

Five Mobile Prefixes

cycle

lingual

plane

**BECOME PART OF
A WORD AND FIND
YOUR PREFIX!**

late

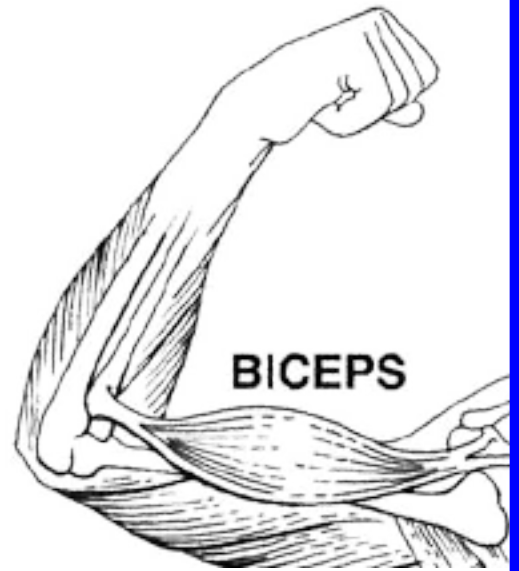
trans-ship

port

plant

parent

atlantic



bi-

ceps

Five Mobile Prefixes



We enlarged the prefix cards (with definitions) and pinned them up in different parts of the room. Everyone was given a "partofaword" card, and then they had to go round visiting the prefixes until they decided which prefix they could join up to. At this point the groups that had formed worked together to either produce their part of a sentence bank that helped the class to remember the meaning of their words. You might want to provide a dictionary here. Some prepared a minidrama/dialogue where all their words were employed. There are blank spaces for you and your children to add extra "partofaword" cards.

The webaddress for this activity is:

<<http://www.collaborativelearning.org/fivemobileprefixes.pdf>>

This activity was last updated 8th April 2014.

Our activities are designed to:

- ...build on prior knowledge.
- ...move from concrete to abstract thinking.
- ...ensure everyone works with everyone else.
- ...extend social language into curriculum language.
- ...provide motivating ways to go over the same topic more than once.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

<http://www.collaborativelearning.org/fivemobileprefixes.pdf>

Five Mobile Prefixes

You have part of a word that is looking for a prefix. There are five different prefixes placed around the room. Visit the prefixes and decide which one you will join to your word. Discuss with your prefix group what your complete words mean. Work together to construct a sentence bank that helps others to make clear each meaning and/or plan a mini drama that uses up all your words.

bi:

means two or
twice.

auto:

means

something to
do with self.

trans:

means across
or through.

circ + (u)

or (um):

means round or
about.

tele:

means

something to do
with distance.

-lar

-ceps

-sect

-cycle

-focal

-lingual

-plane

-phone

-graph

-scope

-vision

-pathy

-port

-biography

-graph

-mobile

-maton

-ference

-matic

-stance

-navigate

-late

-vent

-le

-us

-tubbies

-photo

-mit

-port

-fer

-late

-parent

-plant

-atlantic

-pilot

-ship