

# AND THREE MAKES A WORD

Many words can be broken down into three parts:

prefix

root word

suffix

*For example*

**in** (not)

**cred** (to believe)

**ible** (possible to)

**incredible**

**This game teaches children how these word parts come together to make familiar words.**

Like similar games, the idea is to lay down groups of cards. But instead of laying down traditional combinations (such as three of a kind), players aim to lay down three cards that form a word.

*For example*, a child who has the cards “pro” “ject” and “ion” can lay down the word “projection”.  
(See the chart for prefixes, root words, and suffixes. Keep the chart handy during the game.)

## RULES:

**Choose a dealer.** The dealer gives each player five cards. Set the remaining deck on the table face down, so players can draw from it at each turn. The dealer turns over one card face up and lays it down next to the deck. This is the discard pile.

**First Player:** The aim is to make a word with three cards (prefix, root word, suffix).

The player may use the first card in the discard pile or draw a card.

If the player has a word (three cards) he must lay it down. If the player has another word, he must lay it down also. If no words can be made, he must discard one card.

Each player must have at least five cards at all times.

Once the player has all cards played that he can, he must take enough cards from the deck to make five cards in his hand. If while drawing cards he can make a word, he must lay them down and continue drawing until he can no longer play.

**Second Player:** continues the action.

When there are no more deck cards, turn the discard pile over and make them the deck cards.

When the point is reached where there are no longer cards in the deck or the discard pile, Go Fish begins. Whoever has their turn next: that person picks any other player and asks for the card he needs to complete his word by saying, “Do you have the prefix (root word, or suffix) \_\_\_\_\_?” If the player has it he must give it up. If not, the next player plays the “Go Fish” line. But if he receives his word he asked for, he can go again if he needs more cards. Otherwise, the next person does his “Go Fish” line until all words are played.

**The player with the most words in the end, wins!**

PREFIX	ROOT WORD	SUFFIX
<b>IN</b> – Not	<b>CRED</b> – Believe	<b>IBLE</b> – Possible to
<b>IN</b> – Not	<b>CRED</b> – Believe	<b>ULOUS</b> – Tending to
<b>SUB</b> – Under	<b>TERR</b> – Earth	<b>ANEAN</b> – Relating to
<b>TRANS</b> – Across	<b>PORT</b> – Carry	<b>ATION</b> – Action or process
<b>RE</b> – Again, back	<b>CONSIDER</b> – Think	<b>ATION</b> – Action or process
<b>IN</b> – Not	<b>COMPLETE</b> – Done, finish	<b>ION (also tion)</b> – Action or process; state or quality
<b>UN</b> – Not	<b>BELIEVE</b> – Accept as true	<b>ABLE (also table)</b> – Able to be
<b>DE</b> – Down, away	<b>ACTIVATE</b> – Make active	<b>TION (also ion)</b> – State or quality; action or process
<b>RE</b> – Again, back	<b>LAX</b> – Loose; not strict	<b>ATION</b> – Action or process
<b>RE</b> – Again, back	<b>ACT</b> – Do	<b>ION (also tion)</b> – Action or process; state or quality
<b>PRE</b> – Before	<b>CED</b> – Yield, go	<b>ING</b> – Action or process
<b>PRO</b> – For, forward	<b>CEED</b> – Yield, go	<b>ING</b> – Action or process
<b>RE</b> – Again, back	<b>CED</b> – Yield, go	<b>ING</b> – Action or process
<b>INTER</b> – Between	<b>CED</b> – Yield, go	<b>ING</b> – Action or process
<b>PRE</b> – Before	<b>DIC</b> – Speak, say	<b>TION (also ion)</b> – State or quality; action or process
<b>PRE</b> – Before	<b>DIC</b> – Speak, say	<b>TABLE (also able)</b> – Able to be
<b>RE</b> – Again, back	<b>JECT</b> – Throw	<b>ION (also tion)</b> – Action or process; state or quality
<b>IN</b> – Not	<b>JECT</b> – Throw	<b>ION (also tion)</b> – Action or process; state or quality
<b>PRO</b> – For, forward	<b>JECT</b> – Throw	<b>ION (also tion)</b> – Action or process; state or quality
<b>RE</b> – Again, back	<b>LOC</b> – Place	<b>ATION</b> – Action or process

Many words can be broken down into three parts—a prefix, root word, and suffix. For example, *incredible*. There's *in* (the *prefix*) + *cred* (the *root word* that means believe) + *ible* (the *suffix*). This game teaches children how these word parts come together to make familiar words.

[How to Use This Printout](#) ▶

[More Ideas to Try](#) ▶

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### How to Use This Printout

1. The Make-a-Word Game Cards and the Make-a-Word Game Chart are both included as part of this printout. Print them and cut out the cards. You might want to tape them to index cards or construction paper. This will make for easier playing and will also ensure the writing can't be read from the other side of the card.
2. Like similar card games, the idea is to lay down groups of cards. But instead of laying down traditional combinations (such as three of a kind), in this game, players aim to lay down three cards that form a word. For example, a child who has the cards "pro," "ject," and "ion" can lay down the word "projection." See the chart, which players should keep handy during the game, for definitions of the prefixes, root words, and suffixes.
3. Choose a dealer. The dealer gives each player five cards. Set the remaining deck on the table face down, so players can draw from it on each turn.
4. To start the game, flip one card over from the deck. Each player can either: a) build on that card to make a word, b) ignore the card and make a word from cards already in their hand, or c) do nothing except discard one card, either from their hand or by not taking the flipped card from the deck.
5. A player's turn continues until he or she can make no more words. Players should have five cards in their hands at all time. So if a player puts cards down to make a word, he or she needs to take new cards.
6. The player who makes the most words wins!

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### More Ideas to Try

Add difficulty to the game with definition bonus points. After a player has spelled a word with cards, he or she gets 1 bonus point for being able to give the definition. Keep a dictionary handy for checking the definition. Dealer keeps track of bonus points.

Dig deeper into root words. When children understand common root words, they can take good guesses at what unfamiliar words mean. Look up any word in the [Online Etymology Dictionary](#).

<p><b>RE</b> ----- Again, back</p>	<p><b>CONSIDER</b> ----- Think</p>	<p><b>ATION</b> ----- Action or process</p>
<p><b>IN</b> ----- Not</p>	<p><b>COMPLETE</b> ----- Done, finish</p>	<p><b>ION</b> <b>(also tion)</b> ----- Action or process; state or quality</p>
<p><b>UN</b> ----- Not</p>	<p><b>BELIEVE</b> ----- Accept as true</p>	<p><b>ABLE</b> <b>(also table)</b> ----- Able to be</p>
<p><b>DE</b> ----- Down, away</p>	<p><b>ACTIVATE</b> ----- Make active</p>	<p><b>TION</b> <b>(also ion)</b> ----- State or quality; action or process</p>

<p><b>IN</b></p> <p>-----</p> <p>Not</p>	<p><b>CRED</b></p> <p>-----</p> <p>Believe</p>	<p><b>IBLE</b></p> <p>-----</p> <p>Possible to</p>
<p><b>IN</b></p> <p>-----</p> <p>Not</p>	<p><b>CRED</b></p> <p>-----</p> <p>Believe</p>	<p><b>ULOUS</b></p> <p>-----</p> <p>Tending to</p>
<p><b>SUB</b></p> <p>-----</p> <p>Under</p>	<p><b>TERR</b></p> <p>-----</p> <p>Earth</p>	<p><b>ANEAN</b></p> <p>-----</p> <p>Relating to</p>
<p><b>TRANS</b></p> <p>-----</p> <p>Across</p>	<p><b>PORT</b></p> <p>-----</p> <p>Carry</p>	<p><b>ATION</b></p> <p>-----</p> <p>Action or process</p>

<p><b>RE</b> ----- Again, back</p>	<p><b>LAX</b> ----- Loose; not strict</p>	<p><b>ATION</b> ----- Action or process</p>
<p><b>RE</b> ----- Again, back</p>	<p><b>ACT</b> ----- Do</p>	<p><b>ION</b> <b>(also tion)</b> ----- Action or process; state or quality</p>
<p><b>PRE</b> ----- Before</p>	<p><b>CED</b> ----- Yield, go</p>	<p><b>ING</b> ----- Action or process</p>
<p><b>PRO</b> ----- For, forward</p>	<p><b>CEED</b> ----- Yield, go</p>	<p><b>ING</b> ----- Action or process</p>

<p><b>RE</b></p> <p>-----</p> <p>Again, back</p>	<p><b>CED</b></p> <p>-----</p> <p>Yield, go</p>	<p><b>ING</b></p> <p>-----</p> <p>Action or process</p>
<p><b>INTER</b></p> <p>-----</p> <p>Between</p>	<p><b>CED</b></p> <p>-----</p> <p>Yield, go</p>	<p><b>ING</b></p> <p>-----</p> <p>Action or process</p>
<p><b>PRE</b></p> <p>-----</p> <p>Before</p>	<p><b>DIC</b></p> <p>-----</p> <p>Speak, say</p>	<p><b>TION</b></p> <p><b>(also ion)</b></p> <p>-----</p> <p>State or quality; action or process</p>
<p><b>PRE</b></p> <p>-----</p> <p>Before</p>	<p><b>DIC</b></p> <p>-----</p> <p>Speak, say</p>	<p>TABLE</p> <p><b>(also able)</b></p> <p>-----</p> <p>Able to be</p>

<p><b>RE</b> ----- Again, back</p>	<p><b>JECT</b> ----- Throw</p>	<p><b>ION</b> <b>(also tion)</b> ----- Action or process; state or quality</p>
<p><b>IN</b> ----- Not</p>	<p><b>JECT</b> ----- Throw</p>	<p><b>ION</b> <b>(also tion)</b> ----- Action or process; state or quality</p>
<p><b>PRO</b> ----- For, forward</p>	<p><b>JECT</b> ----- Throw</p>	<p><b>ION</b> <b>(also tion)</b> ----- Action or process; state or quality</p>
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