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# Introduction

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Many students are good “decoders”—they know how to read a word by sounding out its parts. But often their comprehension of the word’s meaning isn’t as strong. All of the research in the area of comprehension agrees that a strong vocabulary is the foundation for reading comprehension. In fact, vocabulary is the foundation of all areas of literacy—listening, speaking, reading, and writing.

Since increasing and developing a student’s vocabulary will improve his or her overall reading comprehension, research recommends teaching students the parts of words. Beginning at grade three, the national standards require that students use their knowledge of prefixes and suffixes to determine the meaning of words, and that they use their knowledge of root words to determine the meaning of unknown words within a passage. All words are made up of prefixes, roots, and/or suffixes. They are the meaningful chunks in every word a student reads. Too often, students skip words they don’t know as they are reading. This breaks down their understanding of the text. For this reason, students need to learn how to break down the meaningful parts of unknown words so they won’t skip them. This is especially important for multisyllabic words. By teaching your students how to “dissect” words using the lessons in *Prefixes and Suffixes*, they will learn how to comprehend multisyllabic words, not just decode them.

The activities in this resource incorporate all levels of literacy to maximize the transfer of vocabulary into your students’ speech, writing, and reading comprehension.



**Each lesson has four activity pages to teach students new vocabulary and thereby improve their comprehension skills:**

- A take-home **Word List** with parts of speech to study.
- A set of hands-on **Vocabulary Sort cards** to match up for independent practice.
- A set of **Read-Around Review game cards** for small-group review and transfer of what was learned. (The definitions are rewritten in this game, so students have to think and apply what they have learned about the meanings of words. This game combines listening, speaking, and reading.)
- A **Vocabulary Quiz** using test-prep and fill-in-the blank formats that require thinking, reading, and writing. The questions extend students’ learning.

# Getting Started

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## Planning and Scheduling

The most important thing to remember when learning anything is review. Ideally, your students will overlearn these prefixes and suffixes, so that they become second nature to them. Your students will become increasingly more confident in their ability to understand larger words as they become more comfortable with “dissecting” words and defining the parts of words. The best part is that students will start using the vocabulary words you teach in their oral language and in their writing! The key is incorporating ongoing review activities and games into your everyday curriculum.

Adopt the motto “New, New, Review” in your classroom. This motto is so key to the success of building vocabulary that will transfer to all areas of literacy that this book is arranged in this exact format. For every two prefixes or suffixes, there is a review test. This serves as an easy way for you to remember that ongoing review opportunities are critical to the transfer of learning.

Teach one prefix or suffix each week, which will lead to a three-week teaching cycle. For example, you would teach a new prefix week 1, a new prefix week 2, and review the two prefixes during week 3. The review tests included in this book for each pair of prefixes or suffixes will make this schedule easy to follow. Read the information on pages 5 and 6 for directions on how to implement each lesson. Use the following Suggested Weekly Plan to help you organize and plan your teaching of prefixes and suffixes and new vocabulary.



### Suggested Weekly Plan

- Day 1: **Introduce vocabulary** in a pocket chart.  
Pass out **Word Lists** for students to take home.  
Play a **game** with the new words (see page 6).
- Day 2: **Review vocabulary** in the pocket chart.  
Play **Vocabulary Sort**.
- Day 3: **Review vocabulary** in the pocket chart.  
Play a **game** with the vocabulary words (see page 6).  
Use the **Read-Around Review game cards** with small groups.
- Day 4: **Review vocabulary** in the pocket chart.  
Play a **game** with the vocabulary words (see page 6).  
Use the **Read-Around Review game cards** with small groups.  
Have **students make up questions** they think will be on the vocabulary quiz.
- Day 5: **Review vocabulary** in the pocket chart.  
Play a **game** with the vocabulary words (see page 6).  
Have students take the **Vocabulary Quiz**.

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## Teaching a Lesson

### Word List (Days 1-5)

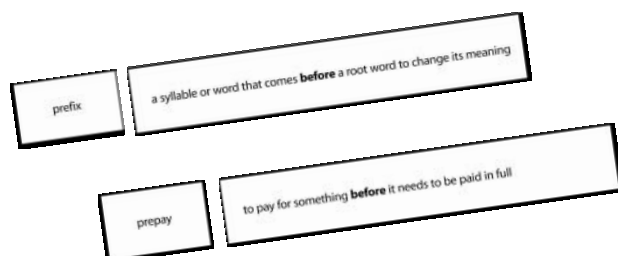
Each lesson begins with a word list of ten vocabulary words that contain the prefix or suffix that is the focus for the lesson. Each list includes the part of speech and the definition for each word. Send these lists home for students to practice reading with their family.

- Introduce, teach, and review each set of vocabulary words by typing each word in a large font size and printing it on a piece of construction paper (quarter sheet of 12" x 18" or 30.5 cm x 46 cm construction paper). Do the same for each definition. Display these enlarged word cards in a large pocket chart for hands-on manipulation and practice. At the end of each week, place the cards together on a ring, and neatly store them in a shoe organizer that has clear pockets. Students can play games with the cards independently or with partners. It will make a big difference in their learning!
- Display only the words in the pocket chart. Read each word, and have students repeat it so their pronunciation is correct. Clap the number of syllables while rereading the words again. Read one definition at a time so students can apply logic and deduction to figure out which word it defines.
- After students have had the opportunity to pronounce the words correctly several times, invite them to write the words on the board with the correct syllable breaks.

### Vocabulary Sort (Day 2)

Following the list of prefixes or suffixes and their definitions is a list of the same ten words and definitions mixed up and arranged on cut-apart slips of paper. This activity is intended to provide hands-on practice with the words.

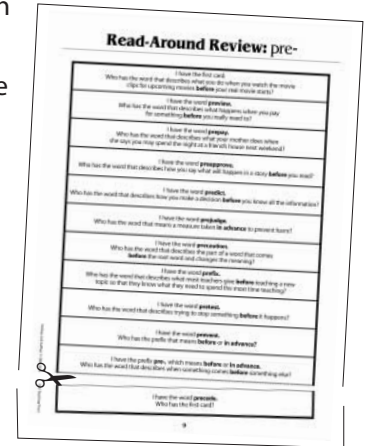
- Copy a class set of Vocabulary Sort cards on construction paper or tagboard, cut apart the words and definitions, and place each set in a resealable plastic bag or small envelope. (You may want to laminate the cards for greater durability.) Have students independently match the words and definitions. Invite them to check their work by referring to their word list.
- Give each student a large envelope to store his or her Vocabulary Sort cards in after taking the quiz for that lesson. Have students add sets of cards to this collection all year long. At least once every two weeks, give students time to match up all of the prefixes, suffixes, and definitions they have learned. Although this will be challenging, the review will enhance students' vocabulary as they continue to use words they learned in previous lessons.



## Read-Around Review (Days 3-4)

This set of cards includes definitions for all ten words that broaden the definition and apply more specifically to a practical context. Use these cards to play an interactive game with your students.

- Copy a set of cards on construction paper or tagboard for each small group of students. Cut apart the cards, and laminate them. Place each set of cards in an envelope, and write the title (e.g., *pre-*) on it. Give each group a set of cards so that each student has several cards. Read aloud each student's cards, and then have students silently read their cards at least five times. Discuss each question and corresponding answer so students are familiar and comfortable with all the cards. Tell the group that the student who has the clue card that says *I have the first card* will begin the game by reading aloud his or her card. After the first card is read aloud, have the student with the answer to the clue read aloud his or her card. Tell students to continue until they get back to the first card. (The game ends after a student reads *Who has the first card?* and a student answers *I have the first card.*) Have students use these cards for ongoing review, reading different cards each time they play.



## Games (Days 1, 3, 4, 5)

- **Around the World:** Display the words in a pocket chart, and hold the definitions in your hand. Have students stand in 2–5 lines behind each other. Read a definition. The first student to say the matching word moves to the back of the line. Continue until each student has had several turns. This game is terrific for review weeks when you can use many different sets of prefixes or suffixes. (Store cards on rings for easy flipping.)
- **VOCABO:** Give each student a blank piece of paper. Have students draw lines to make a 4 x 4 grid of boxes (three lines across and three lines down). Tell them to write the vocabulary words and prefixes in any boxes they want as you say the words. Say one word at a time. Have students repeat it. Spell it out for them to write down by syllables. Include words studied in previous lessons for ongoing review. (Students love having a “free space” on their board!) After students’ boards are filled in, play as you would play BINGO.
- **Vocabulary Race:** Put all of the words and definitions in a pocket chart. Invite two students to go up to the pocket chart. Give each student half of the definitions or words. Set a timer, and say *GO!* Have the students race to match up all of their words and definitions. Invite the remaining students to sit at their desks and watch for errors. Invite students to raise their hands to offer help.

## Assessment (Day 5)

- **Vocabulary Quiz:** Use the 15-question quiz at the end of each lesson to assess students’ learning. The quizzes include fill-in-the-bubble and fill-in-the-blank questions to help prepare students for standardized tests.
- **Review Test:** A 15-question review test follows every two lessons. Each test assesses students’ knowledge using a fill-in-the-bubble format.

# Word List: pre-

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pre-

before, in advance

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## Vocabulary

## Definitions

preapprove (v)

to authorize or give permission **in advance**

precaution (n)

a measure taken **in advance** to prevent harm

precede (v)

to come **before** something else in time, order, or rank

predict (v)

to say what will happen **before** it occurs

prefix (n)

a syllable or word that comes **before** a root word to change its meaning

prejudge (v)

to make a decision **before** you have all of the facts

prepay (v)

to pay for something **before** it needs to be paid in full

pretest (n)

a test **before** the real test, usually given to see what is already known

prevent (v)

to stop something from happening **before** it occurs

preview (v)

to look at or see something **before** something or someone else

# Vocabulary Sort: pre-

prevent	to authorize or give permission <b>in advance</b>
preview	a test <b>before</b> the real test, usually given to see what is already known
precaution	a measure taken <b>in advance</b> to prevent harm
precede	to look at or see something <b>before</b> something or someone else
predict	to say what will happen <b>before</b> it occurs
pretest	a syllable or word that comes <b>before</b> a root word to change its meaning
prejudge	to make a decision <b>before</b> you have all of the facts
preapprove	to pay for something <b>before</b> it needs to be paid in full
prepay	to stop something from happening <b>before</b> it occurs
prefix	to come <b>before</b> something else in time, order, or rank

# Read-Around Review: pre-

<p>I have the first card. Who has the word that describes what you do when you watch the movie clips for upcoming movies <b>before</b> your real movie starts?</p>
<p>I have the word <b>preview</b>. Who has the word that describes what happens when you pay for something <b>before</b> you really need to?</p>
<p>I have the word <b>prepay</b>. Who has the word that describes what your mother does when she says you may spend the night at a friend's house next weekend?</p>
<p>I have the word <b>preapprove</b>. Who has the word that describes how you say what will happen in a story <b>before</b> you read?</p>
<p>I have the word <b>predict</b>. Who has the word that describes how you make a decision <b>before</b> you know all the information?</p>
<p>I have the word <b>prejudge</b>. Who has the word that means a measure taken <b>in advance</b> to prevent harm?</p>
<p>I have the word <b>precaution</b>. Who has the word that describes the part of a word that comes <b>before</b> the root word and changes the meaning?</p>
<p>I have the word <b>prefix</b>. Who has the word that describes what most teachers give <b>before</b> teaching a new topic so that they know what they need to spend the most time teaching?</p>
<p>I have the word <b>pretest</b>. Who has the word that describes trying to stop something <b>before</b> it happens?</p>
<p>I have the word <b>prevent</b>. Who has the prefix that means <b>before</b> or <b>in advance</b>?</p>
<p>I have the prefix <b>pre-</b>, which means <b>before</b> or <b>in advance</b>. Who has the word that describes when something comes <b>before</b> something else?</p>
<p>I have the word <b>precede</b>. Who has the first card?</p>



# Vocabulary Quiz: pre-

Shade in the bubble for the correct word.

- Ⓐ Ⓑ Ⓒ Ⓓ    1. You do this when you make up your mind without knowing all the facts.  
**A)** predict            **B)** prejudice            **C)** premature            **D)** preview
- Ⓐ Ⓑ Ⓒ Ⓓ    2. This is something you see before anyone else or before the main attraction.  
**A)** precaution        **B)** prearrange            **C)** preview                **D)** premature
- Ⓐ Ⓑ Ⓒ Ⓓ    3. This is a syllable that is at the beginning of a word that changes its meaning.  
**A)** prefix                **B)** precaution            **C)** precede                **D)** precaution
- Ⓐ Ⓑ Ⓒ Ⓓ    4. This is what good readers do before they begin reading.  
**A)** precede              **B)** prejudice              **C)** prearrange            **D)** predict
- Ⓐ Ⓑ Ⓒ Ⓓ    5. This is what your parents do when they agree to let you go to the movies with your friend in two weeks.  
**A)** prejudice            **B)** premature              **C)** preapprove            **D)** prefix
- Ⓐ Ⓑ Ⓒ Ⓓ    6. Teachers often give this to figure out what their students already know.  
**A)** pretest                **B)** precede                **C)** prevent                **D)** precaution
- Ⓐ Ⓑ Ⓒ Ⓓ    7. You do this when you spend money for something before it is due.  
**A)** prearrange        **B)** precede                **C)** prepay                **D)** prevent
- Ⓐ Ⓑ Ⓒ Ⓓ    8. This is what we are studying.  
**A)** preschools        **B)** prefixes                **C)** precedes                **D)** previews
- Ⓐ Ⓑ Ⓒ Ⓓ    9. You hear about these when people talk about how to avoid danger.  
**A)** precautions        **B)** previews                **C)** pretests                **D)** prepays
- Ⓐ Ⓑ Ⓒ Ⓓ    10. "An ounce of \_\_\_\_\_ is worth a pound of cure."  
**A)** prediction            **B)** prevention              **C)** prejudging            **D)** previews

Write the correct word on the line so the sentence makes sense.

11. What do you \_\_\_\_\_ will happen in the next chapter?
12. Javier \_\_\_\_\_ his speech with a funny joke.
13. You can \_\_\_\_\_ spreading germs by washing your hands often.
14. Four students got 100% on the spelling \_\_\_\_\_, so they didn't have to take the final test on Friday.
15. You \_\_\_\_\_ when you "judge a book by its cover."