(The Speechie Show Ep.3)

Welcome to the Speechie Show! Being a Speech Language pathologist often means having too much work and not enough planning time. To beat the overwhelm, we’re bringing you the tricks and tools that will make your job a little bit easier.

**Carrie:** Hey everybody, welcome to the Speechie Show. I am your host Carrie Clark from SpeechandLanguageKids.com and I’m here with Kristin Imac with TalkinWithTwang.com. Hi Kristin, and Welcome.

**Kristin:** Hi and thanks for having me.

**Carrie:** We’re happy to have you on today. I’m glad you were able to come on. You’re our 2nd guest. So, our 3rd episode with a 2nd guest so we’re happy to have ya.

Alright, so today we’re talking about when you have trouble knowing how to improve vocabulary. We have a lot of kids who you know they learn their first basic words and they have some vocabulary, but we really need to expand that. And you can’t just teach them every word that they could ever possibly need to know.

So, it’s really nice to have strategies for teaching vocabulary and today Kristin is going to be talking to us about using prefixes and suffixes to help teach that vocabulary. That’s what we are going to be talking about today, and, Kristin, before we get started, why don’t you share a little bit about you and your story.

**Kristin:** Sure. Well I’m a school based SLP in the central Texas area. We serve 12 small rural school districts. I have 3 school districts myself that I work for. I’ve been an SLP...this is my 2nd year. I actually did my CFY last year. I worked as an assistant 2 years before that and I was a classroom teacher. I taught 4th grade for 7 years before becoming an SLP. So, I’ve been in education for a while even though I’m fairly new to the speech pathology world.

**Carrie:** Yeah, but you were definitely in that same realm and doing a lot of that same stuff huh?

Kristin: Yeah. So, I try to incorporate a lot of my teaching experience into my speech room, as well.

**Carrie:** That’s wonderful. And for those of you who don’t know me, I’m Carrie Clark from SpeechandLanguageKids.com and this is The Speechie Show. Each week I interview a new guest and we do giveaways. So, if you hang on till the end of the episode, we will be doing a giveaway. Each of us will be doing a giveaway. So, there’s two chances to win if you stick with us.

Alright, so talking about vocabulary. We are going to take questions as we go along, so if anyone is watching live and wants to ask questions, go ahead and type those into the questions box and I will be taking those. But we’re going to talk about 5 different steps that you can take to work on teaching prefixes and suffixes to improve vocabulary.

So, the first one we want to talk about is starting with some easier roots and suffixes. Kristin, tell us what are some of the easier ones that you like to start with and why you start there.

**Kristin:** Well, I try to start with the ones that kids are going to encounter the most in their reading and even in their math problems and just in life in general. So, with prefixes I usually start with pre-, re-, un- and mis-. Those are the 4 that I like to hit the most. There are others that are fairly common, but I find my kids that need work in this area really don’t have any understanding of prefixes and suffixes at all. So, by hitting those 4 prefixes, I know they're going to hear them a lot. They’re going to see them a lot and they’re going to have a lot of opportunities to practice.

With suffixes, I do the -ful, the -ly, -able and...what’s the fourth one, oh -less. Those are the 4 that I find my kids have the most success with because they encounter them a lot through their reading and just life experiences. They might hear the words a lot, so it gives them a good foundation. Then you can build on that as they progress. But get them started….

**Carrie:** I think I lost you there. Oh, there you are. Ok sorry we had a little bit of a delay. That’s great, so do you typically write those into your IEP’s? Or is that the list that you kind of keep in your mind of what you’re going to be working on in therapy?

**Kristin:** I’ve done it both ways, actually. It depends kind of on the student and what their need is. A lot of times I will put specific target prefixes and suffixes. Sometimes I’ll just put that I’m going to work on target prefixes and suffixes. But a lot of my goals involve identifying the prefixes and suffixes in the words. Being able to determine meaning. So, if I know I’m going to work on specific ones, I will list them, because otherwise there is so many. I know if my child transferred somewhere else and they had to pick up my goals, I know that I’d want them to know what we had been working on specifically. So, I try to give some guidance there in the goals and ultimately, I want it to be consistent for them.

**Carrie:** Sure.

**Kristin:** And that way parents and teachers can know also. You know, they might not know the prefix anti- but we are learning pre- and un-.

**Carrie:** Yeah, I bet that helps with everybody working together and are on the same page so that’s good. Ok.

**Kristin:** And it helps too, if I know the teachers are going to be working on it. Certain ones in the classroom, as well.

**Carrie:** Sure. Sure. Ok, so that’s the first step is picking those roots and suffixes that you’re going to be using and prefixes. So, then the second step would be teaching them how to identify where’s the root, where’s the prefix, where’s the suffix. Can you tell us a little bit more about that?

**Kristin:** Yeah, so what I like to do before I even start teaching them how to find the word using the prefixes and suffixes, is I like them to be able to...when I give them a word, find..this part is the prefix, this part is the suffix, and then this part is the root word or the base word, whatever word you like to call it. And so, we’ll use colors, we’ll highlight, we’ll circle. Sometimes, especially if I’m doing all three pieces in one word, I’ll have my prefixes be one color, my suffixes be another color and my root word another color to get them started. And then I have them start using the colors to identify. So, they might circle the prefixes in the color we’ve been using. Circle the suffix. Underline the root word. Just getting them to pick out those parts and be able to identify this word is a word and we’re going to change it by adding these other pieces to it. I try to make it fun. I try to give them opportunities to do things on the whiteboard or just use different kinds of materials. They love highlighters. They love using different kinds of markers and crayons.

And there are a couple books by Marcy...I don’t know if I’m saying her last name right...Aboff, “If You Were a Prefix” and “If You Were a Suffix.” Those are really fun books. I keep them with me. But those are really fun books to get the kids kind of learning where the prefixes go, where the suffixes go and just starting to get familiar with the different pieces. Because I think they have to have that understanding before the can really start using those words and those pieces.

**Carrie:** Absolutely. I will get that link from you for where those books are and I’ll put that in the show notes. So, if you are watching with us live or if you are watching the recording, once we get this up you can go over to SpeechandLanguageKids.com and go to the blog link at the top and find the show notes for this episode and I’ll have that link there, along with, somebody has asked for the main list of the prefixes and suffix again. Can you go through those one more time and I will write those in the show notes as well?

**Kristin:** So, for prefixes I start with pre-, mis-, un- and re-.

**Carrie:** What was the last one?

**Kristin:** Re-, r...e..

**Carrie:** Oh ok.

**Kristin:** And for suffixes I do -able, -ly, -less and -ful.

**Carrie:** Ok perfect. So, I will write those in the show notes as well so you guys don’t have to take notes on that. So we’ve taught the children how to identify the root, the prefix and the suffix. So, the next step would be to teach specific suffixes and prefixes to and provide multiple exposures. Can you give us some ideas on how you do that in therapy?

**Kristin:** Yeah, so that’s when I start having the kids focus in on the...and we’ll usually start with one or two prefixes at a time. I might do all four depending on how the student has been doing. And I get them manipulating the pieces together. I guess I’m jumping into number 4. I teach them what the meanings are. Like pre- is going to mean before and we start thinking of words that we’ve heard. We talk about preview movies a lot, pretests in class. For mis- we talk about misspelling words, misplacing items and just start looking at the prefix or the suffix with the root word and getting the kids to understand how the prefix and a suffix changes that word. We try to use them in real life situations and try to give them lots of repeated exposure. So, if we’re working on over several sessions, I’ll start every session by reviewing what's a prefix, where does it go. And that helps them also because the word prefix has pre- in it so they can learn those meanings. So, that when we start signing the word it helps them a little bit more.

**Carrie:** Definitely. And we are doing some giveaways. If you’re just joining us, we are doing giveaways a little bit later in just a couple of minutes here. And Kristen is going to be giving away a product that can be used to practice prefixes and suffixes. So definitely stick around for that. That will be in just a couple minutes. Ok so the next step...oh go ahead.

**Kristen:** These are some of the teaching aids that I use. So, I have this sample. I don’t know if you can see that.

**Carrie:** Yeah, it’s kind of blurry.

**Kristin:** So, I’ll have these out and when we’re going through specific prefixes we’ll refer back to this. Now, what does it mean and how do they use it. I use lots of visuals, not as many visuals as teaching other areas, but I like to keep those pages out so they remember where to look if they can’t remember.

**Carrie:** Perfect. Alright so if you guys have any questions as we go along, we are taking questions so go ahead and type those in. Ok so the fourth step then after we’ve taught them how to identify a root, prefix and suffix, and we’ve taught them the specific ones that we want to target and provided multiple exposures; then you talk about allowing them to manipulate the affixes and roots. Can you talk about how that looks?

**Kristin:** Yeah, I like to use little word cards and I just let leave them on the desk so they can start manipulating the prefixes together with the root word or the suffixes. And a lot of times what I find is when they don’t really understand and they just kind of want to stick any of them together and call it a word. So, this allows us put the prefixes together or the suffixes together with the root word and talk about now what would that mean and how would we use that, and have we heard that word before and have we not. Especially using these really common prefixes and suffixes the kids will recognize, oh yeah, I haven’t really heard that before. And we might talk about well is that really a word and does it work or not work. And so, it gives them some ownership of creating the word and does the word make sense and how would we explain it and that’s when I start building in the definitions. And so, then the child puts together re- and heat and I’ll even have listed on here what re- means again, so we’re going to see that again. What could we reheat? We might reheat our lunch or our left-overs from dinner. Or if they put preheat together we’ll talk about more ways of why would somebody want to preheat something and what ways to preheat. Just getting them to start taking ownership of them using those word pieces and word cards and definitely building on the meaning at that point.

**Carrie:** Yeah that sounds great. Do you find that the kids have a lot of fun with that? I would think that that would be a really engaging activity.

**Kristin:** Yeah. A lot of time what I might do before I start teaching it I might just give them these pieces and see what words the come up with.

**Carrie:** Oh yeah.

**Kristin:** And then do it again after we’ve worked with them for a while and see if they make more actual real words instead of just random made up words.

**Carrie:** Yeah

**Kristin:** Basically, just moving the pieces around. Some kids they like magnetic stuff, so I’ll put these on magnets and put them on cookie sheets or usually we just spread them out on the table.

**Carrie:** That’s great.

**Kristin:** The kids have a lot of fun moving the pieces.

**Carrie:** Yeah, I love that. Ok, we have a question...What grade do you begin targeting these skills?

**Kristin:** With my students, I usually will start working with some as young as 3rd grade and then 4th and 5th and up through middle school. Actually, getting ready for today, I looked up and you know I’m in Texas and we don’t use common core we use teaks and they actually start using prefixes and suffixes in the teaks in 2nd grade classes. 3rd grade in common core so there's prefixes and suffixes in 3rd grade, 4th grade, 5th grade using the affixes. So, the basic understanding of these I probably wouldn’t do as young as 2nd grade, but most of them tend to be 4th, 5th and even middle schoolers that are just still struggling with vocabulary. So, I use this a lot with the older kids who just need that extra push for vocabulary skills.

**Carrie:** Yeah definitely. Alright I think that's all the questions we have right now. If anybody else has any questions, go ahead and type those in. So, then our last step that we were looking at here for our prefixes and suffixes would just be practice using those words in sentences and in writing. So how do you do that in therapy? Or are you using that in the classroom with the teachers? How does that look for you?

**Kristin:** Well I always have my goals and objectives lead up to that the student cannot just identify the word, not just give a definition, but can actually use it functionally. So to some of the kids we might just do where their goal ultimately is to use the word in a sentence, a good sentence. You know, Mom has to preheat the oven before she cooks. With my kids that are able to do the writing or need extra help in that area, we will always write out the sentences. Even just on whiteboards or on the table. I always try to communicate with the teachers and let them know that this is what we’re working on. Especially in Texas, they take a writing test in 4th grade and 7th grade and so I want to get them writing as much as I can in my room. Especially writing sentences, we can fit into our short little sessions. It's harder to write full paragraphs and essays. Anything I can do make them expand their language overall.

**Carrie:** Absolutely. Yeah that sounds great. Alright so those are our five steps. We’re going to do our giveaway in just a second here, but we wanted to talk about your favorite resource for teaching prefixes and suffixes. What do ya got?

**Kristin:** Well I use my own a lot.

**Carrie:** That’s good! What do ya got? Ha ha ha...

**Kristin:** I have a prefixes and suffixes packet that I made. It’s up at my Teachers Pay Teachers store which is Talkin’ with Twang. And it has those visuals for teaching all the different suffixes and it includes the four main ones for prefixes and suffixes that we mentioned earlier.

**Carrie:** Wonderful.

**Kristin:** And I have sheets of the word cards. These are all very common root words that they should know. And if they don’t then we work on learning these words. And I have pages of prefixes and suffixes that can be cut out and these can get manipulated back and forth and then the packet also has recording sheets so when we get to where they are making their own words they have place where they can kind of keep track. And I have a couple worksheets in there that can work. You know like at the end of this unit and you want to kind of see what they can do on their own. And I have some game boards and these can be printed out in color, but I just usually keep everything black and white. But just a lot of different ways to work with the words and kind of make it fun.

**Carrie:** Absolutely. So, that is in your Teachers Pay Teachers store and I will put a link in the show notes, but if somebody wants to go find it right now what's the title of it in your store?

**Kristin:** It’s Prefixes and Suffixes Packet in my store and it’s actually on the 50% off the November SLP month on sale today so you can find it in that category in my store page which is Talkin’ with Twang. Or using that hashtag. Or I can post a link also on my Facebook page.

**Carrie:** Ok and after we finish on Facebook live, if you’ll head over to my Facebook page and just write it in the comments of this then people can see it in the recording of this as well. So, that’ll be good. Ok, alright so that is your giveaway, today right?

**Kristin:** Yes

**Carrie:** Ok so we’re going to do 2 giveaways if you’re on here with us live right now. Yeah Darla 50% off. Darla hang around because you might win it free. Ok so we’re going to do 2 giveaways. The first one is going to be for the prefixes and suffixes packet...hahaha...I have trouble saying that...that Kristin just talked about and the second giveaway today will be for my membership that is The Speech Therapy Solution. If you’re not familiar with that, that is my membership for speech language pathologists where you get access to a training video library, a library full of print and go therapy materials, we also do a monthly webinar and weekly Q&A calls. So, you can hop on and ask me questions about your tough cases and get help. So, that’s going to be the second giveaway. You’re going to get two free months in my membership.

Ok so I’m going to ask a question and the first two people to respond are going to win. Are you ready? Ok so here it is….. Give a word that contains a prefix, a root and a suffix. It can be any word, but it has to have a prefix and a suffix. So, the first two people to write in words with prefixes and suffixes will win our prizes today.

Alright so while we are waiting for somebody to win...hahahah...I hope that helps give you some guidance for teaching vocabulary. Especially to those older kids like Kristin was talking about where they just need that extra push to kind of really understand vocabulary and have some tactics that they can use when they are encountering those unfamiliar words.

Alright, Darla is impossible. We’re going to give it to you Darla. So, Darla gets the first prize. She’s going to get the packet. Kristen how can she contact you to get that one for free, do you want her to email you?

**Kristin:** She can email me. I think Darla knows how to contact me actually.

**Carrie:** Hahaha...alright Darla.

**Kristin:** Actually, she might already have that packet.

**Carrie:** Oh ok, well you guys can work out if you want to give her a different prize. Let's see, ok Julie has reheatable. There ya go. Alright Julie you get two free months in my membership so you can contact me by emailing me at Carrie@speechandlanguagekids.com and I’ll give you the two free months for that membership. So, congratulations Julie and Darla.

Alright so let's see. If you need any guidance on any other topic or if you need help with your tough cases do check out my membership. You can see that at SpeechandLanguageKids.com/join and Kristin please let us know where we can find out more about you or where you can find out what else you have for sale in your Teachers Pay Teachers store.

**Kristin:** Sure, my Teachers Pay Teachers store is Talkin’ With Twang. I also have a blog, it’s TalkinWithTwang.com. And if you have any more questions or need any more information my email is Kristin@TalkinWithTwang.com.

**Carrie:** Perfect, wonderful. Alright…

**Kristin:** I also have social media sites.

**Carrie:** Oh, yeah are you on Facebook and what's your big one. Facebook?

**Kristin:** Facebook and Instagram are the two that I’m on the most.

**Carrie:** Alright

**Kristin:** And they’re all the same...Talkin’ with Twang.

**Carrie:** Perfect. I need to get on Instagram, I haven’t done much with that. Alright well thank you guys so much for joining us today and we hope you can join us next Monday afternoon. We’ll have another live show for you with two more giveaways, so definitely join us. And we will have the recorded version of this up on the website soon as well so thanks everyone for joining us and we’ll see you next time...Bye

***Thank you for joining us today on The Speech Show. We hope today’s tips have helped you feel a little less stressed and a little more confident about your work. If you’re looking for more stress busters and confidence boosters, we’d love to have you join us in The Speech Therapy Solution, where you’ll get access to a huge library of premium training videos and another library of print and go therapy materials. You can also get help with your tough cases by Carrie on the weekly Q&A calls, or by posting in the exclusive Facebook group. Plus, group members can join us for a monthly webinar that can be used for a continuing education credit. Head on over to SpeechandLanguageKids.com/join to check out all the amazing benefits of the speech therapy solution membership. Bye for now.***