



PREFIX/ROOT/SUFFIX A & B

PRODUCT CODES: **327 & 328**

PRODUCT CONTENTS

22 cover-weight sheets (18 sets)

8 pages of teacher information

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site (www.readingmanipulatives.com).

ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. Amazon often has 4 x 6 or 5 x 8 bags, which are good sizes for the manipulatives.

STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last two pages of this guide are masters for student checklists that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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AFFIXES – STRUCTURAL ANALYSIS

Once students are competent at using letter-sound relationships to decode words, they begin to recognize meaningful units of words, such as graphemic bases (–an, –ain), affixes (–ed, re–), or syllables (be•cause, to•geth•er). Structural elements of words follow predictable patterns. Able readers deduce these patterns without giving them much thought. They perceive common roots and affixes, divide words rapidly, and decode accurately. On the other hand, struggling readers are not adept at recognizing or utilizing structural cues, so they need formal instruction.

Understanding how prefixes and suffixes are used as structural components of words builds decoding and encoding skills. This matching activity familiarizes students with common affix functions and checks usage by having students match cloze sentences to words formed.

Before students learn to use rules to divide unknown words into syllables, they must be able to identify prefixes and suffixes. The first syllabication step is to remove the affixes, and this material familiarizes students with them.

TEACH STUDENTS TO IDENTIFY PREFIXES/ROOT WORDS/SUFFIXES

When introducing prefix/root word/suffix identification and usage to students, it is preferable to use roots that are English words after affixes are removed. Students grasp these concepts more readily when dealing with affixes on known words. The final example below has a Latin root (voc, vok – to call). The study of Latin roots is superb for building vocabulary, but they should be avoided in phonics exercises.

PREFIX	ROOT	SUFFIX	
dis	grace	ful	
re	turn	ing	
un	finish	ed	
pro	vok	ed	(Latin root)

TEACH OR REVIEW COMMON SUFFIX USAGES

Suffixes are added to the end of words to modify usage. These are common suffix usages:

- –s or –es to form plurals or third-person-singular verbs
- –ed to form past tense verbs
- –ing to form present participle verbs or –en or –ed to form past participle verbs
- –er to form comparative adjectives or –est to form superlative adjectives

In addition, suffixes are used to change words from one part of speech to another (act→actor, verb→noun). As students are learning about orthographic characteristics of words, it is suffix recognition that is the goal. Complexities of usage can be learned once students read proficiently.

Each set of 10 in this product contains a plural, 5 or more verbs, comparative and superlative adjectives, and a few examples of a suffix changing the part of speech.

TEACH HOW PREFIXES ARE USED TO CHANGE WORD MEANING

Prefixes are placed at the beginning of words to change meaning. “Pre” in “prefix” is a prefix meaning “before” or “in front of.” The study of prefixes and their affect on meaning is a valuable strategy for expanding word knowledge and is covered in our vocabulary products.

As a word analysis strategy, prefix recognition and general usage concepts are the objectives. Students need to be able to recognize and remove prefixes when breaking down words. Each set contains 2 or 3 prefixes, which are laid down on top of the root word card so they line up to the left of the root word. They are commonly used prefixes that students should recognize.

AFFIXES – STRUCTURAL ANALYSIS

WORKING THE SETS

Students should sort the cards into prefixes (right justified, small cards), root words (right justified, longer cards), suffixes (left justified, small cards), and sentences. If they have room, they should lay them out in columns (prefix, root, suffix, sentence) as shown in the example.

The suffixes and prefixes may match to multiple root words. Students should read the sentences and use the context to help them combine the affixes and root words. Research suggests that cloze sentences are an ideal way to measure language proficiency. Not only do they indicate whether or not students understand vocabulary and usage, they provide valuable experiences with this common testing format.

After matching up all the pieces, students use the answer keys to check their work and then record the set on their checklist.

bab(y>i)		es	There is a law that says _____ in cars must be strapped in car seats.
comæ		ing	My grandmother is _____ for a visit next week.
	de	part s	We need to hurry because our plane _____ at 3:15 p.m.
kiss		ed	Snow White woke up from her sleeping spell after the prince _____ her.
think		ing	What were you _____ when you stepped into the street without looking?
seem		s	It _____ like Mary is mad at me because she won't even talk to me.
fast		er	The hare was _____ than the tortoise, but it did not win the race.
eas(y>i)		est	The signs for the _____ trails on ski slopes are marked with green circles.
act		ive	People often gain weight if they are not _____ enough.
	tele phone	s	Once all _____ had cords, and you couldn't walk around while using them.

SUFFIX SPELLING CHANGES

Reading Manipulatives has another product that teaches the following rules with rule and drill cards (350 Suffix Spelling Changes). You might want to review the rules with your students before starting Prefix/Root/Suffix Match-Ups because when a root word spelling is modified before adding the suffix, it is noted on the root word card.

- Words ending with s, x, z, ch, or sh, add -es**
dress dresses box boxes buzz buzzes church churches wish wishes
- Words ending in y preceded by a consonant, change the y to i if suffix begins with e**
baby babies try tries tried trying key keys play plays played playing
- Words ending with a silent e, drop the e if suffix begins with a vowel**
nice nicer nicest nicely scare scares scared scaring scary
- Words ending in one vowel followed by one consonant, double the final consonant if suffix begins with a vowel** chat chats chatted chatting chatter chatty

PREFIX & SUFFIX RESOURCE LISTS

Reading Manipulatives vocabulary products teach students to utilize prefixes, suffixes, and Latin root words as meaning-analysis devices. The resource lists are included in this guide for informational purposes. The goal of Prefix/Root/Suffix Match-Ups is to get students to recognize prefixes, suffixes, and root words as structural features of words, and to use this information to improve word analysis and usage skills.

RESOURCE LIST PREFIX MEANINGS & EXAMPLES

a- (before consonants)	.....on, in, to, of, not	.....	.aboard, ashore, apart, asymmetric
an- (before vowels)	.....	.....	.anesthetic, another, anarchy
ab-	.....from, away	.....	.abnormal, abstain, abstract
ac-, ad-, af-,	.....to, toward	.....	.accent, acquire, admit, adapt,
ag-, as-, at-	.....	.....	.affair, aggressive, assign, attune
ambi-	.....both	.....	.ambidextrous, ambiguous
amphi-	.....around	.....	.amphitheater, amphibian
ante-	.....before	.....	.antecedent, anteroom
anti-	.....against, oppose	.....	.antifreeze, antitrust, antidote
arch-	.....chief	.....	.archangel, archrival
auto-	.....of/by self	.....	.automobile, autograph, automatic
be-	.....by, away	.....	.beside, behave, befriend, beneath
bi-	.....two, twice	.....	.bipartisan, bicycle, bifocal, biweekly
by-	.....near, aside	.....	.bypass, bystander, bylaw
circum-	.....around	.....	.circumstance, circumspect
co-, com-	.....with, together	.....	.cooperate, coincide, combat,
con-, col-	.....	.....	.combine, conflict, conduct, collect,
cor-	.....	.....	.collaborate, correct, correspond
contra-, counter-	.....against, opposite	.....	.contradict, counterproposal
de-	.....away, down, opposite	.....	.depart, decay, deplete, deactivate
dis-	.....opposite, from, away	.....	.dishonest, disobey, disgust, discount
en-, em-	.....put into, on, make	.....	.endanger, enforce, emphasis
epi-	.....upon, around	.....	.epidermis, epilogue, epidemic
e-, ex-	.....out of, from	.....	.emit, evict, exhale, export, exclaim
en-	.....make, in	.....	.enlarge, entrust, enfold
for-, fore-	.....away, in front of	.....	.forget, foretell, foreground
in-, im-	.....in, into	.....	.inject, intense, impress, impact
in-, im-	.....not	.....	.indefinite, impatient, impossible,
il-, ir-	.....	.....	.illiterate, illegal, irresponsible
inter-	.....between, mutual	.....	.interact, international, interrupt
intra-, intro-	.....within, into	.....	.intramural, intravenous, introduce
mis-	.....wrong	.....	.mismanage, misinterpret, mistake
mono-	.....one	.....	.monolateral, monotone
multi-	.....several	.....	.multifaceted, multicolored
non-	.....not	.....	.nonviolent, nonsense, nonfiction
ob-, of-, op-	.....in way of, toward	.....	.obstacle, obscure, offense, oppose
per-	.....throughout, completely	.....	.permit, perplex, pertain
pre-	.....before	.....	.prehistoric, prepaid, preschool
post-	.....after	.....	.postpone, posttest, postscript
pro-	.....support, before, forward	.....	.pronoun, proponent, profess
re-	.....back, again	.....	.repeat, retract, return, reconstruct
semi-	.....partly, half	.....	.semicircle, semiannual, semiskilled
sub-, suc-, suf-	.....under, lower, next	.....	.submarine, succeed, suffer,
sug-, sup-, sus-	.....	.....	.suggest, suppose, suspend, suspect
super-	.....over, above	.....	.supernatural, supervise
tele-	.....from a distance	.....	.telephone, telepathy, television
trans-	.....across, beyond, change	.....	.transport, transform, transcript
ultra-	.....beyond	.....	.ultraviolet, ultrasonic
un-	.....not, opposite	.....	.unpleasant, unlikely, untie, unfair

RESOURCE LIST SUFFIX PART OF SPEECH & EXAMPLES

-able, -ible	adjective	laughable, portable, visible
-ability, -ibility	noun	marketability, credibility
-acy	noun	diplomacy, accuracy, literacy
-age	noun	percentage, courage, package
-al	adjective	comical, annual, familial
-an, -ian	noun	American, magician, optician
-ance, -ence	noun	acceptance, conference
-ancy, -ency		constancy, emergency
-ant, -ent	adjective	observant, different, indulgent
	noun	assistant, president
-ar, -er	adjective	singular, sweeter (comparative)
	noun	beggar, liar, teacher, southerner
-arian	noun	disciplinarian, humanitarian
-ed	verb (past tense)	walked, hummed, played
	adjective	feathered, treasured, striped
-en	verb	loosen, harden, weaken
	adjective	earthen, swollen, wooden
-es	noun (plural)	boxes, dishes, ladies, kisses
	verb (present indicative)	teaches, brushes, fixes
-est	adjective (superlative)	prettiest, kindest, snowiest
-ful	adjective	colorful, beautiful, wonderful
-fy, -ify	verb	petrify, magnify, intensify, satisfy
-ic, -ical	adjective	heroic, dramatic, historical, technical
-ing	verb (participle)	throwing, plowing, fighting
	noun	blessing, paneling
-ion, -sion, -tion	noun	fashion, union, division, contribution
-ish	adjective	childish, yellowish, English
-ism	noun	criticism, autism, fanaticism
-ist	noun	lyricist, motorist, biologist
-istic	adjective	legalistic, ritualistic
-ity	noun	density, curiosity, brevity
-ive	adjective	disruptive, evasive, lucrative
-ize	verb	alphabetize, equalize, emphasize
-less	adjective	hopeless, thoughtless, colorless
-ly	adverb	meanly, roughly, thoughtlessly
	adjective	elderly, daily, womanly
-ment	noun	development, accomplishment
-ness	noun	loudness, meanness, kindness
-ory	adjective	auditory, discriminatory
	noun	directory, observatory
-ous	adjective	joyous, serious, courteous, gracious
-osity	noun	curiosity, monstrosity
-th	noun	growth, health, width
	adjective (numeric)	fifth, sixteenth
-ty	noun	activity, certainty, safety, property
	adjective (numeric)	twenty, sixty
-ure	noun	architecture, legislature
-ward(s)	adverb	homeward, backwards, forward
-y	adjective	curly, windy, messy, fruity
	noun	bribery, jealousy, blasphemy

PREPARING & MANAGING MATERIALS

CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Large copy centers often have a rotary trimmer available for customer use.

Make the longest cuts on the trimmer. Then use scissors to cut apart pieces on the strips. Sharp scissors expedite preparation as long as cuts can be made with one motion.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. 4 x 6 bags will hold both the manipulatives and the answer keys.

Every piece in each product has a unique color or set code that can be used to maintain set integrity. If a loose piece is found, the code tells which product and set to return it to. Set codes are also used for recordkeeping.



CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.

CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can also place any written work in their folders.

Each day the teacher can collect the folders containing assignments; check over each student's work, much of which can be self-corrected; see that everything was recorded; and plan instruction or activities for individual students accordingly.



PREFIX/ROOT/SUFFIX A

AFA-1 _____ AFA-7 _____ AFA-13 _____
AFA-2 _____ AFA-8 _____ AFA-14 _____
AFA-3 _____ AFA-9 _____ AFA-15 _____
AFA-4 _____ AFA-10 _____ AFA-16 _____
AFA-5 _____ AFA-11 _____ AFA-17 _____
AFA-6 _____ AFA-12 _____ AFA-18 _____

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