

MORPHOLOGY MORNING WORK

Un-, Re-, -s/-es, -ed, -ing — matching, fill in the blank and Circle It. Fillable PDF.

QUICK START

One complete kit for five K-2 word parts: matching, filling in the blank and telling a true statement from a false one — every student answer is written or circled in pencil, nothing is cut or glued on a student page. Short daily morning-work practice, not a full morphology curriculum.

THREE STEPS

- Meet the five word parts**
Page 6 names all five and what each one does to a word. Read it with a student before the first worksheet.
- Pick a format**
Three ways to practice: matching (write the letter), fill in the blank, and circle it. The chart below says which page for which word part.
- Track it, roll it up, send it home**
The answer keys are pages 19 and 20. Date each word part on the tracker (page 21), roll the class up on page 22, and send the family note home (page 23). A filled example is on page 25.

WHEN...	USE...
New to matching a word part to a sentence	Match the Word Part, pages 7, 8
Ready to recall the vocabulary	Fill in the Blank, pages 9, 10, 11, 12, 13
Ready to judge a true statement from a false one	Circle It, pages 14, 15, 16, 17, 18
Opening morning work with a whole-class mini-lesson	Mini-Lesson Starter, page 24
Writing a family update or noticing a word part	Family note, page 23 • phrase bank, page 26
Setting up a binder for this file	Binder cover and divider tabs, pages 27-28

Everything inside (29 pages)

- 12 student pages: 2 matching sets, 5 fill-in-the-blank pages (one a word part) and 5 circle-it pages (one a word part)
- 60 sentence total, every one invented and never repeated in the file
- 3 answer keys, one from each page, one on the...

What this is not

Not a curriculum, a screener, or a clinical tool. Every sentence is invented classroom prose; nothing here names, scores or describes a real child. Page 4 shows how each page works.

MATCH THE WORD PART

My name: _____ Date: _____

Read each sentence. Write the letter of the word part it shows.

a. Un- b. Re- c. -s / -es d. -ed e. -ing

- The class counted ten boxes stacked in the corner. ☐
- The teacher is writing a note on the board right now. ☐
- The broken step on the stage looked unsafe to everyone. ☐
- The librarian will reread a favorite book to the class. ☐

FILL IN THE BLANK

My name: _____ Date: _____

Read each sentence. Write a word from the box to finish it.

Word bank: unfair unhappy unsafe untie

- The sad face shows the boy is _____ about losing his toy.
- She needs help to _____ her shoe before nap time.
- Taking all the crayons for yourself is _____ to classmates.

CIRCLE IT

My name: _____ Date: _____

Read each sentence. Circle YES if it tells what Un- really means. Circle NO if it does not.

- Unsafe means extra safe. YES ☐ NO ☐
- Untie means to do the opposite of tie. YES ☐ NO ☐
- Untie means to tie something tighter. YES ☐ NO ☐
- Unsafe means not safe. YES ☐ NO ☐
- Unhappy means very happy. YES ☐ NO ☐
- Unhappy means not happy. YES ☐ NO ☐

MORPHOLOGY TRACKER

STUDENT _____ TEACHER _____ MONTH _____

WORD PART	TRY	MATCHING (SET, DATE)	FILL IN (SCORE, DATE)	CIRCLE IT (SCORE, DATE)	NOTES
Un-	First try				
Un-	Second try				
Re-	First try				
Re-	Second try				
-s / -es	First try				
-s / -es	Second try				
-ed	First try				
-ed	Second try				
-ing	First try				
-ing	Second try				

How to fill this in

Date each call the day the child does that format for that word part with no prompt. "First try" and "Second try" are two different occasions, not two attempts at the same worksheet — leave the second row blank and the word part comes back around. A blank never means wrong, only not tried yet. Answer keys: pages 19 and 20. Filled example: page 25.

THIS MONTH WE ARE FOCUSING ON _____

EXAMPLE: AVERY'S TRACKER

Avery R. is invented; nothing on this page describes a real student. The blank tracker is on page 21.

STUDENT: Avery R. (an invented student) TEACHER: Mr. Olafur (invented) MONTH: September–October

WORD PART	TRY	MATCHING (SET, DATE)	FILL IN (SCORE, DATE)	CIRCLE IT (SCORE, DATE)	NOTES
Un-	First try	Set A, 9/8	4 of 4, 9/8	6 of 6, 9/11	-
Un-	Second try	Set B, 9/25	4 of 4, 9/25	6 of 6, 9/25	-
Re-	First try	Set A, 9/15	3 of 4, 9/15	5 of 6, 9/15	Needed a reminder during Circle It
Re-	Second try	Set B, 9/29	4 of 4, 9/29	6 of 6, 9/29	-
-s / -es	First try	Set B, 9/22	2 of 4, 9/22	-	-
-s / -es	Second try	-	-	-	-
-ed	First try	-	-	-	-
-ed	Second try	-	-	-	-
-ing	First try	Set A, 9/18	4 of 4, 9/18	6 of 6, 9/18	-
-ing	Second try	Set B, 10/2	4 of 4, 10/2	6 of 6, 10/2	-

How to read it

Avery R. has a first try recorded for 4 of 5 word parts and a second try for 3 of those. Still not started: -ed. Needs its Circle It page on the first try: -s / -es. Every number comes from the table above.

The family note this tracker would produce

"So far this fall Avery R. has practiced 4 of our 5 word parts, with a second, later try already recorded for 3 of them. Re- needed one reminder during the first Circle It, -ed has not been started yet." — every fact in it is a row of the table above.

Fillable PDF

29 Pages

5 Word Parts

3 Formats



One complete kit for five K-2 word parts: matching, filling in the blank and telling a true statement from a false one — every student answer is written or circled in pencil, nothing is cut or glued on a student page. Short daily morning-work practice, not a full morphology curriculum.

THREE STEPS

1 Meet the five word parts

Page 6 names all five and what each one does to a word. Read it with a student before the first worksheet.

2 Pick a format

Three ways to practice: matching (write the letter), fill in the blank, and circle it. The chart below says which page for which word part.

3 Track it, roll it up, send it home

The answer keys are pages 19 and 20. Date each word part on the tracker (page 21), roll the class up on page 22, and send the family note home (page 23). A filled example is on page 25.

WHICH PAGE, WHEN

WHEN...	USE...
New to matching a word part to a sentence	Match the Word Part, pages 7, 8
Ready to recall the vocabulary	Fill in the Blank, pages 9, 10, 11, 12, 13
Ready to judge a true statement from a false one	Circle It, pages 14, 15, 16, 17, 18
Opening morning work with a whole-class mini-lesson	Mini-Lesson Starter, page 24
Writing a family update or noticing a word part	Family note, page 23 · phrase bank, page 26
Setting up a binder for this file	Binder cover and divider tabs, pages 27–28

Everything inside (29 pages)

- **12 student pages:** 2 matching sets, 5 fill-in-the-blank pages (one a word part) and 5 circle-it pages (one a word part)
- **60 sentences** total, every one invented and never repeated in the file
- **2 answer keys** generated from the same data as the pages, **1 tracker** and **1 class grid**
- **1 family note, 1 morning-work mini-lesson starter, 1 filled example, 1 phrase bank**
- **1 binder cover, 5 divider tabs** and a spine label, cut along the dashed lines

What this is not

Not a curriculum, a screener, or a clinical tool. Every sentence is invented classroom prose; nothing here names, scores or describes a real child. Page 4 shows how each page works.





A plain, generic meaning for each of the five word parts this file practices, with one true statement and one false statement about it.

WORD PART	WHAT IT DOES	TRUE STATEMENT	FALSE STATEMENT
Un-	Added to the front of a word to mean not or the opposite, as in un- + happy = unhappy.	Unhappy means not happy.	Unhappy means very happy.
Re-	Added to the front of a word to mean again, as in re- + do = redo.	Redo means to do something again.	Redo means to do something for the very first time.
-s / -es	Added to the end of a word to mean more than one, as in book + s = books.	Books means more than one book.	Books means only one book.
-ed	Added to the end of a word to show something already happened, as in jump + ed = jumped.	Jumped means the jumping already happened.	Jumped means the jumping is happening right now.
-ing	Added to the end of a word to show something is happening right now, as in sing + ing = singing.	Singing means the singing is happening right now.	Singing means the singing already finished.

Using this page

Read a meaning and its two statements aloud before the first worksheet on that word part. Both statements are from that word part's Circle It page: one true and one false.

The letters on the matching pages

Page 7 and page 8 use these same five word parts lettered a-e: a = Un-, b = Re-, c = -s / -es, d = -ed, e = -ing.

Where each word part shows up again

Fill in the Blank and Circle It each give every word part its own page (page 9 onward); the tracker (page 21) and class grid (page 22) use these same five labels as their column headers.





My name: _____

Date _____



Read each sentence. Write the letter of the word part it shows.

a. Un- b. Re- c. -s / -es d. -ed e. -ing

1 The class counted ten boxes stacked in the corner.

2 The teacher is writing a note on the board right now.

3 The broken step on the stage looked unsafe to everyone.

4 The librarian will reread a favorite book to the class.

5 The boy walked to the library after school.





My name: _____

Date _____



Read each sentence. Write a word from the box to finish it.

Word bank

unfair

unhappy

unsafe

untie

1 The sad face shows the boy is _____ about losing his toy.

2 She needs help to _____ her shoe before nap time.

3 Taking all the crayons for yourself is _____ to classmates.

4 Running in the hallway is _____ for everyone walking by.



My name: _____

Date _____



Read each sentence. Circle YES if it tells what Un- really means.
Circle NO if it does not.

1

Unsafe means extra safe.

YES

NO

2

Untie means to do the opposite of tie.

YES

NO

3

Untie means to tie something tighter.

YES

NO

4

Unsafe means not safe.

YES

NO

5

Unhappy means very happy.

YES

NO

6

Unhappy means not happy.

YES

NO





STUDENT

TEACHER

MONTH

WORD PART	TRY	MATCHING (SET, DATE)	FILL-IN (SCORE, DATE)	CIRCLE IT (SCORE, DATE)	NOTES
Un-	First try				
Un-	Second try				
Re-	First try				
Re-	Second try				
-s / -es	First try				
-s / -es	Second try				
-ed	First try				
-ed	Second try				
-ing	First try				
-ing	Second try				

How to fill this in

Date each cell the day the child does that format for that word part with no prompt. "First try" and "Second try" are two different occasions, not two attempts at the same worksheet — leave the second row blank until the word part comes back around. A blank never means wrong, only not tried yet. Answer keys: pages 19 and 20. Filled example: page 25.

THIS MONTH WE ARE FOCUSING ON

When to move a word part to the class grid

Once a word part has a Second try recorded here, it has had two separate occasions — move it to the class grid (page 22) and free this page for a word part that still needs individual tracking.





Avery R. is invented; nothing on this page describes a real student. The blank tracker is on page 21.

STUDENT

TEACHER

MONTH

Avery R. (an invented student)

Mr. Okafor (invented)

September–October

WORD PART	TRY	MATCHING (SET, DATE)	FILL-IN (SCORE, DATE)	CIRCLE IT (SCORE, DATE)	NOTES
Un-	First try	Set A, 9/8	4 of 4, 9/8	6 of 6, 9/11	–
Un-	Second try	Set B, 9/25	4 of 4, 9/25	6 of 6, 9/25	–
Re-	First try	Set A, 9/15	3 of 4, 9/15	5 of 6, 9/15	Needed a reminder during Circle It
Re-	Second try	Set B, 9/29	4 of 4, 9/29	6 of 6, 9/29	–
-s / -es	First try	Set B, 9/22	2 of 4, 9/22	–	–
-s / -es	Second try	–	–	–	–
-ed	First try	–	–	–	–
-ed	Second try	–	–	–	–
-ing	First try	Set A, 9/18	4 of 4, 9/18	6 of 6, 9/18	–
-ing	Second try	Set B, 10/2	4 of 4, 10/2	6 of 6, 10/2	–

How to read it

Avery R. has a first try recorded for **4 of 5** word parts and a second try for **3** of those. Still not started: -ed. Needs its Circle It page on the first try: -s / -es. Every number comes from the table above.

The family note this tracker would produce

“So far this fall Avery R. has practiced 4 of our 5 word parts, with a second, later try already recorded for 3 of them. Re- needed one reminder during the first Circle It; -ed has not been started yet.” — every fact in it is a row of the table above.

What's next for Avery

Start -ed (page 7 for Set A). Give -s / -es its Circle It page (page 16). Un-, Re- and -ing have two tries recorded and are ready for the class grid (page 22) instead of the individual tracker.





THANK YOU FOR USING THIS RESOURCE

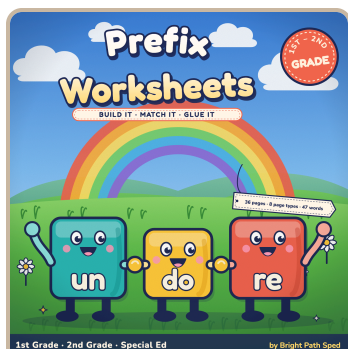
Everything here was built for the teacher who has five word parts to teach and a table of children who each need a different amount of practice with them. If this helped, leaving feedback on TPT helps other teachers find it.

Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

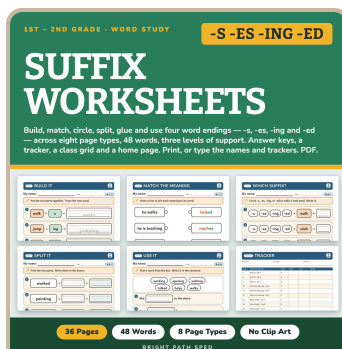
WHAT'S NEXT FROM THIS STORE

The same word-study skill as hands-on build-and-glue prefix and suffix worksheets, as a scored prefix/suffix probe, and as the same build-and-sort practice for compound words.



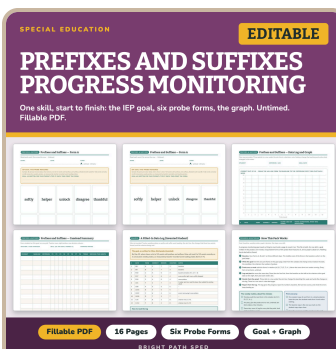
Prefix Worksheets: Un- and Re- (Build, Match, Write, Cut and Glue)

Hands-on prefix practice with build, match, write and cut-and-glue activities for un- and re-.



Suffix Worksheets: -s, -es, -ing, -ed (Build, Match, Write, Cut and Glue)

The same hands-on practice applied to four common suffixes.



Prefixes and Suffixes Progress Monitoring Probes

Scored probes for tracking prefix and suffix skills over time.



Compound Words Worksheets: Build, Split, Match, Cut and Glue

The same build-and-sort practice, applied to compound words.

Part of the K-2 Word Study collection — new products in this collection are added regularly. Click **Follow** on the store page and TPT will email you when they go up.

Type: Andika, Fredoka and Patrick Hand, SIL Open Font License. No photographs or third-party art.

© Bright Path Sped. For single-classroom use by the original purchaser.

