

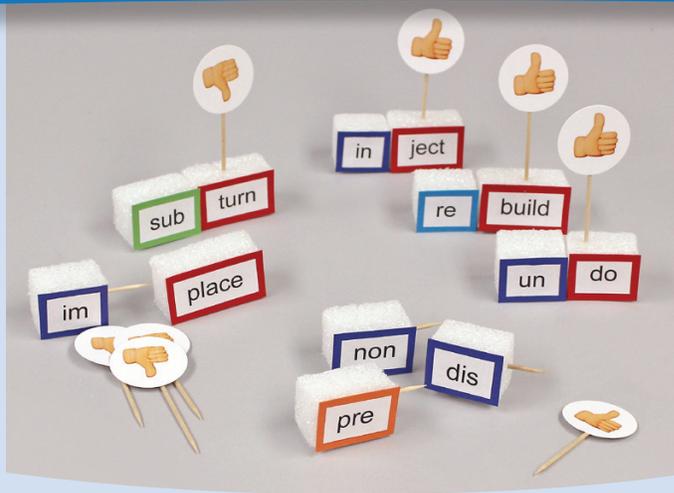
Thumbs up Prefixes

MATERIALS

FOR STUDENT:

(one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam, two 1" x 15/16" x 11 15/16" strips cut from large Foam Block (see FOR TEACHER)
- Cardstock, 1" x 12" strip in each of five colors (red, turquoise, green, navy blue, and orange)
- Toothpicks, sixteen
- Plastic knife
- Washable black fine line marker
- Thick white tacky glue
- Glue stick
- Scissors
- Paper plate, large
- Plastic bag



FOR TEACHER:

- FloraCraft® Make It: Fun® Foam Block, 15/16" x 11 15/16 x 17 15/16" (approx. 12" x 18" x 1" thick) (can get 18 strips per block, which is enough for nine students)
- Cardstock, 12" x 12" (can get twelve 1" wide strips per sheet)
- Paper cutter
- Serrated knife
- Scissors
- Pencil
- Permanent black marker
- Ruler
- Circle punch, 1 1/2" diameter
- Cutting mat or stack of newspapers
- Paper towels
- Glue gun (for teacher only)
- Computer, printer, Internet access
- Copy paper or white cardstock

TEACHER PREPARATION

Note: Read through all instructions first and check out the TIPS! Have a glue gun plugged in and ready to use (ideally set on low temperature) and out of student reach. It is also recommended that you construct a couple yourself, since that might affect how you prepare.

[1] Use a ruler and pencil to measure and make small marks as ruler guides for the 1" x 11 15/16" strips on the foam block. (Pencil will show on foam if you go over the mark a couple of times. However it's not necessary to draw the entire line – just measure and mark in a couple of places as a guide for placing the ruler.) Then, on a cutting mat or stack of newspapers, use a serrated knife against the edge of the ruler to cut the foam block, with several passes of the knife for each cut.

[2] Select the root words and the prefixes appropriate for your students. (The photo model shows basic examples.) Type and print the root words and prefixes in a larger font, in bold, on copy paper. Use a paper cutter to cut them into strips that are 3/4" wide (tall) x the length needed. Cut extra 3/4" wide strips for students to be able to write their own root words.

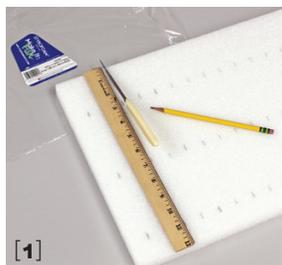
Plan to have students mount all the root words on the same color paper. Decide if you want the prefixes to be

remembered in groups and if so plan to use the same color mounting paper for each group. (The photo model has root words mounted on red and suffixes that mean "not" mounted on navy, etc.)

Use the paper cutter to cut the cardstock into 1" x 12" strips of the various colors. (Typically, students will use, at most, one strip per group of words or prefixes.)

[3] Look on the Internet for drawings of thumbs up and thumbs down icons (to fit on a 1 1/2" circle). Download and size the icon as needed. Position them far enough apart for the punch to cut without overlapping into another area. Print four thumbs up and four thumbs down per student on copy paper or white cardstock. Cut out using the circle punch.

[4] Use permanent marker to put a student's name on each bag. Inside, put two foam strips, one of each color cardstock strip, two blank paper strips, words and prefixes, four thumbs up, four thumbs down, sixteen toothpicks, pencil, marker, glue stick, plastic knife, scissors, tacky glue bottle and paper plate.



[1]



[2]



[3]



[4]

LANGUAGE ARTS

GRADE LEVEL
FOURTH – FIFTH

COMPLETION TIME

• 45 minutes



OBJECTIVES

Students learn:

- The definitions of a root word, prefix and suffix
- How to use prefixes
- How to de-code a word by knowing what common prefixes mean

STANDARDS

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

LESSON INTRODUCTION

- Discuss the meaning of root words, prefixes and suffixes. Explain that they can start with prefixes to make combination words (and have fun discussing whether or not they are actually words). Later, they can apply this technique to working with suffixes, too.



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INSTRUCTIONS

[1] Ask the students to keep all pieces in their bags or on their paper plates. Have them sort their words, putting them with the cardstock color you'd like them to use for identification. (Example: All root words are put with the red strip.)

Have student turn over a word on the paper plate and apply glue stick. Ask them to place it onto the end of the strip of cardstock, leaving a border. Then they can use scissors to cut it, with an even border. Repeat until all red strip words are mounted. Then, they can mount their other words on other colors as you indicate.



[2] Have students set one foam strip with the 1" wide side, up. Have them check to be sure by setting a mounted word on it and it should just fit. If not, have them rotate the strip to find the 1" side. Demonstrate and have students generously apply glue stick to the top, at one end of the strip and press the mounted word into it. Then, use the plastic knife to trim the foam even with the end of the mounted word. (Have them saw back and forth so that they don't snap off the foam.) Repeat with the rest of the words and prefixes.



[3] Demonstrate and have students set four thumbs up and four down in the correct

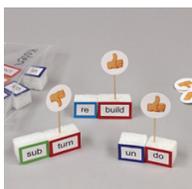
positions in front of them. Then, they should turn them over and use a couple of dots of tacky glue on the bottom back to attach a toothpick. Peak underneath to be sure the thumbs are in the correct position. Repeat with all thumbs and let them dry.



[4] Explain to students that the reason for the white paper strips is that they can come up with additional root words and prefixes to create more possible combinations. They can write the words in pencil, go over them in marker, cut and glue them to the extra cardstock and then to the backs of the foam words they have.



[5] To use, have students carefully break toothpicks in half and insert the blunt end into the right side of each prefix so that the point can be inserted into the left side of each root word. Then students can see which combinations make words (insert a thumbs up sign in the top) and which combinations do not (insert a thumbs down sign in the top). Have students store pieces in their plastic bag.



MODIFICATIONS

To simplify project:

- Don't mount the words / prefixes – glue them directly onto the foam.
- Skip making the thumbs up and thumbs down signs.

To expand project:

- Use putty to hold the mounted words onto the foam so that they can be removed and new ones can be replaced.
- Make a set of suffixes that can be added to the ends of root words.

For multiple ages:

- Younger and older students can work side-by-side, with older students using more challenging words.
- Have older students research additional words, prefixes and suffixes.

ADDITIONAL IDEAS

- After students understand the prefixes, create suffixes mounted on different colored cardstock to glue to the backs of the prefixes. Add additional root words to the backs of the root words, using the same cardstock.
- Give each student a different set of words so they can trade and use them without having seen them before.
- Play games that include finding the word with the most possible prefixes (or suffixes).
- Write the definition of the prefix on the back using the extra white strips of paper.
- Encourage students to use the color to their advantage in helping them remember.



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TIPS

- When cutting the foam, keep the blade perpendicular to the table so that the foam edges are straight. Score lightly first and then press more firmly to cut deeper with several passes of the knife.
- When using a punch, turn it over to allow you to see where you're placing the punch on the paper. This lets you conserve paper by making circles very close together, and not accidentally punching off the edge of the paper because you can't see where it's punching.
- A punch has a limited reach and cannot get into the center of a sheet of paper. Punch circles all around the outside. Then, use scissors to trim off excess paper and punch all around the outside again. Continue working your way to the center.
- Have extras of foam strips, cardstock strips and paper words and prefixes.
- Explain to students that when they apply glue stick, some glue gets onto the paper plate beneath, so they should set each strip into a different spot of the plate until the earlier areas are dry.
- Have paper towels ready to distribute to any messy fingers.

REFERENCES

Month-By-Month Phonics For Upper Grades by Patricia Cunningham
Words Their Way by Donald R. Bear
Daily Word Ladders by Timothy Rasinski
Falling In Love With Close Reading: Lessons For Analyzing Texts – And Life by Christopher Lehman