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Level 6

Building VOCABULARY from Word Roots

Teacher's Guide

native

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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.

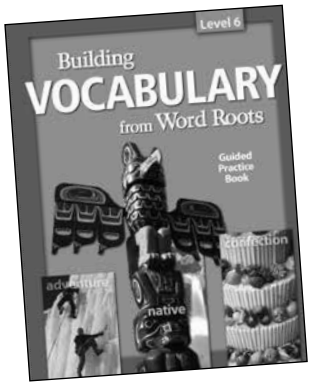
Each part of a lesson can be completed in 10–15 minutes per day, and the entire lesson can be completed in a week. Since the series is designed to support students with a range of reading and vocabulary levels, you can select the activities that will best meet your students' needs. Each lesson contains 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.

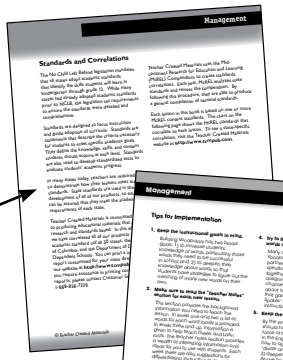
To see a complete listing of all of the word families and roots taught throughout the series, view the file titled Building Vocabulary—Word Families and Word Roots List on the *Teacher Resource CD*.



Components of the *Building Vocabulary Kit*

Teacher's Guide includes:

Standards and Correlations Chart (in Management Section)



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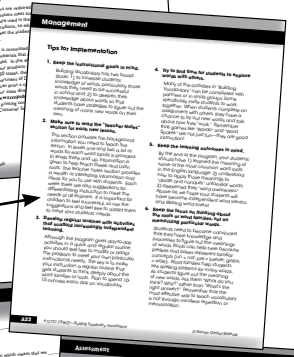
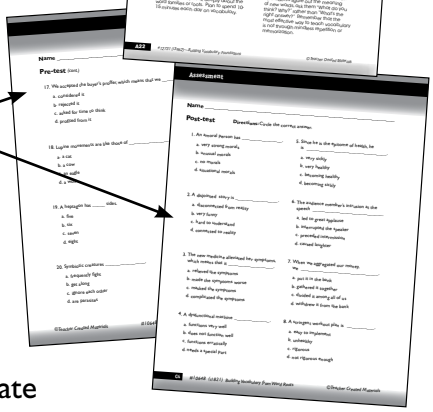
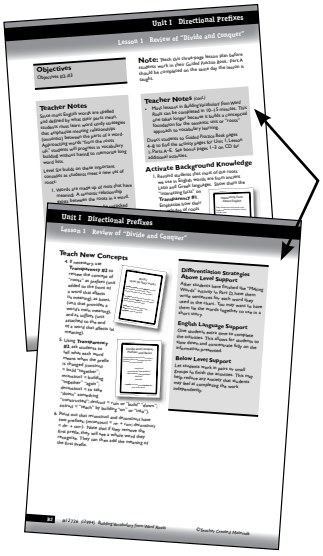


Assessments

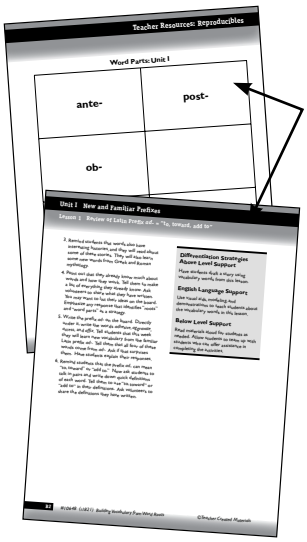


Teacher Resource CD (includes bonus activities to differentiate instruction, reproducible templates, word cards, assessment charts, transparencies, and a list of all the word families and word roots in the series)

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

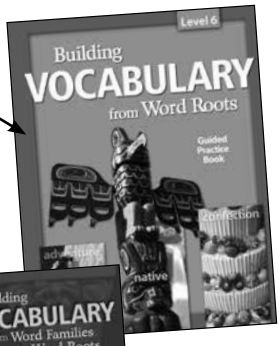


Teacher Resources (includes activities, word cards, and reproducible templates)

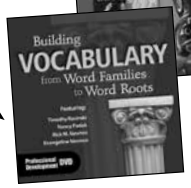


Other Components Include:

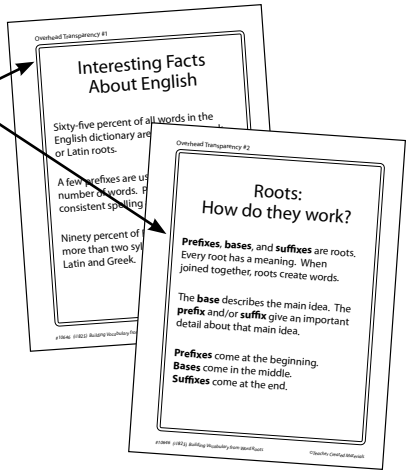
Guided Practice Book (student book)



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.

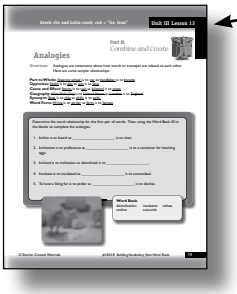
Lesson Overview

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:

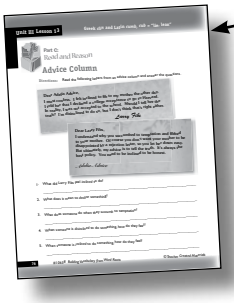
Remind students that when we translate bases and prefixes, we normally put the base first (as the core of the word) and then add the meaning of the prefix. For example, the word *convene* does not mean "together come," although the roots appear in that order; translate the base first in order to produce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

After students divide and translate the word parts in the first two blanks, ask the question, "If the base A means X and the prefix B 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").

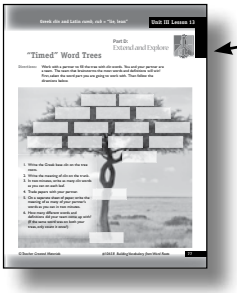
The first word in each "Divide and Conquer" activity is often the most challenging, so students will benefit from explicit instruction. Then students will be better able to independently "divide and conquer" the remaining words on the list.



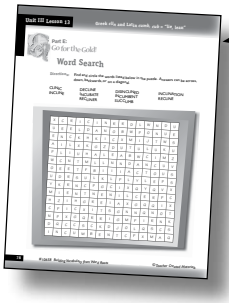
In **Part B** ("Combine and Create"), students compose English words from the word roots. Usually, in this part of the lesson, students analyze something and record an English word as the answer.



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.

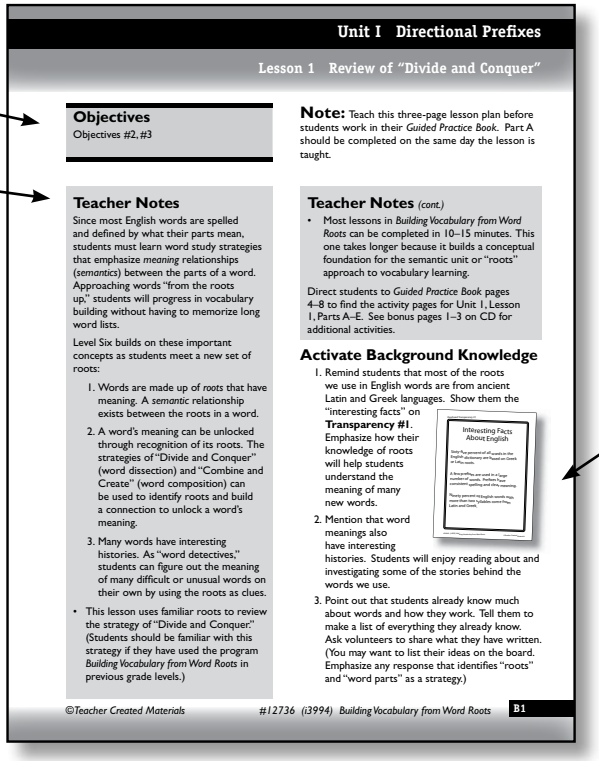
Year long Program—In an ongoing program with a minimum of 2.5 hrs./wk., up to 40 weeks, you can cover the whole program by doing one lesson per week. Spend approximately 30 minutes each day to complete one part of the five-part lesson. For example, Part A can be completed on the first day of the week 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"

Objectives
Objectives #2, #3

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

Teacher Notes

Since most English words are spelled and defined by what their parts mean, students must learn word study strategies that emphasize *meaning* relationships (*semantics*) between the parts of a word. Approaching words "from the roots up," students will progress in vocabulary building without having to memorize long word lists.

Level Six builds on these important concepts as students meet a new set of roots:

1. Words are made up of *roots* that have meaning. A *semantic* relationship exists between the roots in a word.
2. A word's meaning can be unlocked through recognition of its roots. The strategies of "Divide and Conquer" (word dissection) and "Combine and Create" (word composition) can be used to identify roots and build a connection to unlock a word's meaning.
3. Many words have interesting histories. As "word detectives," students can figure out the meaning of many difficult or unusual words on their own by using the roots as clues.

- This lesson uses familiar roots to review the strategy of "Divide and Conquer." (Students should be familiar with this strategy if they have used the program *Building Vocabulary from Word Roots* in previous grade levels.)

Teacher Notes *(cont.)*

- Most lessons in *Building Vocabulary from Word Roots* can be completed in 10–15 minutes. This one takes 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 I, Lesson 1, Parts A–E. See bonus pages 1–3 on CD for additional activities.

Activate Background Knowledge

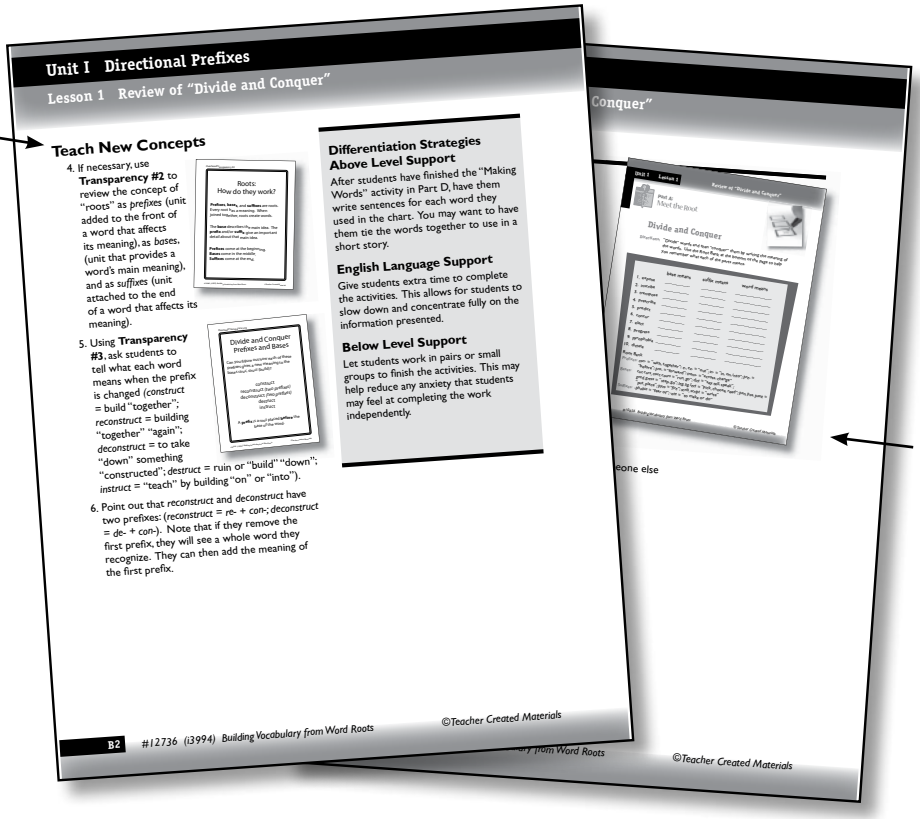
1. Remind students that most of the roots we use in English words are from ancient Latin and Greek languages. Show them the "interesting facts" on **Transparency #1**. Emphasize how their knowledge of roots will help students understand the meaning of many new words.
2. Mention that word meanings also have interesting histories. Students will enjoy reading about and investigating some of the stories behind the words we use.
3. Point out that students 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.)

Interesting Facts About English

©Teacher Created Materials #12736 (i3994) Building Vocabulary from Word Roots B1

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

4. If necessary, use **Transparency #2** to review the concept of "roots" as *prefixes* (unit added to the front of a word that affects its meaning), as *bases*, (unit that provides a word's main meaning), and as *suffixes* (unit attached to the end of a word that affects its meaning).
5. Using **Transparency #3**, ask students to tell what each word means when the prefix is changed (*construct* = build "together"; *reconstruct* = building "together" "again"; *deconstruct* = to take "down" something "constructed"; *destruct* = ruin or "build" "down"; *instruct* = "teach" by building "on" or "into").
6. Point out that *reconstruct* and *deconstruct* have two prefixes: (*reconstruct* = *re-* + *con-*; *deconstruct* = *de-* + *con-*). Note that if they remove the first prefix, they will see a whole word they recognize. They can then add the meaning of the first prefix.

Roots: How do they work?

Divide and Conquer Prefixes and Bases

Differentiation Strategies
Above Level Support
After students have finished the "Making Words" activity in Part D, have them write sentences for each word they used in the chart. You may want to have them tie the words together to use in a short story.

English Language Support
Give students extra time to complete the activities. This allows for students to slow down and concentrate fully on the information presented.

Below Level Support
Let students work in pairs or small groups to finish the activities. This may help reduce any anxiety that students may feel at completing the work independently.

B2 #12736 (i3994) Building Vocabulary from Word Roots ©Teacher Created Materials

Conquer"

Divide and Conquer

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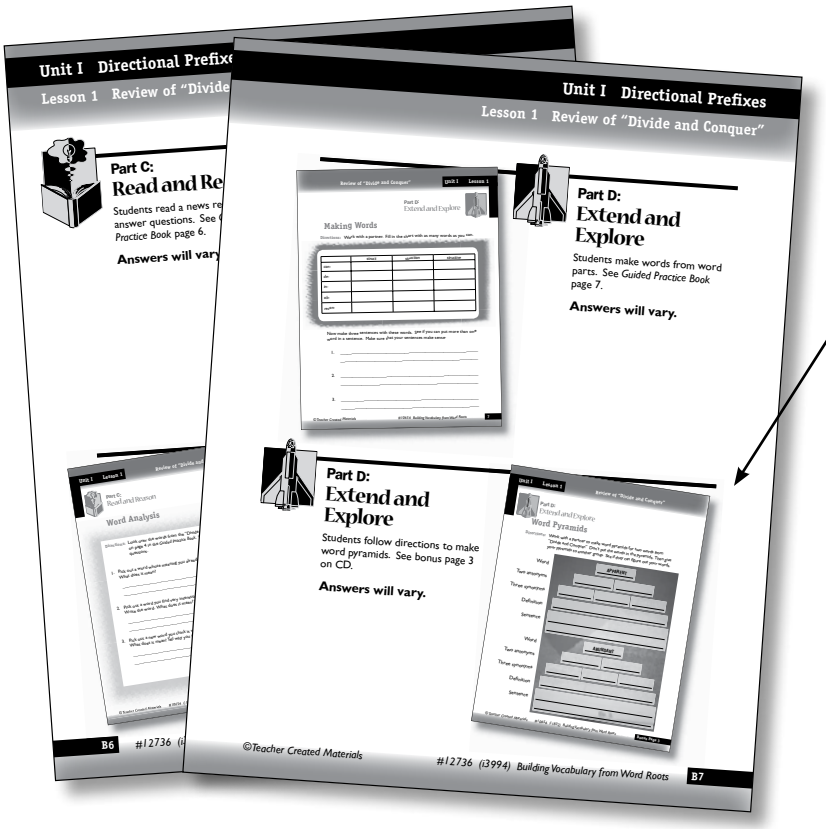
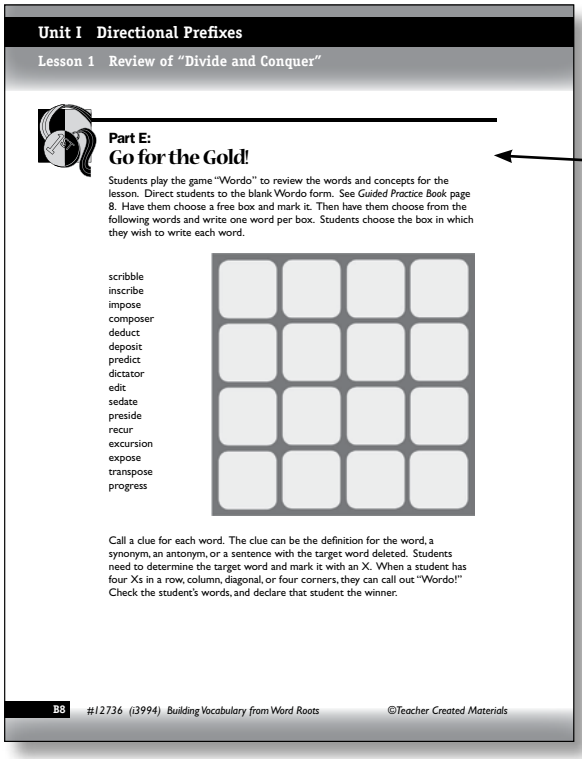
Answer keys are provided for each student page in the *Guided Practice Book*.

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.

Objectives

Objectives #2, #3

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

Teacher Notes

Since most English words are spelled and defined by what their parts mean, students must learn word study strategies that emphasize *meaning* relationships (*semantics*) between the parts of a word. Approaching words "from the roots up," students will progress in vocabulary building without having to memorize long word lists.

Level Six builds on these important concepts as students meet a new set of roots:

1. Words are made up of *roots* that have meaning. A *semantic* relationship exists between the roots in a word.
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3. Many words have interesting histories. As "word detectives," students can figure out the meaning of many difficult or unusual words on their own by using the roots as clues.

- This lesson uses familiar roots to review the strategy of "Divide and Conquer." (Students should be familiar with this strategy if they have used the program *Building Vocabulary from Word Roots* in previous grade levels.)

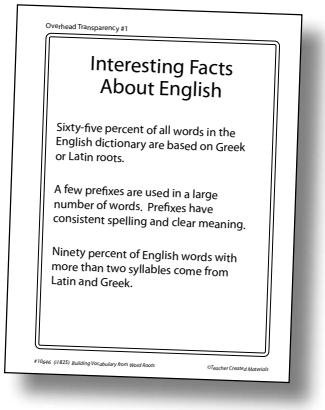
Teacher Notes *(cont.)*

- Most lessons in *Building Vocabulary from Word Roots* can be completed in 10–15 minutes. This one takes 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 CD for additional activities.

Activate Background Knowledge

1. Remind students that most of the roots we use in English words are from ancient Latin and Greek languages. Show them the "interesting facts" on **Transparency #1**. Emphasize how their knowledge of roots will help students understand the meaning of many new words.


Overhead Transparency #1

Interesting Facts About English

Sixty-five percent of all words in the English dictionary are based on Greek or Latin roots.

A few prefixes are used in a large number of words. Prefixes have consistent spelling and clear meaning.

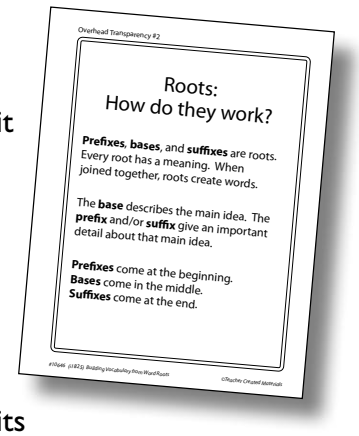
Ninety percent of English words with more than two syllables come from Latin and Greek.

#10646 (#822) Building Vocabulary from Word Roots ©Teacher Created Materials

2. Mention that word meanings also have interesting histories. Students will enjoy reading about and investigating some of the stories behind the words we use.
3. Point out that students 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.)

Teach New Concepts

4. If necessary, use **Transparency #2** to review the concept of "roots" as *prefixes* (unit added to the front of a word that affects its meaning), as *bases*, (unit that provides a word's main meaning), and as *suffixes* (unit attached to the end of a word that affects its meaning).


Overhead Transparency #2

Roots:
How do they work?

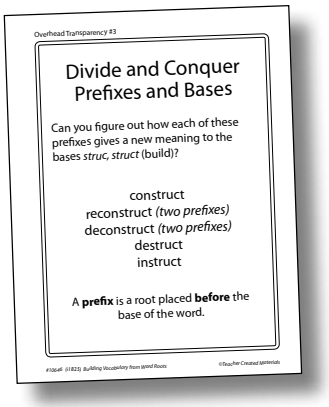
Prefixes, **bases**, and **suffixes** are roots. Every root has a meaning. When joined together, roots create words.

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.

#10646 (1823) Building Vocabulary from Word Roots ©Teacher Created Materials

5. Using **Transparency #3**, ask students to tell what each word means when the prefix is changed *(construct* = build "together"; *reconstruct* = building "together" "again"; *deconstruct* = to take "down" something "constructed"; *destruct* = ruin or "build" "down"; *instruct* = "teach" by building "on" or "into").


Overhead Transparency #3

Divide and Conquer
Prefixes and Bases

Can you figure out how each of these prefixes gives a new meaning to the bases *struc, struct* (build)?

construct
reconstruct *(two prefixes)*
deconstruct *(two prefixes)*
destruct
instruct

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

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6. Point out that *reconstruct* and *deconstruct* have two prefixes: (*reconstruct* = *re-* + *con-; deconstruct* = *de-* + *con-*). Note that if they remove the first prefix, they will see a whole word they recognize. They can then add the meaning of the first prefix.

Differentiation Strategies

Above Level Support

After students have finished the "Making Words" activity in Part D, have them write sentences for each word they used in the chart. You may want to have them tie the words together to use in a short story.

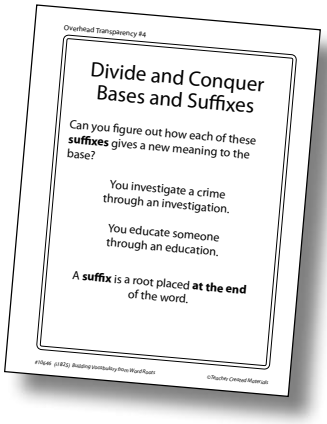
English Language Support

Give students extra time to complete the activities. This allows for students to slow down and concentrate fully on the information presented.

Below Level Support

Let students work in pairs or small groups to finish the activities. This may help reduce any anxiety that students may feel at completing the work independently.

7. Using **Transparency #4**, ask students to tell what each word means when the suffix is changed. (*Investigate* is a verb that describes an action. *Investigation* is a noun that describes a thing. *Educate* is a verb that describes an action. *Education* is a noun that describes a thing.)


Overhead Transparency #4

Divide and Conquer
Bases and Suffixes

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

You investigate a crime through an investigation.

You educate someone through an education.

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

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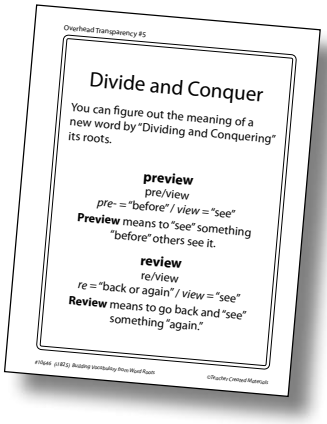
8. Now write the words *preview* and *review* on the board. Ask each student to turn to a neighbor, take one of those words and use its root to tell what the word means. Ask for volunteers to describe how they figured out the word's meaning. (If students are new to the program, scaffold this activity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

9. Use **Transparency #5** 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. Also choose words from students' other texts. Try to stay with familiar vocabulary until they grasp the concept of a semantic unit.)


Overhead Transparency #5

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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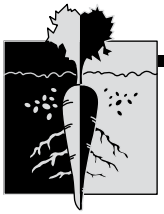
Guided Practice Pages Parts A–E

Guide students through lesson plan pages B4–B8 to complete the rest of this lesson. Read the directions at the top of each page and complete the activity together.

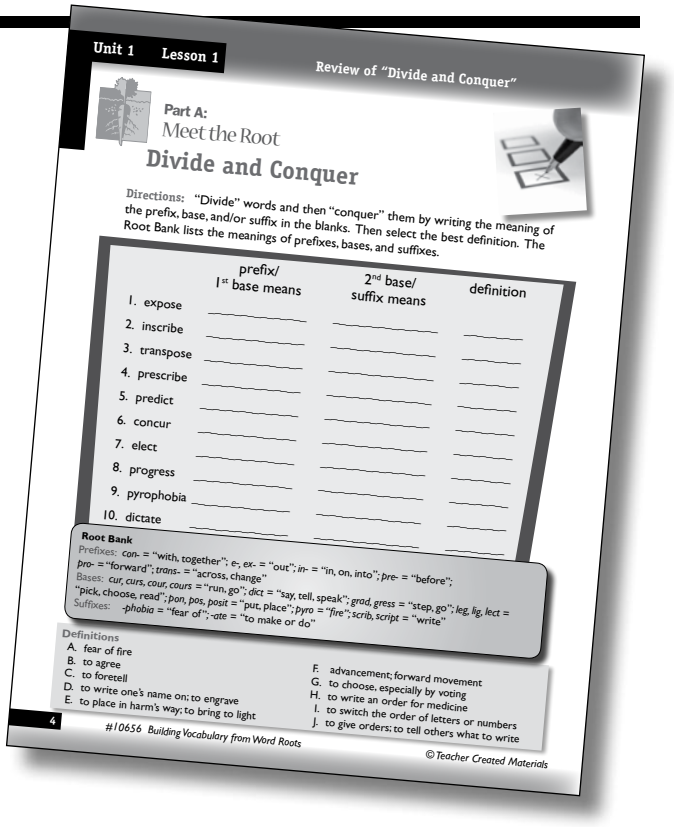


Part A:
Meet the Root

Students "divide and conquer" a list of words as they identify the base words and prefixes. See *Guided Practice Book* page 4.

Answer Key

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



Unit 1 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/ 1st base means	2nd base/ suffix means	definition
1. expose			
2. inscribe			
3. transpose			
4. prescribe			
5. predict			
6. concur			
7. elect			
8. progress			
9. pyrophobia			
10. dictate			

Root Bank
Prefixes: *con-* = "with, together"; *e-, ex-* = "out"; *in-* = "in, on, into"; *pre-* = "before"; *pro-* = "forward"; *trans-* = "across, change"
Bases: *cur, curs, cour, cours* = "run, go"; *dict* = "say, tell, speak"; *grad, gress* = "step, go"; *leg, lig, lect* = "pick, choose, read"; *pon, pos, posit* = "put, place"; *pyro* = "fire"; *scrib, script* = "write"
Suffixes: *-phobia* = "fear of"; *-ate* = "to make or do"

Definitions
A. fear of fire
B. to agree
C. to foretell
D. to write one's name on; to engrave
E. to place in harm's way; to bring to light
F. advancement; forward movement
G. to choose, especially by voting
H. to write an order for medicine
I. to switch the order of letters or numbers
J. to give orders; to tell others what to write

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Review of "Divide and Conquer" Unit I Lesson 1

Part B:
Combine and Create

Syllable Sort

Directions: Look at these words. Put them on the chart where they belong.

carbohydrates contemporaries aquarium hydrogen synchronize pedestrian solitaire monosyllables pedigree

three syllables	four syllables	five or more syllables

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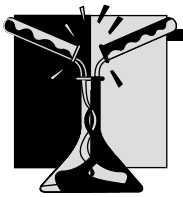
Part B: Combine and Create

Students sort words according to the number of syllables. See *Guided Practice Book* page 5.

Answers

Three Syllables: hydrogen, pedigree, synchronize, solitaire
Four Syllables: aquarium, carbohydrates, pedestrian
Five or More Syllables: contemporaries, monosyllables

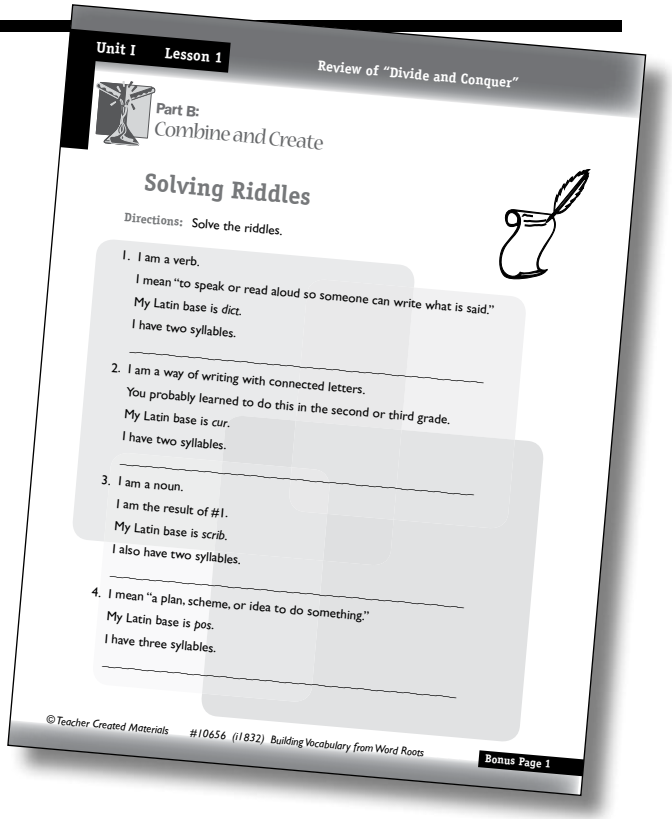


Part B: Combine and Create

Students read and solve riddles. See bonus page 1 on CD.

Answers

1. dictate
2. cursive
3. transcript
4. proposal


Unit I Lesson 1 Review of "Divide and Conquer"

Part B:
Combine and Create

Solving Riddles

Directions: Solve the riddles.

1. I am a verb.
   I mean "to speak or read aloud so someone can write what is said."
   My Latin base is *dict.*
   I have two syllables.
   _____
2. I am a way of writing with connected letters.
   You probably learned to do this in the second or third grade.
   My Latin base is *cur.*
   I have two syllables.
   _____
3. I am a noun.
   I am the result of #1.
   My Latin base is *scrib.*
   I also have two syllables.
   _____
4. I mean "a plan, scheme, or idea to do something."
   My Latin base is *pos.*
   I have three syllables.
   _____

© Teacher Created Materials #10656 (i1832) Building Vocabulary from Word Roots Bonus Page 1

Part C:
Read and Reason

Students read a news report and answer questions. See *Guided Practice Book* page 6.

Answers will vary.

Unit I Lesson 1 Review of "Divide and Conquer"

Part C:
Read and Reason

News Report

Directions: Read the following news report and answer the questions.

TOP NEWS!

Today in Hollywood, California, two animated characters came to life and fled their production sites. Police speculate that they might be dangerous, and the investigation is centered around a tip from an anonymous caller who said that the "toons" were recently spotted near the Mississippi River—a plot piece in last week's episode, "Down the Mountain, Oh River." Police are currently generating a search team to advance on the river and its outlets.

Questions:

Explain the meaning of *animated* in the above news report.

What does it mean to *speculate*?

Who is *speculating* in the above report?

What are the police *generating*?

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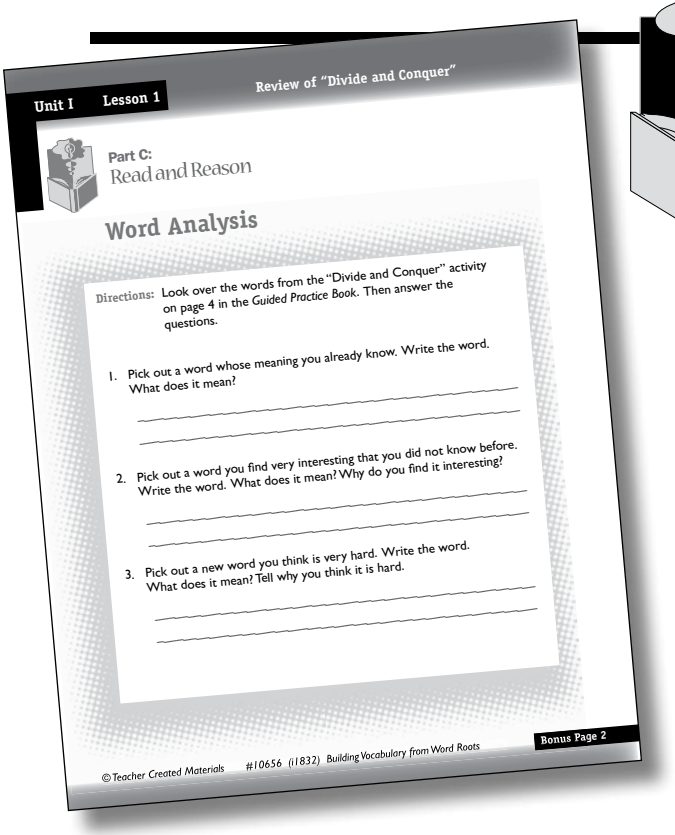


Unit I Lesson 1 Review of "Divide and Conquer"

Part C:
Read and Reason

Word Analysis

Directions: Look over the words from the "Divide and Conquer" activity on page 4 in the *Guided Practice Book*. Then answer the questions.

1. Pick out a word whose meaning you already know. Write the word. What does it mean?

2. Pick out a word you find very interesting that you did not know before. Write the word. What does it mean? Why do you find it interesting?

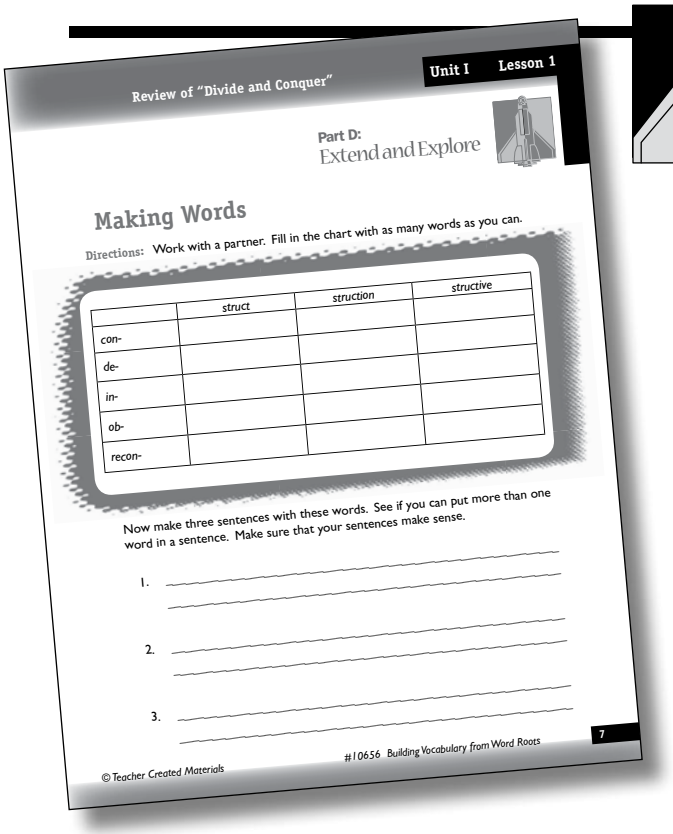
3. Pick out a new word you think is very hard. Write the word. What does it mean? Tell why you think it is hard.

©Teacher Created Materials #10656 (11832) *Building Vocabulary from Word Roots* Bonus Page 2

Part C:
Read and Reason

Students analyze words from the "Divide and Conquer" activity. See bonus page 2 on CD.

Answers will vary.


Review of "Divide and Conquer" Unit I Lesson 1

Part D:
Extend and Explore

Making Words

Directions: Work with a partner. Fill in the chart with as many words as you can.

	struct	struction	structive
con-			
de-			
in-			
ob-			
recon-			

Now make three sentences with these words. See if you can put more than one word in a sentence. Make sure that your sentences make sense.

1. _____
2. _____
3. _____

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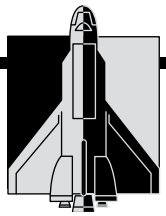
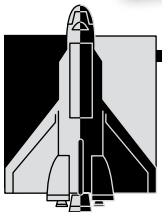


Part D:
Extend and Explore

Students make words from word parts. See *Guided Practice Book* page 7.

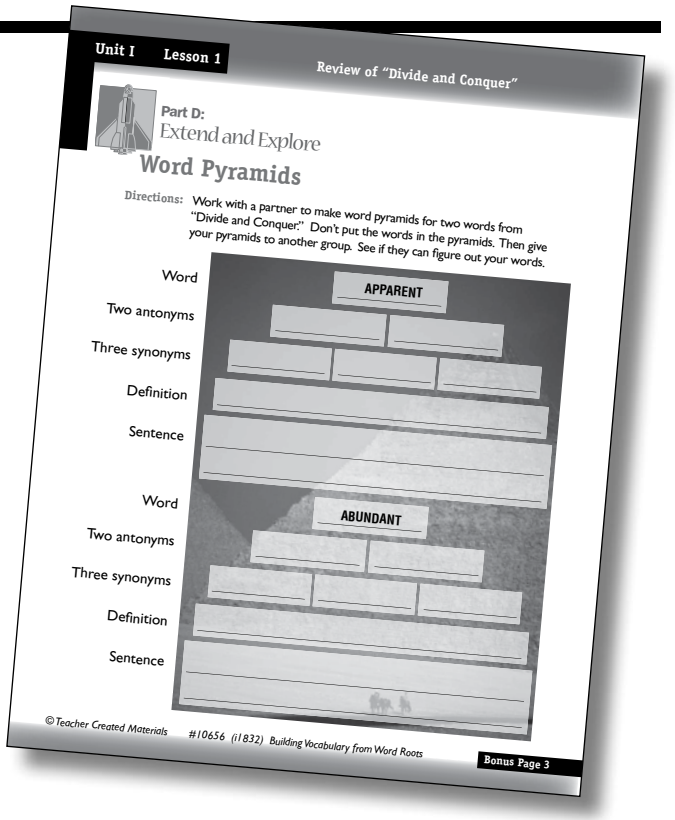
Answers will vary.



Part D:
Extend and Explore

Students follow directions to make word pyramids. See bonus page 3 on CD.

Answers will vary.


Unit I Lesson 1 Review of "Divide and Conquer"

Part D:
Extend and Explore

Word Pyramids

Directions: Work with a partner to make word pyramids for two words from "Divide and Conquer." Don't put the words in the pyramids. Then give your pyramids to another group. See if they can figure out your words.

Word
Two antonyms
Three synonyms
Definition
Sentence

APPARENT

Word
Two antonyms
Three synonyms
Definition
Sentence

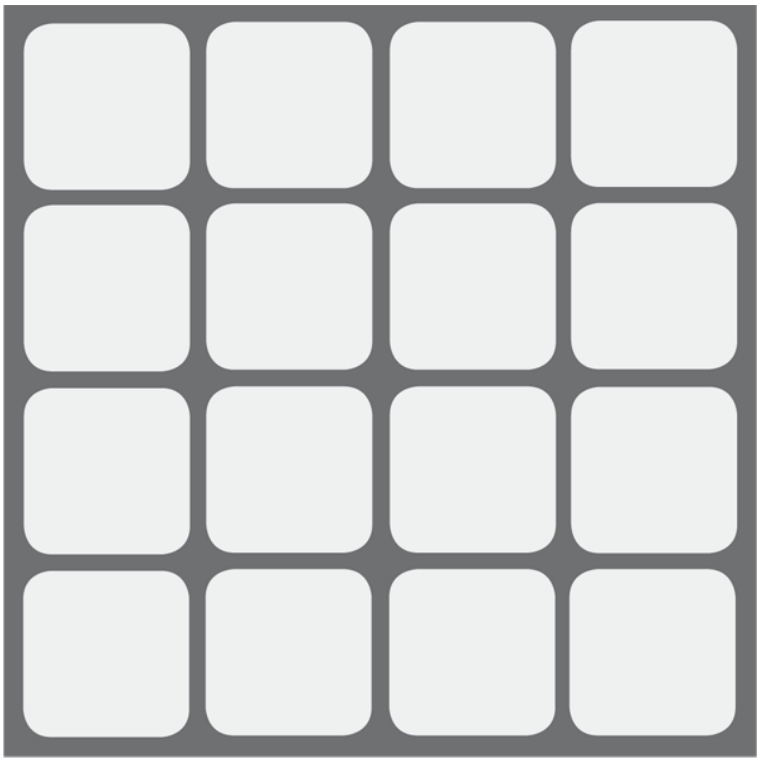
ABUNDANT

© Teacher Created Materials #10656 (i1832) Building Vocabulary from Word Roots Bonus Page 3

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.

scribble
inscribe
impose
composer
deduct
deposit
predict
dictator
edit
sedate
preside
recur
excursion
expose
transpose
progress



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 6

Building VOCABULARY from Word Roots

Guided Practice Book

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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/ 1st base means	2nd base/ suffix means	definition
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2. inscribe			
3. transpose			
4. prescribe			
5. predict			
6. concur			
7. elect			
8. progress			
9. pyrophobia			
10. dictate			

Root Bank

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Definitions

A. fear of fire
B. to agree
C. to foretell
D. to write one's name on; to engrave
E. to place in harm's way; to bring to light
F. advancement; forward movement
G. to choose, especially by voting
H. to write an order for medicine
I. to switch the order of letters or numbers
J. to give orders; to tell others what to write

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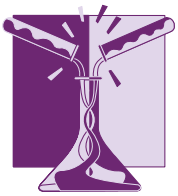

Part B:
Combine and

Syllable Sort

Directions: Look at these words. Put them on the chart where they belong.

carbohydrates hydrogen pedestrian monosyllables
contemporaries synchronize solitaire pedigree
aquarium

three syllables	four syllables	five or more syllables