) Explain that root words are the foundation from which many English words are formed. Ask students to brainstorm words they know that contain the root.
- Create a word web on the board or on a large piece of paper. Write the root word (or attach the root card) in the center, and write a word related to the root in one of the bubbles. (e.g., transport)
- Encourage students to think of related words and add them to the word web. As they add words, explain how each word is related to the root. Provide examples of words that contain the root and have students add them to the web.
- Once the web is complete, discuss how the words are related to one another and how each one is derived from the root. Have students work in pairs or small groups to create their own word webs on the printable, using other roots.
- Allow students to share their findings. What new words did they discover?



Guess the Morpheme

Objective: Use clues to identify a morpheme.

Materials: Morphology Wall

Practice identifying morphemes as a whole group activity. For example, say/ask:

- I'm thinking of a morpheme that is added to the beginning of a base word. When I add it to the word *grow*, the word means to grow again. What morpheme am I thinking of? (**re**)
- I'm thinking of a morpheme that is added to the end of a base word. When I add it to the word *thank*, the word means without thanks. What morpheme am I thinking of? (**less**)
- I'm thinking of two root words on our morphology wall. When I put the root words together, the word they make means signature. What two root words am I thinking of? (**auto** + **graph** = autograph)



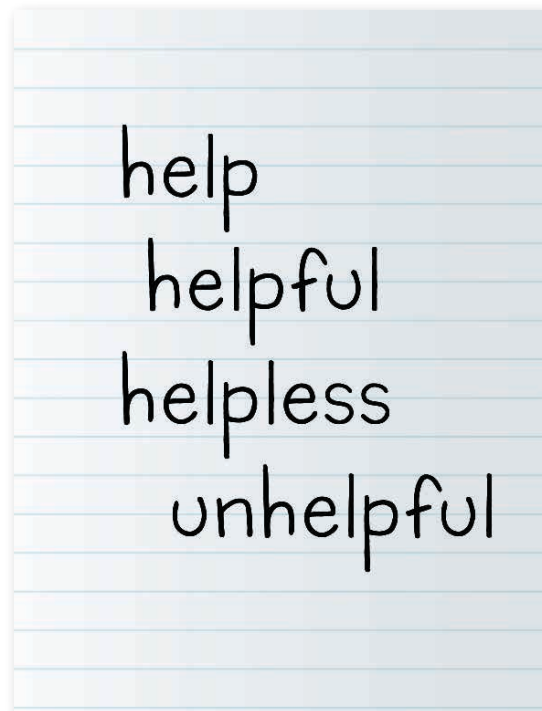
As more morphemes are added to the wall, have students work together as a class or in small groups to continue this activity.

Morphology Wall Journal

Skill: Practice identifying and building words with morphemes.

Materials: Morphology Wall, blank notebooks, writing utensils

- Students will use the notebooks to create their own morphology wall journals!
- After adding a new morpheme to your morphology wall, have students make a new page for it in a notebook to start their journal. (e.g., **help**) Encourage students to write as many words that use the related morpheme that they can think of.
- As additional morphemes are added to the wall, the students can add words to their journals.

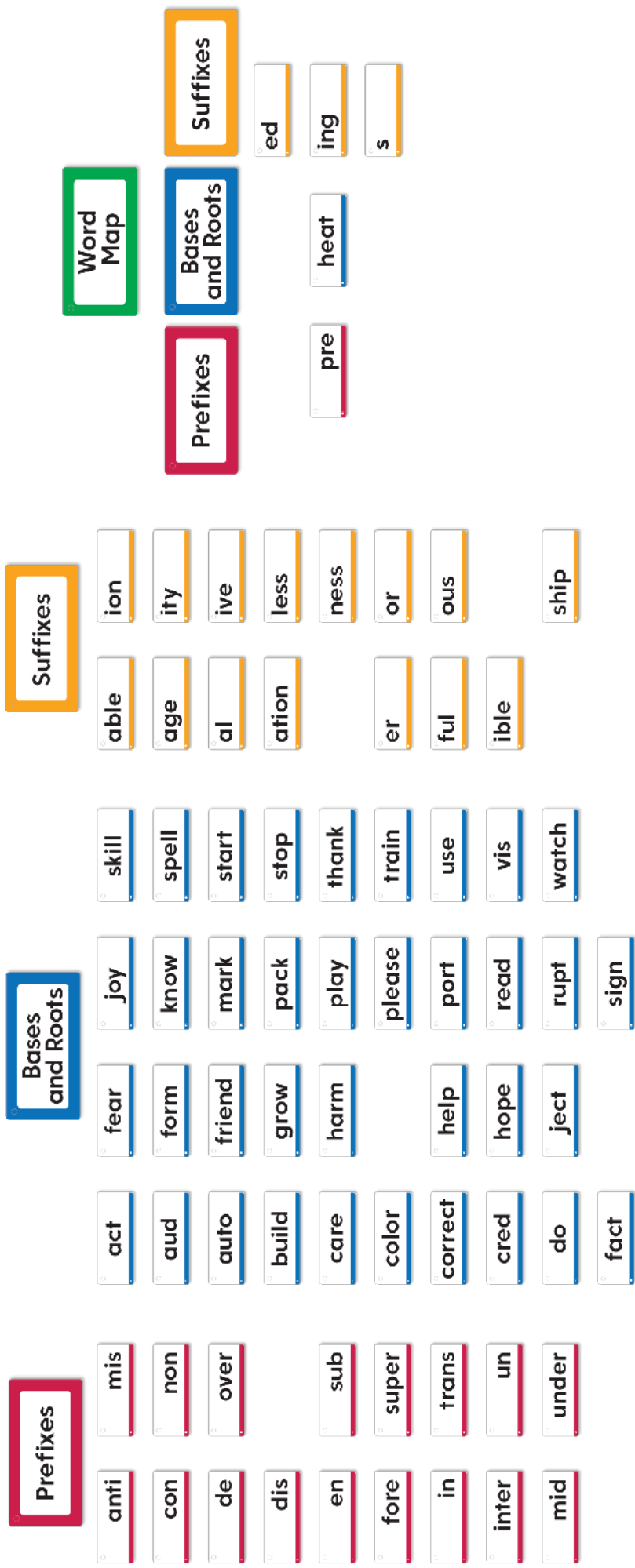


Morpheme Card List

Prefixes	anti	against
	con	together
	de	opposite
	dis	not
	en	within
	fore	before
	in	not
	inter	between
	mid	middle
	mis	wrong/bad
	non	absent
	over	excessively
	pre	before
	re	again
	semi	half
	sub	under
	super	above
trans	across	
un	not	
under	under	
Suffixes	able	capable of being
	age	collection, set, group
	al	pertaining to
	ation	the result of
	ed	past tense, having
	er	superlative/person
	ful	full of
	ible	capable of being
	ing	action, one of a kind
	ion	the result of
	ity	quality of
	ive	toward an action (forms adjectives)
	less	without
	ly	like/in (a manner), at, to
	ment	the action of
	ness	state/condition
	or	one who
ous	full of	
s	plural	
ship	position held	

Bases	act	action, to move/behave
	aud	hear
	auto	self
	build	construct, a structure
	care	concern, maintenance
	color	hue, to give color to
	correct	make right/to discipline
	cred	believe
	do	carry out
	fear	anticipation of danger
	friend	companion, to act as a friend
	fright	fear/shock, to alarm
	grow	develop/increase/become
	harm	damage/hurt
	heat	make warm/hot, warmth
	help	assistance, to aid
	hope	desire, something desired
	joy	delight/happiness
	know	understand/perceive/be aware of
	mark	target/sign, to chart or plot
pack	container, to fill or bundle	
play	game/sport, to frolic	
please	satisfy, polite affirmation	
read	understand, indicate	
sign	motion/gesture, mark	
skill	learned ability/knowledge	
spell	name letters in order, a time period	
start	begin/move, beginning	
stop	discontinue, end	
thank	express gratitude to	
train	teach/instruct	
use	put into action, application	
watch	guard/look at, observation	
Roots	fact	do/make
	form	shape
	graph	write
	ject	throw
	port	carry
	rupt	break
vis	see	

Morphology Wall Example



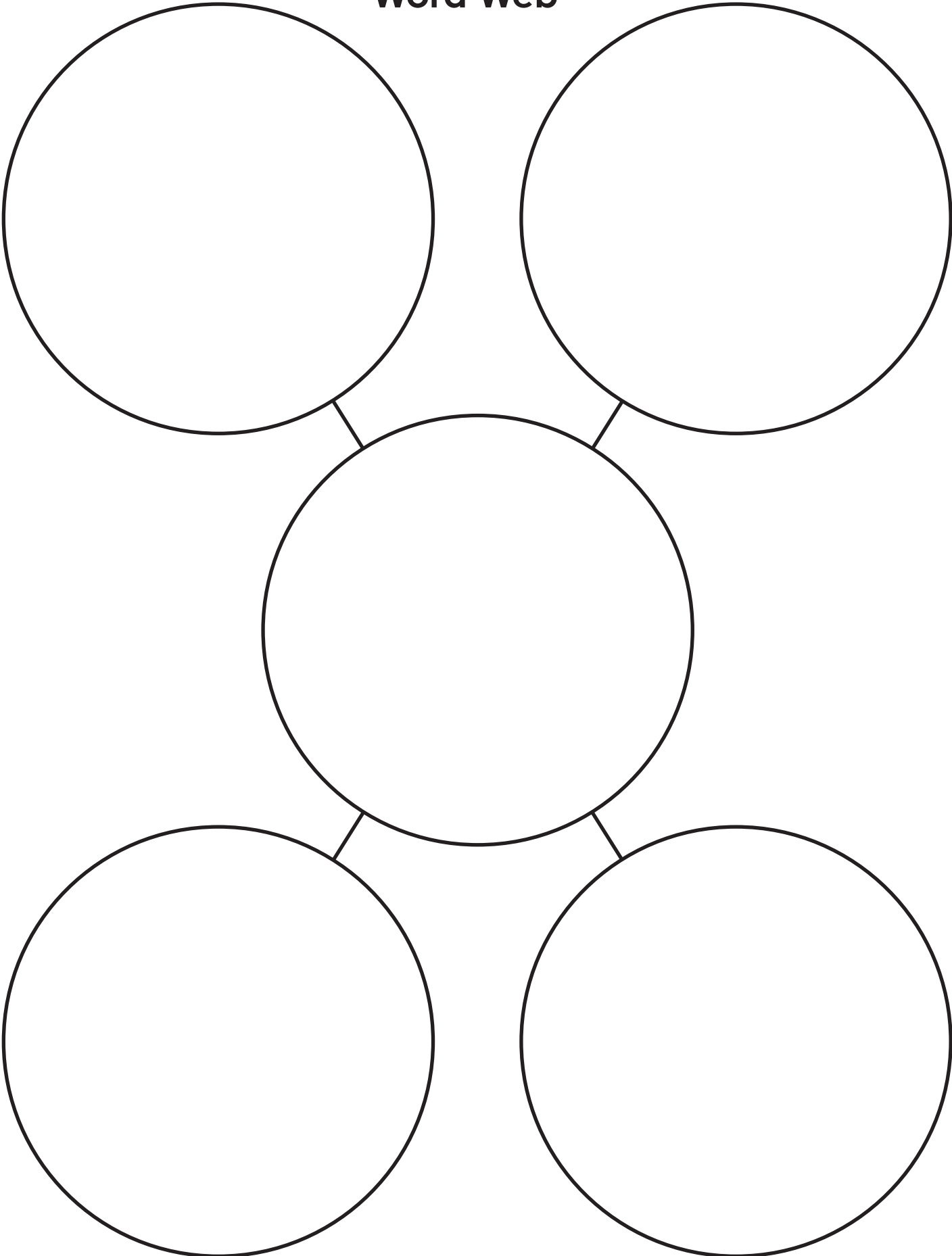
Word Map

Prefixes

Bases and Roots

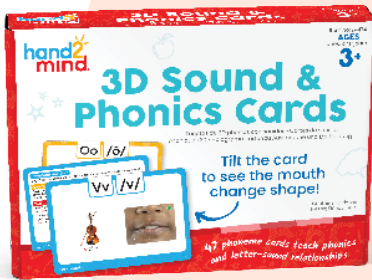
Suffixes

Word Web



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