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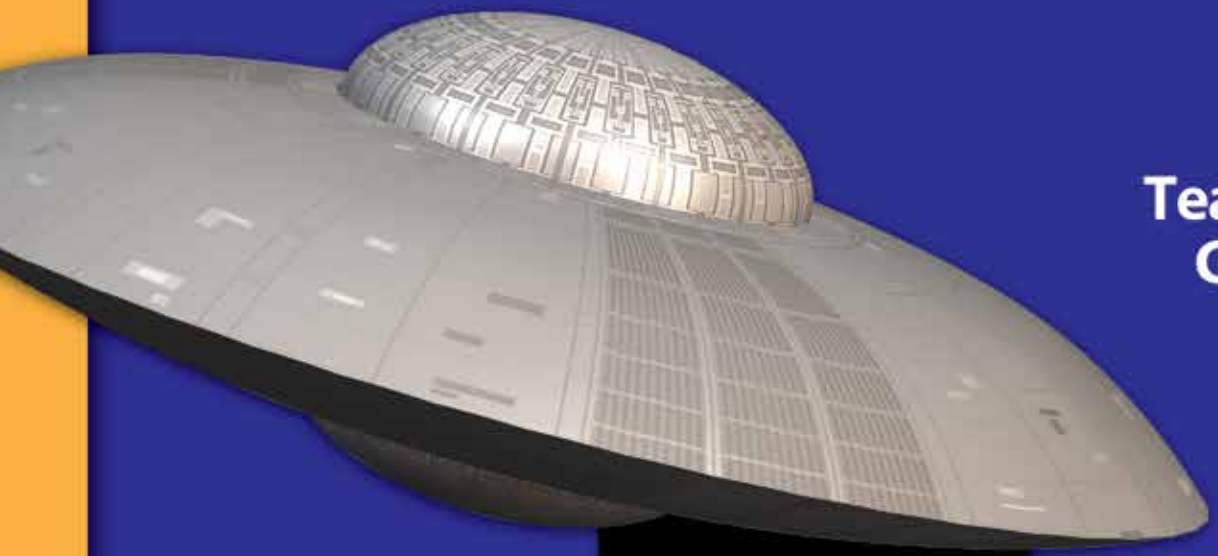
Level 4

Building VOCABULARY from Word Roots

Teacher's Guide



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Management—Section A

Program Overview A1
Components of the *Building Vocabulary* Kit A2
How to Use this Program A3
About Level Four A7
Teaching Vocabulary: Research and Practice A11
Differentiating Instruction A15
Standards and Correlations A19
Proficiency Levels for English Language Learners A21
Response to Intervention A22
Tips for Implementation A23
About the Authors A25

Lessons—Section B

Unit I: Directional Prefixes

Lesson 1: Review of "Divide and Conquer" B1
Lesson 2: Directional Prefixes *in-, im-* = "in, on, into" B8
Lesson 3: Directional Prefixes *com-, col-* = "with, together" B14
Lesson 4: Latin Directional Prefix *de-* = "down, off of" B21
Lesson 5: Latin Directional Prefix *pro-* = "forward, for" B28
Unit I Review B35

Unit II: Essential Latin Bases

Lesson 6: Latin Bases *audi, audit* = "hear, listen" B41
Lesson 7: Latin Bases *voc, voke, voice* = "voice, call" B47
Lesson 8: Latin Bases *spec, spect* = "watch, look at" B54
Lesson 9: Latin Base *terr* = "land, ground, earth" B60
Lesson 10: Latin Bases *trac, tract* = "pull, draw, drag" B67
Unit II Review B73

Unit III: Greek and Latin Directional Prefixes

Lesson 11: Latin Directional Prefix *trans-* = "across, change" B78
Lesson 12: Latin Directional Prefix *inter-* = "between, among" B83
Lesson 13: Latin Directional & Intensive Prefix *per-* = "through, thorough(ly)" . . B89
Lesson 14: Greek Prefix *auto-* = "self" . . . B94
Lesson 15: Greek Prefix *tele-* = "far, from afar" B101
Unit III Review B107

Unit IV: Essential Greek and Latin Suffixes

Lesson 16: Latin Suffixes *-ible, -able* = "can or able to be done" B112
Lesson 17: Greek Suffixes *-ology* = "study of" and *-ologist* = "studier of, expert in" . . B118
Lesson 18: Latin Suffixes *-arium, -ary, -orium, -ory* = "place, room" B123
Lesson 19: Latin Suffixes *-or, -er* = "someone who does; something that does" B128
Lesson 20: Latin Suffix *-ify* = "to make" . . B134
Unit IV Review B140

Unit V: Greek and Latin Prefixes of Sum and Size

Lesson 21: Latin Prefix *multi-* and Greek Prefix *poly-* = "many" B145
Lesson 22: Greek Prefix *micro-* = "small" B151
Lesson 23: Greek Prefixes *mega-, megalo-* = "big" B157
Unit V Review B163

Assessment

A Word About Assessment C1
Data-Driven Instruction C3
Diagnostic Test Item Analysis C4
Diagnostic Pre-test C5
Pre-test Answer Key C8
Unit Quizzes C9
Post-test C24
Post-test Answer Key C27

Teacher Resources

Activities D1
Reproducibles D2

Appendices

Appendix A: References Cited E1
Appendix B: Additional Resources E3
Appendix C: Contents of Teacher Resource CD E6

Program Overview

Building Vocabulary from Word Roots is a systematic approach to word awareness and vocabulary building for students in grades one through eleven. Based on the dual premises that over 90 percent of English words of two or more syllables are of Greek or Latin origin and that most academic vocabulary is derived from Latin and Greek origins, this series teaches essential word strategies that enable students to unlock the meaning of vocabulary words they encounter inside and outside of school. *Building Vocabulary from Word Roots* teaches Greek and Latin prefixes, bases, and suffixes—the semantic units from which the vast majority of English words are derived.

The *Building Vocabulary* series consists of *Teacher's Guides* with accompanying *Guided Practice Books* for students. Every student should have a *Guided Practice Book,* which is used throughout the entire year.

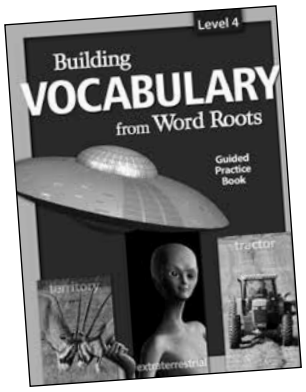
Each part of a lesson can be completed in 10–15 minutes per day, and entire lesson can be completed in a week. Since the series is designed to support students with a range of reading and vocabulary levels, you can select the activities that will best meet your students' needs. Each lesson contains plenty of activities to choose from. Ideas for differentiating instruction are also provided to enhance and diversify instruction.

Levels One and Two, called *Building Vocabulary: Foundations*, teach word analysis at the word-family level. In other words, students are learning words mainly through word parts that share sounds (also called word families). Students learning to read often naturally use the sound patterns of familiar print words to make analogies that help them pronounce unfamiliar print words (Moustafa 2002). The activities in *Building Vocabulary: Foundations*, *Level One* build proficiency with this skill. Level Two of *Building Vocabulary: Foundations* continues this focus on sound—spelling patterns using common diphthongs and digraphs as the focus of activity. Level Two also begins to focus on parts that share meanings (e.g., Greek and Latin roots).

Levels Three through Eight, called *Building Vocabulary from Word Roots*, more thoroughly teach Greek and Latin prefixes, bases, and suffixes. These are the semantic units from which the vast majority of English words are derived. Conceptually, then, the series focuses on learning words through their roots (parts of words that consist of letter combinations that have consistent sounds and/or meanings).

Levels Nine through Eleven build on the roots taught in previous levels, teaching each root with greater depth and complexity. New words for roots are introduced with an emphasis on content-area vocabulary. Levels nine through eleven effectively prepare students for standardized tests like the SAT and ACT.

To see a complete listing of all of the word families and roots taught throughout the series, view the file titled Building Vocabulary—Word Families and Word Roots List on the *Teacher Resource CD*.



Components of the *Building Vocabulary Kit*

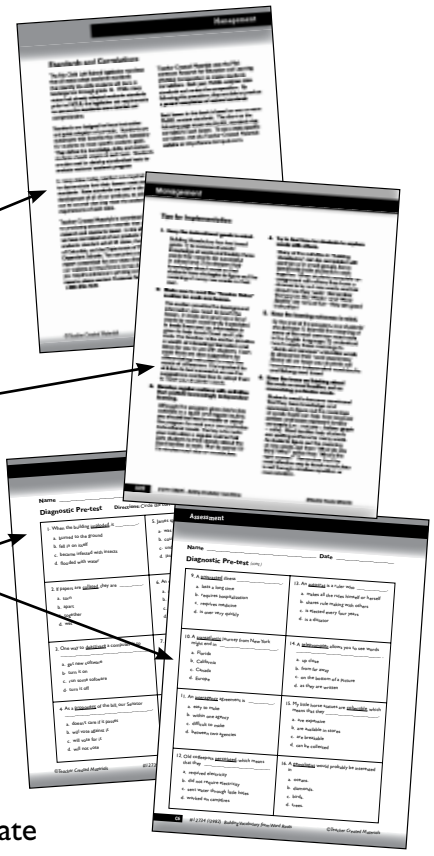
Teacher's Guide includes:

Standards and Correlations Chart (in Management Section)

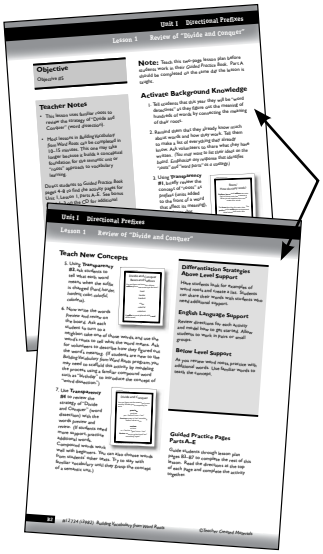
Tips for Implementation

Assessments

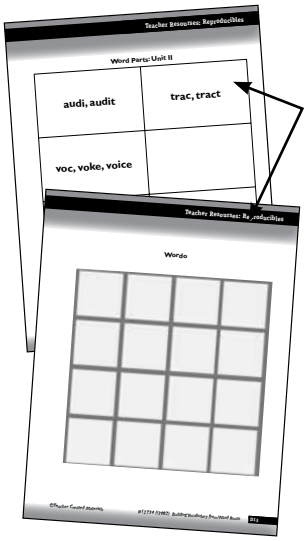
Teacher Resource CD (includes bonus activities to differentiate instruction, reproducible templates, word cards, assessment charts, transparencies, and a list of all the word families and word roots in the series)



Lessons (correspond to each lesson from the student *Guided Practice Book*)



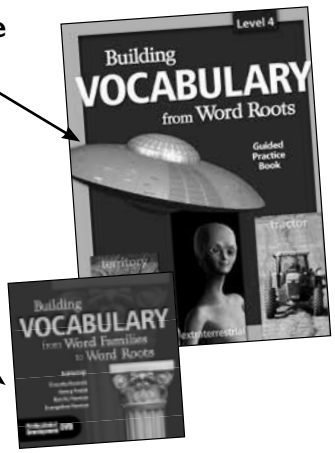
Teacher Resources (includes activities, word cards, and reproducible templates)



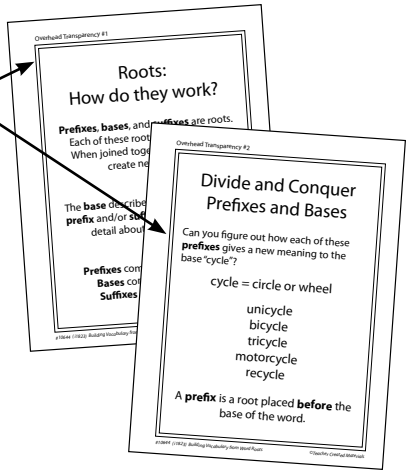
Other Components Include:

Guided Practice Book (student book)

Professional Development DVD



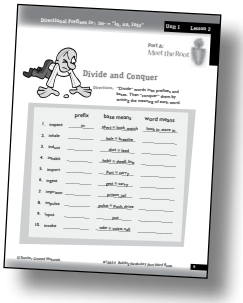
Transparencies (in the transparency folder)



How to Use This Program

The following provides a more detailed overview of the various components of this program, including the differentiated, five-part lessons, the *Assessment* section, the *Teacher Resources* section, and the *Teacher Resource CD*. Each component offers support for the entire program, making students' word learning meaningful and fun.

Lesson Overview

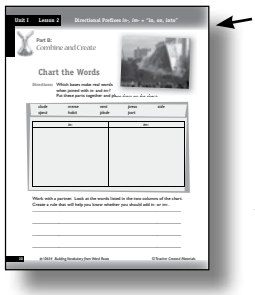


Each lesson in the *Guided Practice Book* begins with **Part A** ("Meet the Root"). This activity is called "Divide and Conquer," and it provides the foundation for all activities that follow, as it asks students to divide words into their word parts. This requires students to identify the Greek and Latin roots from each lesson. Students "conquer" words by writing the meaning of each word part and finally, the meaning of the entire word. Since this is intended as an explicit instruction day, help students by using the following suggestions:

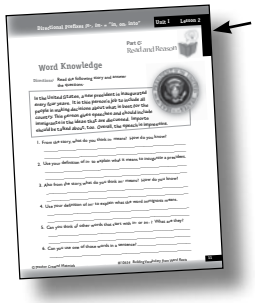
Remind students that when we translate bases and prefixes, we normally put the base first (as the core of the word) and then add the meaning of the prefix. For example, the word *convene* does not mean "together come," although the roots appear in that order; translate the base first in order to produce "come together."

After students divide and translate the word parts in the first two blanks, ask the question, "If the base X means Y and the prefix X means Y, then the whole word means XY." For example, "If the base *oper* means "work" and the prefix *co-* means "with, together," then the whole word means "work together" (formally defined as "work together in harmonious fashion").

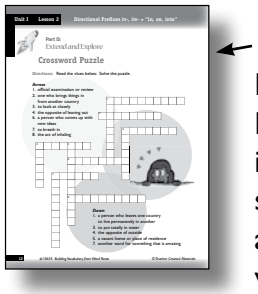
The first word in each "Divide and Conquer" activity is often the most challenging, so students will benefit from explicit instruction. Then students will be better able to independently "divide and conquer" the remaining words on the list.



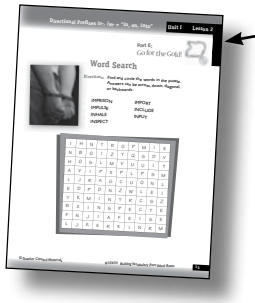
In **Part B** ("Combine and Create"), students compose English words from the word roots. Usually, in this part of the lesson, students analyze something and record an English word as the answer.



In **Part C** ("Read and Reason"), students read a variety of passages that use word roots in context and then answer questions in pairs or small groups about the root-based vocabulary.



In **Part D** ("Extend and Explore"), students work individually and in partners/ small groups to create applications for the new vocabulary.



In **Part E** ("Go for the Gold"), students enjoy a variety of vocabulary activities and games for additional word-root practice and review.

How to Use This Program *(cont.)*

Additional Resources

The **Assessment** section of the *Teacher's Guide* contains a diagnostic pre-test and item analysis for gauging students' root knowledge at the beginning of the school year, unit quizzes to assess students' learning after each unit of study, and a post-test for assessing students' learning over the course of the school year. Keep your assessment focus on the extent to which students have learned roots, not particular words containing them. Students will learn particular words, of course, but it is more important that they learn the words that will help them unlock new words in the future.

The *Teacher's Guide* has a **Teacher Resources** section. This section offers a number of activities that you can use to enrich your students' learning experiences, using the word cards and additional activity template provided.

Transparencies are provided to supplement instruction for each lesson with guided practice activities.

The **Teacher Resource CD** that accompanies the series, which is located at the end of this *Teacher's Guide*, offers additional teaching and practice ideas. The CD contains **Bonus Pages** (**activities** for each lesson to differentiate instruction), copies of the **Assessments** and **Transparencies**, **Reproducibles** (such as **activity templates** and **word cards**), and a comprehensive **Word Families and Word Roots List**.

This kit includes a copy of the *Building Vocabulary* **Professional Development DVD**. See *Building Vocabulary* lessons modeled in real classrooms at different grade levels. Learn from a professional development in-service facilitated by the authors, four renowned experts in the field of vocabulary instruction.

Pacing Plan

The *Building Vocabulary* program for each level is designed to fit within a 28-week school year. The five units for each level (3–11) present students with 20–25 essential prefixes, bases, and suffixes. This prepares students for high school, college, and beyond. The program can also be condensed to fit a summer program. Parts of lessons can be combined so that the entire lesson is taught each day.

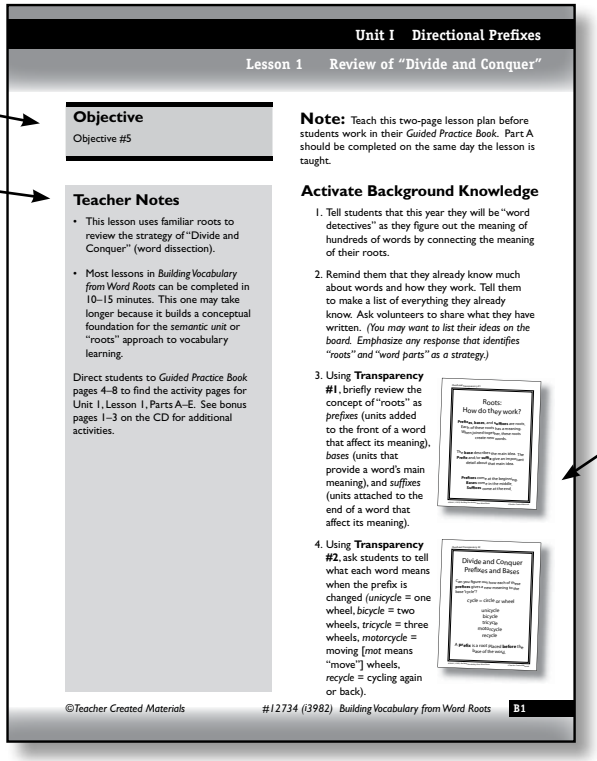
Year long Program—In an ongoing program with a minimum of 2.5 hrs./wk., up to 40 weeks, you can cover the whole program by doing one lesson per week. Spend approximately 30 minutes each day to complete one part of the five-part lesson. For example, Part A can be completed on the first day of the week and all remaining sections on subsequent days of the week. Each unit is designed to be completed in a five-week period, with the sixth week for review.

Summer School Program—Used in a summer school setting, this program is designed to cover one unit per week, for a 4–6 week program. Cover one lesson per day by condensing the five-part lesson to meet the needs of your students. For example, discuss the poems from Parts A and C and then choose an activity (or activities, as time permits) for word-family practice. Review lessons can be incorporated throughout the week for additional practice (as time does not allow for a sixth day of practice for the week).

How to Use This Program *(cont.)*

Objectives are listed for each lesson.

The **Teacher Notes** section provides background information about the roots taught in the lesson.


Unit I Directional Prefixes

Lesson 1 Review of "Divide and Conquer"

Objective

Objective #5

Teacher Notes

- This lesson uses familiar roots to review the strategy of "Divide and Conquer" (word dissection).
- Most lessons in *Building Vocabulary from Word Roots* can be completed in 10–15 minutes. This one may take longer because it builds a conceptual foundation for the *semantic unit* or "roots" approach to vocabulary learning.

Direct students to *Guided Practice Book* pages 4–8 to find the activity pages for Unit 1, Lesson 1, Parts A–E. See bonus pages 1–3 on the CD for additional activities.

Note: Teach this two-page lesson plan before students work in their *Guided Practice Book*. Part A should be completed on the same day the lesson is taught.

Activate Background Knowledge

1. Tell students that this year they will be "word detectives" as they figure out the meaning of hundreds of words by connecting the meaning of their roots.
2. Remind them that they already know much about words and how they work. Tell them to make a list of everything they already know. Ask volunteers to share what they have written. *(You may want to list their ideas on the board. Emphasize any response that identifies "roots" and "word parts" as a strategy.)*
3. Using **Transparency #1**, briefly review the concept of "roots" as *prefixes* (units added to the front of a word that affect its meaning), *bases* (units that provide a word's main meaning), and *suffixes* (units attached to the end of a word that affect its meaning).
4. Using **Transparency #2**, ask students to tell what each word means when the prefix is changed (*unicycle* = one wheel, *bicycle* = two wheels, *tricycle* = three wheels, *motorcycle* = moving [*mot* means "move"] wheels, *recycle* = cycling again or back).

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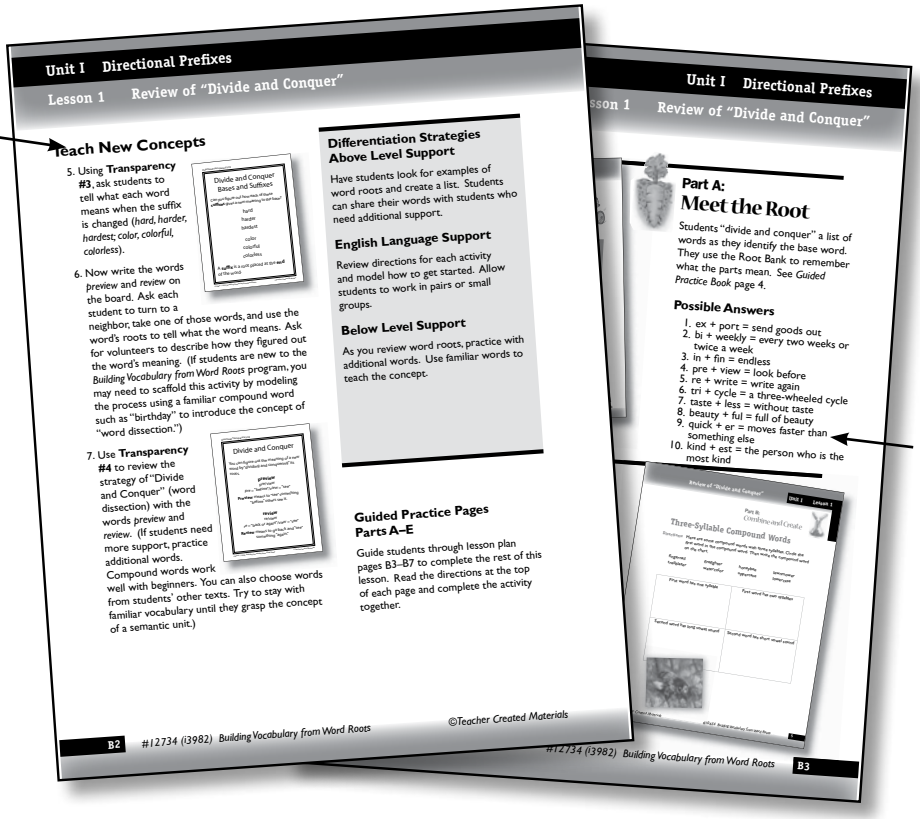
This first section of the lesson helps students **activate background knowledge** about the root(s) of study.

The **Teach New Concepts** section provides step-by-step instruction to guide students through the lesson.


Unit I Directional Prefixes

Lesson 1 Review of "Divide and Conquer"

Teach New Concepts

5. Using **Transparency #3**, ask students to tell what each word means when the suffix is changed (*hard, harder, hardest; color, colorful, colorless*).
6. Now write the words *preview* and *review* on the board. Ask each student to turn to a neighbor, take one of those words, and use the word's roots to tell what the word means. Ask for volunteers to describe how they figured out the word's meaning. (If students are new to the *Building Vocabulary from Word Roots* program, you may need to scaffold this activity by modeling the process using a familiar compound word such as "birthday" to introduce the concept of "word dissection.")
7. Use **Transparency #4** to review the strategy of "Divide and Conquer" (word dissection) with the words *preview* and *review*. (If students need more support, practice additional words. Compound words work well with beginners. You can also choose words from students' other texts. Try to stay with familiar vocabulary until they grasp the concept of a semantic unit.)

Differentiation Strategies

Above Level Support

Have students look for examples of word roots and create a list. Students can share their words with students who need additional support.

English Language Support

Review directions for each activity and model how to get started. Allow students to work in pairs or small groups.

Below Level Support

As you review word roots, practice with additional words. Use familiar words to teach the concept.

Guided Practice Pages Parts A–E

Guide students through lesson plan pages B3–B7 to complete the rest of this lesson. Read the directions at the top of each page and complete the activity together.

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B2 #12734 (i3982) *Building Vocabulary from Word Roots*

Unit I Directional Prefixes

Lesson 1 Review of "Divide and Conquer"

Part A: Meet the Root

Students "divide and conquer" a list of words as they identify the base word. They use the Root Bank to remember what the parts mean. See *Guided Practice Book* page 4.

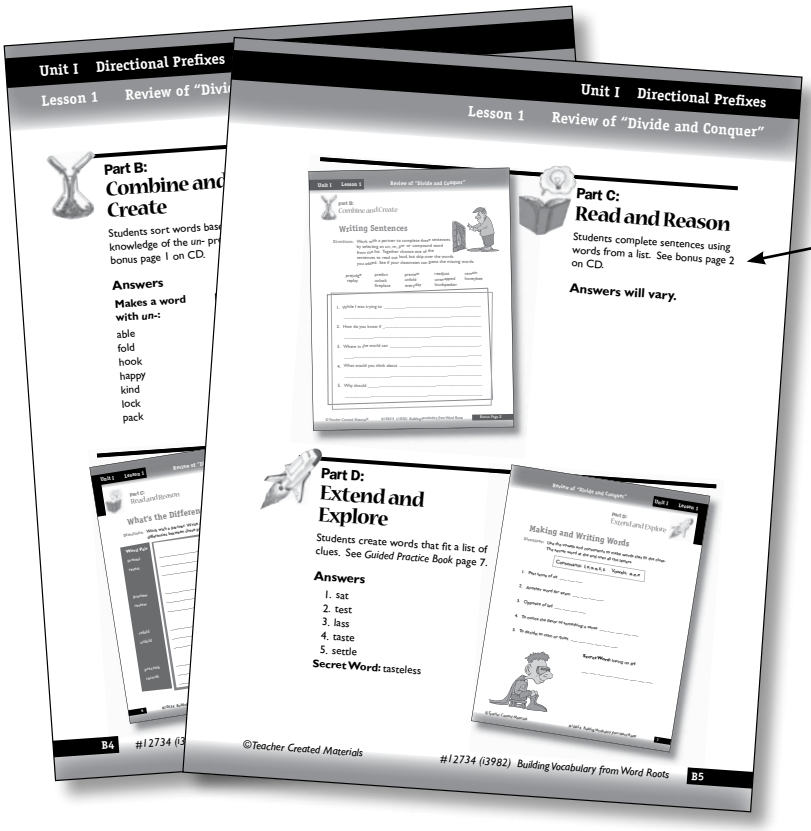
Possible Answers

1. ex + port = send goods out
2. bi + weekly = every two weeks or twice a week
3. in + fin = endless
4. pre + view = look before
5. re + write = write again
6. tri + cycle = a three-wheeled cycle
7. taste + less = without taste
8. beauty + ful = full of beauty
9. quick + er = moves faster than something else
10. kind + est = the person who is the most kind

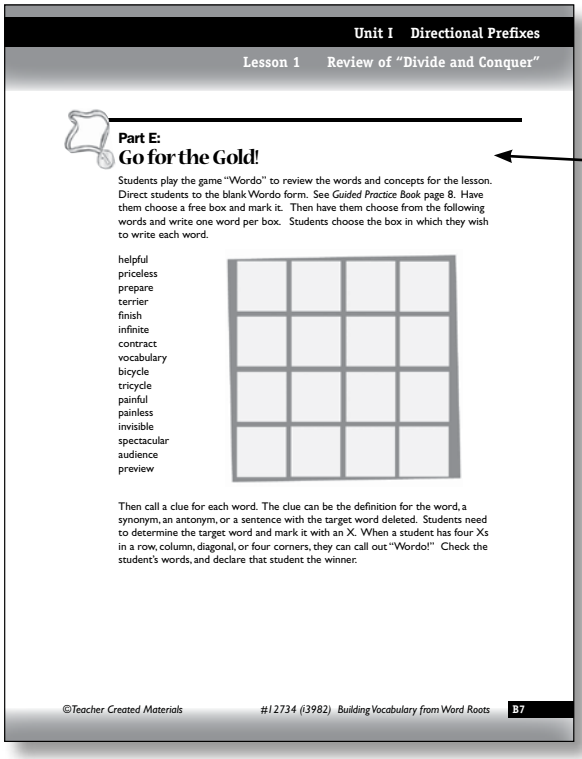
#12734 (i3982) *Building Vocabulary from Word Roots* B3

Answer keys are provided for each student page in the *Guided Practice Book*.

How to Use This Program *(cont.)*



Bonus activities are provided on the *Teacher Resource CD* to differentiate instruction. The answer key for the bonus activities are provided in the lessons.



The last day of each lesson (Part E) provides a game-like activity to give students extra practice and to reinforce learning of new roots and words.

Objective

Objective #5

Teacher Notes

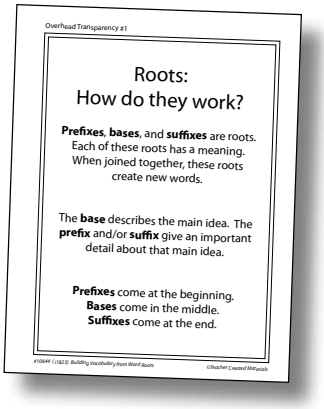
- This lesson uses familiar roots to review the strategy of "Divide and Conquer" (word dissection).
- Most lessons in *Building Vocabulary from Word Roots* can be completed in 10–15 minutes. This one may take longer because it builds a conceptual foundation for the *semantic unit* or "roots" approach to vocabulary learning.

Direct students to *Guided Practice Book* pages 4–8 to find the activity pages for Unit 1, Lesson 1, Parts A–E. See bonus pages 1–3 on the CD for additional activities.

Note: Teach this two-page lesson plan before students work in their *Guided Practice Book*. Part A should be completed on the same day the lesson is taught.

Activate Background Knowledge

1. Tell students that this year they will be "word detectives" as they figure out the meaning of hundreds of words by connecting the meaning of their roots.
2. Remind them that they already know much about words and how they work. Tell them to make a list of everything they already know. Ask volunteers to share what they have written. *(You may want to list their ideas on the board. Emphasize any response that identifies "roots" and "word parts" as a strategy.)*
3. Using **Transparency #1**, briefly review the concept of "roots" as *prefixes* (units added to the front of a word that affect its meaning), *bases* (units that provide a word's main meaning), and *suffixes* (units attached to the end of a word that affect its meaning).


Overhead Transparency #1

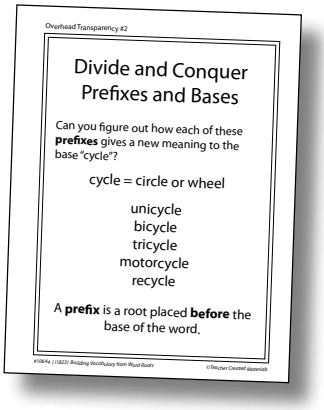
Roots:
How do they work?

Prefixes, **bases**, and **suffixes** are roots. Each of these roots has a meaning. When joined together, these roots create new words.

The **base** describes the main idea. The **prefix** and/or **suffix** give an important detail about that main idea.

Prefixes come at the beginning.
Bases come in the middle.
Suffixes come at the end.

4. Using **Transparency #2**, ask students to tell what each word means when the prefix is changed *(unicycle* = one wheel, *bicycle* = two wheels, *tricycle* = three wheels, *motorcycle* = moving [*mot* means "move"] wheels, *recycle* = cycling again or back).


Overhead Transparency #2

Divide and Conquer
Prefixes and Bases

Can you figure out how each of these **prefixes** gives a new meaning to the base "cycle"?

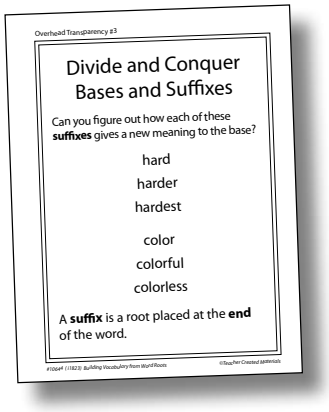
cycle = circle or wheel

unicycle
bicycle
tricycle
motorcycle
recycle

A **prefix** is a root placed **before** the base of the word.

Teach New Concepts

5. Using **Transparency #3**, ask students to tell what each word means when the suffix is changed (*hard, harder, hardest; color, colorful, colorless*).


Overhead Transparency #3

Divide and Conquer
Bases and Suffixes

Can you figure out how each of these **suffixes** gives a new meaning to the base?

hard
harder
hardest

color
colorful
colorless

A **suffix** is a root placed at the **end** of the word.

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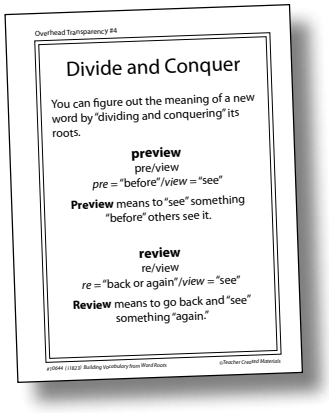
6. Now write the words *preview* and *review* on the board. Ask each student to turn to a neighbor, take one of those words, and use the word's roots to tell what the word means. Ask for volunteers to describe how they figured out the word's meaning. (If students are new to the *Building Vocabulary from Word Roots* program, you may need to scaffold this activity by modeling the process using a familiar compound word such as "birthday" to introduce the concept of "word dissection.")


Overhead Transparency #4

Divide and Conquer

You can figure out the meaning of a new word by "dividing and conquering" its roots.

preview
pre/view
pre = "before"/*view* = "see"
Preview means to "see" something "before" others see it.

review
re/view
re = "back or again"/*view* = "see"
Review means to go back and "see" something "again."

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7. Use **Transparency #4** to review the strategy of "Divide and Conquer" (word dissection) with the words *preview* and *review*. (If students need more support, practice additional words. Compound words work well with beginners. You can also choose words from students' other texts. Try to stay with familiar vocabulary until they grasp the concept of a semantic unit.)

Differentiation Strategies

Above Level Support

Have students look for examples of word roots and create a list. Students can share their words with students who need additional support.

English Language Support

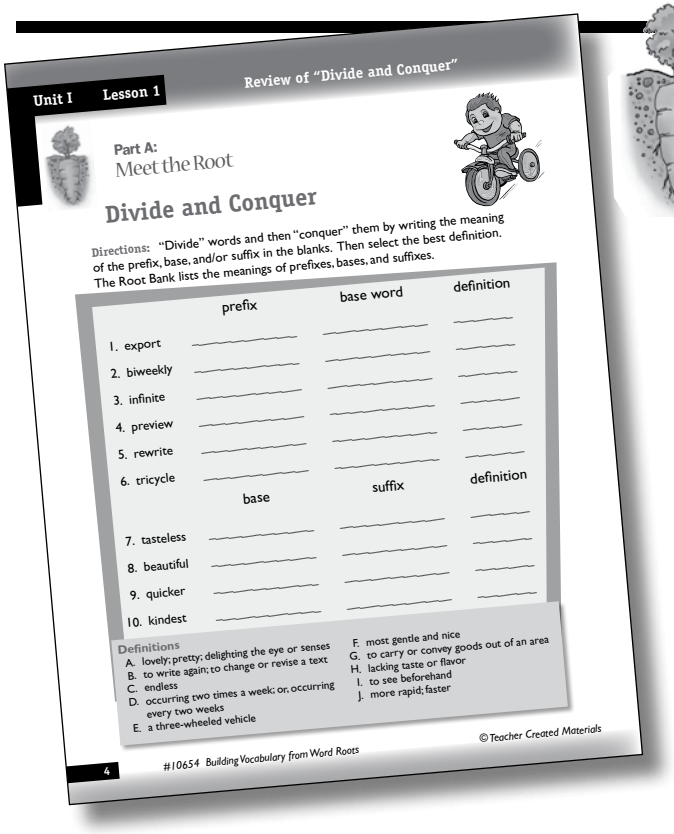
Review directions for each activity and model how to get started. Allow students to work in pairs or small groups.

Below Level Support

As you review word roots, practice with additional words. Use familiar words to teach the concept.

Guided Practice Pages Parts A–E

Guide students through lesson plan pages B3–B7 to complete the rest of this lesson. Read the directions at the top of each page and complete the activity together.


Unit I Lesson 1 Review of "Divide and Conquer"

Part A:
Meet the Root

Divide and Conquer

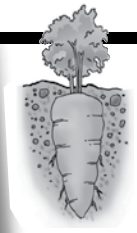
Directions: "Divide" words and then "conquer" them by writing the meaning of the prefix, base, and/or suffix in the blanks. Then select the best definition. The Root Bank lists the meanings of prefixes, bases, and suffixes.

	prefix	base word	definition
1. export			
2. biweekly			
3. infinite			
4. preview			
5. rewrite			
6. tricycle			

	base	suffix	definition
7. tasteless			
8. beautiful			
9. quicker			
10. kindest			

Definitions
A. lovely; pretty; delighting the eye or senses
B. to write again; to change or revise a text
C. endless
D. occurring two times a week; or, occurring every two weeks
E. a three-wheeled vehicle
F. most gentle and nice
G. to carry or convey goods out of an area
H. lacking taste or flavor
I. to see beforehand
J. more rapid; faster

4 #10654 Building Vocabulary from Word Roots © Teacher Created Materials



Part A:
Meet the Root

Students "divide and conquer" a list of words as they identify the base word. They use the Root Bank to remember what the parts mean. See *Guided Practice Book* page 4.

Answer Key

1. G
2. D
3. C
4. I
5. B
6. E
7. H
8. A
9. J
10. F

Part B:
Combine and Create

Students sort three-syllable compound words and place them on a chart. See *Guided Practice Book* page 5.

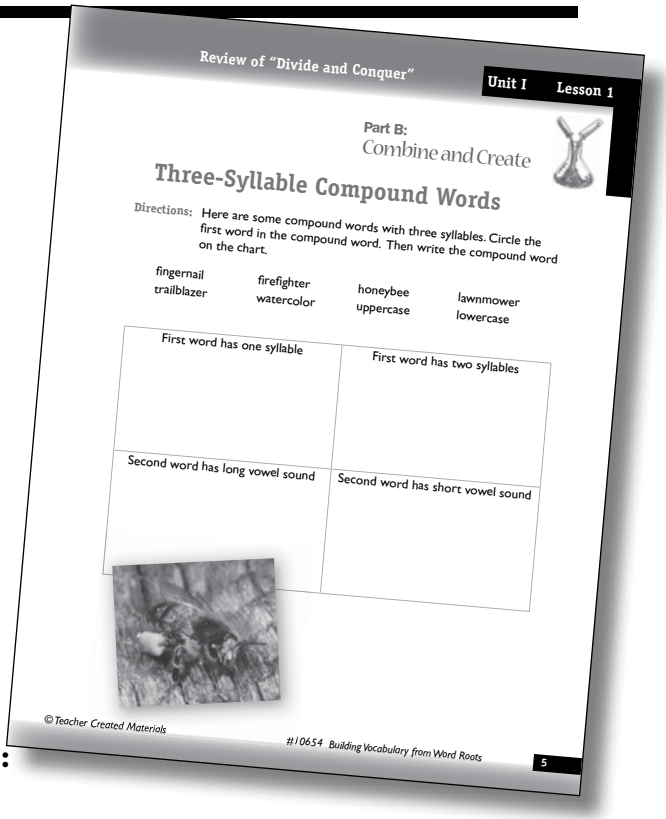
Answers

First word has 1 syllable:
trailblazer
lawnmower

First word has 2 syllables:
firefighter
fingernail
watercolor
honeybee
uppercase
lowercase

Second word has long vowel sound:
trailblazer
firefighter
lawnmower
fingernail
honeybee
uppercase
lowercase

Second word has short vowel sound:
watercolor


Review of "Divide and Conquer" Unit I Lesson 1

Part B:
Combine and Create

Three-Syllable Compound Words

Directions: Here are some compound words with three syllables. Circle the first word in the compound word. Then write the compound word on the chart.

fingernail trailblazer firefighter watercolor honeybee uppercase lawnmower lowercase

First word has one syllable	First word has two syllables
Second word has long vowel sound	Second word has short vowel sound

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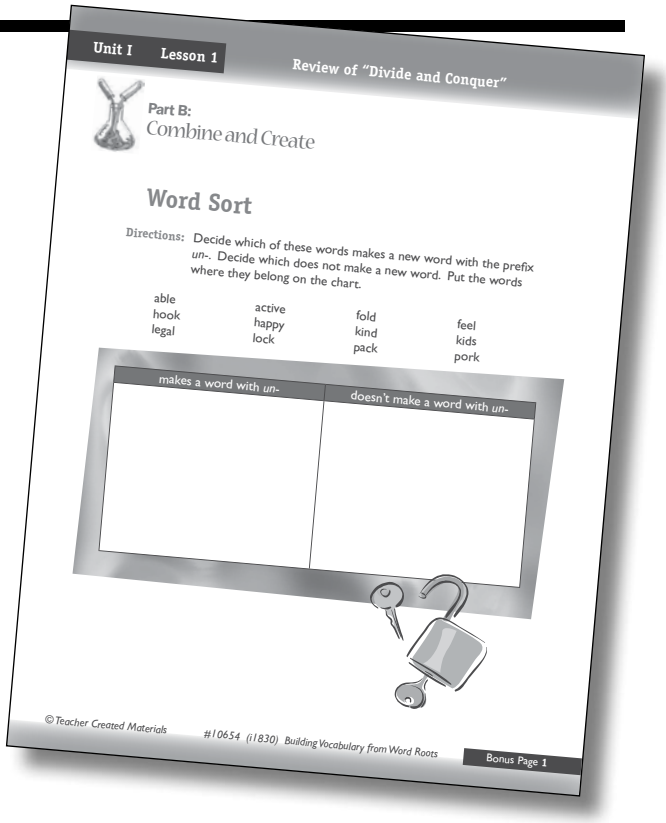
Part B:
Combine and Create

Students sort words based on their knowledge of the *un-* prefix. See bonus page 1 on CD.

Answers

Makes a word with *un-*:	Doesn't make a word with *un-*:
able	feel
fold	kids
hook	legal
happy	pork
kind	active
lock	
pack	


Unit I Lesson 1 Review of "Divide and Conquer"

Part B:
Combine and Create

Word Sort

Directions: Decide which of these words makes a new word with the prefix *un-*. Decide which does not make a new word. Put the words where they belong on the chart.

able
hook
legal

active
happy
lock

fold
kind
pack

feel
kids
pork

makes a word with *un-*	doesn't make a word with *un-*

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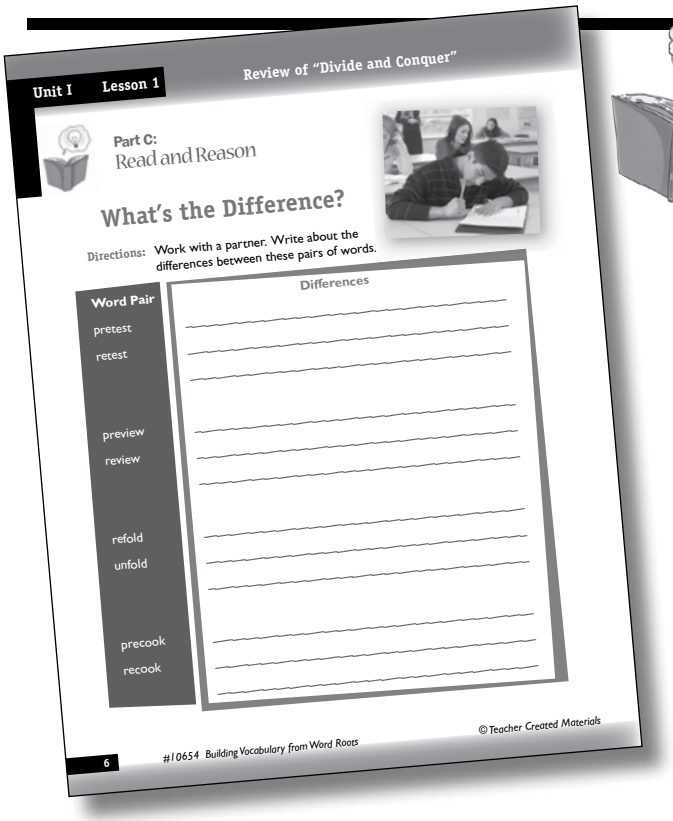

Unit I Lesson 1 Review of "Divide and Conquer"

Part C:
Read and Reason

What's the Difference?

Directions: Work with a partner. Write about the differences between these pairs of words.

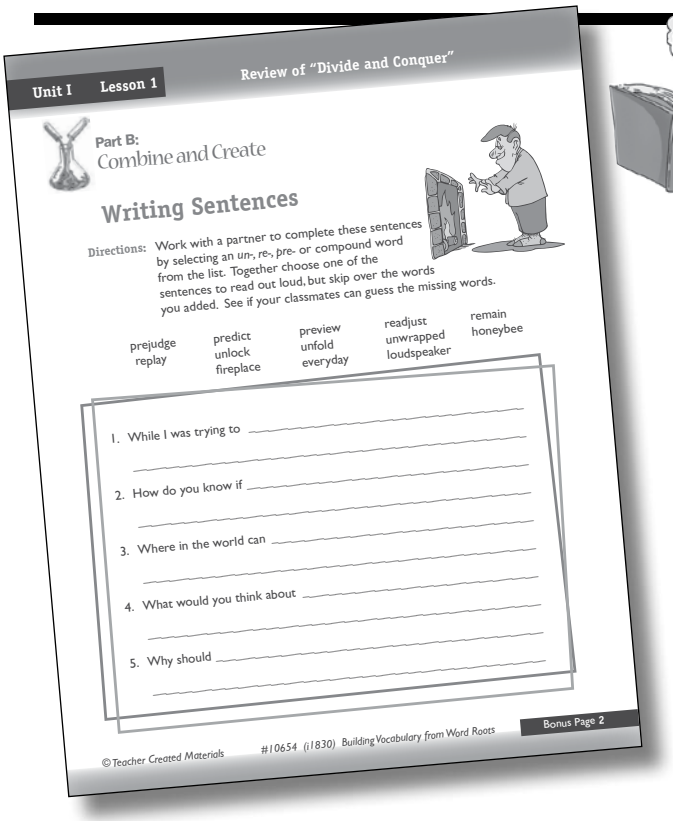
Word Pair	Differences
pretest retest	
preview review	
refold unfold	
precook recook	

6 #10654 Building Vocabulary from Word Roots © Teacher Created Materials

Part C:
Read and Reason

Students compare pairs of words and find their differences. See *Guided Practice Book* page 6.

Answers will vary.


Unit I Lesson 1 Review of "Divide and Conquer"

Part B:
Combine and Create

Writing Sentences

Directions: Work with a partner to complete these sentences by selecting an *un-*, *re-*, *pre-* or compound word from the list. Together choose one of the sentences to read out loud, but skip over the words you added. See if your classmates can guess the missing words.

prejudge replay predict unlock fireplace preview unfold everyday readjust unwrapped loudspeaker remain honeybee

1. While I was trying to _____
2. How do you know if _____
3. Where in the world can _____
4. What would you think about _____
5. Why should _____

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Part C:
Read and Reason

Students complete sentences using words from a list. See bonus page 2 on CD.

Answers will vary.

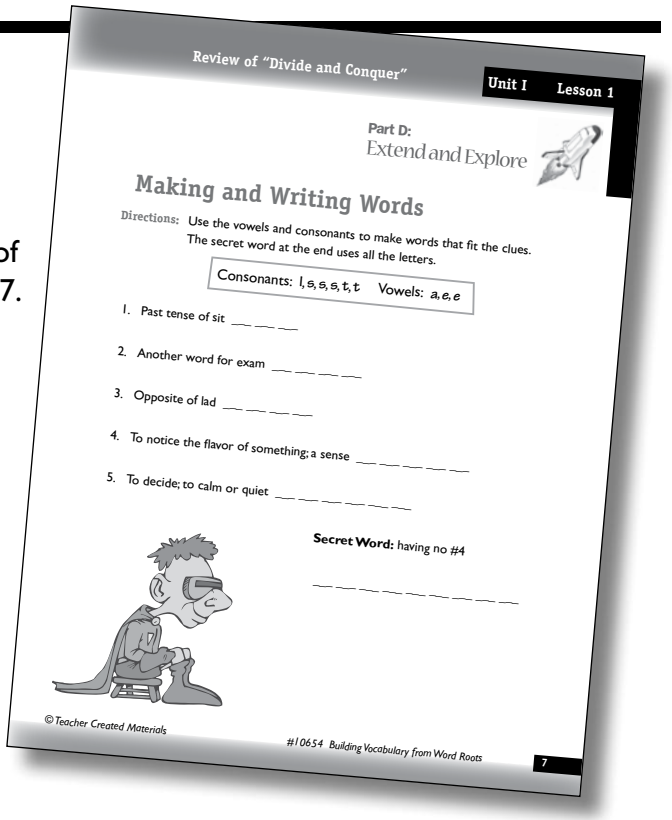
Part D:
Extend and Explore

Students create words that fit a list of clues. See *Guided Practice Book* page 7.

Answers

1. sat
2. test
3. lass
4. taste
5. settle

Secret Word: tasteless


Review of "Divide and Conquer" Unit I Lesson 1

Part D:
Extend and Explore

Making and Writing Words

Directions: Use the vowels and consonants to make words that fit the clues. The secret word at the end uses all the letters.

Consonants: l, s, s, s, t, t Vowels: a, e, e

1. Past tense of sit ___ ___ ___
2. Another word for exam ___ ___ ___ ___
3. Opposite of lad ___ ___ ___ ___
4. To notice the flavor of something; a sense ___ ___ ___ ___ ___
5. To decide; to calm or quiet ___ ___ ___ ___ ___ ___

Secret Word: having no #4

___ ___ ___ ___ ___ ___ ___ ___ ___

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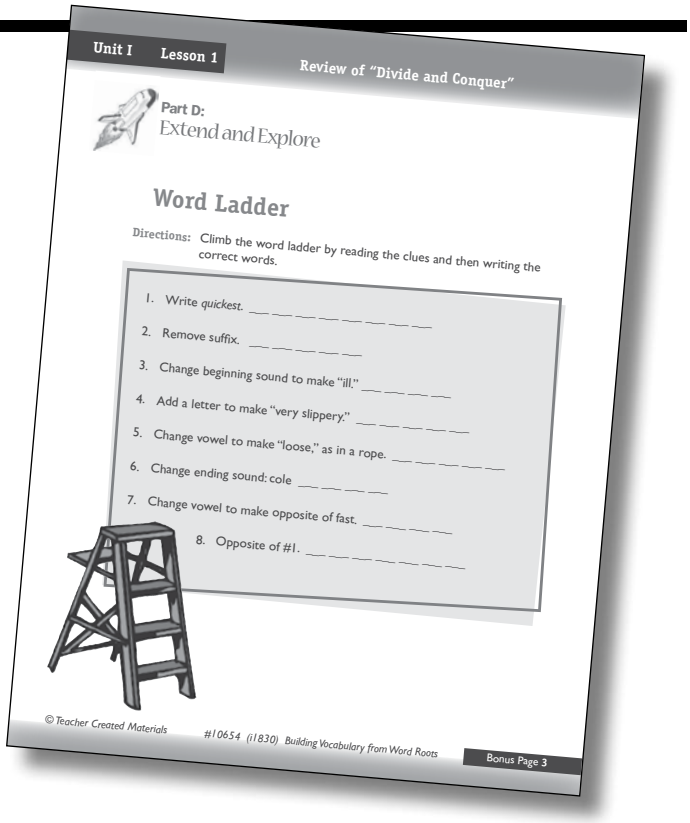
Part D:
Extend and Explore

Students write correct words to a list of clues. See bonus page 3 on CD.

Answers

1. quickest
2. quick
3. sick
4. slick
5. slack
6. slaw
7. slow
8. slowest


Unit I Lesson 1 Review of "Divide and Conquer"

Part D:
Extend and Explore

Word Ladder

Directions: Climb the word ladder by reading the clues and then writing the correct words.

1. Write *quickest.* ___ ___ ___ ___ ___ ___ ___ ___
2. Remove suffix. ___ ___ ___ ___ ___
3. Change beginning sound to make "ill." ___ ___ ___ ___
4. Add a letter to make "very slippery." ___ ___ ___ ___ ___
5. Change vowel to make "loose," as in a rope. ___ ___ ___ ___ ___
6. Change ending sound: cole ___ ___ ___ ___
7. Change vowel to make opposite of fast. ___ ___ ___ ___
8. Opposite of #1. ___ ___ ___ ___ ___ ___ ___

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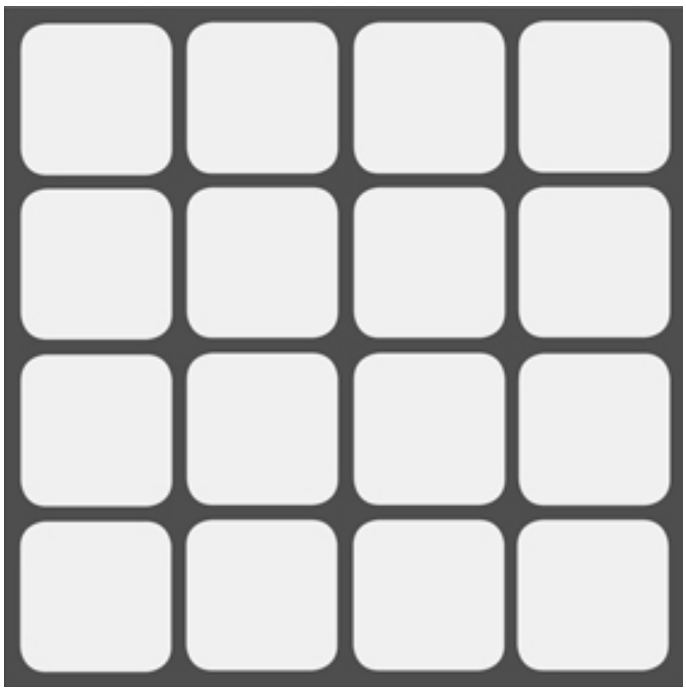
Part E:
Go for the Gold!

Students play the game "Wordo" to review the words and concepts for the lesson. Direct students to the blank Wordo form. See *Guided Practice Book* page 8. Have them choose a free box and mark it. Then have them choose from the following words and write one word per box. Students choose the box in which they wish to write each word.

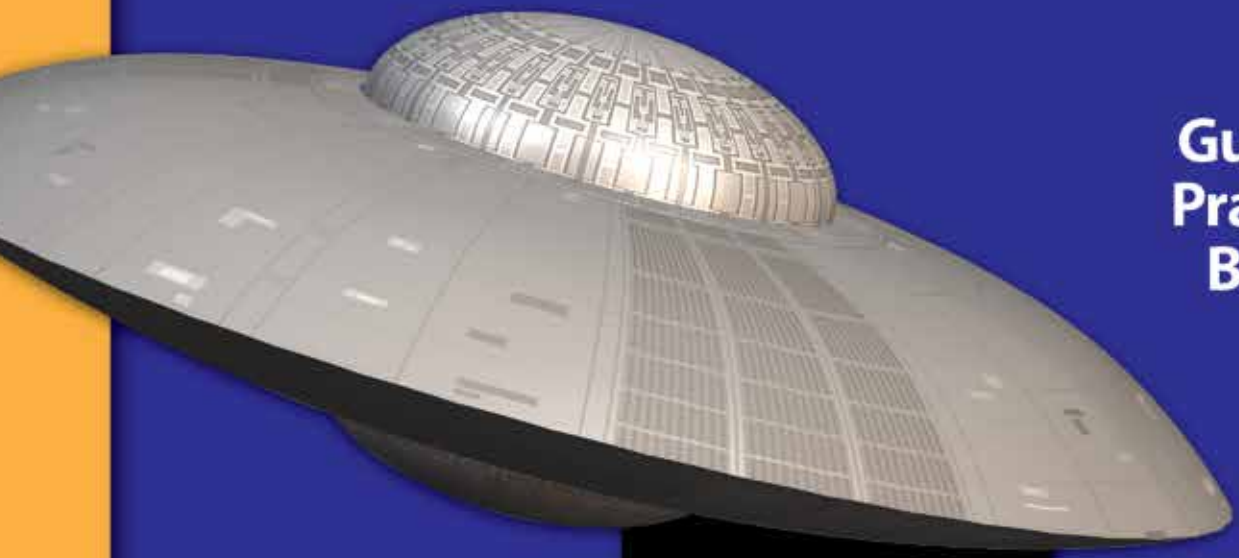
helpful
priceless
prepare
terrier
finish
infinite
contract
vocabulary
bicycle
tricycle
painful
painless
invisible
spectacular
audience
preview



Then call a clue for each word. The clue can be the definition for the word, a synonym, an antonym, or a sentence with the target word deleted. Students need to determine the target word and mark it with an X. When a student has four Xs in a row, column, diagonal, or four corners, they can call out "Wordo!" Check the student's words, and declare that student the winner.

Level 4

Building VOCABULARY from Word Roots



Guided Practice Book

Table of Contents

Unit I: Directional Prefixes
Lesson 1: Review of "Divide and Conquer" 4
Lesson 2: Directional Prefixes *in-, im-* = "in, on, into" 9
Lesson 3: Directional Prefixes *com-, col-* = "with, together" 14
Lesson 4: Latin Directional Prefix *de-* = "down, off of" 19
Lesson 5: Latin Directional Prefix *pro-* = "forward, for" 24
Unit I Review 29

Unit II: Essential Latin Bases
Lesson 6: Latin Bases *audi, audit* = "hear, listen" 34
Lesson 7: Latin Bases *voc, voke, voice* = "voice, call" 39
Lesson 8: Latin Bases *spec, spect* = "watch, look at" 44
Lesson 9: Latin Base *terr* = "land, ground, earth" 49
Lesson 10: Latin Bases *trac, tract* = "pull, draw, drag" 54
Unit II Review 59

Unit III: Greek and Latin Directional Prefixes
Lesson 11: Latin Directional Prefix *trans-* = "across, change" 64
Lesson 12: Latin Directional Prefix *inter-* = "between, among" 69
Lesson 13: Latin Directional & Intensive Prefix *per-* = "through, thorough(ly)" 74
Lesson 14: Greek Prefix *auto-* = "self" 79
Lesson 15: Greek Prefix *tele-* = "far, from afar" 84
Unit III Review 89

Unit IV: Essential Greek and Latin Suffixes
Lesson 16: Latin Suffixes *-ible, -able* = "can or able to be done" 94
Lesson 17: Greek Suffixes *-ology* = "study of" and *-ologist* = "studier of, expert in" . . 99
Lesson 18: Latin Suffixes *-arium, -ary, -orium, -ory* = "place, room" 104
Lesson 19: Latin Suffixes *-or, -er* = "someone who does; something that does" . . . 109
Lesson 20: Latin Suffix *-ify* = "to make" 114
Unit IV Review 119

Unit V: Greek and Latin Prefixes of Sum and Size
Lesson 21: Latin Prefix *multi-* and Greek Prefix *poly-* = "many" 124
Lesson 22: Greek Prefix *micro-* = "small" 129
Lesson 23: Greek Prefixes *mega-, megalo-* = "big" 134
Unit V Review 139

Part A:
Meet the Root

Divide and Conquer

Directions: "Divide" words and then "conquer" them by writing the meaning of the prefix, base, and/or suffix in the blanks. Then select the best definition. The Root Bank lists the meanings of prefixes, bases, and suffixes.

	prefix	base word	definition
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2. biweekly	_____	_____	_____
3. infinite	_____	_____	_____
4. preview	_____	_____	_____
5. rewrite	_____	_____	_____
6. tricycle	_____	_____	_____

	base	suffix	definition
7. tasteless	_____	_____	_____
8. beautiful	_____	_____	_____
9. quicker	_____	_____	_____
10. kindest	_____	_____	_____

Definitions

A. lovely; pretty; delighting the eye or senses
B. to write again; to change or revise a text
C. endless
D. occurring two times a week; or, occurring every two weeks
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Part B:
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Three-Syllable Compound Words

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