

WORD CRACKING

Another way to crack the code and supercharge vocabulary and comprehension

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Unpack your Crackers and flatten your magnets!

MORPHEME **MORPHEME** **MORPHEME**

Prefix(es) **Base words or roots** **Suffix(es)**

Can be written with dry erase marker or placed as a magnet

Can be written with dry erase marker or placed as a magnet

Can be written with dry erase marker or placed as a magnet

Prefixes - green Roots - black Vowel Suffixes - red
Consonant Suffixes - blue

What is a morpheme?

The smallest unit which conveys meaning:

- A phoneme is the smallest unit of sound
- A grapheme is a unit of spelling for a phoneme

A Morpheme:

- Could be a word *needle*
- Could be a prefix *in*
- Could be an root *ject*
- Could be a suffix *ed*

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Meet the **emes:**

Phoneme
Grapheme
Morpheme

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 Another way to crack the code and supercharge vocabulary and comprehension

I'm **Phoneme**: the smallest unit of speech sound in words!

I'm **grapheme**: the smallest unit of spelling in words!

I'm **Morpheme**: the smallest unit of meaning in a word!

English = morphophonemic

morphemes: morph, o, phone

phonemes: emə, ic

Examples of morphemes

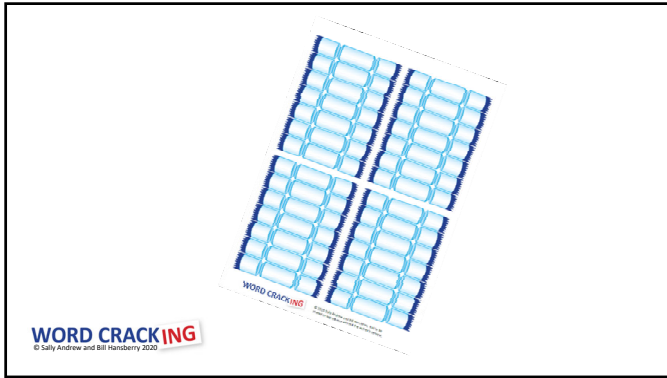
lock *base word = noun or verb*

locks relocking padlock
 locker unlocked

sist *root = to stand or cause*

assist consisting desists
 resisting insists existed
 assistant persisted transisting

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Cracker Challenge

In pairs:

90 sec: Use this matrix to make as many words with the root 'sist' as you can! (score)

2 min: Make a funny story containing as many 'sist' words as possible.

MORPHEME	MORPHEME	MORPHEME
Prefix(es)	Base words or roots	Suffix(es)
<p><small>ad</small> s</p> <p>de</p> <p>in</p> <p>re</p> <p>sub</p> <p>un</p> <p>con</p> <p>ex</p>	<p>sist</p> <p><small>to stand or cause</small></p>	<p>s</p> <p>er</p> <p>ed</p> <p>ing</p> <p>ly</p>

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Your turn

Identify and total the morphemes in the following words:

sweeteners	sweeteners (4)	unattended	un.attended (4)
says	says (2)	suffix	sub suffix (2)
happy	happy (2)	prefix	prefix (2)
discontinued	dis.con.tin.u.ed (4)	psychiatrist	psychiatrist (3)
beautiful	beautiful (2)	incompetence	in.com.pet.ence (4)

compete (v.)
1610s, "to enter or be put in rivalry with," from French *compéter* "be in rivalry with" (14c.), or directly from Late Latin *competerē* "strive in common, strive after something in company with or together," in classical Latin "to meet or come together; agree or coincide; to be qualified," from *com* "with, together" (see *com-*) + *petere* "to strive, seek, fall upon, rush at, attack" (from PIE root **pet-* "to rush, to fly").

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Why has morphological awareness become the buzz word?

- Enables word construction and deconstruction
- Along with syllables, awareness of morphemes aids word identification and spelling
- Incredible bang for buck with vocabulary and speech development
- Improves reading comprehension and fluency
- Improves grammar knowledge
- Helps with developing spelling knowledge

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What are the benefits of incorporating in classroom practice?

- Word analysis develops meta-linguistic awareness (Gombert,2003)
- Students manually learn how to construct and deconstruct words in which gives them a pathway into tackling unfamiliar words of increasing difficulty (another way *in* for poor decoders)
- Students' vocabulary is enhanced – as they learn how to unpack words they can often figure out the meaning
- Students acquire vital tool for spelling unfamiliar words
- Students understanding of grammar is developed

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Common affixes - due to their phonic regularity and the sheer number of times they appear in words are more likely to be bonded (orthographically mapped) and stored permanently for recognition on sight.

Flately the deather has been unshandally weird. We have extrienced transjectory flibs and prebering, and so we have had teleprossing flinds which made the predopping spreets inscortable .

Read more about Ehrli's Orthographic mapping theory – you'll never see sight words the same way again!

Common affixes - due to their phonic regularity and the sheer number of times they appear in words are more likely to be bonded (orthographically mapped) and stored permanently for recognition on sight.

ly er un ly
ex ed trans ory
s pre ing
tele ing s
pre ing s in able

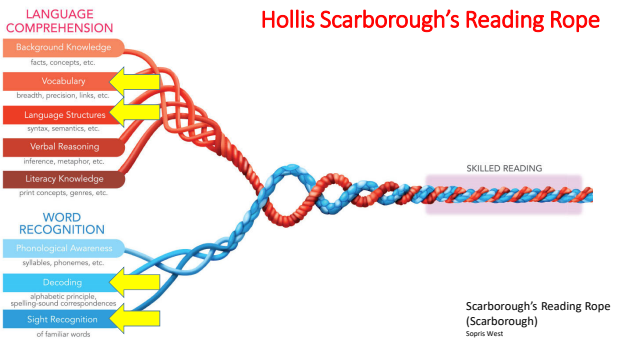
Read more about Ehri's Orthographic mapping theory – you'll never see sight words the same way again!

“Children read aloud nonwords with a morphological structure more rapidly than those without one.”

(Burani, Marcolini, & Stella, 2002),

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Hollis Scarborough's Reading Rope



Improved Spelling knowledge

maiking macking mayking makeing **making**

dropt dropped **dropped**

suckseeding suckseading sucseeding **succeeding**

suports **supports**

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Highlight the spelling errors:

Manual page 5

Teacherz of less capable spellers will be usd to seing spelling errors like the types of mistakes scattered throughout this section. Without a sound understanding of affixes and the rules for how they add on to base words and roots, many teachers are runing into trouble when trying to give students useful feedback about the nature of these errors. When reporting on a student's spelling progress, all that can be said is 'Bill is still a phonetic speller' without any detail. These types of errors indicate that a student is either not recognising that some of these words consist of a base with an affix added, or they are, but are unable to apply the correct spelling rule to suffix it. The trickyness inherent in the English orthography can lead to arguements with students about the correct spelling of words that can end in a teacher saying to a student "just spell it that way because that's the right way!" Any teacher will agree that we owe our students more than this and we do not want our weaker spellers blaming themselves for what we aren't able to adequately teach them about the types of errors or plans for their remediation.

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How would you classify these errors?

- What would you report on a student spelling this way?
- Where would you target intervention?
- If you had a class of kids spelling like this, what would you teach them?

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Orthographic errors that can be supported by morphological awareness

Errors above	What the student isn't seeing or doesn't know
Teacherz	'Teacher' is made plural with the suffix 's'. This attempt has been spelled phonetically.
usd	The 'drop 'e'' rule applies to this word. Again, this spelling attempt is purely phonetic without knowledge that the base word is 'use' and the suffix is 'ed'.
seing	The base 'see' with suffix 'ing' and just add rule are at work in the correct spelling of this word because 'see' has a CVV (safe) end pattern. Many students incorrectly apply the 'drop 'e'' rule when adding a vowel suffix because it works for them most of the time.
scatterd	This is a purely phonetic spelling with no awareness of this word's morphemic or grammatical structure which is; base word 'scatter' and suffix 'ed' to indicate past tense.
runing	The suffix 'ing' has simply been added to the base word 'run' without knowledge of the 111 doubling rule needed when adding vowel suffixes to VC end patterns.
regoniseing	The drop 'e' rule not used. 'Recognise' ends in a VCe pattern and the rule needed here is to drop the final 'e' before adding a vowel suffix.
trickyness	The suffix 'ness' has just been added to the base word 'tricky'. Most of the time consonant suffixes are just added to base words, however, if the base ends in a consonant and the letter 'y' (Cy end pattern) then the 'y' must be changed to 'i' most of the time.
arguements	Here the drop the 'e' rule has not been applied to the base word which has a 'ue' ending pattern. The false assumption has been that it is safe to just add the suffixes 'ment' and 's' as they are both consonant suffixes.
blameing	The drop 'e' from VCe words rule has not been used.

Page 5



A LITTLE FRONT-LOADING!

What do these morphemes do to a word's part in speech (grammar):

- Suffix 's' (what does it do to a noun and a verb)
- Suffixes 'ing', 'ed'
- Suffix 'ness' (what's this do to a noun)
- Suffix 'ly' (how does this help a verb?)



Cracker Cup: page 112

Get your magnet boards ready – one between 2



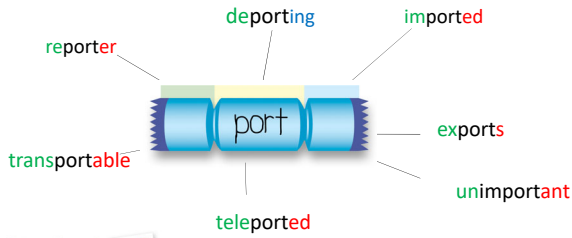
1. Designate a Cracker Master and a recorder
2. Recorder – write 'port' in a heap of crackers (to save time)
3. Part 1: 90 seconds to make as many words as you can
4. Part 2: 2 minutes to write an amazing story using as many 'port' words as you can

- 1 point for any prefix
- 1 point for any suffix
- 3 points for the root 'port'
- 1 point for a capital letter or comma
- 1 point for a full stop
- 2 points for ? or !
- 2 points for possessive apostrophe
- 2 points for a contraction

This might be the scoring for a year five group – change the scoring depending on what you've taught.



What does an activity like that do for vocabulary development?



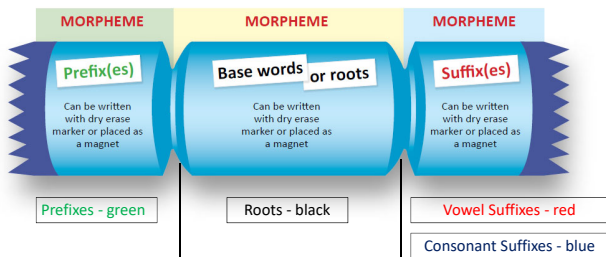
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Why the necessity for teaching of morphology to Tier 3 students?

- Students struggle with decoding unfamiliar words
- Students do not see regular boundaries between morpheme parts
- Even with intervention some students will remain slow decoders and so morphological training will help to develop speed and fluency
- Students struggle with spelling and even with intervention their spelling approaches may be shaky and unreliable

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Use the Word Cracker to constantly check they know what's what!



The need for explicit teaching- get it right for tier 3 and you get it right for all

- Students do not 'acquire' the complexities of our English language - it must be explicitly taught by a skilled practitioner
- Students need a structured approach to learning in small manageable chunks
- Students learn best through multisensory activities: *say it, speak it and write it*
- Students need to revisit the concepts regularly for learning to become secure



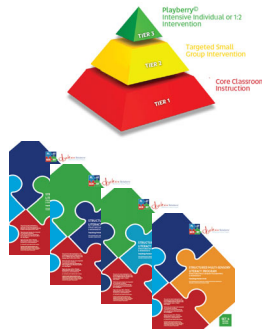
The Word Cracker

- A hands on approach which makes the teaching of morphology a multi – sensory activity... and its FUN!
- A large number of prefixes, roots and suffixes included from which over 500 words can be made
- Can be used with a dry erasable pen
- Comes with a detailed manual and a small write on Word Cracker.
- Can be used with individuals, small groups and whole class



What a Tier3 Program looks like

- Slow sequential steps
- Fine grained
- Cumulative learning
- Revision: Over learning is key
- Knowledge of phonemes being used



ACADEMIC THERAPY TO ADDRESS THE CORE DEFICITS OF DYSLLEXIA
 GOAL: developing strategies to improve efficiency and accuracy in reading, spelling and handwriting and automaticity of phonological processing.

AUTOMATICITY OF GRAPHEME-PHONEME CORRESPONDENCE
 GOAL: developing orthographic mapping skills to the point of automaticity.

SPELLING & HANDWRITING
 GOAL: developing accurate and fluent handwriting.

WORD ANALYSIS SKILLS & GRAMMAR
 GOAL: developing ability to analyse and produce words at the affix and morpheme level as well as identifying, understanding and using the links between morphemes and affixes.

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WORD ANALYSIS SKILLS & GRAMMAR
 GOAL: developing ability to analyse and produce words at the syllable and morpheme level as well as promote comprehension and written expression.

Teaching the four main syllable division patterns for the syllable words + their relationship to the phoneme level to word division.

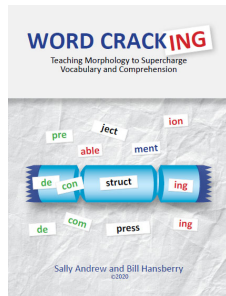
- Teaching inflection, dividing and coding of words + identification of the automaticity of grammatical concepts
- Practising practice with grammatical concepts in writing to help students develop hearing and confidence.

Developing awareness of base words, roots and affixes (morphology), associated spelling rules and links to grammar as well as building links between affixes and words' part in speech.

How the manual is laid out

1. Spelling Rules
2. What a tier 1 program might look like
3. Suffixes
4. Diagnostic Dictations
5. Prefixes
6. Roots and Morpheme Matrices
7. Whole Class Morphology Challenges
8. Appendix

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It's not as easy as it looks!
con + struct these on your cracker or whiteboard

acts
 stacks
 stacked
 staked
 stocked
 stopped
 chopping
 chopper

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A classroom approach to teaching the spelling rules – the skill-set progression

1. Phonological Awareness
2. Phonics (GPC)
3. Introduction of syllable types and morphemic parts (Prefixes, suffixes, roots)
4. Developing the ability to analyze base word patterns
5. Teaching of ADD, DOUBLE, DROP, CHANGE rules
6. Teaching of specific grammar use of each suffix
7. Teaching of Prefix meanings
8. Teaching of root meanings and origins (etymology) – LEVEL 2 and 3 Vocabulary

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Analyzing base word patterns: *easy ones!*

Lesson 1 – Safe ending patterns VCC, VVC, VV and Vy

VCC VVC VV Vy

lock
plant

A safe ending pattern (like VCC) means any suffixes can be *just added* to the base word without any tricky stuff like dropping 'e', doubling consonants or changing letters!

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Analyzing base word patterns: *easy ones!*

Lesson 1 – Safe ending patterns VCC, VVC, VV and Vy

VCC VVC VV Vy

lock meet
plant cook


VVC end patterns are also safe for any suffixes to be *just added* to the base word

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Analyzing base word patterns: easy ones!
 Lesson 1 – Safe ending patterns VCC, VVC, VV and Vy

VCC lock	VVC meet cook	VV see moo	Vy
-------------	---------------------	------------------	----

VV end patterns are also good news!




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Analyzing base word patterns: easy ones!
 Lesson 1 – Safe ending patterns VCC, VVC, VV and Vy

VCC lock plant	VVC meet cook	VV see moo	Vy key play
----------------------	---------------------	------------------	-------------------

Vy end patterns...safe as houses as well!



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Add, Double, Drop, Change chart (page 19)

LESSON 1 - ADD, DOUBLE, DROP, CHANGE CHART

bend (VCC)	cook (VVC)
see (VV)	play (Vy)

The four crackers show the safe ending patterns:

VCC
VVC
VV
Vy

And how any suffix is just added.

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Analyzing word patterns: *more tricky*

Lesson 2 – Doubling Rule (part 1)

VC + a consonant suffix
Just add

VC
sadness

VC
snips

VC
strapless


VC + a vowel suffix
You have to double

VC
hitting

VC
hopper

VC
chipped

This is the 111 doubling rule




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Analyzing word patterns: *more tricky*

Lesson 2 – Doubling Rule (part 1)

VC end patterns...not safe!

VC
sadness



My end isn't always safe either!

LESSON 1 - ADD, DOUBLE, DROP, CHANGE CHART

	VC bend	VC cook
	VV see	VV play
ADD	VC sadness	

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Lesson 2 – Doubling Rule (part 1) Manual page 20

LESSON 2 - ADD, DOUBLE, DROP, CHANGE CHART

	VC bend	VC cook
	VV see	VV play
ADD	VC pop	
DOUBLE	VC popp	

Cracker 1 shows how a consonant suffix is *just added* to a word with a VC ending pattern – it's in the 'ADD' section.

Cracker 2 is in the 'DOUBLE' section because the final consonant has to be doubled when adding a vowel suffix to a VC ending pattern on a one syllable word.

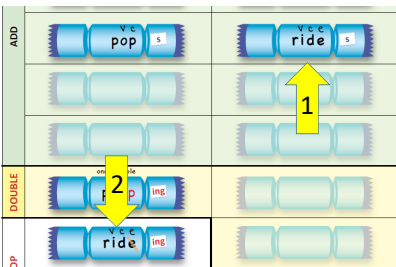
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Analyzing base word patterns *even trickier*
 Lesson 3 – The Drop ‘e’ rule

<p>Vc<u>e</u> + a consonant suffix <i>Just add</i></p> <p>st<u>are</u>s</p> <p>care<u>le</u>ss</p>	<p>Vc<u>e</u> + a vowel suffix <i>You have to drop ‘e’</i></p> <p>care<u>ing</u></p> <p>stare<u>d</u></p>
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Lesson 3 – The Drop ‘e’ rule Manual page 21



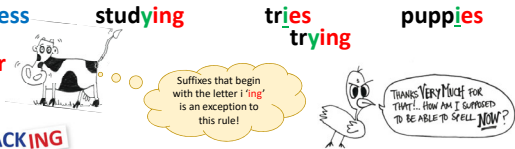
Cracker 1 shows how a consonant suffix is *just added* to a word with a Vce ending pattern – it’s in the ‘ADD’ section.

Cracker 2 is in the ‘DROP’ section because the final vowel has to be dropped when adding a vowel suffix to a Vce ending.

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Analyzing base words: *the trickiest!*
 Lesson 5 – The ‘y’ rules

	verbs	nouns
C <u>y</u>	C <u>y</u>	C <u>y</u>
happ <u>y</u>	stud <u>y</u>	tr <u>y</u>
happ <u>y</u> ness	stud <u>y</u> ing	tr <u>y</u> ing
happ <u>y</u> er	tr <u>y</u> ing	pupp <u>y</u> ies



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Lesson 5 – The 'y' rules
Manual page 25

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Lesson 5 – The 'y' rules
Manual page 25

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Kids add more cracker examples for words with the Cy ending:

Cracker 1 shows how a consonant or vowel suffix is added to a Cy ending, the 'y' is changed to 'i'.

Cracker 2 shows how when making Cy nouns plural, the 'y' is changed to 'i' and suffix 'es' is added

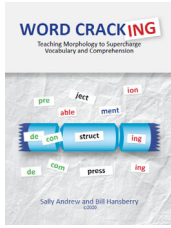
Cracker 3 shows how when making Cy verbs work, the 'y' is changed to 'i' and suffix 'es' is added

The double-sided chart Bill is working on is available for sale for AU\$25
www.hansberryc.com.au

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How the Manual's Appendix is laid out

1. Add, Double, Drop, Change chart
2. Bingo Base Board
3. Games and spinners
4. Ethan's game
5. Blank Crackers
6. Cracker Scramble morphemes
7. Notes for Playberry® practitioners
8. Morpheme Drill Cards
9. Blank Cracker (for collecting morphemes I know)



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Working out what spelling rules your class needs to learn, relearn, revise, revisit!



Manual Pages 63-79



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WORD CRACKING		Pre-test				Post-test					
DIAGNOSTIC DICTATION 4		'ie' endings add 'k' rule	'ie' endings add 'k' rule	111 Doubling rule	111 Doubling rule	'ie' endings add 'k' rule	'ie' endings add 'k' rule	111 Doubling rule	111 Doubling rule	'ie' endings add 'k' rule	111 Doubling rule
THE DOUBLING RULE		panicky	scrubbed	fitter	mimicking	stopped	flopped			Growth	Growth
Student name	Year	Total	Total	Total	Total	Total	Total	Total	Total		
Sam	5	0	1	1	1	1	1	1	2	1	1
Darren	5	0	1	1	1	1	1	2	1	2	
Wendy	5	1	1	1	2	1	1	1	2	0	0
Jas	5	0	1	1	1	1	1	2	1	1	
Will	5	0	1	1	0	1	1	2	0	2	
Millah	5	0	1	1	1	1	1	1	1	1	1

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DIAGNOSTIC DICTATION 7

CHANGE 'Y' TO 'I' RULE

- ↓ Change 'y' to 'i' rule
- ↓ Drop 'e' rule
- ↓ Doubling rule

Mum's Wedding Story

At **h**ddtimes Mum, **o**ften **h**appily told us kids **s**tor**ie**s about the day her and Dad were married. She **g**iggled about how it was the **h**ottest day of the year and how people were **h**astily **s**ipping their drinks at the reception.



Already heaps of diagnostic information just from the first paragraph!

How to teach the suffixes!

Pages 30-35

Teach Suffix, 's' and 'es' to introduce concepts of *suffix*, *noun*, *verb*, spelling rule

GAME - MATCHING PAIRS



To see this played, go to  <https://www.youtube.com/watch?v=6m4y3W1704>


SUFFIXES



This section contains teaching instructions for a selection of suffixes from the Word Cracker. The list of suffixes are located here. Click a button to go to the page for the teaching notes and associated spelling rules, other advice can be found in the way chosen in this section.

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Grammar Chart



Noun	s es er
Verb	s es ing ed
Adjective	y less ing ful er
Abstract noun	ness
Adverb	ly
Noun	
Verb	
Adjective	
Abstract noun	
Adverb	

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Teach 'less' and 'y'

Manual pages 36-41

To demonstrate cumulative and progressive Development of grammar concepts

GAME - BINGO

Setting up the game

Hand each student a Bingo base board. Prepare the board with the suffix 's', 'es' and 'y' activities.

The spinner has two of each suffix plus one 'NO SPIN' and one 'FREE CHOICE'.

Prepare a list of 20 words ending with suffixes 's', 'es' and 'y'.

If there are 15 minutes left, use these as at least 4 words for each suffix.

Example list of words for Phonics® students:

spread	spelt	marsh
slung	slung	nest
spare	spare	happy
spelt	spelt	happ
spelt	spelt	happ

- The teacher spins a number from the top of the grid and all the words that end with that suffix are crossed out.
- The student who spins the number and gets the word with the suffix that has been crossed out.
- If the word has already been used, the student whose turn it is chooses.
- If a student spins 'NO SPIN', they turn over to the next player.
- If a student spins 'FREE CHOICE', they choose any word on the grid and cross it out. They then choose the word that ends with the suffix chosen on the spin game for the next player, e.g. 'spelt'.

If a student has completed all of their words, they have won the game. The teacher can choose to play again with a new list of words. The teacher can also choose to play again with a new list of words. The teacher can also choose to play again with a new list of words.

1. First completed Bingo base board is the winner.



Reinforcing nouns, verbs and adjectives

Manual page 41

GAME - BINGO

Setting up the game

Hand each student a Bingo base board. Prepare the boards with 'noun', 'verb' and 'adjective' as below.



Prepare a list of 20 words ending with suffixes 's', 'es', 'less' and 'y'. For 2 players the list must contain 4 nouns, 4 verbs and 4 adjectives.

- The first student spins.
- If the student lands on a 'noun' they have to select a noun from the list and say that noun in a sentence to convey its meaning.
- If the student uses the word (noun, verb or adjective) correctly, they can write the word on the Bingo base board in the correct place.
- The word is then crossed off the word list and the second student has a turn.
- First completed board is the winner.

These are the words the players are choosing from. Sal chose these carefully for her students based on what she'd taught previously.

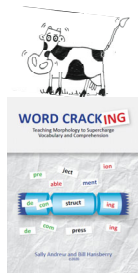
prints	bosses	dishes	sticky
smells	hisses	dresses	smelly
clocks	classes	bendy	strapless
yanks	presses	handy	spotless
bikes	smashes	messy	helpless



Teach suffix 'ing'

Manual Pages 45-47

Now – have a go at teaching this to your partner!



Teach suffix 'ed'

- To demonstrate how grammar knowledge helps to avoid spelling errors we need to establish the 3 sounds of suffix 'ed' : (əd), (t), (d)
- To introduce 111 Doubling Rule
- Play the game

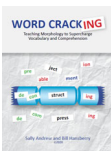


Teach drop 'e' rule

Manual Page 11

Swap – teacher becomes the taught

- You might use the words: *make, come, drive*
- How will your students record their understanding of this rule?
- *How can a teacher check student knowledge of this rule?*



Teach change 'y' to 'i' rule

WORD CRACKING
Teaching Morphology to Supercharge Vocabulary and Comprehension

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Prefixes

- Suggested order for teaching prefixes
- Students will begin to see the construction and deconstruction of words

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PREFIXES

The cracker contains teaching instructions for a selection of prefixes from the Word Cracker Book of prefixes and suffixes. This is a resource guide for teachers for teaching a variety of prefixes and suffixes. The words shown in this section.

Here's another blank cracker

Dictate real and nonsense words for practise using:

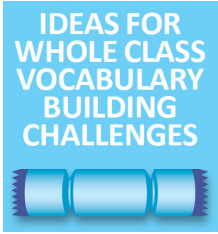
- *de press ing*
- *con tract ed*
- *in form ed*
- *re flump ly*
- *un trock ed*
- *mis crad d ing*
- *ex lipé ing*

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Classroom games

Gamifying morphology

- You're only limited by your creativity!
- Use ours as a springboard for ideas
- *Invent your own game*

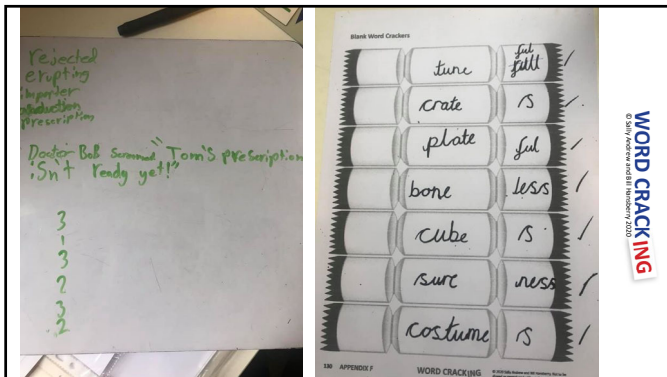


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Making the learning their own

- Personal word cracker recording of suffixes learned (Page 153)
- Spelling rules chart (Page 25)
- Word challenges
- Worksheets to revise concepts learned – make your own, use google to search the words for worksheets

WORD CRACKING



Group by Hansberry Educational Consulting

Word Cracker Teachers
Public group · 679 members

Joined + Invite

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The Word Cracker Multi-sensory Literacy Tool
61 subscribers

HOME VIDEOS PLAYLISTS CHANNELS DISCUSSION ABOUT

Uploads

- Word Cracking: A Cook's tour of our manual
- Word Cracking the 'change y to i' suffixing spelling rule
- Teaching suffix 'y' using the Word Cracker
- Word Cracker Multi-sensory Literacy Tool
- Using the F Cracker to

WORD CRACKING YouTube AU
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Word Cracker Online

WORD CRACKING HOME ABOUT LEARN CONTACT MEMBERS BUY NOW

EVERYTHING YOU NEED TO TEACH MORPHOLOGY

A structured morphology program for schools, specialist teachers, and parents. Featuring online tools, games and detailed lesson plans.

Based on the best-selling **Word Cracking** instruction manual.

MEMBERSHIP OPTIONS

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QUIZ

1. What is the reason for the 2 colours of suffixes?
2. What are the black tiles called?
3. Name 2 functions of the 's' suffix.
4. Which suffix forms a present tense verb?
5. Which suffix forms an adverb?
6. What is meant by the words 'in structure'?
7. How can I test the class to assess their knowledge to date?
8. What are the blank crackers used for?

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QUIZ

9. What is the point of the games?
10. How can my student record knowledge of what has been learned to date?
11. What are the four main spelling rules for adding suffixes called?
12. What is a Prefix that is altered slightly to aid pronunciation?
13. What am I expecting the Word Cracker to assist my students with?

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Make sure you have:

Prefix	Root	Suffix
ad	cede	ful*
per	rupt	less*
com	ceed	ly*
post*	script	ment
con	cess	ness*
pre	duct	s*
de*	spect	able*
re*	struct	al
sub*	form	ed*
tele	tain	en
trans*	ject	er*
un*	tend	es*
	port	est
	tract	ing*
		ion
		ish
		ive
		y*

Now...



GET CRACKING!

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Specials! Today Only – Only stock here

Board and Magnet Set
Word Cracker and Magnets \$120 – Today \$105

Basic Bundle:
Word Cracker, Manual and Magnets \$199 – Today \$180

Manual only:
Normally \$90, today \$80

Add, Double, Drop, Change double sided wall chart
Normally \$25, today \$20

Bill will invoice buyers because he forgot his card machine (like usual)
