



PREFIXES MATCH-UPS A & B

PRODUCT CODES: **340 & 345**

PRODUCT CONTENTS

20 cover-weight sheets (12 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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VOCABULARY

Vocabulary, or the repertoire of words that an individual knows and uses to communicate, is a key component of effective reading from the earliest stages. Consider a young student doing a phonics exercise. If the child blends the letters correctly, but is not familiar with the word (/t/ /a/ /n/ = tan), then the word is not recognized. Beginning readers have more success when reading words that are part of their oral vocabularies. Those with limited vocabularies struggle with phonics and other reading tasks.

Vocabulary is also central to comprehension. Students cannot understand what they are reading if they do not know what the words mean. Additionally, comprehension degrades proportionally to unknown vocabulary.

Most words are learned indirectly, or through everyday language experiences. Humans learn words as they communicate. Interactions with adults are the best way for children to expand their vocabularies. Through sharing of events and books, adults provide knowledge and stimuli that children need. Once individuals are fluent readers, books and other types of written communication are optimal for expanding vocabulary and concepts.

Since experience is the most critical factor in the development of concepts and vocabulary, children who come from environments rich in language and stimulation fare better in school. Their backgrounds improve their ability to communicate, conceptualize, think abstractly, and categorize. But for many of today's students, educators must provide more language foundation than in the past.

Despite the fact that most vocabulary is acquired indirectly, research suggests that vocabulary can be improved with explicit instruction. Word-development strategies are applicable to all types of vocabulary: listening, speaking, reading, and writing.

Direct instruction helps students to learn words that have not been mastered from life experiences. It can be provided through oral discussion that familiarizes students with vocabulary words. Often oral word instruction is offered before a story or text lesson is read. These introductory vocabulary lessons also aid comprehension. The discourse teaches the words and lays groundwork for the content that is to be covered. If students are to remember the words and make them part of their working vocabularies, they need repeated exposure and additional practice using the words over an extended period of time.

Obviously teachers cannot teach students all the words they do not know, so students must learn how to proceed when they encounter unknown words. They can be taught strategies for dealing with difficult vocabulary words. Often context can provide clues to help students determine the meaning of a word. They can also use affixes and roots to analyze words to ascertain meaning. Of course, dictionaries or other reference materials can provide definitions, but due to time involved in looking up unknown words, students are less likely to use these.

Finally, direct instruction can expand general word knowledge. Lessons can teach students both words and specific strategies. Ambiguities of the English language make learning words a challenge. Multiple meanings, spellings, and pronunciations confuse students and can hinder verbal or written communication. Students need to develop awareness of synonyms, antonyms, homonyms, and heteronyms. Direct instruction is necessary if students are to master these concepts and related vocabulary words.

Reading Manipulatives vocabulary products build word knowledge with intuitive, holistic manipulatives and include cloze sentences to assure that students use words properly in context. Students learn to utilize prefixes, suffixes, and Latin root words as meaning-analysis devices. Synonym substitution, a powerful writing strategy, is taught, as well as compound words. Word class and relationship analysis expand vocabulary and thinking skills, and analogy manipulatives teach these concepts. Multilevel materials can advance vocabulary in students of all ages and abilities. Hands-on approaches are superb for expanding vocabulary and usage concepts.

USING AFFIXES & ROOTS TO BUILD VOCABULARY

The English language has been strongly influenced by other languages over the centuries, particularly by Latin and Greek. Understanding the structure of these two western classical languages affords many insights into the formation and meaning of English vocabulary words. Greek and Latin are inflecting languages in which words and usage are modified by the addition of prefixes and suffixes. Familiarity with prefix meaning, suffix usage, and the most common Latin roots can provide clues for figuring out tens of thousands of words.

TEACH COMMON PREFIXES & THEIR MEANINGS

Prefixes are placed at the beginning of words to modify meaning. Learning approximately 20 high-utility prefixes can significantly enhance one's ability to analyze word meaning. Each prefix card has its meaning written underneath. In time, students will memorize these.

For example, the following common prefixes all mean *not* or *opposite*:

- dis** – disappear, distraction, dismiss, dispute
- im** – immature, imperfect, improbable, impudent
- in** – inequity, ineffective, incredible, insecure, inaccessible
- ir** – irresponsible, irreverent, irregular, irresistible
- un** – unobstructed, unrealistic, unbeaten, uncivilized

mis <small>WRONG</small>	place
semi <small>HALF</small>	annual
extra <small>BEYOND</small>	ordinary
im <small>INTO</small>	print
com <small>TOGETHER</small>	motion

SHOW HOW SUFFIXES MODIFY PARTS OF SPEECH

Suffixes added to the end of words affect usage rather than meaning. Most commonly, suffixes denote verb tense, noun plurals, or adjective degree. Understanding these uses improves grammar, but does not build vocabulary. However, recognizing how suffixes are utilized to modify parts of speech can be a worthwhile meaning-analysis strategy. Identifying the usage might help a reader to get the gist of what is being said.

The following show suffixes modifying parts of speech:

- ty** (adjective to noun) – active to activity, safe to safety, cruel to cruelty
- ant, -ent** (verb to adjective) – observe to observant, differ to different
- ity** (noun to noun) – human to humanity, legal to legality, curious to curiosity
- ion** (verb to noun) – collect to collection, act to action, appreciate to appreciation

poet <small>NOUN → ADJECTIVE</small>	ic
cell <small>NOUN → ADJECTIVE</small>	ular
fortune <small>NOUN → ADJECTIVE</small>	ate
grace <small>NOUN → ADJECTIVE</small>	ious
legal <small>NOUN → ADJECTIVE</small>	ity

STUDY FREQUENTLY USED LATIN ROOTS

Frequently occurring Latin roots and their variant forms are potent vocabulary builders. Just learning the top 25 would offer insight into innumerable English words. Some that are more straightforward, such as *port* or *scribe*, may be figured out with little instruction. However, structured lessons would unlock many others.

The following are examples of the Latin root **mit, miss**, which means to send or let go. The word meanings in parentheses couple root and prefix meanings.

Prefix and root meanings are written under the words on manipulative pieces.

- transmit/transmission (send across); admit/admission (let go toward);
- emit/emission/emissary (send out of); remit/remission/remittance/remiss (send back); intermission/intermittent (let go between);
- commit/commission (send together); dismiss, dismissal (send away)

	ex	tract	ed
	<small>OUT OF</small>	<small>T. DRAG, PULL</small>	<small>VERB</small>
	con	tract	ion
	<small>TOGETHER</small>	<small>T. DRAG, PULL</small>	<small>VERB TO NOUN</small>
	sub	tract	ing
	<small>LOWER</small>	<small>T. DRAG, PULL</small>	<small>VERB</small>
	re	tract	able
	<small>BACK</small>	<small>T. DRAG, PULL</small>	<small>VERB TO ADJECTIVE</small>
	dis	tract	s
	<small>APART FROM</small>	<small>T. DRAG, PULL</small>	<small>VERB</small>

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

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.



PREFIXES MATCH-UPS A

PFA-1	_____	PFA-7	_____
PFA-2	_____	PFA-8	_____
PFA-3	_____	PFA-9	_____
PFA-4	_____	PFA-10	_____
PFA-5	_____	PFA-11	_____
PFA-6	_____	PFA-12	_____

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PFA-6	_____	PFA-12	_____

PREFIX MATCH-UPS B

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PFB-2	_____	PFB-8	_____
PFB-3	_____	PFB-9	_____
PFB-4	_____	PFB-10	_____
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