Reinforce prefix and suffix definitions…with a giant library of fun, easy-to-use cards! Your library includes 15 leveled sets with 16 cards each, for a total of 240 vocabulary cards. Your cards can be used independently or in pairs, and they're great for language centers. This guide has a removable answer key for each set, and a handy storage box keeps all the cards and pockets organized!

**Designed to meet these objectives:**

**Language**
- Students will identify prefixes and suffixes and their meanings.
- Students will build new vocabulary.

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www.lakeshorelearning.com  
FF501  
Ages 7+  
Made in China
What’s Included
- 240 cards
- Storage box
- 15 card pocket organizers
- Answer key

Getting Started
Review the concept of prefixes and suffixes with the class. Then, students just grab a set of leveled cards and match as many pairs as they can. There are two ways to match cards: match the prefix or suffix with its definition, or match the word to the correct sentence.

Note: The answer key appears on the perforated pages that follow in this guide. If you wish to remove the key, gently tear each page at the perforations.

Using the Cards
The following activities can be done by individual students or pairs of students.

• Choose a set of cards at the student’s level or allow the student to choose a set. Have the student take out all the cards. Sets 1–4 require students to match the prefix to its correct meaning, and sets 5–8 require them to match the suffix to its correct meaning. Sets 9–12 are higher-level prefix-matching, and sets 13–15 are higher-level suffix-matching.

• You can choose to use a timer to see if the student can “beat the clock” by matching all the pairs before time runs out.
• Have a student use a set of cards to play a memory game. Give the student a specific set, or allow the student to choose one. Have her turn the cards face down and choose two at a time until all the matches have been found. You may want the student to use one half of the cards at a time.
• Place the cards at a language center and invite students to rotate through. Or, allow them to visit the center and use the cards when they finish other work.
• Encourage students to work through all the sets in order of increasing difficulty. Have them revisit any sets that were particularly difficult.
• Using sets 1–8, have a pair of students match a set of cards and then write a sentence for each of the words.

Meeting Individual Needs

ELL  Pre-teach a set of cards to a group of English language learners. Use the first half of the set to start. Discuss both the prefix (or suffix) and the base word meaning, and point out how the prefix (or suffix) changes the meaning of the word. After discussing the words, have them work in pairs or in a small group to find all the matches. When students have completed the first half, pre-teach the second half. Again, allow pairs or small groups to find the words that match the definition. Discuss the definition and encourage
the students to read them aloud chorally. Then, give each student a piece of paper and have them draw a picture of a different word. Invite them to look at their classmates’ pictures for reinforcement.

Create a large prefix/suffix chart that students can use as a reference.

**Reteach/Extra Support** Pre-teach a set of cards to a small group. Use the first half of the set to start. Discuss the prefix (or suffix) and the base word meaning, and point out how the prefix (or suffix) changes the meaning of the word. Allow students to work in pairs to find the matches. Then, discuss the second half of the set. Again, have pairs work together to find the matching word and meaning.

Pair struggling students with at– or above–grade level students and allow them to work together to match all the cards.

**Challenge** Give students a time limit to make all the matches they can. Then, challenge them to make the same number of matches in less time.

Encourage students to create their own cards by finding more words with prefixes and suffixes. Allow them to trade cards and see if they can match the words in another student’s set.

Encourage students to write sentences using the words in card sets 1–8.