ADVANCED WORD STUDY

Accelerated learning of multisyllabic word reading and morphology

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Scope & Sequence

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	**CLOSED SYLLABLES** I DO: Closed Syllables Lesson WE DO: Closed Syllables Guided Practice	**CLOSED SYLLABLES** WE DO/YOU DO: Closed Syllables Text Application Students should have present and consistent support from instructional staff.	**OPEN SYLLABLES** I DO: Open Syllables Lesson WE DO: Open Syllables Guided Practice	**OPEN SYLLABLES** WE DO/YOU DO: Open Syllables Text Application Students should have present and consistent support from instructional staff.	**VOWEL TEAM SYLLABLES** I DO: Vowel Team Syllables Lesson WE DO: Vowel Team Syllables Guided Practice
Week 2	**VOWEL TEAM SYLLABLES** WE DO/YOU DO: Vowel Team Syllables Text Application Students should have present and consistent support from instructional staff.	**R-CONTROLLED SYLLABLES** I DO: R-Controlled Syllables Lesson WE DO: R-Controlled Syllables Lesson	**R-CONTROLLED SYLLABLES** WE DO/YOU DO: R-Controlled Syllables Text Application Students should have present and consistent support from instructional staff.	**SILENT-E SYLLABLES** I DO: Silent-E Syllables Lesson WE DO: Silent-E Syllables Guided Practice	**SILENT-E SYLLABLES** WE DO/YOU DO: Silent-E Syllables Text Application Students should have present and consistent support from instructional staff.
Week 3	**CONSONANT + LE SYLLABLES** I DO: Consonant + LE Syllables Lesson WE DO: Consonant + LE Syllables Guided Practice	**CONSONANT + LE SYLLABLES** WE DO/YOU DO: Consonant + LE Syllables Text Application Students should have present and consistent support from instructional staff.	**SCHWA/DIPHTHONG SYLLABLES** I DO: Schwa/Diphthong Syllables Lesson WE DO: Schwa/Diphthong Syllables Guided Practice	**SCHWA/DIPHTHONG SYLLABLES** WE DO/YOU DO: Schwa/Diphthong Syllables Text Application Students should have present and consistent support from instructional staff.	**Prefixes: fore-, pro-, inter-** I DO: Prefixes: fore-, preo-, inter- Lesson WE DO: Prefixes: fore-, preo-, inter- Guided Practice
Week 4	**Prefixes: fore-, pro-, inter-** WE DO/YOU DO: Prefixes: fore-, pro-, inter- Text Application Students should have present and consistent support from instructional staff.	**Prefixes: trans-, non-, over-,** I DO: Prefixes: trans-, non-, over- Lesson WE DO: Prefixes: trans-, non-, over- Guided Practice	**Prefixes: trans-, non-, over-,** WE DO/YOU DO: Prefixes: trans-, non-, over- Text Application Students should have present and consistent support from instructional staff.	**Prefixes: sub-, semi-, anti-** I DO: Prefixes: sub-, semi-, anti- Lesson WE DO: Prefixes: sub-, semi-, anti- Guided Practice	**Prefixes: sub-, semi-, anti-** WE DO/YOU DO: Prefixes: sub-, semi-, anti- Text Application Students should have present and consistent support from instructional staff.
Week 5	**Suffixes: -y, -ly, -ful** I DO: Suffixes: -y, -ly, -ful Lesson WE DO: Suffixes: -y, -ly, -ful Guided Practice	**Suffixes: -y, -ly, -ful** WE DO/YOU DO: Suffixes: -y, -ly, -ful Text Application Students should have present and consistent support from instructional staff.	**Suffixes: -hood, -less, -ness** I DO: Suffixes: -hood, -less, -ness Lesson WE DO: Suffixes: -hood, -less, -ness Guided Practice	**Suffixes: -hood, -less, -ness** WE DO/YOU DO: Suffixes: -hood, -less, -ness Text Application Students should have present and consistent support from instructional staff.	**Suffixes: -er/-or, -en, -ment** I DO: Suffixes: -er/or, -en, -ment Lesson WE DO: Suffixes: -er/or, -en, -ment Guided Practice
Week 6	**Suffixes: -er/-or, -en, -ment** WE DO/YOU DO: Suffixes: -er/or, -en, -ment Text Application Students should have present and consistent support from instructional staff.	**Roots: port, form, ject** I DO: Roots: port, form, ject Lesson WE DO: Roots: port, form, ject Guided Practice	**Roots: port, form, ject** WE DO/YOU DO: Roots: -port, form, ject Text Application Students should have present and consistent support from instructional staff.	**Roots: spect, dict, tend** I DO: Roots: spect, dict, tend Lesson WE DO: Roots: spect, dict, tend Guided Practice	**Roots: spect, dict, tend** WE DO/YOU DO: Roots: -spect, dict, tend Text Application Students should have present and consistent support from instructional staff.
Week 7	**Roots: fer, meter, graph** I DO: Roots: fer, meter, graph Lesson WE DO: Roots: fer, meter, graph Guided Practice	**Roots: fer, meter, graph** WE DO/YOU DO: Roots: -fer, meter, graph Text Application Students should have present and consistent support from instructional staff.	**Roots: photo, script, geo** I DO: Roots: photo, script, geo Lesson WE DO: Roots: photo, script, geo Guided Practice	**Roots: photo, script, geo** WE DO/YOU DO: Roots: -photo, script, geo Text Application Students should have present and consistent support from instructional staff.	

DOCUMENT GUIDANCE

Document Guidance

- ✓ This document is not a one size fits all fix to any multi-syllabic misconceptions.
- ✓ This document is not to replace any advanced phonics curriculum purchased by your district.
- ✓ This document was created for students with little to no advanced phonics background or previous instruction.
- ✓ The goal for this resource is for students to receive accelerated advanced phonics instruction that may benefit them to due to the State of Emergency school closures or exhibit below grade level data results on the screener or diagnostic assessments.

Document Guidance

- ✓ Throughout each component of the lessons, students should have present and consistent support from instructional staff. This document was not created to be used as independent seatwork.

- ✓ Speed drills and center activities accompany each lesson to provide students with adequate practice for each skill.

Amber Hicks, Literacy Coach
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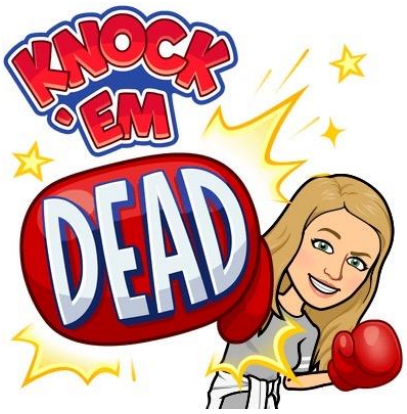


CLOSED SYLLABLES

SYLLABLES *CLOSED*

Focus: Every syllable in a word has only **one vowel sound**. The focus in this lesson is on closed syllables. A closed syllable ends in one or more consonants. The vowel sound is short and spelled with one vowel letter.

Lesson Component:	Instruction:
Introduction	- Explain to students that every syllable in a word has only one vowel sound. Let students know that for the next several weeks they will be studying and learning how to read and spell words with more than one syllable, also known as multisyllabic words. - Introduce students to the Syllable Types Anchor Chart*. Explain that this chart will be filled in as each syllable type is introduced. - Show students the Syllabication Anchor Chart*. Explain that this chart will provide the steps that will be used in learning to read multisyllabic words. 1. "Today's lesson is on closed syllables. A closed syllable ends in one or more consonants. For example, in the word *cat*, the *a* is followed by the consonant *t*. The word *cat* is a closed syllable. The vowel sound is short and spelled with one vowel letter." - Add this information to Syllable Types Anchor Chart beside Closed Syllables.
Multisyllabic Word Reading	I Do: - Show students the word **napkin**. Follow the syllabication steps on the anchor chart to model how to read the word. 1. "The first step says to label the first two vowels. The first two vowels I see are *a* and *i*. I will underline them and label them with a v which stands for vowel." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the *a* and *i* to make my bridge." 3. "The third step says to label the consonants on the bridge. In between the vowels I see the letters *p* and *k*. I will put the letter c under these letters which stands for consonant." 4. "The fourth step is to divide using the pattern. We have four different syllable divisions we will use throughout our syllable lessons. They are vowel-consonant-consonant-vowel (VCCV), vowel-consonant-vowel (VCV) which will have two different divisions and vowel-vowel (VV). Our division charts* show us where to divide each of these patterns. Looking at the word we are working with, I see the VCCV pattern. The chart tells me to divide in between the two consonants. I will draw a line in between the *p* and *k*." 5. "The fifth step says to identify the syllable types. Today our focus is on closed syllables. We said closed syllables end in one or more consonants and are spelled with one vowel letter. The first vowel is *a* and ends with consonant *p*. The first syllable is a closed syllable. Above the spelling *nap-*, I will write a cl to represent a closed syllable. The second vowel is an *i* and ends with a consonant *n*. The second syllable is a closed syllable. Above the spelling *-kin*, I will write a cl because it's a closed syllable."

	6. "The sixth and final step says to read each syllable and read the word. Our anchor chart says that closed syllables have a short vowel sound. The first syllable is spelled *n-a-p*. I read *nap-*. The second syllable is spelled *k-i-n.* I read *-kin*. When I read the whole word, I get **napkin**." - "I will add this word to our Syllable Types Anchor Chart as an example of a word with a closed syllable." - Repeat the same procedure for the word **dishpan***. * Note: Blends and digraphs are combined and considered one consonant. Dishpan has a VCCV pattern. 1. "The first step says to label the first two vowels. The first two vowels I see are *i* and *a*. I will underline them and label them with a v which stands for vowel." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the *i* and *a* to make my bridge." 3. "The third step says to label the consonants on the bridge. In between the vowels I see the letters *s*, *h*, and *p*. I know *sh* is a digraph. I want to keep blends and digraphs together in words so I will group the *s* and *h* together to consider them as one consonant. I will put a small curved line under the *s* and *h* to remind me they are grouped and considered one consonant. I will put the letter c under these letters which standards for consonant." - Continue with steps 4-6 of the syllabication steps. We Do: - Work through the syllabication steps with students for word **suspect** and nonsense words **lignin** and **poplin**. * Provide scaffolding supports as needed by individual students.
Multisyllabic Word Work	I Do: - Work through the set of words to guide students in learning how to encode multisyllabic words. 1. "The word is **figment**. I hear two syllables in this word *fig-* and *-ment*. I will draw two lines to represent the two syllables I hear." 2. "The first syllable is *fig*. I hear short vowel */ĭ/*, so it is a closed syllable. I spell that *f-i-g*. I will write this on the first line." 3. The second syllable is *-ment*. I hear short vowel */ĕ/*, so it is a closed syllable. I spell that *m-e-n-t*. I will write this on the second line." 4. "I will write the word together and I see the word **figment**." - Repeat the same procedure for the word **gossip**. We Do: - Work through encoding with students for words **pollen** and **pastel** and nonsense word **lepton.** * Provide scaffolding supports as needed by individual students.

Dictation	- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding. • problem • rabbit • magnet * Provide scaffolding supports as needed by individual students.

* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.

** Adapted from Brainspring's *Phonics First* ® syllabication routine.

cl cl n a p | k i n v c | c v	cl cl d i s | h p a n v c | c v	cl cl s u s | p e c t v c | c v
cl cl l i g | n i n v c | c v	cl cl p o p | l i n v c | c v	cl cl f i g | m e n t v c | c v
cl cl g o s | s i p v c | c v	cl cl p o l | l e n v c | c v	cl cl p a s | t e l v c | c v
cl cl l e p | t o n v c | c v	cl cl p r o b | l e m v c | c v	cl cl r a b | b i t v c | c v
cl cl m a g | n e t v c | c v	**CLOSED SYLLABLES LESSON WORD LIST SYLLABICATION GUIDE**	

Guided Practice
Closed Syllables

Name: _____
Date: _____

summit	public
tennis	nutmeg
pretzel	muffin
cactus	bucket

Guided Practice
Closed Syllables

ANSWER KEY

cl cl s u m | m i t V C | C V	cl cl p u b | l i c V C | C V
cl cl t e n | n i s V C | C V	cl cl n u t | m e g V C | C V
cl cl p r e t | z e l V C | C V	cl cl m u f | f i n V C | C V
cl cl c a c | t u s V C | C V	cl cl b u c k | e t V | V

Name: _____ Date: _____

Closed Syllables Decodable

“The Lost Mittens”

My friend lost one of his **mittens**. We tried to **backtrack** to see where we lost it. We thought we might have lost them near the **hidden tunnel,** where we spent our time yesterday. We started walking near the **tunnel** when we heard a **chicken**. We tried to see what the **chicken** was chasing. The **chicken** was chasing a **rabbit**. The **rabbit** was hopping near the tunnel. We started running quickly and saw that the rabbit went into the **tunnel**. We looked **into** the **hidden tunnel** and could not find my friend’s lost **mitten**. He was very **upset,** but that was not the real **problem** anymore. The new **problem** was that the **rabbit** was crying. He was stuck in the **tunnel** and could not get out. My friend and I discussed how we could solve this **problem**. We agreed that I would crawl into the **tunnel** and help the **rabbit** get **unstuck**. I crawled in and saw that the **rabbit’s** foot was stuck in a hook. I unhooked the **rabbit** and pulled him out of the **tunnel** slowly. When I crawled out of the **tunnel,** my friend yelled at me. He said, “Look, my lost **mitten** is stuck on the **rabbit**.” My friend’s lost **mitten** was stuck on the **rabbit’s** foot. We were lucky that the **rabbit** ran into the **hidden tunnel,** running away from the **chicken**. He saved the day and found my friend’s lost **mitten**!

Closed Syllables
Text Application

Name: _____
Date: _____

Following your 1st read, syllabicate the words listed below from the text.

t u n n e l	c h i c k e n
p r o b l e m	b a c k t r a c k

What was the first problem the characters encountered?

_____
_____
_____

Why was the rabbit crying?

_____
_____
_____
_____

ANSWER KEY

Closed Syllables

cl cl t u n n e l	cl cl c h i c k e n
cl cl p r o b l e m	cl cl b a c k t r a c k

The friends had lost a pair of mittens near the hidden tunnel and were having to backtrack.

The rabbit was crying because it was stuck in the hidden tunnel.

CLOSED SYLLABLES GO FISH

RF3.3c- Decode multisyllable words.

Directions:

1. Mix the cards, deal 5 to each player.
2. Place the rest of the cards face down on the table.
3. The first player asks another player for the match to one of the cards in their hand. If the other player has it, he/she must hand it over. If the other player does not have it, the person who asked picks a card from the card pack.
4. The player with the most matches wins.
5. When all matches have been made, record your words onto the recording sheet and syllabicate each word.

Example:

Word:	Syllabication:
basket	cl cl b a s | k e t c v v c

Name: _____

CLOSED SYLLABLES GO FISH

RF3.3c- Decode multisyllable words.

WORD	SYLLABICATION
basket	cl cl b a s | k e t c v | v c

Extension: Choose two words from above and write two sentences using the new words.

Example: Word: basket Sentence: Please put all cards in the basket when you are done.

1. Word: ____ Sentence: _____

2. Word:_____ Sentence: _____

CLOSED SYLLABLES GO FISH CARDS

rabbit	rabbit	insect
insect	cactus	cactus
button	button	lipstick

lipstick	pumpkin	pumpkin
sandwich	sandwich	racket
racket	rocket	rocket

tennis	tennis	jacket
jacket	ribbon	ribbon
distant	distant	selfish

selfish	contest	contest
absent	absent	progress
progress	compact	compact

Name: _____

CLOSED SYLLABLE Speed Drill

1. Draw a line between the closed syllables in each word.
2. Pronounce each word with your teacher
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute.
5. Keep practicing to improve your speed.

hidden	pumpkin	velvet	contest	problem	trumpet	button	subject	magnet	invent
bandit	lentil	bucket	cactus	helmet	insect	dentist	cotton	plastic	tunnel
velvet	pumpkin	trumpet	contest	button	subject	bucket	cotton	dentist	helmet
bandit	invent	magnet	cactus	bucket	insect	hidden	problem	plastic	subject
button	velvet	hidden	trumpet	problem	pumpkin	tunnel	plastic	cotton	tunnel
plastic	lentil	helmet	bucket	insect	bandit	trumpet	dentist	pumpkin	cactus
hidden	bandit	contest	problem	subject	invent	lentil	button	tunnel	velvet
cotton	plastic	magnet	invent	velvet	bucket	helmet	cactus	insect	cotton
magnet	dentist	tunnel	trumpet	hidden	contest	bandit	problem	lentil	cactus
contest	helmet	dentist	insect	lentil	magnet	pumpkin	button	invent	subject

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

Adapted from: Blevins, Wiley. *Week-by-Week Phonics & Word Study Activities for the Intermediate Grades 35 Mini-Lessons With Skill-Building Activities to Help Students Tackle Multisyllabic Words and Improve Their Fluency, Vocabulary, and Comprehension*. Scholastic Prof Book Div, 2011.

OPEN SYLLABLES

SYLLABLES *OPEN*

***Focus*:** Every syllable in a word has only **one vowel sound**. The focus in this lesson is on open syllables. An open syllable ends in a vowel. The vowel sound is long and spelled with one vowel letter.

Lesson Component:	Instruction:
Introduction	- Remind students that every syllable in a word has only one vowel sound. 1. "Today's lesson is on open syllables. An open syllable ends in a vowel. The vowel sound is long and spelled with one vowel letter." - Add this information to the Syllable Types Anchor Chart* beside Open Syllables.
Multisyllabic Word Reading	I DO: - Show students the word **music**. Work through the syllabication steps on the anchor chart to model how to read the word. 1. "The first step says to label the first two vowels. The first two vowels I see are *u* and *i*. I will underline them and label them with a v." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the *u* and *i* to make my bridge." 3. "The third step says to label the consonants on the bridge. In between the vowels I see the letter *s*. I will put the letter c under this letter." 4. "The fourth step is to divide using the pattern. We have four different syllable divisions we use when determining where to divide. Looking at the word we are working with, I see the VCV pattern. There are two charts that have a VCV pattern. The charts have a number 1 and 2 on them. This lets us know which syllable division we should try first. According to the charts, we need to try dividing after the first vowel first. I will draw a line in between the *u* and *s*." 5. "The fifth step says to identify the syllable types. Today our focus is on open syllables. We said open syllables end in a vowel and spelled with one vowel letter. The first vowel is *u* and it is the last letter. The first syllable is an open syllable. Above the spelling *m-u*, I will write an op to represent an open syllable. The second vowel is an *i* and ends with a consonant *c*. The second syllable is a closed syllable. Above the spelling *s-i-c*, I will write a cl because it's a closed syllable." 6. "The sixth and final step says to read each syllable and read the word. Our anchor chart says that open syllables have a long vowel sound. The first syllable is spelled *m-u*. I read *mu-*. The second syllable is a closed syllable. We know closed syllables have a short vowel sound. The second syllable is spelled *s-i-c*. I read *-sic*. When I read the whole word, I get **music**." - "I will add this word to our Syllable Types Anchor Chart* as an example of a word with an open syllable." - Repeat the same procedure for the word **cupid.** We Do: - Work through the syllabication steps with students for words **pilot, talent,** and nonsense word **yabof.**

	• PLEASE NOTE: The word talent, if divided using V/CV pattern, will be the word tālent. Model how to divide this word using the VC/V pattern. • "The word **tālent** does not sound familiar. Have you ever heard that word before? We know that the VCV pattern has two different ways to divide it. Because this word is not familiar to us, let us try dividing this word using the other division pattern for VCV. This means we will go back to step 4 in our syllabication steps." 4. "The fourth step is to divide using the pattern. We tried the first division pattern for VCV words and that word doesn't sound familiar. Let's try the second division pattern for VCV words. According to the second VCV pattern we need to divide after the consonant. I will draw a line in between the *l* and *e*. 5. "The fifth step says to identify the syllable types. The first vowel is an *a* and followed by consonant *l*. The first syllable is a closed syllable. Above the spelling *tal*, I will write a cl for closed syllable above it. The second vowel is an *e* followed by consonant *n*. I will write a cl for closed syllable above it. 6. "The last step says to read each syllable and read the word. Our first syllable is a closed syllable. Our anchor chart says that closed syllables have a short vowel sound. The first syllable is spelled *t-a-l*. I read *tăl-*. The second syllable is also a closed syllable. The second syllable is spelled *e-n-t*. I read *-ĕnt*. When I read the whole word, I get **talent**." • "I know the word **talent**. That is a special ability that allows someone to do something well. Have you ever heard of the word **talent**? We originally thought this word had an open syllable but once we started dividing this word, we realized that it actually has two closed syllables." * Provide scaffolding supports as needed by individual students.
Multisyllabic Word Work	I Do: - Work through the set of words to guide students in learning how to encode multisyllabic words. 1. "The word is **began**." I hear two syllables in this word *be-* and *-gan*. I will draw two lines to represent the two syllables I hear." 2. "The first syllable is *be-*. I hear long vowel */ē/*, so it is an open syllable. I will write this on the first line." 3. "The second syllable is *-gan*. I hear short vowel */ă/*, so it is a closed syllable. I spell that *g-a-n*. I will write this on the second line." 4. "I will write the word together and I see the word **began**." - Repeat the same procedure for the word **lilac**. We Do: - Work through encoding with students for words **pretend** and **hotel** and nonsense word **bunop.** * Provide scaffolding supports as needed by individual students.

Dictation	- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding. • deduct • basic • frozen * Provide scaffolding supports as needed by individual students.

* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.

** Adapted from Brainspring's *Phonics First* ® syllabication routine.

op cl m u | s i c v c v	op cl c u | p i d v c v	op cl p i | l o t v c v
cl cl t a l | e n t v c c v	op cl y a | b o f v c v	op cl b e | g a n v c v
op cl l i | l a c v c v	op cl p r e | t e n d v c v	op cl h o | t e l v c v
op cl b u | n o p v c v	op cl d e | d u c t v c v	op cl b a | s i c v c v
op cl f r o | z e n v c v	**OPEN SYLLABLES LESSON WORD LIST SYLLABICATION GUIDE**	

Guided Practice **Name: _____**

Open Syllables **Date: _____**

moment	halo
apron	unit
siren	defrost
raven	basic

Guided Practice
Open Syllables

ANSWER KEY

op cl m o | m e n t V | C V	op op h a | l o V | C V
op cl a | p r o n V | C V	op cl u | n i t V | C V
op cl s i | r e n V | C V	op cl d e | f r o s t V | C V
op cl r a | v e n V | C V	op cl b a | s i c V | C V

Name:_____ Date: _____

Open Syllables Decodable

“Hero in the Sky”

The **silence** of the night was suddenly broken. **Steven** and I woke with a start. We ran to see what had caused the noise. Far in the sky, we **noticed** a jet flying low over the trees. **Steven** looked up and said, “Why do you think the **pilot** is so close?” I **began** to think to myself, what it would be like to fly a jet. As a **pilot**, I could do a lot for the **economy** with my jet. The jet could carry food or goods for stores that people **rely** on. I could fly my jet to **defend** and **protect** my family and the United States. My thoughts were **broken** when **Steven** asked again, “Ann, what is that **pilot** doing?” I looked closer at the jet. As I **focused** on the jet, I **began** to see better what the **pilot** was doing. In the **silence** of the night, he was dropping food to the homes on the ground. A strong storm had come through our small town and there was much harm done. I looked at **Steven** with a smile. “The **pilot** is helping those in need. He’s a **hero**.”

Open Syllables
Text Application

Name: _____
Date: _____

Following your 1st read, syllabicate the words listed below from the text.

e c o n o m y	b r o k e n
b e g a n	s i l e n c e

What woke Steven and Ann in the night?

_____

_____

_____

Why was the pilot flying low over the town?

_____

_____

_____

_____

ANSWER KEY

Open Syllables

op cl op op e c o n o m y	op cl b r o k e n
op cl b e g a n	op cl s i l e n c e

Steven and Ann were woken by a jet flying low in the sky.

The pilot was dropping food to the town down below after a storm left them in need.

CLOSED-OPEN SYLLABLES SORT

RF3.3c- Decode multisyllable words.

Directions:

1. Look at the word parts provided.
2. Determine if the word part is a closed or open syllable.
3. Sort the word parts into the correct category.
4. Record your answers on the recording sheet.

Example:

Closed Syllables	Open Syllables
bas	shu
ket	gi

Name: _____

CLOSED-OPEN SYLLABLES SORT

RF3.3c- Decode multisyllable words.

CLOSED SYLLABLES	OPEN SYLLABLES
bas	shu
ket	gi

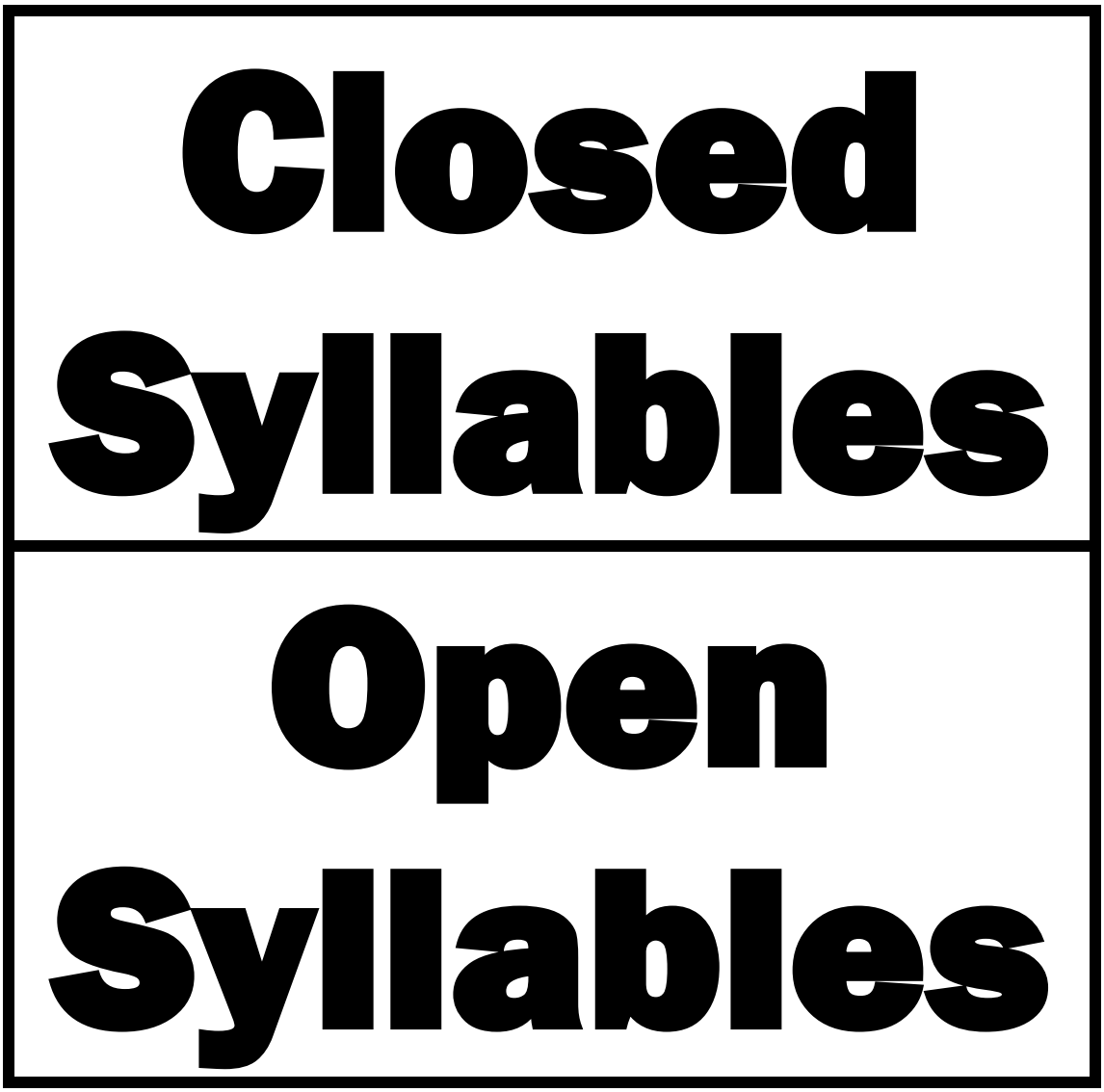
Extension: Choose two word parts that are closed and/ or open syllables to create a real word. Write two sentences using the new words.

Example: Word Part: bas Real Word: basket Sentence: I will put the muffins in the basket once they cool down.

1. Word: ____ Sentence: _____

2. Word:_____ Sentence: _____

Closed-Open Syllables Sort Headers



Closed-Open Syllables Word Sort
Word Part Cards

pac	pha
phen	tri
lunt	po
flus	stu
vex	fru

zil	to
cept	sto
ad	smi
it	ta
fess	gla
rist	ma

prac	shu
bod	gro
ob	gli
act	nu
nip	blu
uct	gi

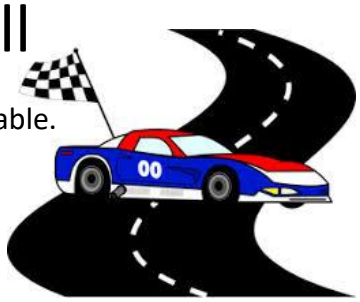
con	fra
vac	da
bulb	ju

Closed-Open Syllables Word Sort
Answer Key

CLOSED SYLLABLES	OPEN SYLLABLES
bas	shu
ket	gi
pac	pha
phen	tri
lunt	po
flus	stu
vex	fru
zil	to
cept	sto
ad	smi
it	ta
fess	gla
rist	ma
prac	shu
bod	gro
ob	gli
act	nu
nip	blu
uct	gi
con	fra
vac	da
bulb	ju

Name: _____

OPEN SYLLABLE Speed Drill



1. Underline the open syllable in each word. Some words have more than one open syllable.
2. Pronounce each word with your teacher/partner.
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute.
5. Keep practicing to improve your speed.

oval	legal	photo	slogan	cargo	tripod	elect	unit	beyond	pupil
predict	basic	repent	even	virus	vacant	begin	moment	defend	donut
photo	slogan	even	tripod	pupil	legal	elect	unit	repent	begin
vacant	moment	begin	virus	slogan	defend	donut	cargo	oval	photo
basic	tripod	legal	oval	repent	vacant	begin	moment	beyond	defend
pupil	beyond	elect	basic	even	cargo	unit	predict	defend	donut
photo	unit	repent	beyond	elect	vacant	slogan	oval	tripod	virus
slogan	oval	virus	predict	cargo	pupil	photo	even	moment	basic
even	vacant	elect	unit	donut	beyond	begin	virus	legal	defend
tripod	predict	legal	cargo	pupil	basic	repent	predict	moment	photo

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

Adapted from: Blevins, Wiley. *Week-by-Week Phonics & Word Study Activities for the Intermediate Grades 35 Mini-Lessons With Skill-Building Activities to Help Students Tackle Multisyllabic Words and Improve Their Fluency, Vocabulary, and Comprehension*. Scholastic Prof Book Div, 2011.

VOWEL TEAM SYLLABLES

SYLLABLES *VOWEL TEAM*

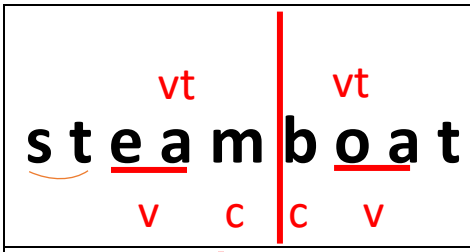
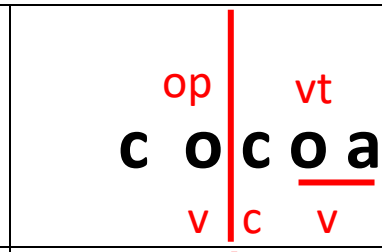
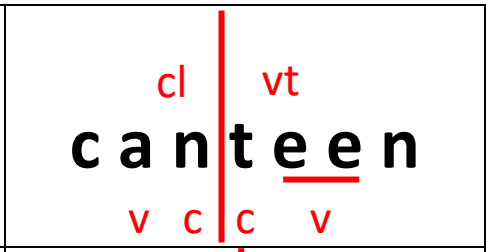
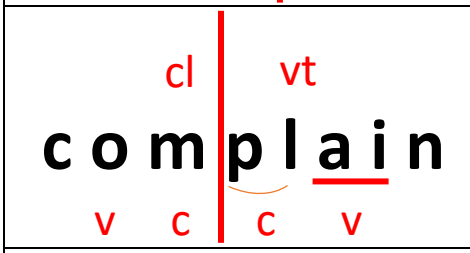
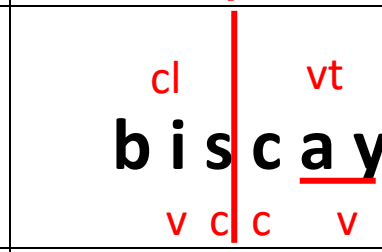
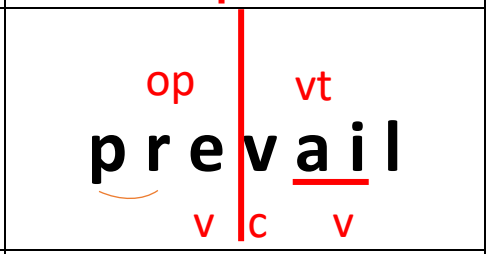
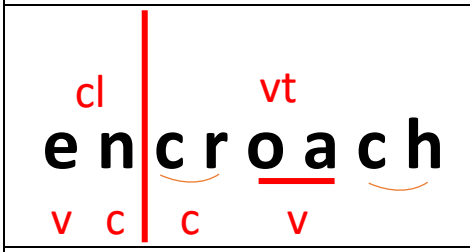
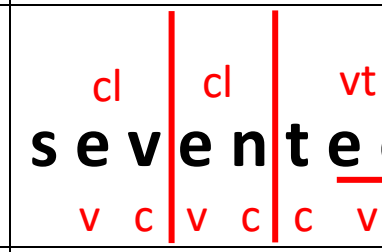
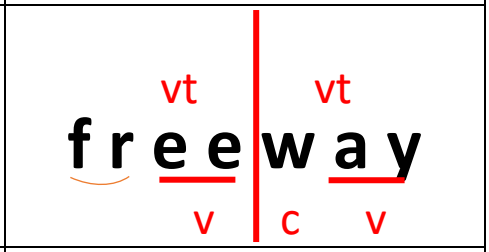
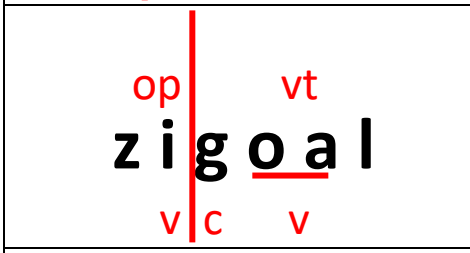
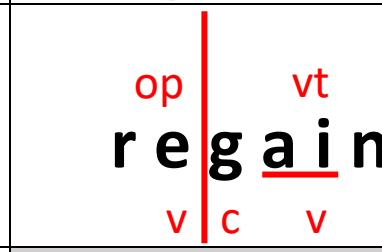
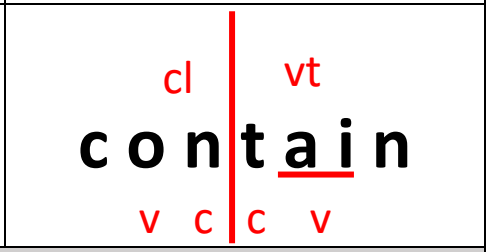
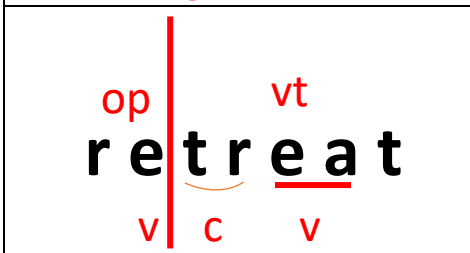
Focus: Every syllable in a word has only **one vowel sound**. The focus in this lesson is on vowel team syllables. A vowel team syllable is a syllable with a short or long-vowel sound that is spelled with two vowel letters.

Lesson Component:	Instruction:
Introduction	- Remind students that every syllable in a word has only one vowel sound. 1. "Today's lesson is on vowel team syllables. A vowel team syllable is a syllable that can either have a short or long vowel sound. We still hear only one vowel sound, but the vowels are represented with two vowel letters." - Add this information to the Syllable Types Anchor Chart* beside Vowel Team Syllables.
Multisyllabic Word Reading	I DO: - Show students the word **steamboat**. Follow the syllabication steps on the anchor chart to model how to read the word. 1. "The first step says to label the first two vowels. The first two vowels I see are *e* and *a*. They are right beside each other. But I know *e* and *a* are a vowel team. I will underline those and put a v under them to represent one vowel sound. So that only counts as one vowel. The second vowel letters I see are *o* and *a*. I know they are a vowel team too. I will underline those and put a v under them to represent one vowel sound." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the *ea* and *oa* to make my bridge." 3. "The third step says to label the consonants on the bridge. In between the vowels is the letters *m* and *b*. I will put the letter c under both letters. I also see the blend *st*, so I will group those which will help me reading the word later." 4. "The fourth step is to divide using the pattern. Looking at the word, we are working with, I see the VCCV pattern. According to the VCCV chart, we need to divide in between the consonants. I will draw a line in between the *m* and *b*." 5. "The fifth step says to identify the syllable types. Today our focus is on vowel team syllables. We said vowel team syllables have a long or short vowel sound but are represented with two letters. The first syllable is a vowel team syllable because it has *ea*. Above the spelling *s-t-e-a-m*, I will write a vt to represent a vowel team syllable. The second vowel is *oa*, which is also a vowel team. I will write a vt above the spelling *b-o-a-t* because it's also a vowel team." 6. "The sixth and final step says to read each syllable and read the word. Our anchor chart says that vowel team syllables have a short or long vowel sound. The first syllable is spelled *s-t-e-a-m*. I know that *ea* can represent three sounds. We always try long e first, short e second, and long a last. I will try long e first. I read *steam-*. I know what *steam* is so I am going to move on to the second syllable. The second syllable is also a vowel team syllable. It is spelled *b-o-a-t*. I know *oa* says */ō/*. I read *-boat*. When I read the whole word, I get **steamboat**." - "I will add this word to our Syllable Types Anchor Chart* as an example of a word with a vowel team syllable."

	- Repeat the same procedure for the word **cocoa.** We Do: - Follow the syllabication steps with students for words **canteen**, **complain,** and nonsense word **biscay.** * Provide scaffolding supports as needed by individual students.
Multisyllabic Word Work	I Do: - Use the set of words to guide students in learning how to encode multisyllabic words. 1. "The word is **prevail**. I hear two syllables in this word *pre-* and *-vail*. I will draw two lines to represent the two syllables I hear." 2. "The first syllable is *pre-*. I hear long vowel */ē/*, so it is an open syllable. I spell that *p-r-e*. I will write this on the first line." 3. "The second syllable is *-vail*. I hear long vowel */ā/*, so it is either an open or vowel team syllable. I spell that *v-a-i-l*. I will write this on the second line." 4. I will write this word together and I see the word **prevail**." - Repeat the same procedure for the word **encroach**. We Do: - Practice encoding with students using the words **seventeen** and **freeway** and nonsense word **zigoal.** *NOTE: The word seventeen has three syllables. Repeat steps to identify the third syllable. * Provide scaffolding supports as needed by individual students.
Dictation	- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding. • regain • contain • retreat * Provide scaffolding supports as needed by individual students.

* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.

** Adapted from Brainspring's *Phonics First* ® syllabication routine.

		
		
		
		
	**VOWEL TEAM SYLLABLES LESSON WORD LIST SYLLABICATION GUIDE**	

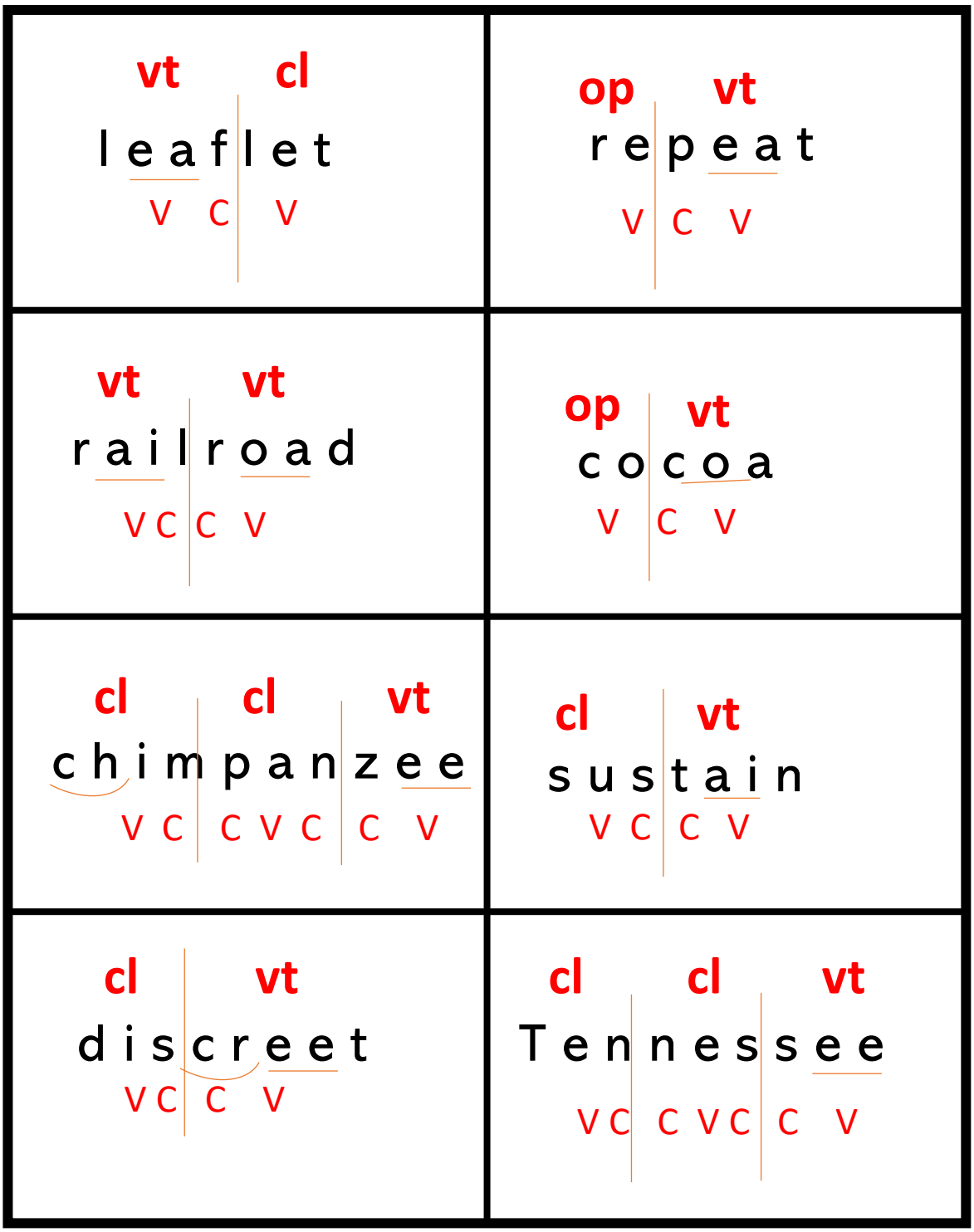
Guided Practice **Name: _____**

Vowel Team Syllables **Date:**

leaflet	repeat
railroad	cocoa
chimpanzee	sustain
discreet	Tennessee

Guided Practice
Vowel Team Syllables

ANSWER KEY



Name: _____ Date: _____

Vowel Teams Syllables Decodable

"Halloween Surprise"

Jean and **Meagan** got up **Friday** morning like every other day. They went to the kitchen for **breakfast**. Both girls made a big bowl of **Raisin** Bran. They were going shopping today with Mom. **Halloween** was coming, and they needed outfits. There was going to be a shindig just for kids. They spent hours **daydreaming** about what they would choose. Mom came from the office and said, "We may not make the store today girls. It's **rainy** outside, and I don't **believe** it will be fun to shop with wet clothes." The girls looked at their mom sadly. They did not want to **remain** in the house all day. The thought of picking out their new outfits had been **ingrained** in their minds for weeks. **Jean** and **Meagan** laid on the floor staring at the **ceiling** as the rain fell on the house. Suddenly, the doorbell rang. It was the **mailman**. He was soaking wet. Mom let him come in to dry off. The **mailman** looked at **Jean**, "I think I have a special treat for you ladies." He pulled from his bag two new princess outfits that were just their size. Mom glanced their way with a smirk. She had ordered outfits for the girls weeks ago. Meagan and Jean were so giddy they hugged the **mailman** and Mom as tight as they could. With **Halloween** saved, they all sat in the kitchen while the **teapot** heated, and the rain fell from the grey sky.

Vowel Team Syllables Text Application

Name: _____

Date: _____

Following your 1st read, syllabicate the words listed below from the text.

r a i s i n	i n g r a i n e d
t e a p o t	H a l l o w e e n

Why were the girls excited for their day with Mom?

_____

_____

_____

Who saved the day and how?

_____

_____

_____

_____

ANSWER KEY

Vowel Team Syllables

vt | cl r a i | s i n	cl | vt i n g r a i n | e d *Students should be able to identify inflectional endings at the close of 1st grade. (RF.1.3f)
vt | cl t e a | p o t	cl | op | vt H a l | l o | w e e n

The girls were excited to go shopping for Halloween outfits with Mom.

The mailman saved the day by delivering their new princess outfits for Halloween.

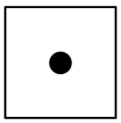
VOWEL TEAM ROLL & READ SYLLABLES

RF3.3c- Decode multisyllable words.

Directions:

1. Roll the die.
2. Read the corresponding column of vowel team syllables.
3. Put a check mark in the box each time you read a column.
4. Repeat until you have read every column three times.

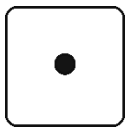
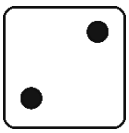
Example:


maintain
theanyos
floamin

Name: _____

VOWEL TEAM ROLL & READ SYLLABLES

RF3.3c- Decode multisyllable words.

					
numkeaf	neutron	mistreat	flitchair	pleachet	between
mushroom	linoab	heirloom	renew	babies	whiemel
sustain	mainstream	seetwap	upbraid	beacon	inveigh
lonweet	degree	backwood	retrieve	spailden	exceed
prairie	cookie	reason	tuskeaf	creepy	heathen
osprey	chaiplen	prevail	pedigree	mislaid	truedem
☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐

Extension: Choose two words from above and write a sentence for each word. Syllabicate each word chosen.

Word:	Sentence:	Syllabication:
cookie	I would like to order a chocolate chip <u>cookie</u> please.	vt vt c o o | k i e v | c v

Name: _____

VOWEL TEAM SYLLABLE Speed Drill

1. Underline the vowel team (or teams) in each word.
2. Pronounce each word with your teacher/partner.
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute.
5. Keep practicing to improve your speed.

poison	pillow	oatmeal	exclaim	follow	railroad	valley	discount	canteen	contain
maintain	mischief	display	window	mislead	indeed	complain	elbow	fountain	impair
pillow	contain	railroad	valley	fountain	mislead	maintain	discount	display	window
follow	poison	exclaim	mislead	discount	complain	indeed	fountain	oatmeal	impair
maintain	display	oatmeal	mischief	elbow	contain	impair	pillow	follow	indeed
impair	pillow	window	elbow	complain	discount	maintain	mislead	railroad	canteen
oatmeal	canteen	exclaim	poison	valley	contain	mischief	elbow	display	complain
indeed	railroad	valley	mischief	follow	exclaim	display	mislead	fountain	impair
poison	discount	elbow	indeed	window	contain	canteen	pillow	oatmeal	fountain
canteen	maintain	exclaim	window	complain	mischief	railroad	valley	poison	follow

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

Adapted from: Blevins, Wiley. *Week-by-Week Phonics & Word Study Activities for the Intermediate Grades 35 Mini-Lessons With Skill-Building Activities to Help Students Tackle Multisyllabic Words and Improve Their Fluency, Vocabulary, and Comprehension*. Scholastic Prof Book Div, 2011.

R-CONTROLLED SYLLABLES

SYLLABLES *R-CONTROLLED*

***Focus*:** Every syllable in a word has only **one vowel sound.** The focus in this lesson is on r-controlled syllables. A r-controlled syllable contains a letter combination made up of a vowel followed by the letter r, such as *ar*, *er*, *ir*, *or* and *ur*. The vowel-r sound is one welded sound that cannot be segmented.

Lesson Component:	Instruction:
Introduction	- Remind students that every syllable in a word has only one vowel sound. 1. "Today's lesson is on r-controlled syllables. A r-controlled syllable is a syllable that contains a vowel followed by the letter r. It could be *ar*, *or*, *er*, *ir* or *ur*. We still hear only one vowel sound, but the r controls the vowel sound. We can think of this as a bossy-r. The r bosses the vowel around and controls the sound the vowel makes. The vowel is represented with the vowel and the r. - Add this information to the Syllable Types Anchor Chart* beside R-Controlled Syllables.
Multisyllabic Word Reading	I DO: - Show students the word **lantern**. Work through the syllabication steps on the anchor chart to model how to read the word. 1. "The first step says to label the first two vowels. The first two vowels I see are *a* and *er*. I will underline them and label them with a v which stands for vowel." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the *a* and *er* to make my bridge." 3. "The third step says to label the consonants on the bridge. In between the vowels I see the letters *n* and *t*. I will put the letter c under these letters which stands for consonant." 4. "The fourth step is to divide using the pattern. I see the VCCV pattern. The chart tells me to divide in between the two consonants. I will draw a line in between the *n* and *t*." 5. "The fifth step says to identify the syllable types. The first vowel is a followed by a *n*. The first syllable is a closed syllable. Above the spelling *l-a-n*, I will write cl to represent a closed syllable. The second vowel is *er*. The second syllable is a r-controlled syllable. Above the spelling *t-e-r-n*, I will write a br to represent r-controlled syllable, because that is a bossy-r and controls the vowel sound." 6. "The sixth and final step says to read each syllable and read the word. Our anchor chart says that closed syllables have a short vowel sound. The first syllable is spelled *l-a-n*. I read *lan-*. The second syllable is a r-controlled syllable. The second syllable is spelled *t-e-r-n*. I read *-tern*. When I read the whole word, I read **lantern**." - "I will add this word to our Syllable Types Anchor Chart* as an example of a word with a r-controlled syllable." - Repeat the same procedure for the word **target**.

	We Do: - Work through the syllabication steps with students for word **snorkel** and nonsense words **sapfurn** and **yoglirf**. * Provide scaffolding supports as needed by individual students.
Multisyllabic Word Work	I Do: - Follow the syllabication steps with the words provided to guide students in learning how to encode multisyllabic words. 1. "The word is **pattern**. I hear two syllables in this word *pat-* and *-tern*. I will draw two lines to represent the two syllables I hear." 2. "The first syllable is *pat-*. I hear short vowel */ă/*, so it is a closed syllable. I spell that *p-a-t*. I will write this on the first line." 3. "The second syllable is *-tern*. I hear r-controlled vowel */er/*, so it is a r-controlled syllable. I spell that *t-e-r-n*. I will write this on the second line." 4. "I will write the word together and I see the word **pattern**." - Repeat the same procedure for the word **turnip**. We Do: - Work through encoding with students for words **doctor** and **actor** and nonsense word **zentorm.** * Provide scaffolding supports as needed by individual students.
Dictation	- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding. • burlap • suburb • firmness * Provide scaffolding supports as needed by individual students.

* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.

** Adapted from Brainspring's *Phonics First* ® syllabication routine.

cl br l a n t e r n v c c v	br cl t a r g e t v c v	br cl s n o r k e l v c v
cl br s a p f u r n v c c v	cl br y o g l i r f v c c v	cl br p a t t e r n v c c v
br cl t u r n i p v c v	cl br d o c t o r v c c v	cl br a c t o r v c c v
cl br z e n t o r m v c c v	br cl b u r l a p v c v	cl br s u b u r b v c v
br cl f i r m n e s s v c c v	**R-CONTROLLED SYLLABLES LESSON WORD LIST SYLLABICATION GUIDE**	

Guided Practice **Name: _____**

R- Controlled Syllables **Date: _____**

lantern	coaster
birthday	further
bargin	forgave
northeast	circumstance

Guided Practice
R- Controlled Syllables

ANSWER KEY

cl br l a n | t e r n V C | C V	vt br c o a s | t e r V C | C V
br vt b i r t h | d a y V C | C V	br br f u r | t h e r V | C V
br vt b a r | g a i n V | C V	br br f a r | m e r V | C V
br vt n o r t h | e a s t V C | V	br cl cl c i r | c u m | s t a n c e V | C V C | C V

Name: _____ Date: _____

R-Controlled Syllables Decodable

“Bakery Birthday”

Today was the day! It was my **birthday**, and we were going to have a great big **party**. After lunch, my big **sister Amber** helped me pick out my clothes. My mom had all the **party** stuff **organized** and ready to **transport** to the **bakery**. My friends and I were going to learn how to bake a pie with Mr. **Tyler**. He goes to our church and owns the best **bakery** in town. We loaded the car at 1 o’clock **urgent** that we got there early to set up. My mom and **sister** set out the **popcorn** and **hamburgers**. I laid out all the **rewards** for my friends. We were ready! There was a sound of **thunder** in the sky, but that was not going to stop us. It is going to be a day to **remember**.

R-Controlled Syllables Text Application

Name: _____

Date: _____

Following your 1st read, syllabicate the words listed below from the text.

t r a n s p o r t	b a k e r y
h a m b u r g e r s	u r g e n t

What were the girls going to do at the birthday party?

_____

_____

_____

Why was it urgent that Mom and they girls get to the party early?

_____

_____

_____

_____

ANSWER KEY

R-Controlled Syllables

cl br t r a n s p o r t	**op br op** b a k e r y
cl br br h a m b u r g e r s	**br cl** u r g e n t

The girls were going to learn to bake a pie at Mr. Tyler's bakery.

They had to arrive early to set up for the party.

R-CONTROLLED SYLLABLES MEMORY

RF3.3c- Decode multisyllable words.

Directions:

1. Place the beginning syllable word parts in rows and columns on the left face down. (____ colored cards)
2. Place the ending syllable word parts in rows and columns on the right-side face down. (____ colored cards)
3. The first player turns over two cards—one from the beginning syllable word part section (_____ color) and one from the ending syllable word part section (_____ color).
4. Read the two syllables together to figure out if the two parts make up a word. If it does, say the word and keep the cards and write the word on your recording sheet. If it does not, flip cards over.
5. Repeat steps 1-4 for the next player.
6. The player with the most cards at the end of the game time wins!

Example:

	er
clev	

Recording Sheet

Beginning Syllable	**Ending Syllable**	**Word**
clev	er	clever

Name: _____

R-CONTROLLED SYLLABLES MEMORY

RF3.3c- Decode multisyllable words.

BEGINNING SYLLABLE	ENDING SYLLABLE	WORD
clev	er	clever

Extension: Choose two words from above and write a sentence for each word. Syllabicate each word chosen.

Word:	Sentence:	Syllabication:
clever	My dad is a clever man and repurposed the old bed frame into a bench.	cl br c l e v e r v c v

R-CONTROLLED BEGINNING SYLLABLE CARDS

*** print on colored cardstock**

din	tur	thun
doc	sum	riv
lad	nev	blis

lant	pan	sis
pat	chat	for
but	fac	splat

re	clo	re
ra	wa	gro
re	cr	

R-CONTROLLED ENDING SYLLABLE CARDS

*** print on a different colored cardstock**

ner	nip	der
tor	mer	er
der	er	ter

tern	ther	ter
tern	ter	get
ter	tor	ter

port	ver	fer
zor	ger	cer
mark	ter	

R-CONTROLLED SYLLABLES MEMORY
ANSWER KEY

dinner	turnip
thunder	doctor
summer	river
ladder	never
blister	lantern
panther	sister
pattern	chatter
forget	butter
factor	splatter
report	clover
refer	razor
wager	grocer
remark	crater

Name: _____

R-CONTROLLED SYLLABLE Speed Drill

1. Underline the r-controlled vowel syllable in each word.
2. Pronounce each word with your teacher/partner.
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute.
5. Keep practicing to improve your speed.

jargon	hermit	hunger	blister	vapor	turkey	unborn	return	chatter	garlic
razor	remark	absorb	arson	expert	rebirth	actor	butter	prefer	thunder
hunger	butter	return	blister	absorb	turkey	rebirth	actor	chatter	hermit
absorb	jargon	garlic	actor	unborn	razor	expert	vapor	thunder	prefer
vapor	thunder	chatter	arson	blister	hermit	rebirth	thunder	absorb	thunder
expert	jargon	actor	turkey	hunger	remark	return	hunger	razor	prefer
prefer	remark	arson	jargon	absorb	remark	turkey	expert	butter	vapor
unborn	chatter	return	hermit	blister	unborn	hunger	jargon	arson	remark
vapor	butter	hermit	razor	prefer	chatter	expert	garlic	rebirth	hunger
rebirth	razor	return	butter	turkey	actor	arson	remark	blister	unborn

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

Adapted from: Blevins, Wiley. *Week-by-Week Phonics & Word Study Activities for the Intermediate Grades 35 Mini-Lessons With Skill-Building Activities to Help Students Tackle Multisyllabic Words and Improve Their Fluency, Vocabulary, and Comprehension*. Scholastic Prof Book Div, 2011.

SILENT-E SYLLABLES

SYLLABLES *SILENT-E*

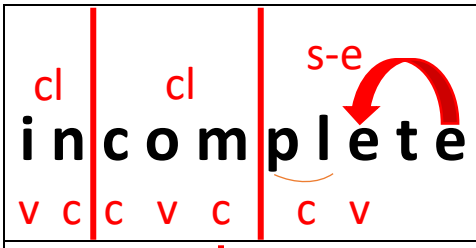
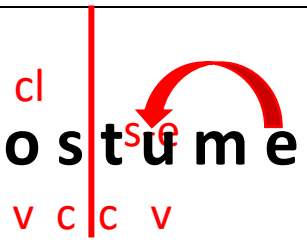
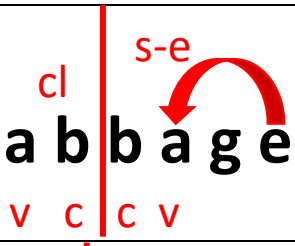
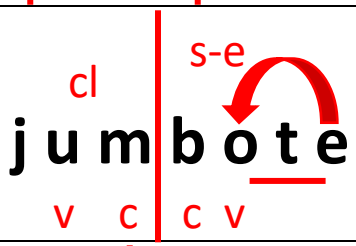
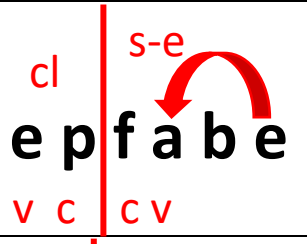
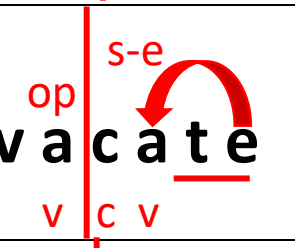
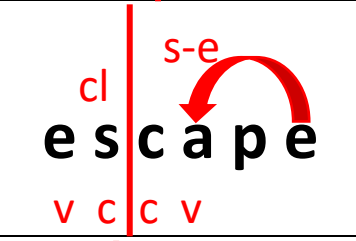
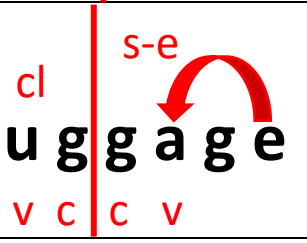
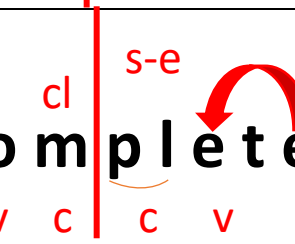
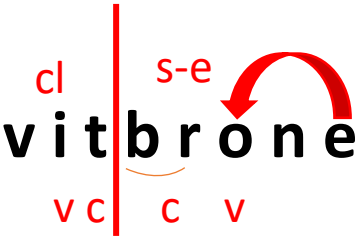
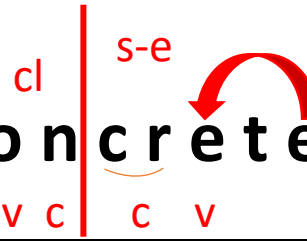
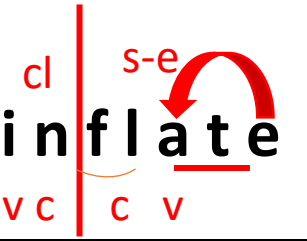
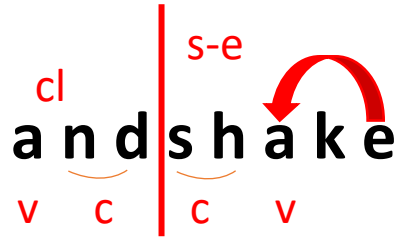
Focus: Every syllable in a word has only **one vowel sound.** The focus in this lesson is on silent-e syllables. A silent-e syllable is a syllable with a long-vowel sound spelled with one vowel letter followed by one consonant and a silent e.

Lesson Component:	Instruction:
Introduction	- Remind students that every syllable in a word has only one vowel sound. 1. "Today's lesson is on silent-e syllables. A silent-e syllable is a syllable with a long-vowel sound spelled with one vowel letter followed by one consonant and a silent e." - Add this information to the Syllable Types Anchor Chart* beside Silent-E syllables.
Multisyllabic Word Reading	I DO: - Show students the word **incomplete**. Work through the syllabication steps on the anchor chart to model how to read the word. 1. "The first step says to label the first two vowels. The first vowels I see are *i* and *o*. I will underline them and label them with a v which stands for vowel." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the *i* to the *o* to make my bridge." 3. "The third step says to label the consonants on the bridge. In between the vowels I see the letters *n* and *c*. I will put the letter c under these letters for consonant." 4. "The fourth step is to divide using the pattern. I see the VCCV pattern. The chart tells me to divide in between the two consonants. I will draw a line in between the *n* and *c*." 5. "The fifth step says to identify the syllable types. The first vowel is an *i* and followed by a *n*. The first syllable is a closed syllable. Above the spelling *i-n*, I will write cl to represent a closed syllable. I notice that there is another vowel following our original second vowel. I will start over with steps 1-4 with the next vowels I see. 6. "I will label the next vowel I see. The vowels I see are *o* and *e*. I already have *o* underlined but now I will also underline *e*. I will label them with a v which stands for vowel." 7. "Next, I need to draw a bridge to connect the two vowels. I will draw my bridge from *o* to *e* to make my bridge." 8. "Now I need to label my consonants on the bridge. In between the vowels I see the letters *m*, *p* and *l*. I know *pl* is a blend, so I'll group those together. I will put the letter c under *m* and *pl* for consonant." 9. "Now I will divide using the pattern. I see the VCCV pattern. The chart tells me to divide in between the two consonants. I will draw a line in between the *m* and *p*." 10. "Next, I have to identify the syllable types. The vowel *o* is followed by the letter *m*. This is a closed syllable. Above the spelling *c-o-m*, I will write cl to represent a closed syllable. The vowel *e* is followed by consonants *t* and *e*. This is a silent-e syllable. Above the spelling *p-l-e-t-e*, I will write s-e with an arrow being drawn from the silent e to the other *e*.

	11. "Now we are back to step six. The sixth and final step says to read each syllable and read the word. Our anchor chart says that closed syllables have short vowel sound. The first syllable is spelled *i-n*. I read *in-*. The second syllable is also a closed syllable. The second syllable is spelled *c-o-m*. I read *-com-*. The third syllable is a silent-e syllable. The anchor chart says that silent-e syllables have a long vowel sound. The third syllable is spelled *p-l-e-t-e*. I read *-plete*. When I read the whole word, I get **incomplete**." - "I will add this word to our Syllable Types Anchor Chart* as an example of a word with a silent-e syllable." - Repeat the same procedure for the word **costume**. We Do: - Follow the syllabication steps with students for word **cabbage** and nonsense words **jumbote** and **tepfabe**. * Provide scaffolding supports as needed by individual students.
Multisyllabic Word Work	I Do: - Use the set of words to guide students in learning how to encode multisyllabic words. 1. "The word is **vacate**. I hear two syllables in this word *va-* and *-cate*. I will draw two lines to represent the two syllables I hear." 2. "The first syllable is *vā-*. I hear long */ā/*, so it is an open syllable. I spell that *v-a*. I will write this on the first line." 3. "The second syllable is *-cate*. I hear a long */ā/* and consonant */t/* following, so it is a silent-e syllable. I spell that *c-a-t-e*. I will write this on the second line." 4. "I will write the word together and I see the word **vacate**." - Repeat the same procedure for the word **escape**. We Do: - Encode the following words with students: **luggage** and **complete** and nonsense word **vitbrone.** * Provide scaffolding supports as needed by individual students.
Dictation	- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding. • concrete • inflate • handshake * Provide scaffolding supports as needed by individual students.

* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.

** Adapted from Brainspring's *Phonics First* ® syllabication routine.

		
		
		
		
	**SILENT-E SYLLABLES LESSON WORD LIST SYLLABICATION GUIDE**	

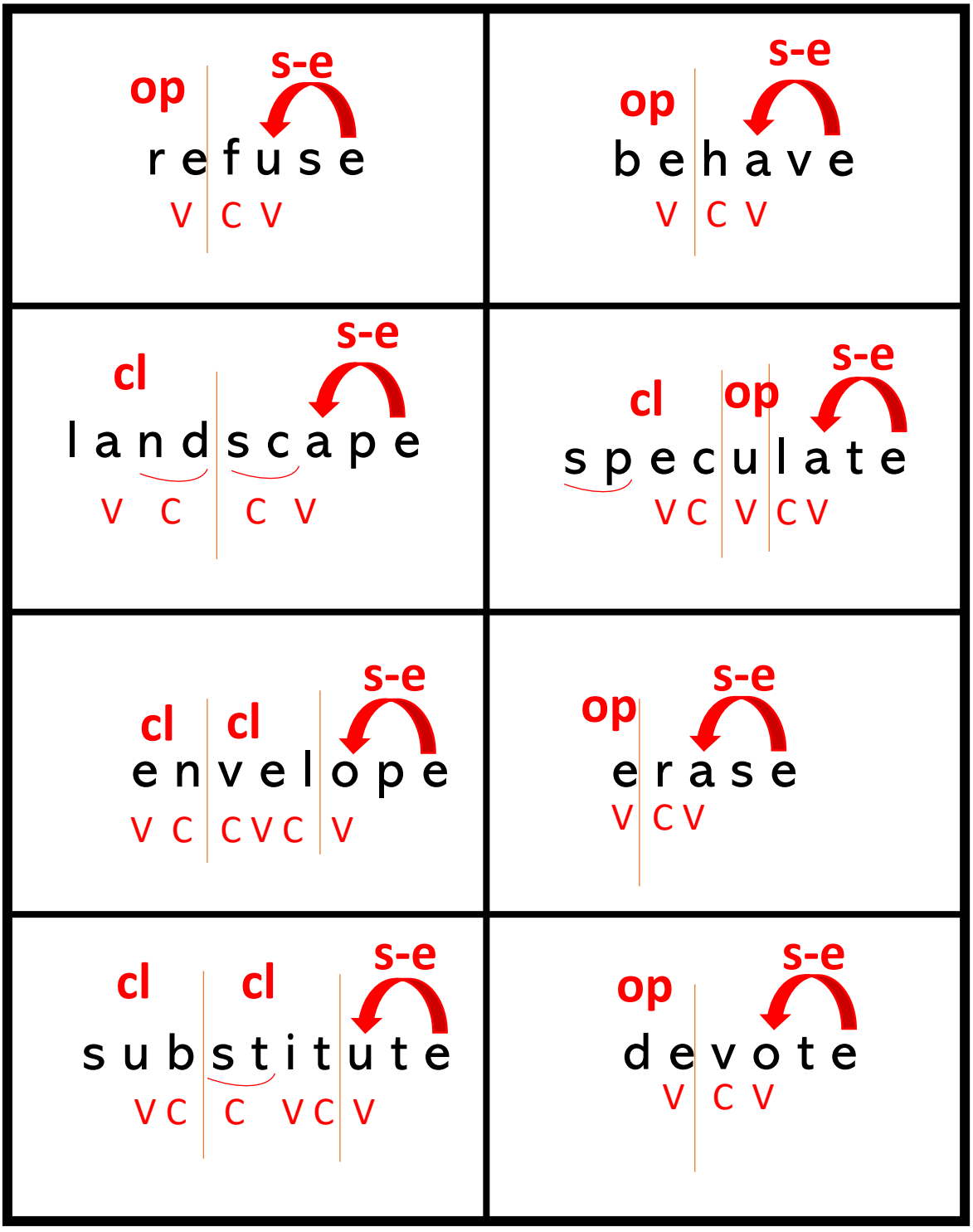
Guided Practice **Name: _____**

Silent-E Syllables **Date: _____**

refuse	behave
landscape	speculate
envelope	erase
substitute	devote

Guided Practice
Silent-E Syllables

ANSWER KEY



Name: _____ Date: _____

Silent-E Syllables Decodable

“The Athlete and an Envelope”

I didn’t know how to **behave** when the sun rose. As a student **athlete**, I was waiting for an **envelope** that would change my life. The letter in this **envelope** would **indicate** where my future could begin. I had to **devote** years of hard work for this chance. Some days are harder than others, but I **refuse** to let it defeat me. While I sat at the table eating my last **pancake**, I gazed at the **landscape**. I began to **speculate** what the letter may tell me. I couldn’t **erase** the worry that it may end my **absolute** biggest dream. However, it could **validate** all my years of effort and send me to **execute** all the skills I had fine-tuned during high school. My dad sat across from me as we waited for the mail. He could **relate** to all the thoughts that were running through **athlete** during his college years. We sat to **anticipate** the news together. Several hours later, it was time. I looked at the **envelope** with a ton of nerves. This was it. I opened it and began to read the words that were printed in black ink. With a **cascade** of emotion, I was now the newest member of the best D1 soccer team in our state!

Silent-E Syllables
Text Application

Name: _____
Date: _____

Following your 1st read, syllabicate the words listed below from the text.

athlete	indicate
speculate	anticipate

What is the character feeling at the beginning of the story?

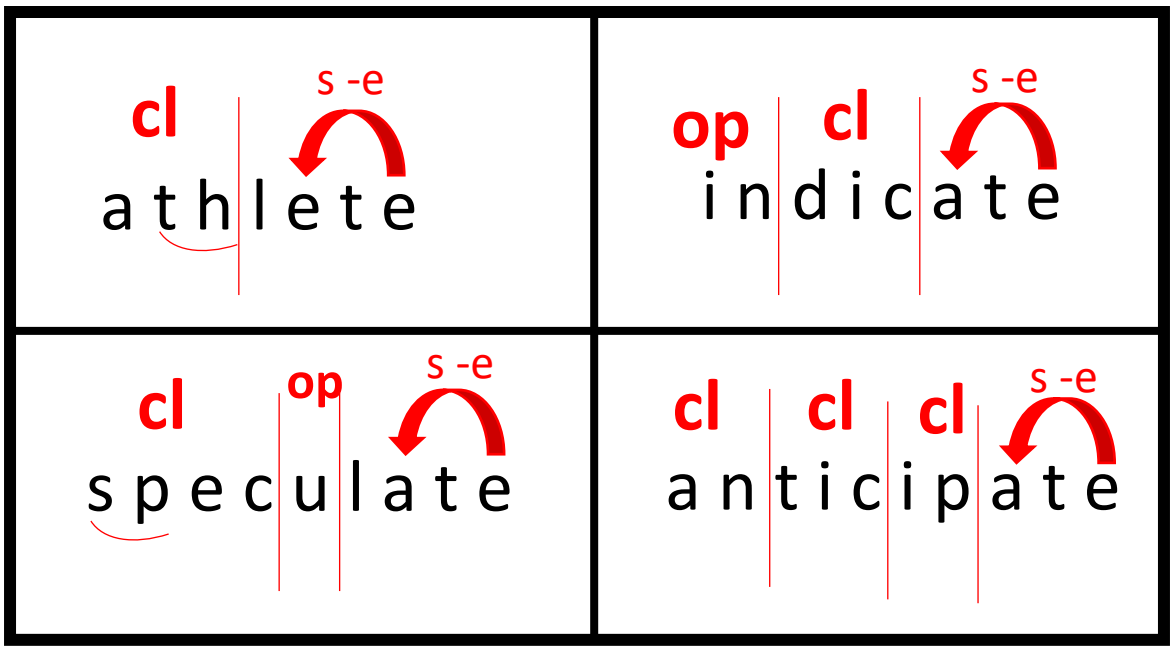
_____
_____
_____

Why do the character's feelings change at the end of the story?

_____
_____
_____
_____

ANSWER KEY

Silent-E Syllables



At the beginning of the story, the character feels nervous, but excited.

The character's feelings change when a letter arrives giving news of acceptable to the state's best college baseball team.

SILENT-E SYLLABLES TIC-TAC-TOE

RF3.3c- Decode multisyllable words.

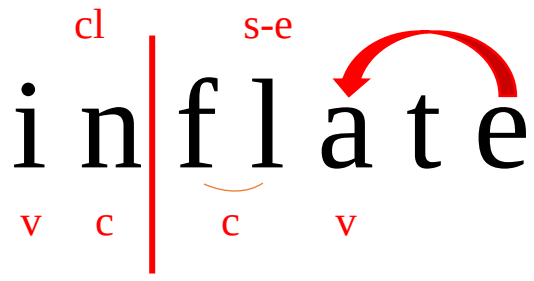
Directions:

1. Place word cards face down in a stack.
2. Each player selects a dry-erase marker or pen of a different color.
3. First player turns over a card and reads the word. The other player writes the word in one space on the tic-tac-toe board.
4. Take turns reading words and filling in spaces.
5. The first player to write three words in a row of their color wins.
6. Record your words from the tic-tac-toe board onto your recording sheet and syllabicate each word.

Example:

caretaker	classmate	locate
inflate	pancake	image
reptile	rebate	bagpipe

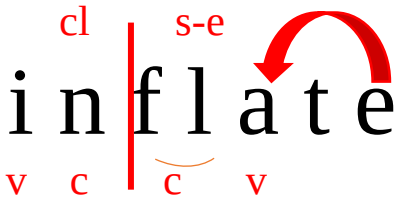
Recording Sheet

Word:	Syllabication:
inflate	

Name: _____

SILENT-E SYLLABLES TIC-TAC-TOE

RF3.3c- Decode multisyllable words.

WORD	SYLLABICATION
inflate	

Extension: Choose two words from above and write a sentence for each word.

Word:	Sentence:
inflate	My dad is going to inflate the pool so we can swim on this hot day.

SILENT-E SYLLABLE WORD CARDS

brigade	image	rotate
unite	mutate	tadpole
athlete	cabbage	debate

lemonade	survive	campsite
episode	propose	misuse
complete	supreme	monotone

create	lifeline	textile
update	clockwise	decode
translate	concrete	pinhole

TIC-TAC-TOE BOARD

Name: _____

SILENT-E SYLLABLE Speed Drill

1. Underline the silent-e syllable in each word.
2. Pronounce each word with your teacher/partner.
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute.
5. Keep practicing to improve your speed.

provide	indicate	invade	relate	feline	combine	donate	inside	advice	refine
debate	feline	locate	inscribe	decode	calculate	notebook	insane	butane	intrude
combine	indicate	feline	notebook	refine	locate	invade	debate	inside	advice
feline	butane	provide	insane	donate	relate	inscribe	calculate	decode	notebook
intrude	inside	butane	invade	indicate	notebook	feline	intrude	locate	insane
decode	debate	feline	combine	advice	feline	inscribe	provide	refine	combine
relate	calculate	inside	donate	provide	locate	debate	indicate	butane	intrude
combine	notebook	relate	invade	advice	insane	donate	feline	calculate	decode
butane	refine	insane	indicate	decode	refine	invade	inscribe	intrude	locate
inscribe	provide	feline	donate	debate	calculate	inside	relate	advice	feline

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

Adapted from: Blevins, Wiley. *Week-by-Week Phonics & Word Study Activities for the Intermediate Grades 35 Mini-Lessons With Skill-Building Activities to Help Students Tackle Multisyllabic Words and Improve Their Fluency, Vocabulary, and Comprehension*. Scholastic Prof Book Div, 2011.

CONSONANT + LE SYLLABLES

SYLLABLES *CONSONANT + LE*

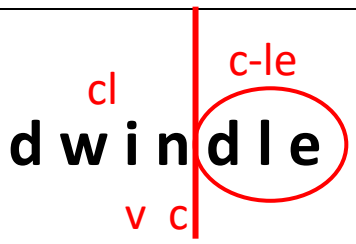
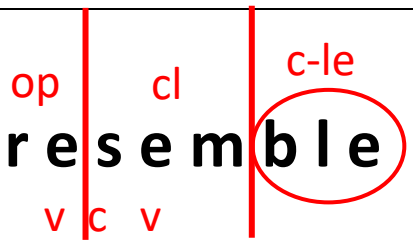
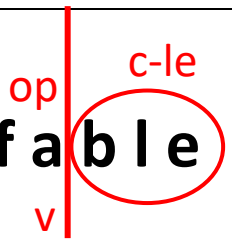
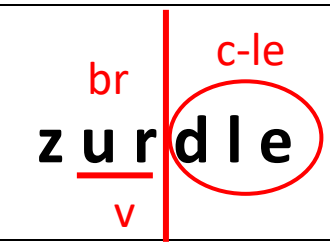
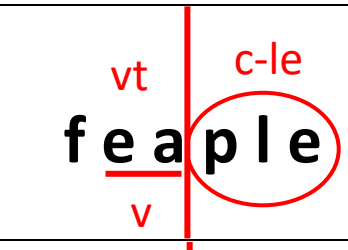
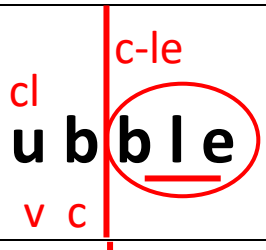
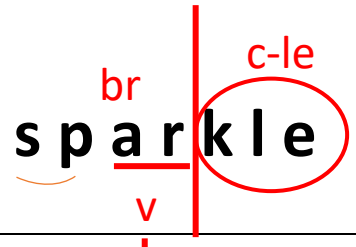
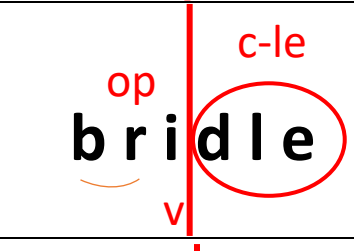
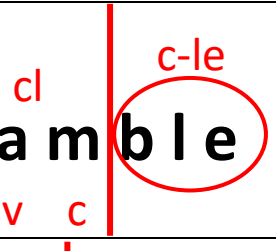
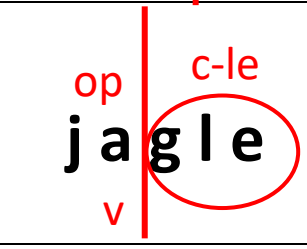
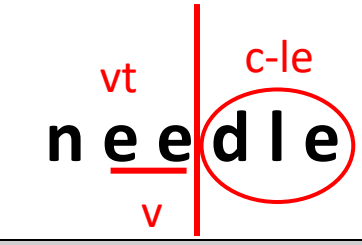
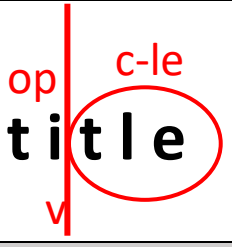
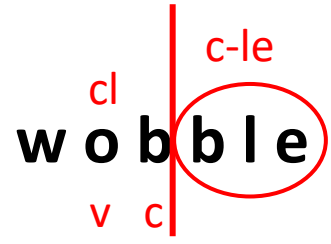
***Focus*:** Every syllable in a word has only **one vowel sound**. The focus is consonant + le syllables. A consonant + le syllable is a final, separate syllable containing a consonant followed by the letters le.

Lesson Component:	Instruction:
Introduction	- Remind students that every syllable in a word has only one vowel sound. 1. "Today's lesson is on consonant + le syllables. A consonant + le syllable is a syllable that is a final, separate syllable containing a consonant followed by the letters le." - Add this information to the Syllable Types Anchor Chart* beside Consonant + le Syllables.
Multisyllabic Word Reading	I DO: - Show students the word **dwindle**. Work through the syllabication steps on the anchor chart to model how to read the word. 1. "The first step says to label the first two vowels. However, with consonant + le syllables, the first thing we have to do is circle the consonant + le syllable. I see *-dle* in this word. I will circle this, and we will label the syllable type later. After I circle the *-dle*, I see the vowel *i*. I do not see two vowels. So, I will just underline and label the *i* with a v, which stands for vowel." 2. "The second step says to draw a bridge to connect the vowels. I don't have but only one vowel, so I have no bridge to draw." 3. "The third step says to label the consonants on the bridge. We have no bridge so we don't have to worry about labeling the consonants." 4. "The fourth step is to divide using the pattern. Because we only have one vowel, we won't have a division pattern." 5. "The fifth step says to identify the syllable types. The first vowel is *i* followed by the letter *n*. The first syllable is a closed syllable. Above the spelling *d-w-i-n*, I will write cl to represent a closed syllable. The second syllable is the new consonant + le syllable we are learning. We've already circled it, but above it we will write a c-le to represent a consonant + le syllable." 6. "The sixth and final step says to read each syllable and read the word. Our anchor chart says that closed syllables have a short vowel sound. The first syllable is spelled *d-w-i-n*. I read *dwin-*. The second syllable is a consonant + le syllable. The second syllable is spelled *d-l-e*. I read *-dle*. When I read the whole word, I get **dwindle**." - "I will add this word to our Syllable Types Anchor Chart* as an example of a word with a consonant + le syllable." - Repeat the same procedure for the word **resemble**. NOTE: This is a three-syllable word. All syllabication steps will be completed to determine the first two syllables and the consonant + le syllable will be circled.

	We Do: - Work through the syllabication steps with students for word **fable** and nonsense words **zurdle** and **feaple**. * Provide scaffolding supports as needed by individual students.
Multisyllabic Word Work	I Do: - Work through the set of words to guide students in learning how to encode multisyllabic words. 1. "The word is **bubble**. I hear two syllables in this word *bub-* and *-ble*. I will draw two lines to represent the two syllables I hear." 2. "The first syllable is *bub-*. I hear short vowel */ŭ/*, so it is a closed syllable. I spell that *b-u-b*. I will write this on the first line." 3. "The second syllable is *-ble*. I hear that consonant + le syllable. I spell that *b-l-e*. I will write this on the second line." 4. "I will write the word together and I see the word **bubble**." - Repeat the same procedure for the word **sparkle**. We Do: - Work through encoding with students for words **bridle** and **ramble** and nonsense word **jagle.** * Provide scaffolding supports as needed by individual students.
Dictation	- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding. • needle • title • wobble * Provide scaffolding supports as needed by individual students.

* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.

** Adapted from Brainspring's *Phonics First* ® syllabication routine.

		
		
		
		
	**CONSONANT + LE SYLLABLES LESSON WORD LIST SYLLABICATION GUIDE**	

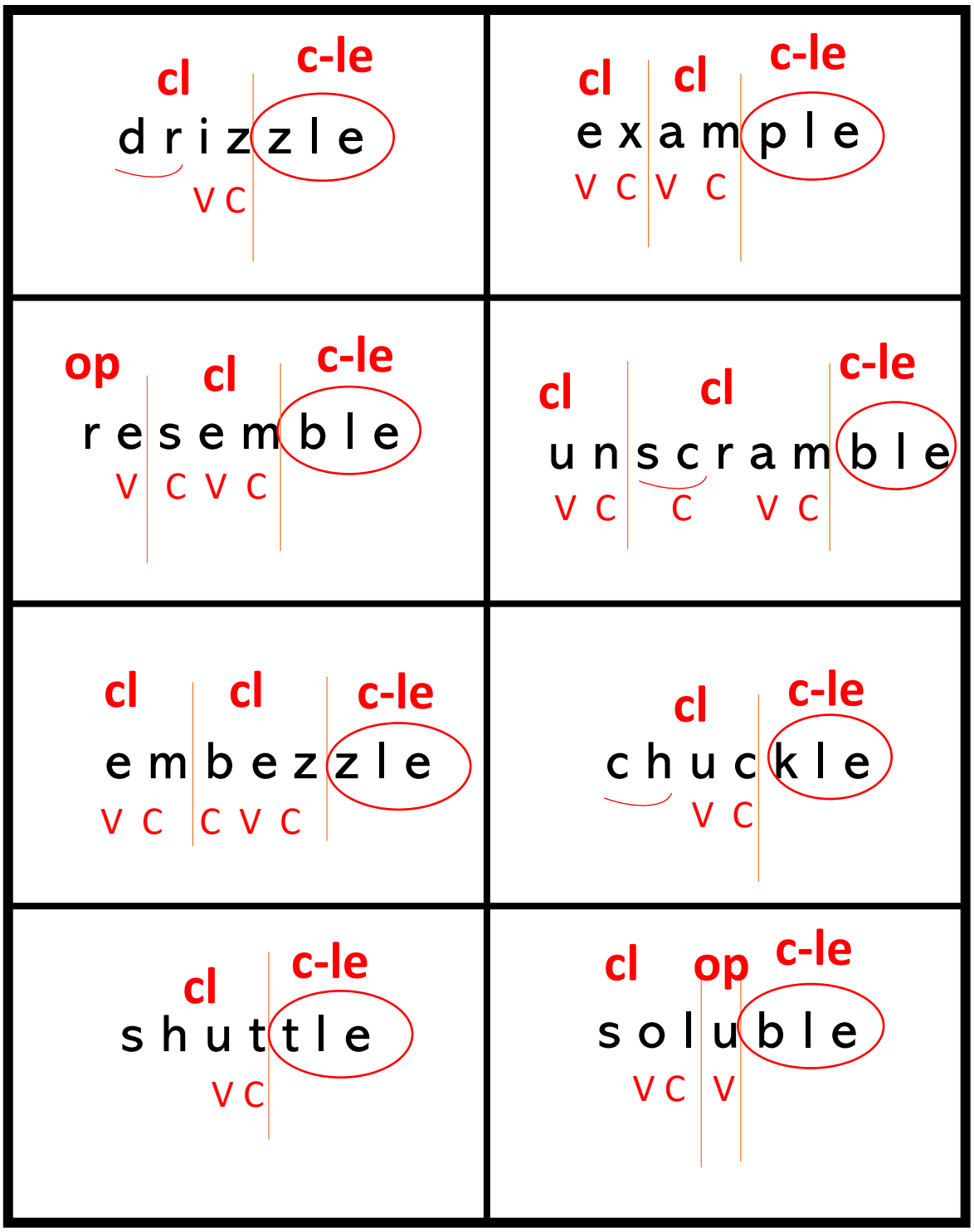
Guided Practice **Name:** _____

Consonant +le Syllables **Date:** _____

d r i z z l e	e x a m p l e
r e s e m b l e	u n s c r a m b l e
e m b e z z l e	c h u c k l e
s h u t t l e	s o l u b l e

Guided Practice
Consonant +le Syllables

ANSWER KEY



Name: _____ Date: _____

Consonant + LE Syllables Decodable

"Camping Secret"

Kimble and Jane get ready for the first camping trip of the season. They can hear a **drizzle** outside, but they don't stop packing! The girls begin to **scramble** through their supplies. **Kimble** grabs a tent, canteen, and **whistle**. Jane packs her **duffle** with games, snacks, and a sleeping bag. The rain began to **dwindle**, so they knew it was almost time to go. The girls could hear Mom and Dad **mumble** about something as they waited for the **shuttle** that would take them to camp. They wondered what their **babble** could be about, but they were too excited to worry about it. The ride to camp was short. The grounds **resemble** a calm forest from a movie. Everyone was ready to begin the fun. Kimble and Jane **rattle** through their bags as they help Mom and Dad set up. Once camp is ready, the family takes a break. Mom has her **article** to finish reading. Dad and Kimble go fishing. They **stumble** across a big family of catfish. Jane stays at camp to find harsh, not **brittle**, sticks for their night fire. With dinner and warmth, Mom and Dad share their **mumbled** conversation from home. This family is growing by one more, a baby boy!

Consonant + LE Syllables Text Application

Name: _____

Date: _____

Following your 1st read, syllabicate the words listed below from the text.

r e s e m b l e	s c r a m b l e
d u f f l e	d w i n d l e

What were Kimble and Jane preparing to do?

_____

_____

_____

What was the secret Mom and Dad were mumbling about at home?

_____

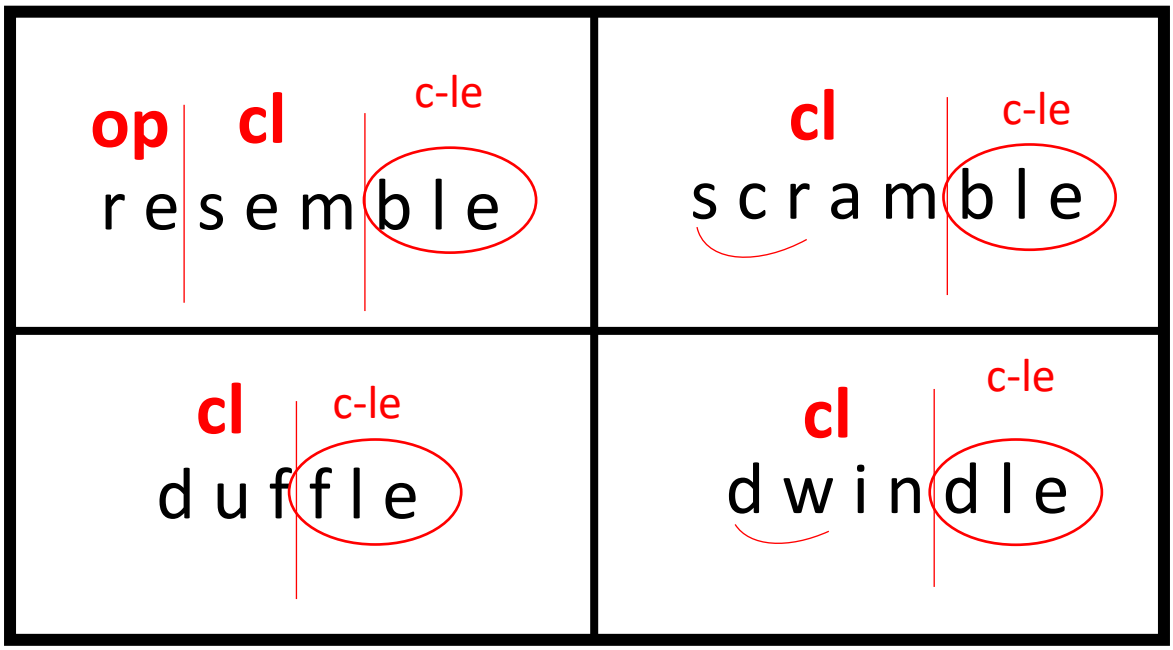
_____

_____

_____

ANSWER KEY

Consonant + LE Syllables



Kimble and Jane were preparing for their family's first camping trip of the season.

Mom and Dad were mumbling about having a new baby boy to add to the family.

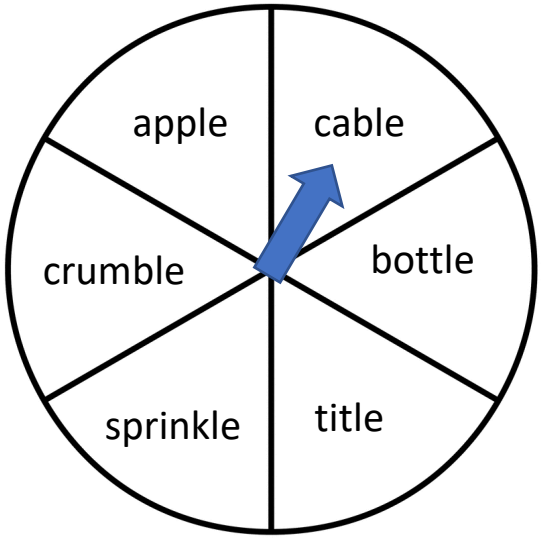
CONSONANT + LE SYLLABLES SPIN & READ

RF3.3c- Decode multisyllable words.

Directions:

1. Player one spins the spinner to land on a word.
2. Syllabicate the word on your recording sheet and read the word.
3. Repeat for remaining players.

Example:



Recording Sheet

Word:	Syllabication:
cable	op c-le c a | b l e v

Name: _____

CONSONANT + LE SYLLABLES SPIN & READ

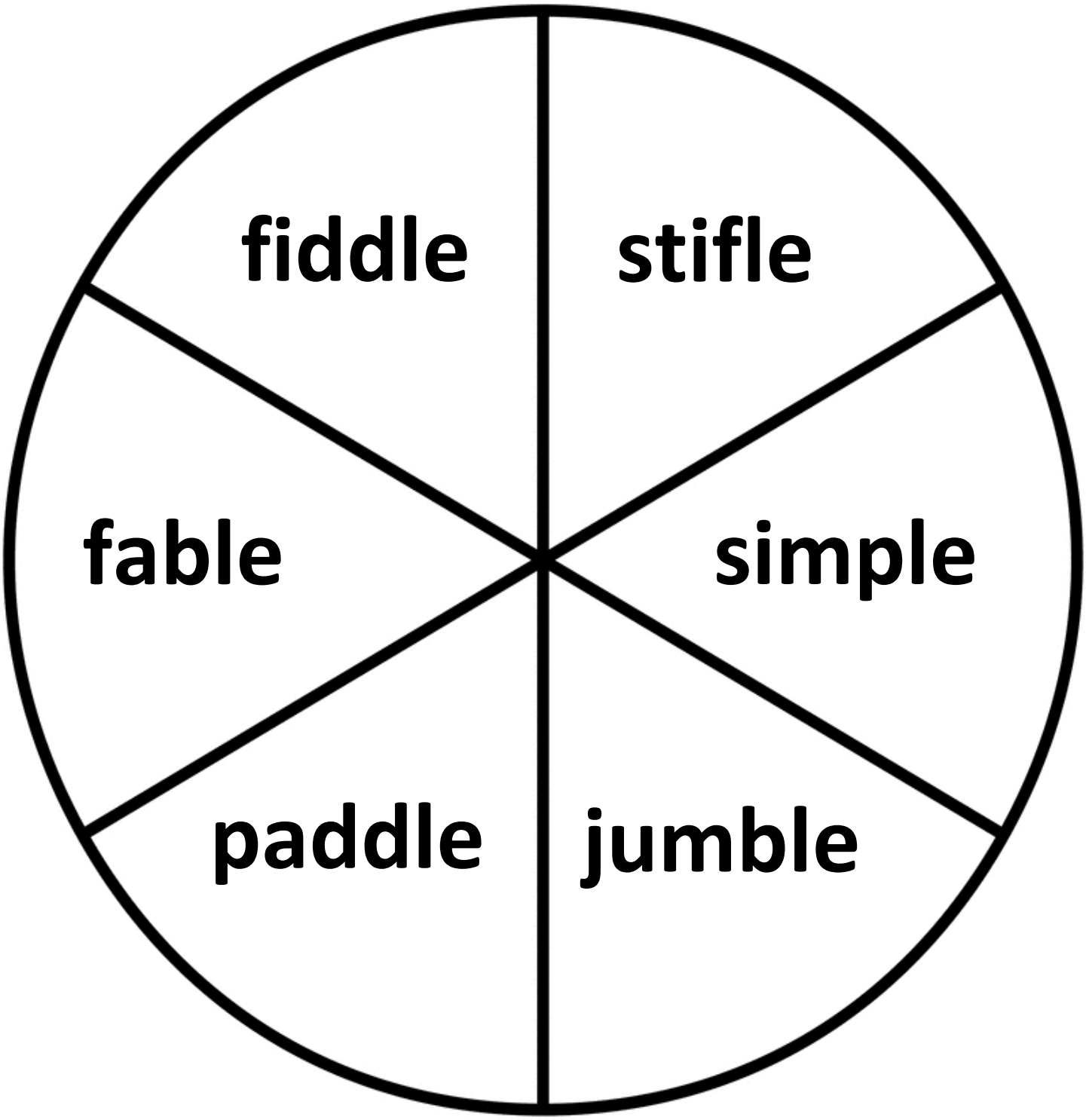
RF3.3c- Decode multisyllable words.

WORD	SYLLABICATION
cable	op c a | c-le b l e (v)

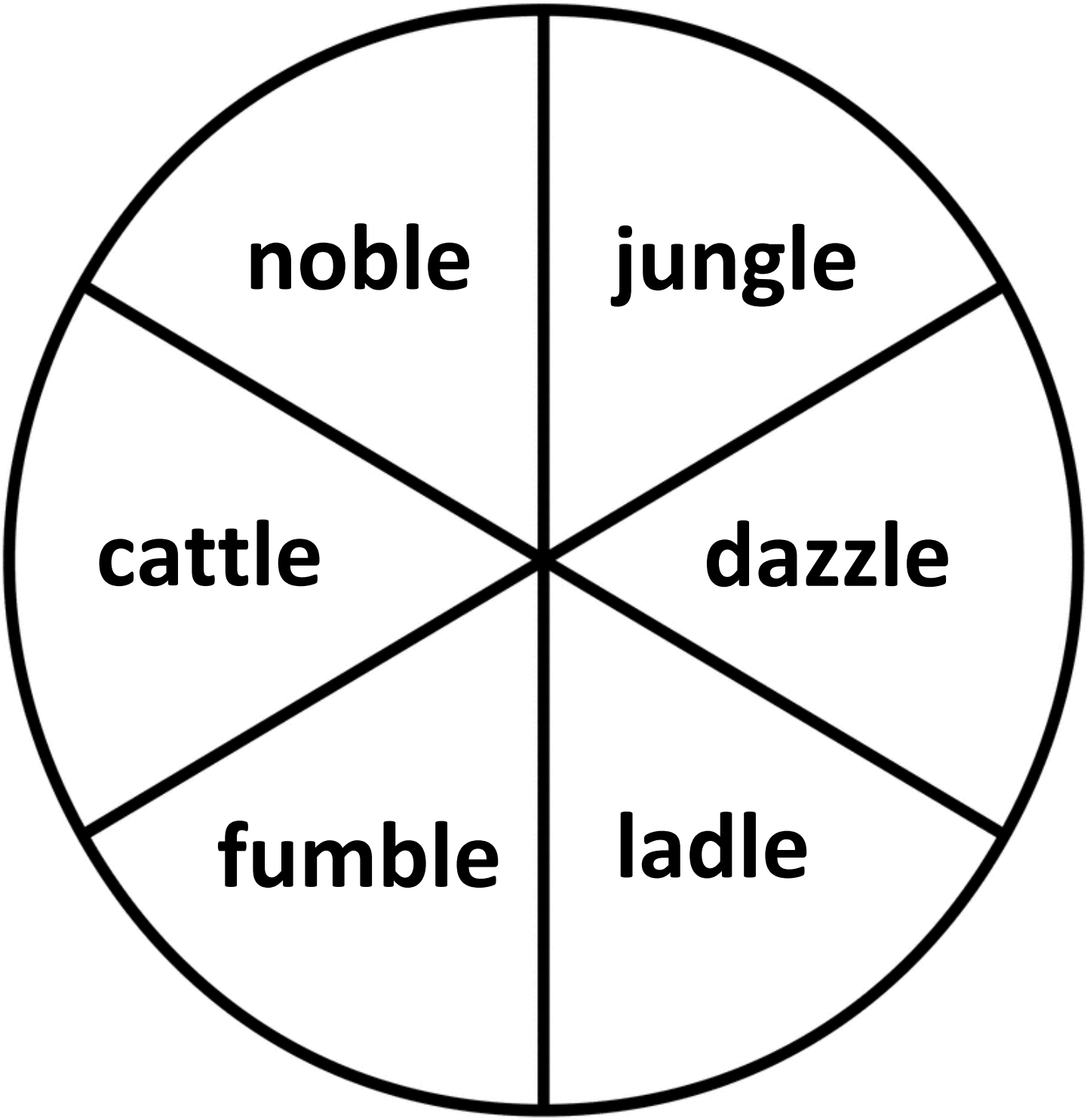
Extension: Choose two words from above and write a sentence for each word.

Word:	Sentence:
cable	If we reset the cable, maybe the television won't have any more glitches.

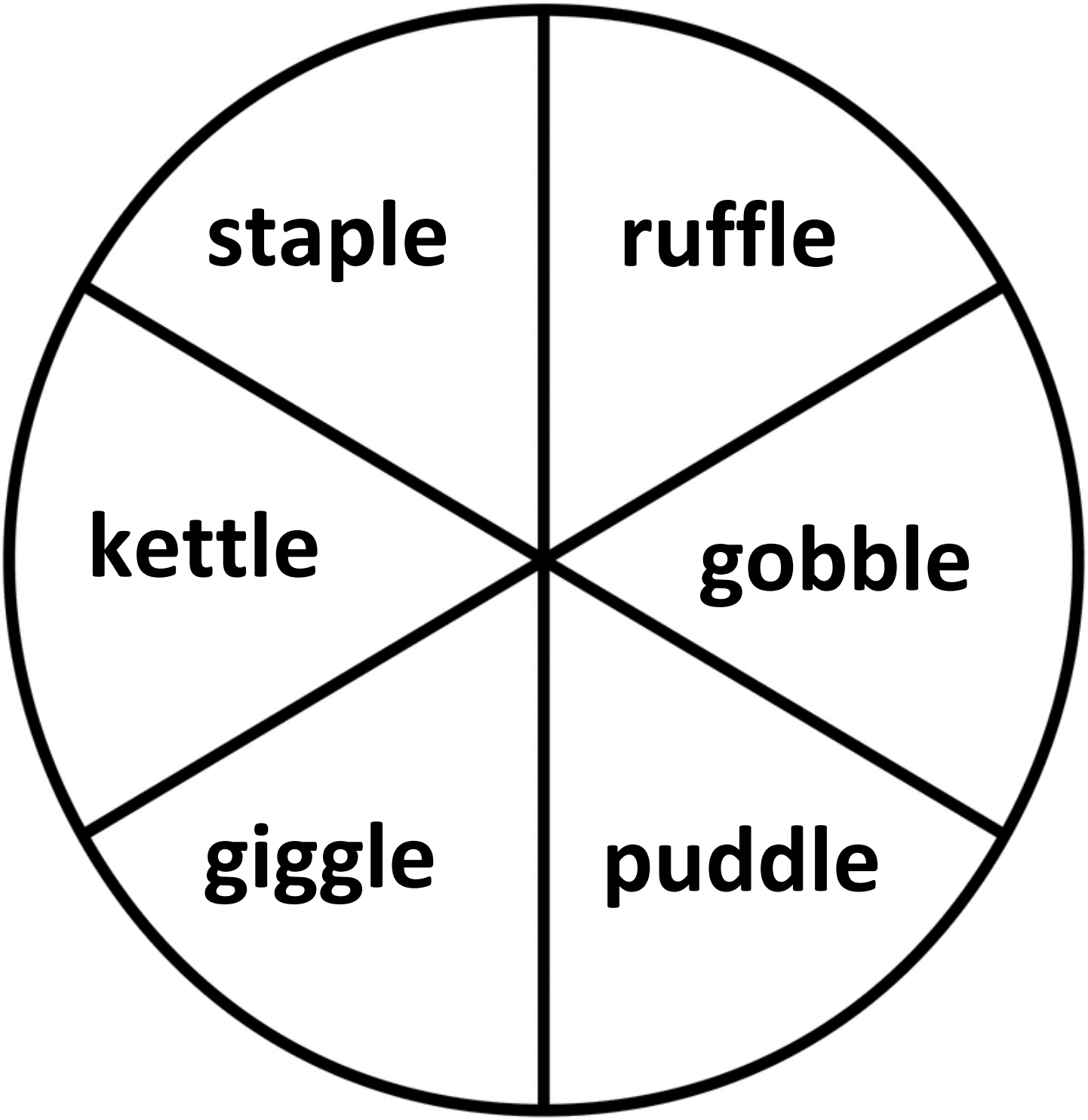
CONSONANT + LE SYLLABLES SPINNER #1



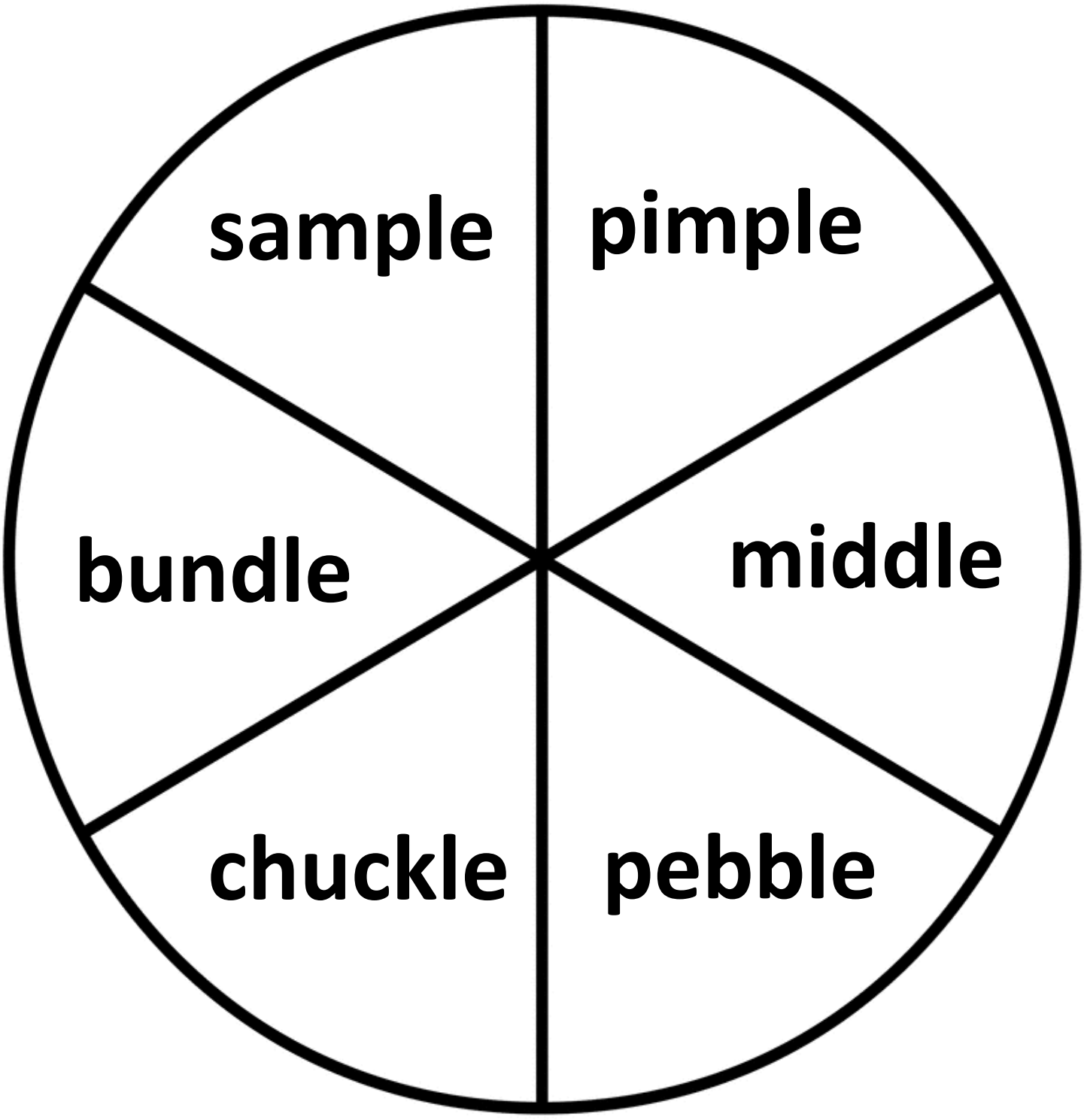
CONSONANT + LE SYLLABLES SPINNER #2



CONSONANT + LE SYLLABLES SPINNER #3

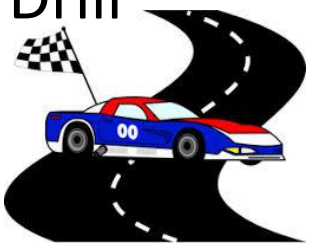


CONSONANT + LE SYLLABLES SPINNER #4



Name: _____

CONSONANT + LE SYLLABLE Speed Drill



1. Underline the consonant + le syllable at the end of each word.
2. Pronounce each word with your teacher/partner.
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute.
5. Keep practicing to improve your speed.

crumble	scramble	apple	purple	bundle	cripple	jungle	wiggle	marble	puzzle
bottle	title	sprinkle	brittle	jumble	doodle	stifle	cradle	candle	shuffle
apple	marble	crumble	cradle	jumble	bundle	purple	jungle	cripple	wiggle
title	scramble	sprinkle	candle	apple	brittle	doodle	puzzle	stifle	shuffle
jumble	doodle	purple	shuffle	crumble	wiggle	title	sprinkle	cradle	jungle
bundle	cripple	brittle	jungle	puzzle	marble	apple	scramble	candle	stifle
shuffle	bottle	marble	wiggle	sprinkle	jumble	purple	puzzle	bundle	cripple
stifle	crumble	cradle	cripple	apple	brittle	marble	candle	doodle	shuffle
doodle	candle	scramble	jumble	title	crumble	purple	wiggle	cradle	sprinkle
jungle	stifle	bottle	jumble	bundle	scramble	title	puzzle	brittle	crumble

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

Adapted from: Blevins, Wiley. *Week-by-Week Phonics & Word Study Activities for the Intermediate Grades 35 Mini-Lessons With Skill-Building Activities to Help Students Tackle Multisyllabic Words and Improve Their Fluency, Vocabulary, and Comprehension*. Scholastic Prof Book Div, 2011.

SCHWA/ DIPHTHONG SYLLABLES

SYLLABLES *SCHWA & DIPHTHONG*

Focus: Every syllable in a word has only **one vowel sound**. The focus in this lesson is on the schwa and diphthong syllables. A schwa syllable contains the /ŭ/ sound in an unstressed syllable with a vowel. A diphthong syllable forms when two vowels make a new sound. The diphthongs are oi/oy, aw/au, ow/ou.

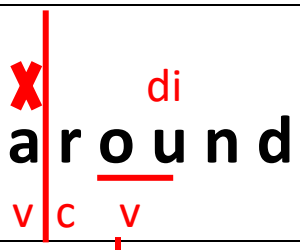
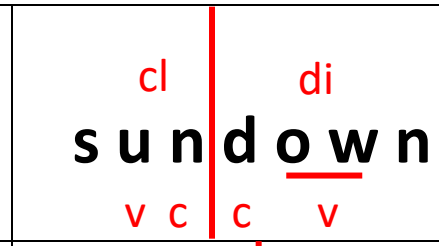
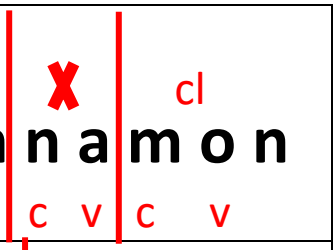
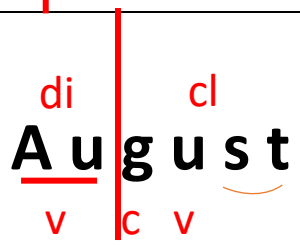
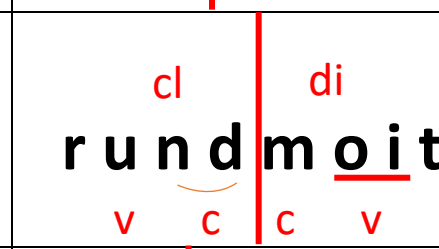
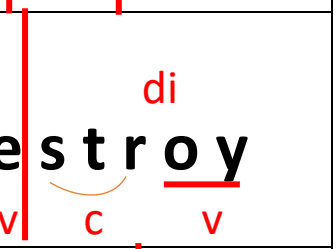
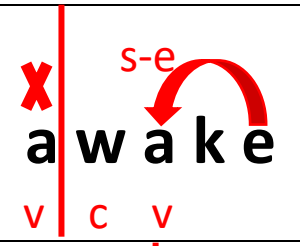
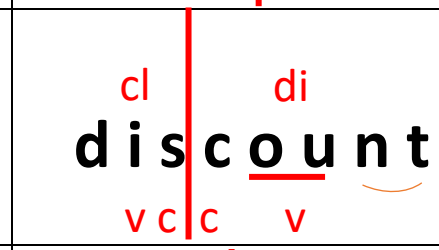
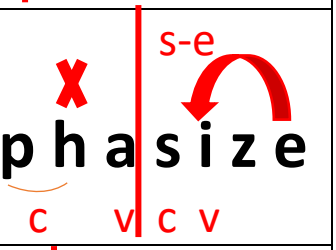
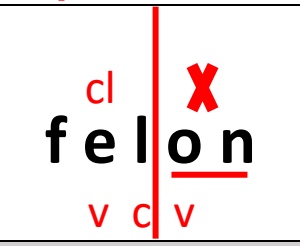
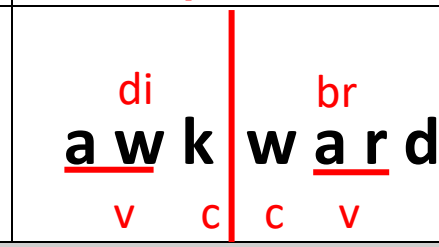
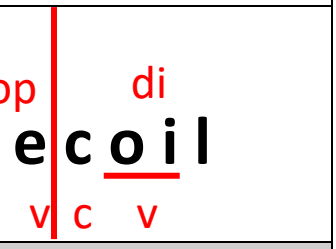
Lesson Component:	Instruction:
Introduction	- Remind students that every syllable in a word has only one vowel sound. 1. "Today's lesson is on the schwa and diphthong syllables. A schwa syllable is a syllable that contains the /ŭ/ sound in an unstressed syllable with a vowel. This is the vowel sound we say and hear in this syllable even though we see a different vowel letter. A diphthong syllable is a syllable in which two vowels form a new sound that is neither short or long. Diphthongs are oi/oy which say /oi/, aw/au which say /aw/, and ow/ou which say /ou/." - Add this information to the Syllable Types Anchor Chart* beside Schwa and Diphthong Syllables.
Multisyllabic Word Reading	I DO: - Show students the word **around**. Work through the syllabication steps on the anchor chart to model how to read the word. 1. "The first step says to label the first two vowels. The first vowels I see are *a* and *ou*. I see that *ou* are together and we just learned they are considered a diphthong. I will underline them and label them with a v which stands for vowel." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the *a* and *ou* to make my bridge." 3. "The third step says to label the consonants on the bridge. In between the vowels I see the letter *r*. I will put the letter c under this letter which stands for consonant." 4. "The fourth step is to divide using the pattern. I see the VCV pattern. There are two charts that have a VCV pattern. The charts have a number 1 and 2 on them. This lets us know which syllable division we should try first. According to the charts, we need to try dividing after the first vowel first. I will draw a line in between the *a* and *r*." 5. "The fifth step says to identify the syllable types. The first vowel is not followed by a consonant. The first syllable is an open syllable. Above the letter *a*, I will write op to represent an open syllable. The second vowel is *ou*. The second syllable is a diphthong syllable. Above the spelling *r-o-u-n-d*, I will write a DI to represent diphthong syllable." 6. "The sixth and final step says to read each syllable and read the word. Our anchor chart says that open syllables have a long vowel sound. The first syllable is spelled *a*. I read *ā-*. The second syllable is a diphthong syllable. The second syllable is spelled *r-o-u-n-d*. The diphthong sound will be */ou/*. I read *-round*. When I read the whole word, I get */ā/round*." - "I have not heard that word used frequently. Let us go back and try it with our other VCV division pattern. I will move my syllabication division line behind the

	consonant which is what our second VCV chart shows. Now I will go back to step 5, which says to identify the syllable types." - "The first vowel is now followed by the letter r. The first syllable is a r-controlled or bossy r syllable. Above the letters *ar*, I will write BR to represent a r-controlled syllable. The second vowel is *ou*. The second syllable is still a diphthong syllable. We have already marked that as a diphthong syllable." - "Now I'm ready to read the syllables and word. We remember the *ar* sound is */ar/*. The first syllable is spelled *a-r*. I read *ar-*. The second syllable is a diphthong syllable. The second syllable is spelled *o-u-n-d*. The diphthong sound will be */ou/*. I read *ound*. When I read the whole word, I get */ar/ound*." - "That doesn't sound familiar either. That must mean the first syllable is neither a long nor short vowel sound. So, let's try our new schwa sound we learned today." - "Let's move our division line back behind the *a*. If a has the schwa sound, it would say */ŭ/*. We will label this with an *x* to represent schwa syllable. The second syllable would still have the */ou/* sound, keeping it a diphthong, so it will continue to be *-round*. When I read this together, I get **around** (/ŭ/round)." Now that's a word I'm familiar with." - "I will add this word to our Syllable Types Anchor Chart* as an example of a word with a schwa and a diphthong." - Repeat the same procedure for the word **sundown (diphthong syllable)**. We Do: - Follow the syllabication steps with students for word **cinnamon (schwa syllable), August (diphthong syllable),** and nonsense word **rundmoit (diphthong syllable).** * Provide scaffolding supports as needed by individual students.
Multisyllabic Word Work	I Do: - Use the set of words to guide students in learning how to encode multisyllabic words. 1. "The word is **majestic**. I hear three syllables in this word *m/ŭ/, jes* and *tic*. I will draw three lines to represent the three syllables I hear." 2. "The first syllable is *m/ŭ/-*. I hear short vowel */ŭ/*, so it is either a closed syllable or a schwa syllable. I will first try to spell that with *m-u*. I will write this on the first line." 3. "The second syllable is *-jes-*. I hear short vowel */ĕ/*, so it is a closed syllable. I spell that *j-e-s*. I will write this on the second line." 4. "The third syllable is *-tic*. I hear short vowel */ĭ/*, so it is a closed syllable. I spell that *t-i-c*. I will write this on the second line." 5. "I will write the word together and I see the word *mujestic*." 6. "That spelling doesn't look familiar to me. Let me try the first syllable as a schwa instead of a closed syllable. Often times, the schwa syllable is with the vowel a. Let me spell the first syllable *m-a*. I will cross out the *mu-* and write *ma-* on the first line." 7. "I will write the word together and I see the word **majestic**. That looks like a word I have seen before."

	- Repeat the same procedure for the word **destroy (diphthong syllable)**. We Do: - Encode the following words with your students: **awake (schwa syllable), discount (diphthong syllable),** and **emphasize (schwa syllable).** * Provide scaffolding supports as needed by individual students.
Dictation	- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding. • felon (schwa syllable) • awkward (diphthong syllable) • recoil (diphthong syllable) * Provide scaffolding supports as needed by individual students.

* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.

** Adapted from Brainspring's *Phonics First* ® syllabication routine.

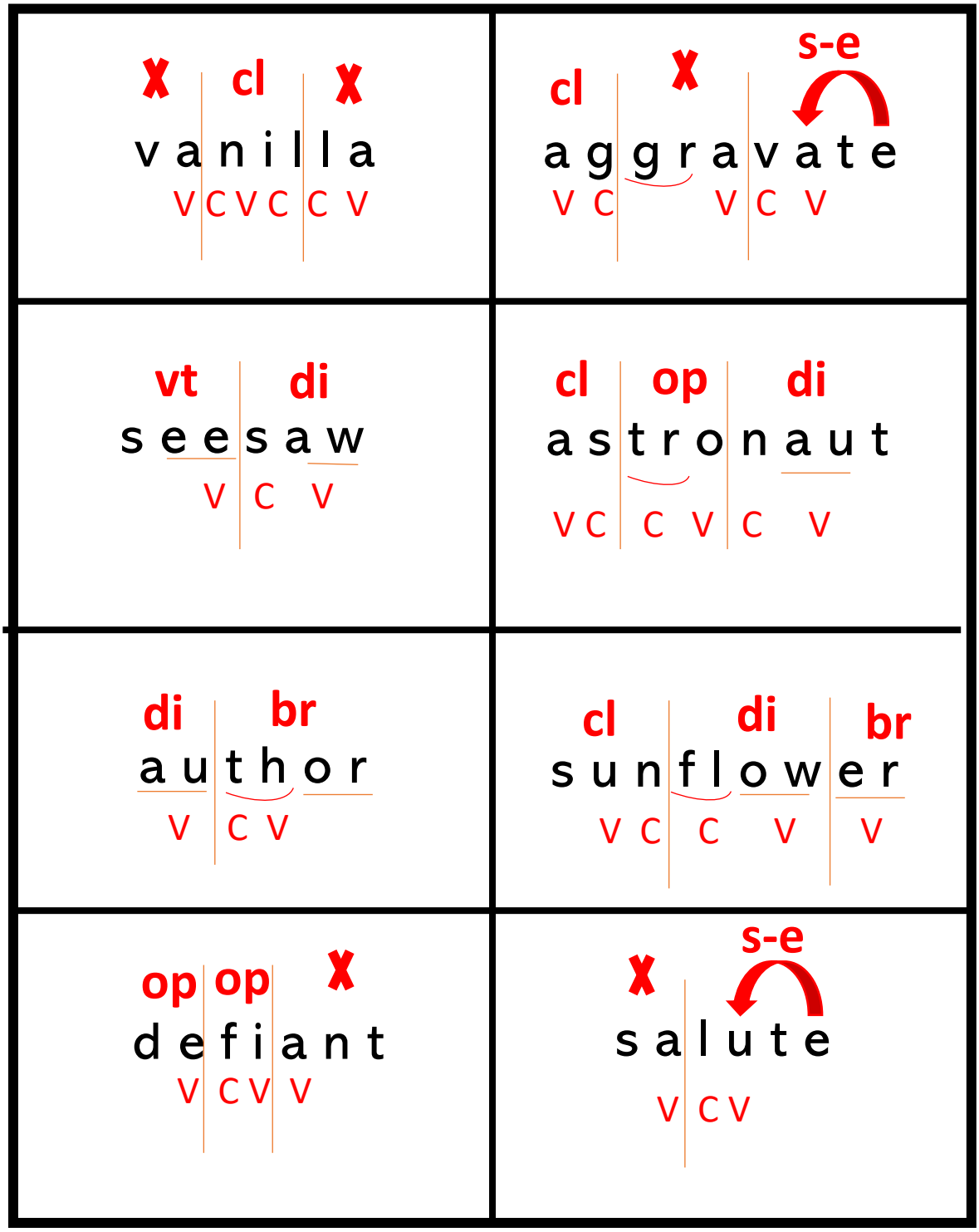
		
		
		
		
SCHWA/DIPHTHONG SYLLABLES **LESSON WORD LIST SYLLABICATION GUIDE**		

Guided Practice **Name: _____**

Schwa & Diphthong Syllables **Date: _____**

v a n i l l a	a g g r a v a t e
s e e s a w	a s t r o n a u t
a u t h o r	s u n f l o w e r
d e f i a n t	s a l u t e

Guided Practice **ANSWER KEY**
Schwa & Diphthong Syllables



Name: _____ Date: _____

Schwa & Diphthong Syllables Decodable

"Roy's Calling"

Roy was a strong, young man, and lived in a small, **downtown brownstone**. He had a **profound** desire to serve others. Today, that desire was going to be made real. As he put his **trousers** on, he could not help but feel a **majestic** sense of pride. He had been **awake** all-night thinking about this next chapter. Roy's mother had arrived at his house early with breakfast. They sat together eating **cinnamon** rolls and laughing about the past. They talked about his love for **crawfish**, **oysters,** and **sirloin** steak. His mother talked about how it would **aggravate** him when the **seesaw** at the **playground** was not open for use. He would pace by the **receptacle** can until it was his turn! After breakfast, his mother wrapped the leftovers in **tinfoil** before they prepared to leave. The drive was quiet. They both **avoided** the difficult goodbye **ahead**. They arrived at the airport, where Roy would head to **Singapore**. He was to deploy with 200 other men. With tears in her eyes, his mother offers a final **salute** as Roy goes off on his greatest adventure.

Schwa & Diphthong Syllables Text Application

Name: _____

Date: _____

Following your 1st read, syllabicate the words listed below from the text.

majestic	trousers
aggravate	crawfish

What does Roy have a profound desire to do?

_____

_____

_____

Where was he headed when his mother offered a final salute?

_____

_____

_____

_____

ANSWER KEY

Schwa & Diphthong Syllables

✗ | cl | cl m a j e s t i c	di | br t r o u s e r s
cl | ✗ | s-e a g g r a v a t e	di | cl c r a w f i s h

Roy had a profound desire to serve others.

Roy was off to Singapore to serve his country through deployment.

SCHWA & DIPHTHONG SYLLABLE MAZES

RF3.3c- Decode multisyllable words.

Directions:

1. Each player selects a marker or crayon of a different color.
2. Begin at the START.
3. Each player takes turn selecting a word in the maze that has a schwa or diphthong syllable. Color in the square with your color.
4. Use the schwa and diphthong syllables to get to the end of the maze.
5. Record your words from the maze onto your recording sheet and syllabicate each word.

Example:

START around	sundown	magnet
little	destroy	felon **END**

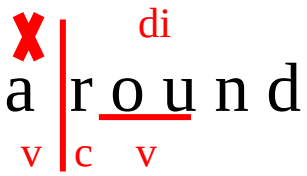
Recording Sheet

Word:	Syllabication:
around	✘ a | r o u n d (di; v c v)
destroy	d e | s t r o y (op; di; v c v)

Name: _____

SCHWA & DIPHTHONG SYLLABLE MAZES

RF3.3c- Decode multisyllable words.

WORD	SYLLABICATION
around	

Extension: Choose two words from above and write a sentence for each word.

Word:	Sentence:
around	Let's try going around the corner and maybe we can find him there.

SCHWA & DIPHTHONG SYLLABLE MAZE #1

START	**mental**	**camel**	**magnet**	**sunset**
invent	**wonder**	**elbow**	**subject**	**button**
survive	**trial**	**novel**	**lobby**	**goblet**
admit	**shadow**	**kidnap**	**pencil**	**basket**
absent	**recoil**	**distant**	**pumpkin**	**velvet**
cereal	**meow**	**publish**	**entire**	**vacant**
window	**virus**	**crazy**	**favor**	**motor**
vertical	**agree**	**destroy**	**dial**	**major**
behind	**begin**	**recall**	**assume**	**END**

SCHWA & DIPHTHONG SYLLABLE MAZE #2

START	**future**	**defend**	**moment**	**frozen**
annoy	**open**	**hotel**	**tiny**	**table**
arrow	**pretend**	**tiger**	**later**	**even**
coughdrop	**travel**	**employ**	**over**	**basic**
climate	**behave**	**comma**	**dollhouse**	**gauntlet**
clover	**vanish**	**limit**	**robin**	**cinnamon**
river	**spoilage**	**schoolbook**	**again**	**occur**
lemon	**capital**	**magic**	**insect**	**livid**
panic	**August**	**celebrate**	**president**	**END**

SCHWA & DIPHTHONG SYLLABLE MAZE #1- ANSWER KEY

START	**mental**	**camel**	**magnet**	**sunset**
invent	**wonder**	**elbow**	**subject**	**button**
survive	**trial**	**novel**	**lobby**	**goblet**
admit	**shadow**	**kidnap**	**pencil**	**basket**
absent	**recoil**	**distant**	**pumpkin**	**velvet**
cereal	**meow**	**publish**	**entire**	**vacant**
window	**virus**	**crazy**	**favor**	**motor**
vertical	**agree**	**destroy**	**dial**	**major**
behind	**begin**	**recall**	**assume**	**END**

SCHWA & DIPHTHONG SYLLABLE MAZE #2- ANSWER KEY

START	**future**	**defend**	**moment**	**frozen**
annoy	**open**	**hotel**	**tiny**	**table**
arrow	**pretend**	**tiger**	**later**	**even**
coughdrop	**travel**	**employ**	**over**	**basic**
climate	**behave**	**comma**	**dollhouse**	**gauntlet**
clover	**vanish**	**limit**	**robin**	**cinnamon**
river	**spoilage**	**schoolbook**	**again**	**occur**
lemon	**capital**	**magic**	**insect**	**livid**
panic	**August**	**celebrate**	**president**	**END**

Name: _____

SCHWA & DIPHTHONG SYLLABLES Speed Drill

1. Underline the schwa and diphthong syllables in each word.
2. Pronounce each word with your teacher/partner.
3. Practice reading the words on your own.
4. Have a partner time you reading the words for one minute.
5. Keep practicing to improve your speed.

around	faucet	awake	mountain	avoid	appoint	cowboy	fountain	banana	drowsy
felon	defiant	cloudy	salad	discount	eyebrow	seesaw	salute	destroy	recoil
appoint	banana	around	awake	defiant	fountain	discount	mountain	cloudy	avoid
seesaw	defiant	cloudy	mountain	cowboy	felon	salute	eyebrow	destroy	drowsy
appoint	destroy	banana	discount	faucet	seesaw	defiant	appoint	salad	recoil
felon	around	drowsy	awake	cloudy	avoid	cowboy	seesaw	fountain	eyebrow
recoil	cowboy	salute	felon	mountain	banana	around	salad	discount	destroy
avoid	faucet	banana	awake	cloudy	appoint	destroy	defiant	salute	recoil
fountain	eyebrow	seesaw	salad	around	drowsy	discount	recoil	eyebrow	faucet
drowsy	salad	faucet	mountain	felon	salute	awake	cowboy	fountain	avoid

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

Adapted from: Blevins, Wiley. *Week-by-Week Phonics & Word Study Activities for the Intermediate Grades 35 Mini-Lessons With Skill-Building Activities to Help Students Tackle Multisyllabic Words and Improve Their Fluency, Vocabulary, and Comprehension*. Scholastic Prof Book Div, 2011.

PREFIXES

FORE-
PRO-
INTER-

PREFIXES *fore-, pro-, inter-*

Focus: A prefix is a word part added to the beginning of a base word that changes its meaning. A base word is a word part that cannot be broken into smaller words or word parts. Because many base words have prefixes, it is useful to know how to identify and use these word parts to determine the meaning of words. Please note that while this strategy is often useful, there are occasions when it does not work.

Lesson Component:	**Instruction:**
Introduction	- Explain to students that a base word is a word part that cannot be broken into smaller words or word parts. Many base words have prefixes. A prefix is a word part added to the beginning of a base word and it changes its meaning. Because many base words have prefixes, it is useful to know how to look for and use prefixes and base words to figure out the meaning of words. This strategy is often useful, but there are occasions when it does not work. - Introduce students to the Prefixes Anchor Chart*. Explain that this chart will be filled in as new prefixes are introduced. 1. "Today's lesson is on the prefixes *fore-, pro-,* and *inter-*. *Fore-* is a prefix that means before. For example, the word **forecast** means to predict a future event or trend. *The weatherman's forecast was calling for thunderstorms in Mississippi.* He predicted what type of weather was coming before it happened. *Pro-* means for, toward the front or to put forth like in **proceed**. *We will proceed with the parade as normal*. In this sentence, proceed means to continue moving forward. The prefix *inter-* means between or among. An example using this prefix is **intercept**. *The defensive lineman intercepted the ball.* Intercept means to prevent something from continuing to its destination." - Add this information to Prefixes Anchor Chart* beside the new prefixes.
Word Part Reading	I Do: - Show students the words **forehead, foretell, foremost,** and **foreman,** but do not read the words aloud yet. - "Today, we will follow the morphology steps below to model how to use word part clues to determine the meaning of new words. " - "Let us look at these words that I have provided. What do you notice about these words before reading them?" - "I notice that all of the words begin with the prefix *fore-."* - Point to the word **forehead**. "I'm going to show you how to use word-part clues to figure out what this word means. First, I'll break the word into parts: prefix and base word. To segment the word, we will underline prefixes and box base words. We will underline prefixes because we can take that on or off and we still have a word that stands alone. We will box base words because it is a stable part that cannot be broken apart. For this word, we will underline *fore-* and box *head*." - "There are two types of bases. I have a poster that explains the two type of bases. We have *free bases* and *bound bases*. Free bases can stand alone even when no prefix is added. Bound bases only appear in larger words and while they still hold meaning, they cannot stand alone and can only appear with another word part."

- "We already took the word **forehead** and underlined the prefix. We boxed head because it was the base. Head can stand alone even without the prefix *fore-.* According to our poster, this is a free base. To remember this, we will write FB above it to know it is a base that can stand alone."
- "To determine the meaning of the word, I want to start by looking at the base word first because it always holds the core meaning of the word. Every word has a base."
- "The base word *head* means the upper part of the human body separated from the rest of the body by a neck. I am going to draw an arrow from the base word to the first line below it. Here I am going to write the meaning of the base word *head*, which we said was the upper part of the human body."
- "Now we will define the prefix. According to our anchor chart, prefix *fore-* means before. I will draw an arrow from the prefix to the second line below it. I'll write before on the second line."
- "Now we are ready to define **forehead**. If *head* means the upper part of the human body, and *fore-* means before, then **forehead** must mean the body part before the head."
- "We have defined what we think is the meaning of the word **forehead**. To check and ensure that this is correct, we need to read the word in the text or sentence to see if it makes sense."
- "I am going to read this sentence and let's determine if our definition for **forehead** is accurate."
- *"Without paying attention, Cheyenne knocked her forehead on the cabinet. She ran to her mom with a huge knot.*
- "We defined **forehead** as the body part before the head. When I look at this sentence it says that she knocked her forehead on the cabinet. A cabinet is tall; therefore, it has to be a body part above the shoulders. Then the following sentence says her blood was gushing down her face. If it is gushing down, then that means it must be above her face. Therefore, our definition for **forehead** is accurate, so we now know that forehead means the body part before the head."
- "Point to your forehead on your body now."

- Repeat the same thinking process for **foretell**. Use sentence provided to support thinking about the meaning in context. For additional guidance in word web organization, refer to answer key attached.
    - *She was having a bad day, so it is impossible to **foretell** what she will do.*

We Do:

- Work through the word part clues with students for prefix *pro-* with example words.
  For additional guidance in word web organization, refer to answer key attached.
    - **Profound-** having or showing great knowledge and understanding
      *There was **profound** sadness for the nearly three thousand lives lost.*
    - **Proclaim-** to announce publicly
      *The president will **proclaim** a new holiday next month.*

	You Do: - Students work through the word part clues for prefix *inter-* with example words. For additional guidance in word web organization, refer to answer key attached. - **Intermingle-** to mix together *I had to **intermingle** at the party to make sure I saw everyone that attended.* - **International-** involving two or more nations; occurring between nations *Justin Timberlake is an **international** celebrity.* * Provide scaffolding supports as needed by individual students.

* Prefixes Anchor Chart and Morphology Steps can be found in the Appendices.

Prefix	Meaning	Additional Examples
fore-	before	**forecast**- a statement about what you think is going to happen in the future **forehead**- the part of the body before the head **foretell**- to describe (something) before it happens **foremost**- in the first or most important position **foreman**- a person who is in charge of a group of workers **forecastle**- the forward part of the upper deck of a ship **forefather**- a person (especially a man) who was in your family in past times **foremost**- in the first or most important position **foresee**- to see or know about beforehand **forefinger**- index finger
pro-	for, toward the front or to put forth; before	**proceed**- to continue to do something **proclaim**- to declare or announce (something) **profound**- having or showing great knowledge and understanding **prolong**- to make longer than usually or expected **protest**- to complain strongly about or to declare positively
inter-	between, within or among	**intercept**- to prevent something from continuing to its destination **intermingle**-to mix together **intermission**- a short interval between the acts of a play or performance **international**- involving two or more nations; occurring between nations **interchange**- sharing or exchanging things **intercourse**- dealings between persons or groups **interdependent**- depending on another person **interlace**- to unite as if by lacing together **interlock**- to connect or lock together **interpose**- to put between two or more things **interrelate**- to bring into or have a connection with each other **intersection**- the place or point where two or more things cross each other **interstate**- existing or occurring between two or more states **interweave**- to twist or weave together; to blend together

FB fore**cast** to take effect + before	BB pro**ceed** move + in front or before	BB inter**cept** taken + between
FB fore**tell** tell about + before	FB pro**claim** state something + in front or before	FB inter**mingle** move freely + between
FB fore**head** part of the face + before	FB pro**found** discover new information + in front or before	FB inter**national** country + between

Prefixes: fore-, pro-, inter-
Word Web
Deconstruction Guide

Prefixes: fore-, pro-, inter- **Name: _____**

Guided Practice **Date: _____**

Use the sentence context to complete the word web.

John could not <u>foresee</u> the consequences of his actions. He had to learn from his mistakes.	f o r e s e e	
My teacher created <u>interactive</u> lessons for us each day. Learning with one another helps us grow.	i n t e r a c t i v e	
They have been unable to pay their bill. The bank said they may <u>foreclose</u> their loan.	f o r e c l o s e	
Our boss had to <u>prorate</u> our paychecks because we only worked 2 weeks instead of 4 weeks.	p r o r a t e	

Prefixes: fore-, pro-, inter- **Name:** _____
Guided Practice **Date:** _____
ANSWER KEY

Use the sentence context to complete the word web.

John could not <u>foresee</u> the consequences of his actions. He had to learn from his mistakes.	foresee look + before	Students will create working definitions for each given word. Answers may vary.
My teacher created <u>interactive</u> lessons for us each day. Learning with one another helps us grow.	interactive to do + between	
They have been unable to pay their bill. The bank said they may <u>foreclose</u> their loan.	foreclose end or stop + before	
Our boss had to <u>prorate</u> our paychecks because we only worked 2 weeks instead of 4 weeks.	prorate fixed amount + in front or before	

Prefixes: fore-, pro-, inter- **Name: _____**
Text Application **Date:**

Identify the words with the prefixes being studied. After the 1st read, determine the meaning of each word.

I was in a great deal of pain as my mother raced down the interstate. I had been playing basketball with my brother. When going to do a layup, I jammed my forefinger on his hand. It immediately turned purple. In order to not prolong the problem, my mom decided we should see a doctor. I was trying to interweave my fingers, but it was so swollen I couldn't move them together. I was unable to foresee what the doctor would do, but I knew it was likely to hurt.

Interweave:_____
_____
_____

Forefinger:_____
_____
_____

Prolong:_____
_____
_____

Prefixes: fore-, pro-, inter- **Name: _____**

Text Application **Date: _____**

ANSWER KEY

Identify the words with the prefixes being studied. After the 1st read, determine the meaning of each word.

I was in a great deal of pain as my mother raced down the interstate. I had been playing basketball with my brother. When going to do a layup, I jammed my forefinger on his hand. It immediately turned purple. In order to not prolong the problem, my mom decided we should see a doctor. I was trying to interweave my fingers, but it was so swollen I couldn't move them together. I was unable to foresee what the doctor would do, but I knew it was likely to hurt.

Interweave: blend or move closely together

Forefinger: first finger on your hand

Prolong: to make continue for a long time

* Print card deck front and back.

pro-

inter-

fore-

* Print card deck front and back.

Word Origin: Greek

Meaning: before in time or position

Word Origin: Latin

Meaning: between or among

Word Origin: Anglo-Saxon

Meaning: before or in front of

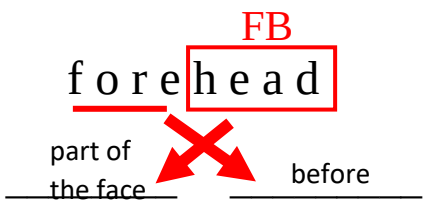
FORE-, PRO-, INTER- PREFIXES GO FISH

RF3.3a- Identify and know the meaning of the most common prefixes and derivational suffixes.

Directions:

1. Mix the cards, deal five cards to each player.
2. Place the rest of the cards face down on the table.
3. The first player asks another player for the match to one of the cards in their hand. If the other player has it, he/she must hand it over. If the other player does not have it, the person who asked picks a card from the card pack.
4. The player with the most matches wins.
5. When all matches have been made, record your words onto the recording sheet and determine meaning of the word by creating a word web.

Example:

Word:	Word Web:
forehead	

fore- before

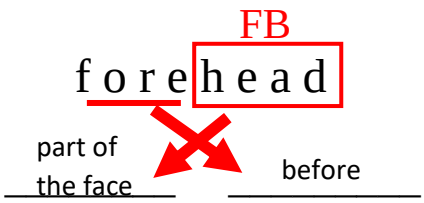
pro- for, toward the front or to put forth; before

inter- between, within or among

Name: _____

FORE-, PRO-, INTER- GO FISH

RF3.3a- Identify and know the meaning of the most common prefixes and derivational suffixes.

WORD	WORD WEB
forehead	

Extension: Choose two words from above and write two sentences using the new words.
Example: Word: forehead Sentence: I hit my forehead on the counter running through the kitchen.

1. Word: ____ Sentence: _____

2. Word:_____ Sentence: _____

FORE-, PRO-, INTER- PREFIXES GO FISH CARDS

forefinger	forefinger	foremost
foremost	forefather	forefather
foresight	foresight	foreword

foreword	forewarn	forewarn
protest	protest	prolong
prolong	profound	profound

provirus	provirus	proclaim
proclaim	prorate	prorate
intersection	intersection	interweave

interweave	interactive	interactive
interpersonal	interpersonal	interstate
interstate	intermingle	intermingle

Name: _____

PREFIXES FORE-, PRO-, INTER-Speed Drill

1. Pronounce each prefix and state meaning with your teacher/partner.
2. Practice reading the prefixes and stating meanings on your own.
3. Have a partner time you reading the prefixes and stating meanings for one minute.
4. Keep practicing to improve your speed.

fore- before

pro- for, toward the front or to put forth; before

inter- between, within or among

fore-	**pro-**	**inter-**	**pro-**	**inter-**
inter-	**pro-**	**inter-**	**fore-**	**inter-**
fore-	**pro-**	**fore-**	**inter-**	**pro-**
fore-	**pro-**	**fore-**	**pro-**	**inter-**
inter-	**inter-**	**pro-**	**fore-**	**fore-**
pro-	**fore-**	**inter-**	**pro-**	**fore-**

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

PREFIXES

TRANS-
NON-
OVER-

PREFIXES *trans-, non-, over-*

***Focus*:** A prefix is a word part added to the beginning of a base word that changes its meaning. A base word is a word part that cannot be broken into smaller words or word parts. Because many base words have prefixes, it is useful to know how to identify and use these word parts to determine the meaning of words. Please note that while this strategy is often useful, there are occasions when it does not work.

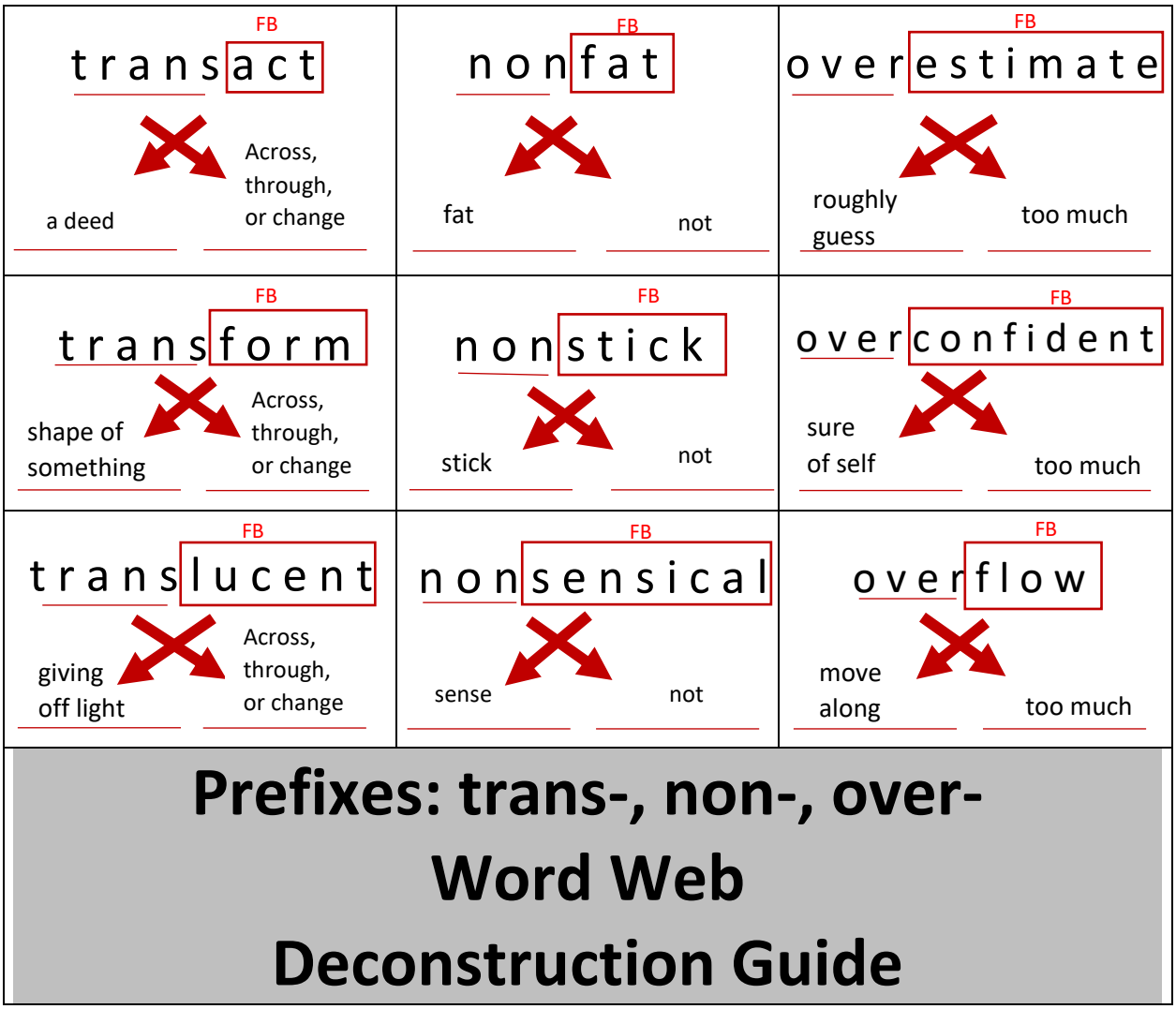
Lesson Component:	Instruction:
Introduction	- Explain to students that a base word is a word part that cannot be broken into smaller words or word parts. Many base words have prefixes. A prefix is a word part added to the beginning of a base word and it changes its meaning. Because many base words have prefixes, it is useful to know how to look for and use prefixes and base words to figure out the meaning of words. This strategy is often useful, but there are occasions when it does not work. - Review previously learned prefixes with the review card deck (*fore-, pro-, inter-).* 1. "Before we learn today's prefixes, let us review our prefixes we have already learned. I am going to hold up a card, you will read the prefix and then state the meaning." 2. Today's lesson is on prefixes *trans-*, *non-*, and *over-*. *Trans-* is a prefix that means across, through or change. For example, the word **transact** means to do business with another person, company, etc. *We have some important business to transact with our parents at parent conferences next week*. The teachers have some important information that they need to discuss with the parents at the parent conferences. They will be doing "business" with them. *Non-* means not, like in **nonfat**. *My mom is a on a diet and eats nonfat yogurt every morning for breakfast.* In this sentence, nonfat means yogurt that has no fat in it. The prefix *over-* means too much. An example using this prefix is **overestimate.** *The students guessed that there were only 115 jellybeans in the jar because they did not want to overestimate.* Overestimate means to guess too much or over." - Add this information to Prefixes Anchor Chart* beside the new prefixes.
Word Part Reading	I Do: - Show students the words **transform, translucent, transplant,** and **transcultural**, but do not read the words aloud yet. - "Today we will follow the morphology steps, to model how to use word part clues to determine the meaning of new words." - "Let's look at these words that I have provided. What do you notice about these words before reading them?" - "I notice that all of the words begin with the prefix *trans-*." - Point to the word **transform**. "I'm going to show you how to use word-part clues to figure out what this word means. First, I will break the word into parts: prefix and base word. We've already learned that we underline prefixes and box base words. We know that we underline prefixes because they can be removed or added. We box base words because they are a stable part that cannot be broke. With our word, we will underline *trans-* and box *form*."

	- "We have already discussed that there are two types of bases, free bases and bound bases. Our poster explains the two types." - "We already took the word *transform* and underlined the prefix. We boxed *form* because it was the base. *Form* can stand alone even without the prefix *trans*-. According to our poster, this is a free base. To remember this, we will write FB above it to know it is a base that can stand alone." - "Remember, to determine the meaning of the word, I want to start by looking at the base word first because it always holds the core meaning of the word. Every word must have a base." - "The base word form means the shape of something or the way of doing something. I am going to draw an arrow from the base word to the first line below it. Here I am going to the write the meaning of the base word form, which we said was the shape of something or way of doing something. I can write both definitions to begin with and then read my sentence to determine which meaning it is." - "Now we will define the prefix. According to our anchor chart, prefix *trans*- means across, through, or change. I will draw an arrow from the prefix to the second line below it. I'll write across, through and change on the second line. Again, we can use all of them to help determine the meaning." - "We are ready to define *transform*. If form means shape or way of doing something, and *trans*- means across, through, or change, then transform might mean having major change where it changes the way you do something." - "We have defined what we think is the meaning of the word **transform**. To check and ensure that this is correct, we need to read the word in the text or sentence to see if it makes sense." - "I am going to read this sentence and let us determine if our definition for transform is accurate." - *"My brother is going to **transform** the ordinary pumpkin into an extravagant jack-o-lantern."* - "We defined transform as the having a major change where it changes the way you do something. When I look at this sentence it says the pumpkin will transform into a jack-o-lantern. And they used ordinary which means plain to extravagant which means fancy. I think transform does mean to change but it does not change the way you do something. I would redefine transform as a major change that changes the something looks." - Repeat the same thinking process for **translucent**. Use sentence provided to support thinking about the meaning in context. For additional guidance in word web organization, refer to answer key attached. o *When the oil is hot, add the onion and cook until it is **translucent** and soft.*

	We Do: - Work through the word part clues with the students for prefix *non-* with example words. For additional guidance in word web organization, refer to answer key attached. - **Nonstick**- something that does not stick *Be sure to use **nonstick** cooking spray before putting eggs in the skillet.* - **Nonsensical**- not making sense *The radio was playing nonsensical songs from the past and I could not tell what the words were.* You Do: - Students work through the word part clues for prefix *over-* with example words. For additional guidance in word web organization, refer to answer key attached. - **Overconfident**- having too much confidence about something *Rafael was **overconfident** about his team winning, but one bad inning kept them from winning.* - **Overflow**- the amount of something that flows over the limit *Because everyone is getting sick, the hospitals have an **overflow** of patients.* * Provide scaffolding supports as needed by individual students.

* Prefixes Anchor Chart and Morphology Steps can be found in the Appendices.

Prefix	Meaning	Additional Examples
trans-	across, through or change	**translucent**- not completely clear but clear enough to allow light to pass through **transact**- to do business with another person, company, etc. **transcontinental**- crossing, extending across, or being on the farther side of a continent **transcultural**- extending across two or more cultures **transform**- to change (something) completely **transfix**- to cause someone to sit or stand without moving because of surprise, shock, interest, etc. **transcribe**- to make a copy of or to write down something that is spoken **transplant**- to remove from one place and move elsewhere
non-	not	**nonessential**- not necessary; something that is not essential **nonfat**- without fat; having the fat solids removed **nonpoisonous**- not poisonous **nonstick**- something that does not stick **nonsensical**- not making sense **nonsmoker**- one that does not smoke **nonexistent**- something that does not exist **nonfiction**- text that is not fictional **nonreturnable**- something that is not able to be returned
over-	too much	**overproduction**- the act of producing more of something than is needed or wanted **overestimate**- to estimate too highly **overconfident**- having too much confidence about something **overdo**-to do way too much **overflow**- the amount of something that flows over the limit **overindulge**- to indulge way too much **overpaid**- to pay too much to someone or for something **overreact**- to respond to something with an emotion that is too strong or unnecessary **overturn**- to turn over **overwork**- to work too hard


FB
transact
Across, through, or change
a deed
FB
nonfat
fat
not
FB
overestimate
roughly guess
too much
FB
transform
shape of something
Across, through, or change
FB
nonstick
stick
not
FB
overconfident
sure of self
too much
FB
translucent
giving off light
Across, through, or change
FB
nonsensical
sense
not
FB
overflow
move along
too much
Prefixes: trans-, non-, over-
Word Web
Deconstruction Guide

Prefixes: trans-, non-, over **Name: _____**

Guided Practice **Date:**

Use the sentence context to complete the word web.

Elizabeth stood still. Her eyes were <u>transfixed</u> on the magical sunset.	t r a n s f i x	
My aunt runs a <u>nonprofit</u> organization for our community. They don't get paid for their services.	n o n p r o f i t	
My brother can often <u>overreact</u> about events. He will scream in celebration about the smallest things.	o v e r r e a c t	
John was without a job for 6 weeks because his clothing store was considered <u>nonessential</u> by the governor.	n o n e s s e n t i a l	

Prefixes: trans-, non-, over **Name:** _____

Guided Practice **Date:** _____

ANSWER KEY

Use the sentence context to complete the word web.

Elizabeth stood still. Her eyes were <u>transfixed</u> on the magical sunset.	t r a n s f i x place _____ across _____	Students will create working definitions for each given word. Answers may vary.
My aunt runs a <u>nonprofit</u> organization for our community. They don't get paid for their services.	n o n p r o f i t money _____ not _____	
My brother can often <u>overreact</u> about events. He will scream in celebration about the smallest things.	o v e r r e a c t response _____ too much _____	
John was without a job for 6 weeks because his clothing store was considered <u>nonessential</u> by the governor.	n o n e s s e n t i a l necessary or required _____ not _____	

Prefixes: trans-, non-, over- **Name: _____**

Text Application **Date: _____**

Identify the words with the prefixes being studied. After the 1st read, determine the meaning of each word.

In March of 2020, everything changed. Life as I knew it had transformed into a new normal, and I was not familiar with it. I was no longer allowed to go to school. My mother was considered a nonessential worker. This meant we were both now transfixed in our home. Restaurants, stores, and beauty salons were closed. Suddenly an overproduction of common things like soap and toilet paper was needed. Lives were lost, things were different, but we were still one people; fighting together.

Transfix:_____

_____

_____

Nonessential:_____

_____

_____

Overproduction:_____

_____

_____

Prefixes: trans-, non-, over- **Name: _____**

Text Application **Date: _____**

ANSWER KEY

Identify the words with the prefixes being studied. After the 1st read, determine the meaning of each word.

In March of 2020, everything changed. Life as I knew it had transformed into a new normal, and I was not familiar with it. I was no longer allowed to go to school. My mother was considered a nonessential worker. This meant we were both now transfixed in our home. Restaurants, stores, and beauty salons were closed. Suddenly, an overproduction of common things like soap and toilet paper was needed. Lives were lost, things were different, but we were still one people; fighting together.

Transfix: to sit or stand across from without moving because of surprise or shock

Nonessential: not necessary

Overproduction: making more of something than is usually needed

* Print card deck front and back.

Trans-

Non-

Over-

* Print card deck front and back.

Word Origin: Anglo-Saxon

Meaning: across, through, or change

Word Origin: Latin

Meaning: not

Word Origin: Anglo-Saxon

Meaning: too much

TRANS-, NON-, OVER- PREFIXES SORT

RF3.3a- Identify and know the meaning of the most common prefixes and derivational suffixes.

Directions:

1. Look at the words provided.
2. Determine what prefix is in the word.
3. Sort the words into the correct category.
4. Record your answers on the recording sheet.

Example:

trans-	non-	over-
transact	nonfat	overestimate

trans- across, through or change

non- non

over- too much

Name: _____

TRANS-, NON-, OVER- PREFIXES SORT

RF3.3a- Identify and know the meaning of the most common prefixes and derivational suffixes.

TRANS-	NON-	OVER-
transact	nonfat	overestimate

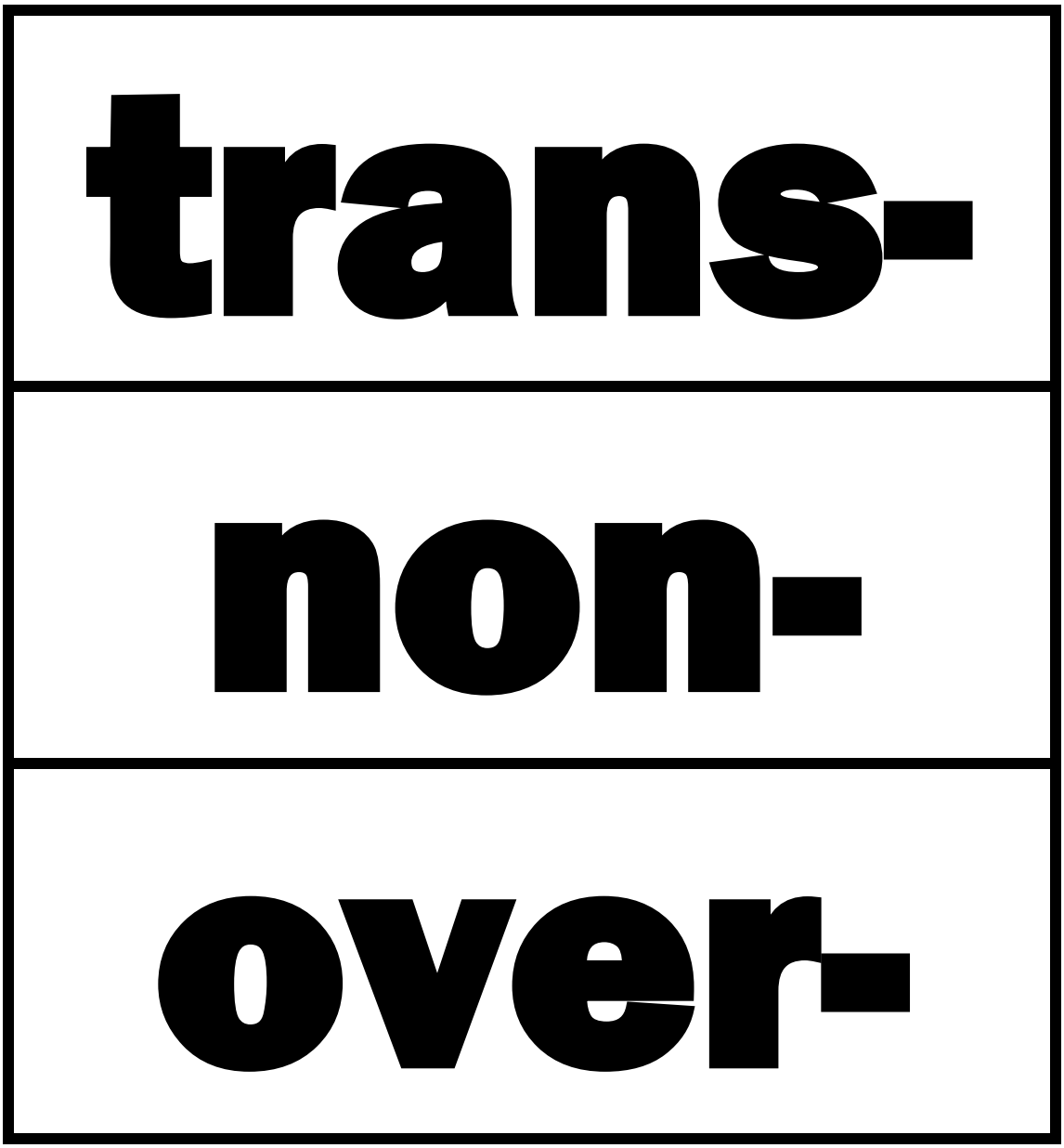
Extension: Choose two words above. Write two sentences using the new words.

Example: Word: nonfat Sentence: My mom eats nonfat yogurt every morning for breakfast.

1. Word: ____ Sentence: _____

2. Word:_____ Sentence: _____

Trans-, Non-, Over- Prefixes Sort Headers



Trans-, Non-, Over- Prefixes Sort
Word Cards

translucent	transcontinental
transcultural	transform
transfix	transcribe
transplant	transatlantic
transaction	transcript
nonessential	nonpoisonous

nonstick	nonsensical
nondairy	nonexistent
nonprofit	nonliving
nontoxic	nonpayment
overheat	overconfident
overdo	overflow
overweight	overpaid

overreact	overturn
overwork	overshirt

Trans-, Non-, Over- Prefixes Word Sort
Answer Key

TRANS-	NON-	OVER-
transact	nonfat	overestimate
translucent	nonessential	overheat
transcontinental	nonpoisonous	overconfident
transcultural	nonstick	overdo
transform	nonsensical	overflow
transfix	nondairy	overweight
transcribe	nonexistent	overpaid
transplant	nonprofit	overreact
transatlantic	nonliving	overwork
transaction	nontoxic	overshirt
transcript	nonpayment	overturn

Name: _____

PREFIXES TRANS-, NON-, OVER-Speed Drill

1. Pronounce each prefix and state meaning with your teacher/partner.
2. Practice reading the prefixes and stating meanings on your own.
3. Have a partner time you reading the prefixes and stating meanings for one minute.
4. Keep practicing to improve your speed.

trans- across, through or change

non- not

over- too much

trans-	**non-**	**over-**	**non-**	**trans-**
over-	**trans-**	**over-**	**trans-**	**non-**
over-	**non-**	**trans-**	**over-**	**trans-**
non-	**trans-**	**non-**	**over-**	**non-**
trans-	**non-**	**trans-**	**over-**	**over-**
non-	**over-**	**non-**	**trans-**	**over-**

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

PREFIXES

SUB-
SEMI-
ANTI-

PREFIXES *sub-, semi-, anti-*

Focus: A prefix is a word part added to the beginning of a base word that changes its meaning. A base word is a word part that cannot be broken into smaller words or word parts. Because many base words have prefixes, it is useful to know how to identify and use these word parts to determine the meaning of words. Please note that while this strategy is often useful, there are occasions when it does not work.

Lesson Component:	Instruction:
Introduction	- Explain to students that a base word is a word part that cannot be broken into smaller words or word parts. Many base words have prefixes. A prefix is a word part added to the beginning of a base word and it changes its meaning. Because many base words have prefixes, it is useful to know how to look for and use prefixes and base words to figure out the meaning of words. This strategy is often useful, but there are occasions when it does not work. - Review previously learned prefixes with the review card deck (*fore-, pro-, inter-, trans-, non-, over-).* 1. "Before we learn today's prefixes, let us review our prefixes we have already learned. I am going to hold up a card, you will read the prefix and then state the meaning." 2. "Today's lesson is on prefixes *sub-, semi-,* and *anti-. Sub-* is a prefix that means under or from below. For example, the word **subheading** means a heading that comes under or after the main heading. *In the biography I wrote about Martin Luther King, Jr., my heading was titled "His Life," but the subheadings were broken into "Early Life," "Mid-Life," and "Late Life" because I wanted to showcase the important events in all stages of his life*. The subheadings were below the heading and broke down his life into three different parts. *Semi-* means half like in **semicircle**. *The teacher asked the kindergartners to sit in a semicircle on the rug so that they could all see the board and each other at the same time.* The teacher had them all sit in a half circle so that they could see the board. The prefix *anti-* means opposite or against. An example using this prefix is **antisocial**. *My sister came to my party but was very antisocial with my friends* because *she did not know them.* Antisocial means to be the opposite of social." - Add this information to Prefixes Anchor Chart* beside the new prefixes.
Word Part Reading	I Do: - Show students the words **submerge**, **subcontract**, **subcontinent**, and **subpar,** but do not read the words aloud yet. - "Today we will follow the morphology steps, to model how to use the word part clues to determine the meaning of new words." - "Let us look at these words that I have provided. What do you notice about these words before reading them?" - "I notice that all of the words begin with the prefix *sub-*." - Point to the word **submerge**. "I am going to show you how to use word-part clues to figure out what his word means. First, I will break the word into parts: prefix and base word. We know that we have to underline prefixes and box base words. With our word, we will underline *sub-* and box *merge*."

	- "We know there are two types of bases, free bases and bound bases. Our poster explains the two types." - "We already took the word **submerge** and underlined the prefix. We boxed *merge* because it was the base. *Merge* can stand alone even without the prefix *sub*-. According to our poster, this is a free base. To remember this, we will write FB above it to know it is a base that can stand alone." - "Remember, to determine the meaning of the word, I want to start by looking at the base word first because it always holds the core meaning of the word. Every word must have a base." - "The base word *merge* means to become joined or united. I am going to draw an arrow from the base word to the first line below it. Here I am going to write the meaning of the base word *merge*, which we said was to become joined." - "Now we will define the prefix. According to our anchor chart, prefix *sub*- means under or from below. I will draw an arrow from the prefix to the second line below it. I will write under or from below on the second line. We will use both meanings of the prefix to help us determine the correct meaning." - "We are ready to define **submerge**. If *merge* means to become joined and *sub*- means under or below, then **submerge** might mean having things join together under something." - "We have defined what we think is the meaning of the word **submerge**. To check and ensure this is correct, we need to read the word in the text or sentence to see if it makes sense." - "I am going to read this sentence and let's determine if our definition for **submerge** is accurate." - *"Millions of years ago, Florida was **submerged**, and sharks were misplaced from their original home."* - "We defined **submerge** as to join together under something. When I look at this sentence it says that Florida, which is a state was submerged and sharks were misplaced. Misplaced means to be placed in the wrong area. Florida is dry land so if the land was submerged and sharks were not at their home anymore, then Florida must have joined together with the water, because sharks live in water, and the land went under the water. I would define **submerge** as to be under water." - Repeat the same thinking process for **submarine**. Use sentence provided to support thinking about the meaning in context. For additional guidance in word web organization, refer to answer key attached. o ***Submarines** are also used in other areas such as marine research, undersea exploration and salvage missions.* We Do: - Work through the word part clues with the students for prefix *semi*- with example words. For additional guidance in word web organization, refer to answer key attached. - **Semiannual**- happening every six months or twice in each year ***Semiannual** fishing tournaments are held in both March and July.* - **Semi-liquid**- having the qualities of both a liquid and a solid

	*Because the child kept choking on solid foods, the feed him a **semi-liquid** diet of soft food for a few weeks*. You Do: - Students work through the word part clues for prefix *anti-* with example words. For additional guidance in word web organization, refer to answer key attached. - **Antivirus**- used to protect a computer from viruses *I have 3 firewalls and an **antivirus** software installed on my computer to ensure that no one can hack it and steal my information.* - **Antihero**- a main character in a narrative text that does not have good qualities that are expected in a hero *Flippo from the story makes a great **antihero**: he doesn't like who he's become but can't work up the courage to change and be better.* * Provide scaffolding supports as needed by individual students.

* Prefixes Anchor Chart and Morphology Steps can be found in the Appendices.

Prefix	Meaning	Additional Examples
sub-	under, from below	**subside**- to become less strong or intense; to become lower **submarine**- a ship that can operate under water **subway**- a system of underground trains in a city **subpar**- performance that is under what it should be **submerge**- to put under water **subcontinent**- a large area of land that is a part of a continent **subheading**- a heading that comes after the main heading **subcontract**- to hire another person or company to do part of a job that you have been hired to do
semi-	half	**semiannual**- happening every six months or twice in each year **semicircle**- half of a circle **semiformal**- partly formal; not informal but not highly formal **semiweekly**- occurring twice a week **semiliquid**- having the qualities of both a liquid and a solid
anti-	opposite, against	**anticlimax**- something that is the opposite of exciting or dramatic that what was expected; dull or disappointing ending or result **antiseptic**- substance that goes against the infection in a wound by killing bacteria **antisocial**- going against being social **antifreeze**- a liquid used against the freezing of car engines **antiperspirant**- produced used to help fight against perspiration **antibiotic**- medicine given against the bacteria which has invaded the body **anti-inflammatory**- opposite of inflammation or swelling **antivirus**- used to protect a computer from viruses **antihero**- a main character in a narrative text that does not have good qualities that are expected in a hero

FB sub heading title at top of page under or from below	FB semi circle round shape half	FB anti social social opposite or against
FB sub merge bring together under or from below	FB semi annual yearly half	FB anti virus an infection opposite or against
FB sub marine found in the sea under or from below	FB semi liquid flows freely half	FB anti hero has good qualities opposite or against

Prefixes: sub-, semi-, anti-
Word Web
Deconstruction Guide

Prefixes: sub-, semi-, anti- **Name: _____**
Guided Practice **Date: _____**

Use the sentence context to complete the word web.

Tate was on the <u>subcommittee</u> to support our neighborhood watch. They worked under the guidance team.	s u b c o m m i t t e e	
I had no idea what I should wear to the winter <u>semiformal</u> dance. I knew my long gown would be too fancy.	s e m i f o r m a l	
My sister was a tiny baby. My mom would only let us use <u>antibacterial</u> soap because we needed her to stay healthy.	a n t i b a c t e r i a l	
In the hospital my uncle had a <u>semiprivate</u> room. The man on the other side of the curtain was so kind and enjoyed the company.	s e m i p r i v a t e	

Prefixes: sub-, semi-, anti- **Name: _____**

Guided Practice **Date: _____**

ANSWER KEY

Use the sentence context to complete the word web.

Tate was on the <u>subcommittee</u> to support our neighborhood watch. They worked under the guidance team.	s u b c o m m i t t e e group under	Students will create working definitions for each given word. Answers may vary.
I had no idea what I should wear to the winter <u>semiformal</u> dance. I knew my long gown would be too fancy.	s e m i f o r m a l fancy half	
My sister was a tiny baby. My mom would only let us use <u>antibacterial</u> soap because we needed her to stay healthy.	a n t i b a c t e r i a l germs against	
In the hospital my uncle had a <u>semiprivate</u> room. The man on the other side of the curtain was so kind and enjoyed the company.	s e m i p r i v a t e without others half	

Prefixes: sub-, semi-, anti- **Name: _____**
Text Application **Date: _____**

Identify the words with the prefixes being studied. After the 1st read, determine the meaning of each word.

It was finally opening night. Our school show choir put on a new production semiannually. Tonight, we were preforming *Grease the Musical.* I was often known as an antisocial student. I wasn't normally outgoing, but show choir made me feel comfortable in my own skin. I was able to become different characters and experience new adventures through their eyes. As I stood in the wings waiting for my que, I took a deep breath and my nerves subsided. I was ready to see the smiles, hear the laughs, and share my love for theater with the audience.

Subsided:_____
_____
_____

Semiannually:_____
_____
_____
_

Antisocial:_____
_____
_____

Prefixes: sub-, semi-, anti- **Name: _____**

Text Application **Date: _____**

ANSWER KEY

Identify the words with the prefixes being studied. After the 1st read, determine the meaning of each word.

It was finally opening night. Our school show choir put on a new production semiannually. Tonight, we were preforming *Grease the Musical.* I was often known as an antisocial student. I wasn't normally outgoing, but show choir made me feel comfortable in my own skin. I was able to become different characters and experience new adventures through their eyes. As I stood in the wings waiting for my que, I took a deep breath and my nerves subsided. I was ready to see the smiles, hear the laughs, and share my love for theater with the audience.

Subsided: to become less strong or intense; to become lower

Semiannually: happening twice in each year

Antisocial: not social

* Print card deck front and back.

Sub-

Semi-

Anti-

* Print card deck front and back.

Word Origin: Latin

Meaning: under or from below

Word Origin: Latin

Meaning: half

Word Origin: Greek

Meaning: not

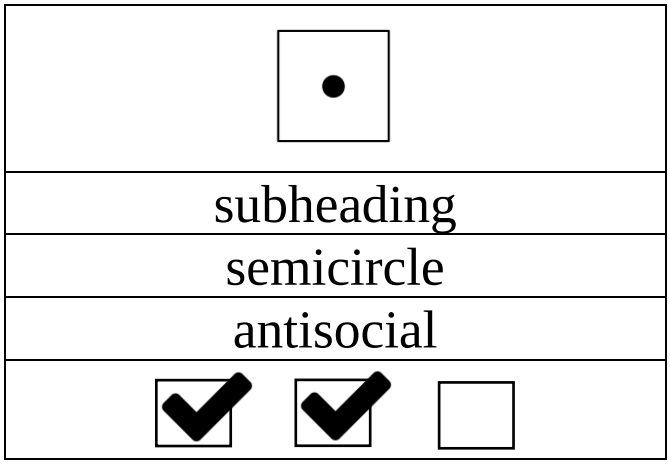
SUB-, SEMI-, ANTI- PREFIXES ROLL & READ

RF3.3a- Identify and know the meaning of the most common prefixes and derivational suffixes.

Directions:

1. Roll the die.
2. Read the corresponding column of prefixes.
3. Put a check mark in the box each time you read a column.
4. Repeat until you have read every column three times.

Example:



sub- under; from below

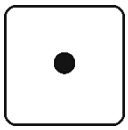
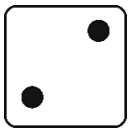
semi- half

anti- opposite, against

Name: _____

SUB-, SEMI-, ANTI- PREFIXES ROLL & READ

RF3.3a- Identify and know the meaning of the most common prefixes and derivational suffixes.

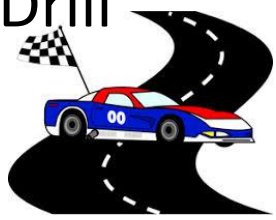
					
antiseptic	semifinal	subconscious	anticlimax	subheading	anti-inflammatory
semiannual	subside	antibiotic	subcontinent	semisweet	antiperspirant
antiviolent	semiformal	subpar	antisocial	subcontract	semitropical
submarine	antivirus	anticonflict	semiliquid	antifungal	subcommittee
semicircle	semiprivate	semiweekly	antigravity	semisolid	antihero
subway	subirrigate	antibacterial	submerge	antifreeze	subfreezing
☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐

Extension: Choose two words from above and write a sentence for each word.

Word:	Sentence:
semicircle	The teacher asked the students to sit in a <u>semicircle</u> so that everyone could see the board.

Name: _____

PREFIXES SUB-, SEMI-, ANTI-Speed Drill



1. Pronounce each prefix and state meaning with your teacher/partner.
2. Practice reading the prefixes and stating meanings on your own.
3. Have a partner time you reading the prefixes and stating meanings for one minute.
4. Keep practicing to improve your speed.

sub- under, from below

semi- half

anti- opposite, against

sub-	**semi-**	**anti-**	**anti-**	**semi-**
anti-	**sub-**	**semi-**	**sub-**	**anti-**
sub-	**semi-**	**anti-**	**semi-**	**sub-**
semi-	**anti-**	**sub-**	**sub-**	**semi-**
sub-	**anti-**	**anti-**	**semi-**	**sub-**
sub-	**anti-**	**semi-**	**anti-**	**semi-**

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

SUFFIXES

-Y

-LY

-FUL

SUFFIXES *-y, -ly, -ful*

***Focus*:** A suffix is a word part added to the end of a base word that changes its meaning. A base word is a word part that cannot be broken into smaller words or word parts. Because many base words have suffixes, it is useful to know how to look for and use these word parts to determine the meaning of words. Please note that while this strategy is often useful, there are occasions when it does not work.

Lesson Component:	Instruction:
Introduction	- Explain to students that a base word is a word part that cannot be broken into smaller words or word parts. Many base words have suffixes. A suffix is a word part added to the end of a base word and it changes its meaning. Because many base words have suffixes, it is useful to know how to look for and use suffixes and base words to determine the meaning of words. This strategy is often useful, but there are occasions when it does not work. - Review previously learned prefixes with the review card deck (*fore-, pro-, inter-, trans-, non-, over-, sub-, semi-, anti-)* 1. "Before we begin our lesson today on suffixes, let's review our prefixes we have already learned. I am going to hold up a card, you will read the prefix and then state the meaning." - Introduce students to the Suffixes Anchor Chart*. Explain that this chart will be filled in as new suffixes are introduced. 1. "Today's lesson is on suffixes *-y*, *-ly*, and *-ful*. *-y* is a suffix that means made up of or characterized by. For example, the word **funny** means made up of laughter, fun or humor. *My sister tells jokes that are extremely funny.* She makes others laugh and have fun with her humor. *-ly* is a suffix that means having the characteristic of, like in **quickly**. *B*ecause *she is in a hurry, she will go into the store quickly*. In this sentence, quickly means having the characteristics of being quick, therefore she went into the store in a fast manner. The suffix *-ful* means full of. An example using this suffix is **careful**. *Everything on the shelf is breakable, so I will be careful when taking the items off*. Careful means to be full of or using care." - Add this information to Suffixes Anchor Chart* beside the new suffixes.
Word Part Reading	I Do: - Show students the words **sticky, sunny, icy,** and **cloudy,** but do not read the words aloud yet. - "Today we follow through the steps below to model how to use word part clues to determine the meaning of new words." - "Let us look at these words that I have provided. What do you notice about these words before reading them?" - "I notice that all of the words end with the suffix *-y*." - "Point to the word **sticky**. I am going to show you how to use word part clues to figure out what this word means. First, I will divide the word into parts: prefix, base word and suffix. To segment the word, we know that we underline prefixes, box base words and we will circle suffixes. For this word, we will box *stick* and circle *-y*."

- "Remember there are two types of bases: free bases and bound bases. Our poster explains the two types."
- "We boxed the word *stick* because it is our base word. *Stick* can stand alone even without the suffix *-y*. According to our poster, this is a free base. We know that we write FB above it to know that it is a base that can stand alone."
- "To determine the meaning of the word, I want to start by looking at the base word first because it always holds the core meaning of the word. Every word has a base."
- "The base word *stick* means to cling or cause to cling. I am going to draw an arrow from the base word to the first line below it. Here I am going to write the meaning of the base word *stick*, which we said was to cling or cause to cling."
- "Normally, we would define the prefix next. This word does not have a prefix, so I have nothing to define."
- "Lastly, I will look and define the suffix. The suffix *-y* means made up of or characterized by. I will draw an arrow straight down from the suffix and write the definition below the suffix."
- "Now we are ready to define **sticky**. If *stick* means to cling or cause to cling and *-y* means characterized by, then **sticky** must mean something that tends to cling or stick to something."
- "We have defined what we think is the meaning of the word **sticky**. To check and ensure that this is correct, we need to read the word in the text or sentence to see if it makes sense."
- "I am going to read this sentence and let's determine if our definition for **sticky** is accurate."
- *"Her hand touched something **sticky**, and she lifted the plate to find leftover syrup from the waffles she ate for breakfast."*
- "We defined **sticky** as something that clings or stick to something. When I look at this sentence it says that she touched something sticky. When she touched it, it obviously had a texture and when she lifted the plate, she saw syrup from the waffles. Syrup is sweet and tends to cling and stick to the table. Therefore, our definition for sticky is accurate, so we now know that sticky means something that clings to or sticks to something."
- "Turn to your partner and tell them something that is sticky."

- Repeat the same thinking process for **sunny**. Use sentence provided to support thinking about the meaning in context. For additional guidance in word web organization, refer to answer key attached.
  - *It was a **sunny** morning and by nine o'clock I was already sweating.*

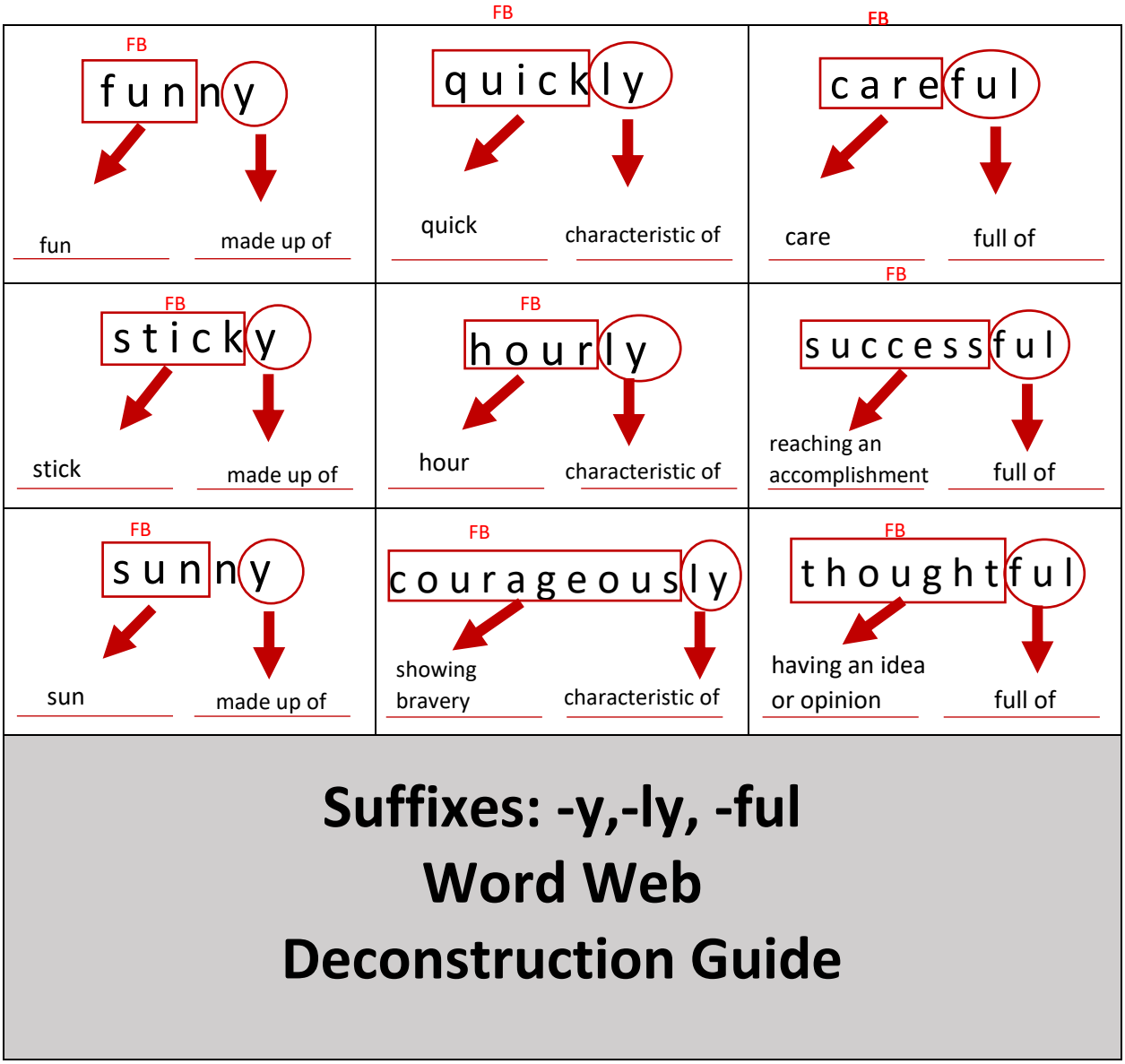
We Do:

- Use the word part clues with students for suffix *-ly* with example words. For additional guidance in word web organization, refer to answer key attached.
  - **hourly**- act or during every hour
    *Raphael's boss said that he wants updates on the reports **hourly** until they are completed.*
    courageously- brave; having or showing courage

	*Serenity plunged into things **courageously** without taking time to think things through.* You Do: - Students use the word part clues for suffix *-ful* with example words. For additional guidance in word web organization, refer to answer key attached. - **successful**- resulting or ending in success *My second attempt to learn how to dribble a ball was more **successful** than the first.* - **thoughtful**- showing concern for the needs or feelings of other people *My brother was very **thoughtful** when he brought me crackers and Sprite to help ease my stomach while I was sick.* * Provide scaffolding supports as needed by individual students.

* Suffixes Anchor Chart and Morphology Steps can be found in the Appendices.

Prefix	Meaning	Additional Examples
-y	made up of or characterized by	**brainy**- characterized by being very smart or intelligent **funny**- made up of laughter, fun or humor **dirty**- characterized by being not clean or unfair **fruity**- characterized by tasting or smelling like fruit **messy**- made up of not being clean or not careful **creamy**- characterized by being made with cream or thick and smooth **grouchy**- characterized by complaining about things or having a bad temper **noisy**- character by making a lot of loud noise **touchy**- made up of easily hurting or upset by things that people say about you
-ly	characteristic of	**quickly**- in a fast or quick manner **hourly**- act or during every hour carefully- using care **badly**- in a bad manner **courageously**- brave; having or showing courage **inwardly**- in a way that is not openly shown or stated **gingerly**- very carefully **excessively**- being too much **appropriately**- right or suited for some purpose or situation **fluently**- something done is a smooth and easy way
-ful	full of	**careful**- full of care; using care **frightful**- cause fear or alarm **thoughtful**- showing concern for the needs or feelings of other people **delightful**- very pleasant; giving or causing delight **skillful**- having the training, knowledge, and experience to do something well **successful**- resulting or ending in success **neglectful**- not looking after or giving attention to something/someone **forceful**- having much strength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characteristic of
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successful
reaching an accomplishment
full of
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sunny
sun
made up of
FB
courageously
showing bravery
characteristic of
FB
thoughtful
having an idea or opinion
full of
Suffixes: -y,-ly, -ful
Word Web
Deconstruction Guide

Suffixes: -y, -ly, -ful **Name: _____**

Guided Practice **Date: _____**

Use the sentence context to complete the word web.

Sarah has never been a morning person. She always wakes up grouchy.	g r o u c h y _____ _____	
I am working on becoming a strong reader. I practice reading fluently every morning.	f l u e n t l y	
My mom said I can't have a pet until I'm 15. She is afraid I will be neglectful because I'm so young.	n e g l e c t f u l	
The hospital was very busy. There was a frightful accident on the highway.	f r i g h t f u l	

Suffixes: -y, -ly, -ful **Name:** _____

Guided Practice **Date:** _____

ANSWER KEY

Use the sentence context to complete the word web.

Sarah has never been a morning person. She always wakes up grouchy.	g r o u c h y grumpy / made up of	Students will create working definitions for each given word. Answers may vary.
I am working on becoming a strong reader. I practice reading fluently every morning.	f l u e n t l y easy and accurate / characteristic of	
My mom said I can't have a pet until I'm 15. She is afraid I will be neglectful because I'm so young.	n e g l e c t f u l failure to care for / full of	
The hospital was very busy. There was a frightful accident on the highway.	f r i g h t f u l fear / full of	

Suffixes: -y, -ly, -ful **Name: _____**
Text Application **Date: _____**

Identify the words with the suffixes being studied. After the 1st read, determine the meaning of each word.

While spending the summer with my grandmother, she decided to teach me a few things in the kitchen. She has always been a skillful baker. Her cakes leave your mouth watering. Today, we baked her famous lemon cake from start to finish. She taught me how to mix the batter, prepare the pan, and apply the icing. We added extra butter to ensure the icing was creamy. I checked hourly to see if it was ready to eat. After what seemed like days, my grandmother and I sat down to a delightful afternoon snack, cake!

Creamy:_____
_____
_____

Hourly:_____
_____
_____

Skillful:_____
_____
_____

Suffixes: -y, -ly, -ful **Name: _____**

Text Application **Date: _____**

ANSWER KEY

Identify the words with the suffixes being studied. After the 1st read, determine the meaning of each word.

While spending the summer with my grandmother, she decided to teach me a few things in the kitchen. She has always been a skillful baker. Her cakes leave your mouth watering. Today, we baked her famous lemon cake from start to finish. She taught me how to mix the batter, prepare the pan, and apply the icing. We added extra butter to ensure the icing was creamy. I checked hourly to see if it was ready to eat. After what seemed like days, my grandmother and I sat down to a delightful afternoon snack, cake!

Creamy: characterized by being made with cream or think and smooth

Hourly: during every hour

Skillful: full of skill

* Print card deck front and back.

-y

-ly

-ful

* Print card deck front and back.

Meaning: made up of or characterized by

Meaning: characteristic of

Meaning: full of

-Y, -LY, -FUL SUFFIXES MEMORY

RF3.3a- Identify and know the meaning of the most common prefixes and derivational suffixes.

Directions:

1. Place the suffixes in rows and columns on the left face down. (____ color cards)
2. Place the words cards in rows and columns on the right-side face down. (____ color cards)
3. The first player turns over two cards—one from the suffix part section (_____ color) and one from the word card section (_____ color).
4. Read the two cards together to figure out if the suffix and word card match. If it does, keep the cards and write the word on your recording sheet. If it doesn't, flip cards over.
5. Repeat steps 1-4 for the next player.
6. The player with the most cards at the end of the game time wins!

-y- made up or characterized by

-ly- characteristic of

-ful- full of

Example:

	quickly
-ly	

Recording Sheet

Suffix	Word	Word Meaning
-ly	quickly	characteristic of being quick or fast

Name: _____

SUFFIXES -Y, -LY, -FUL MEMORY

RF3.3a- Identify and know the meaning of the most common prefixes and derivational suffixes.

SUFFIX	WORD	WORD MEANING
-ly	quickly	characterisitc of being quick or fast

Extension: Choose two words from above and write a sentence for each word.

Word:	Sentence:
quickly	She ran into the store quickly before the wedding.

SUFFIXES -Y, -LY, -FUL SUFFIX CARDS

*** print on colored cardstock**

-y	-y	-y
-y	-y	-y
-y	-y	-y

-ly	-ly	-ly
-ly	-ly	-ly
-ly	-ly	-ly

-ful	-ful	-ful
-ful	-ful	-ful
-ful	-ful	-ful

SUFFIXES -Y, -LY, -FUL WORD CARDS

*** print on a different colored cardstock**

moody	chewy	foggy
rocky	funny	handy
messy	witty	grouchy

merrily	weirdly	manually
cleverly	literally	crazily
currently	fairly	lonely

wonderful	delightful	forgetful
powerful	useful	truthful
skillful	plentiful	harmful

SUFFIXES -Y, -LY, -FUL MEMORY
ANSWER KEY

-Y	-LY	-FUL
moody	merrily	wonderful
chewy	weirdly	delightful
foggy	manually	forgetful
rocky	cleverly	powerful
funny	literally	useful
handy	crazily	truthful
messy	currently	skillful
witty	fairly	plentiful
grouchy	lonely	harmful

Name: _____

SUFFIXES -Y, -LY, -FUL Speed Drill

1. Pronounce each suffix and state meaning with your teacher/partner.
2. Practice reading the suffixes and stating meanings on your own.
3. Have a partner time you reading the suffixes and stating meanings for one minute.
4. Keep practicing to improve your speed.

-y- made up of or characterized by

-ly- characteristic of

-ful- full of

-y	**-ly**	**-ful**	**-ly**	**-y**
-ful	**-y**	**-ly**	**-ful**	**-y**
-y	**-ly**	**-y**	**-ful**	**-ly**
-ful	**-y**	**-ly**	**-ful**	**-y**
-y	**-ly**	**-ful**	**-ly**	**-ful**
-ly	**-ful**	**-ly**	**-y**	**-ful**

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

SUFFIXES

-HOOD

-LESS

-NESS

SUFFIXES *-hood, -less, -ness*

***Focus*:** A suffix is a word part added to the end of a base word that changes its meaning. A base word is a word part that cannot be broken into smaller words or word parts. Because many base words have suffixes, it is useful to know how to look for and use these word parts to identify the meaning of words. Please note that while this strategy is often useful, there are occasions when it does not work.

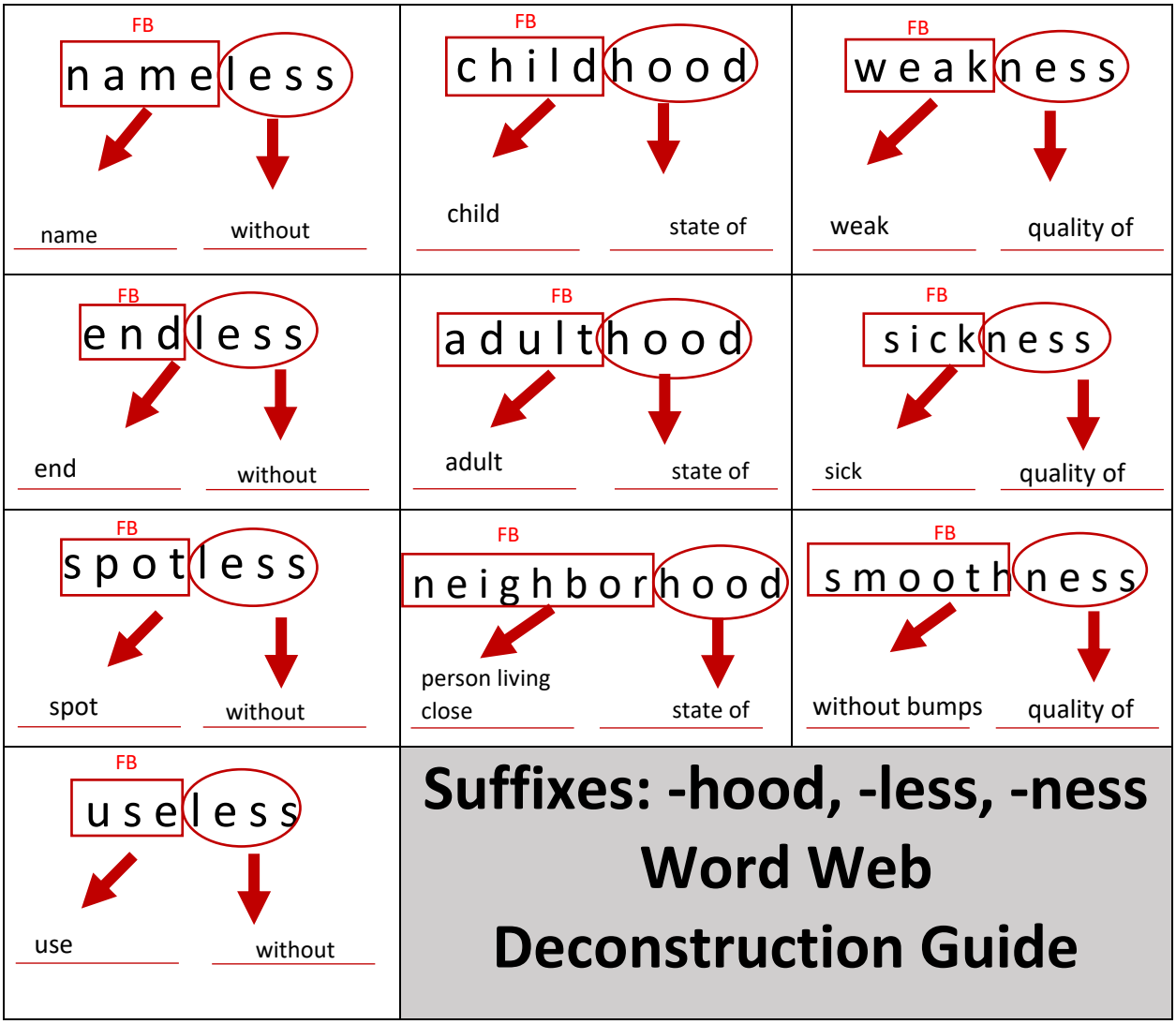
Lesson Component:	Instruction:
Introduction	- Explain to students that a base word is a word part that cannot be broken into smaller words or word parts. Many base words have suffixes. A suffix is a word part added to the end of a base word and it changes its meaning. Because many base words have suffixes, it is useful to know how to look for and use suffixes and base words to identify the meaning of words. This strategy is often useful, but there are occasions when it does not work. - Review previously learned affixes with the review card deck *(fore-, pro- inter- trans-, non-, over-, sub-, semi-, anti-, -y, -ly, -ful*). 1. "Before we begin our lesson today on suffixes, let's review our affixes we have already learned. I am going to hold up a card, you will read the affix, state if it is a prefix or suffix and then state the meaning." 2. "Today's lesson is on suffixes *-hood, -less,* and *-ness*. *-less* is a suffix that means without as in in **nameless**. *The boy that I talked to in the waiting room at the doctor's office remained **nameless***. In this sentence, nameless means without a name, therefore the person never knew the boy's name. *-hood* is a suffix that means state, condition, or quality. For example, the word **childhood** means the state of being a child. *Watching other kids swing on the playground brought back **childhood** memories.* The suffix *-ness* means the state or quality. It also turns a word into a noun. An example using this suffix is **weakness**. *My biggest **weakness** is chocolate and I could eat it every day.* Weakness means the state of being weak as in not being able to stay away and resist the chocolate." - Add this information to Suffixes Anchor Chart* beside the new suffixes.
Word Part Reading	I Do: - Show students the words **endless, spotless, fearless,** and **homeless,** but do not read the words aloud yet. - "Today we will follow the steps to model how to use word part clues to determine the meaning of new words." - "Let us look at these words that I have provided. What do you notice about these words before reading them?" - "I notice that all of the words end with the suffix *-less*." - "Point to the word **endless**. I am going to show you how to use word part clues to figure out what this word means. First, I will break the word into parts: prefix, base word and suffix. To segment the word, we know that we underline prefixes, box base words and we will circle suffixes. With our word, we will box *end* and circle *-less*." - "Remember there are two types of bases: free bases and bound bases. Our poster explains the two types."

	- "We boxed the word *end* because it is our base word. *End* can stand alone even without the suffix *-less*. According to our poster, this is a free base. We know that we write FB above it to know that it is a base that can stand alone." - "To determine the meaning of the word, I want to start by looking at the base word first because it always holds the core meaning of the word. Every word has a base." - "The base word *end* means the final part of something. I am going to draw an arrow from the base word to the first line below it. Here I am going to write the meaning of the base word *end*, which we said was the final part of something." - "Normally, we would define the prefix next. This word does not have a prefix, so I have nothing to define." - "Lastly, I will look and define the suffix. The suffix *-less* means without. I will draw an arrow straight down from the suffix and write the definition below the suffix." - "Now we are ready to define **endless**. If *end* means the final part of something and *-less* means without, then **endless** must mean seeming to be without an end." - "We have defined what we think is the meaning of the word **endless**. To check and ensure that this is correct, we need to read the word in the text or sentence to see if it makes sense." - "I am going to read this sentence and let's determine if our definition for **endless** is accurate." - *"It was hot outside and the coach had us 50 running laps, in the moment, it seemed **endless**."* - "We defined **endless** as seeming to be without an end. When I look at this sentence it says that it was hot and they were running laps. Running laps outside when it is hot does not sound like fun. Therefore, our definition for **endless** is accurate, because they did not think the laps were ever going to end. We now know that **endless** means seeming to be without end." - "Turn to your partner and tell them one time when you thought something was **endless**." - Repeat the same thinking process for **useless**. Use the sentence provided to support thinking about the meaning in context. For additional guidance in word web organization, refer to answer key attached. o *The decorations are beautiful but since the dance is canceled, they are now **useless**.* We Do: - Follow the word part clues with students for suffix *-hood* with example words. For additional guidance in word web organization, refer to answer key attached. - **adulthood-** state of being an adult *Paying bills is my mother's least favorite part of **adulthood**.* - **neighborhood**- a section of town of people how live near each other *We walked the **neighborhood** yesterday and saw all the Christmas lights.*

	You Do: - Students work through the word part clues for suffix -*ness* with example words. For additional guidance in word web organization, refer to answer key attached. - **sickness**- state of being sick When my dad cut open the fish, I developed a **sickness** in my stomach. - **smoothness**- qualities of being smooth As you are observing the pearl, look for its **smoothness**, shape and luster. * Provide scaffolding supports as needed by individual students.

* Suffixes Anchor Chart and Morphology Steps can be found in the Appendices.

Prefix	Meaning	Additional Examples
-less	without	**artless**- without art, knowledge, or skill **powerless**- without power **nameless**- without a name **worthless**- lacking worth; useless **noiseless**- without any noise **flawless**- having no flaw or imperfection **motionless**- having no motion or movement **regardless**- without being stopped by difficulty, trouble, etc. **endless**- seeming to be without end **fearless**- having no fear **homeless**- without a home **spotless**- free from spot or blemish; perfectly clean **useless**- having or being of no use
-hood	state, condition, or quality	**childhood**- state of being a child **adulthood**- state of being an adult **falsehood**- quality of being an untrue statement **neighborhood**- a section of town of people how live near each other **brotherhood**- quality of being "like brothers"
-ness	state or quality (makes a noun)	**manliness**- having or showing qualities (strength, courage, etc.) that are expected in a man **faithfulness**- quality of showing true and constant support or loyalty **craftiness**- qualities of being crafty **forgiveness**- state of forgiving someone **greatness**- state of being great **weakness**- state of being weak **darkness**- state of being dark **sickness**- state of being sick **smoothness**- qualities of being smooth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FB
sickness
sick
quality of
FB
spotless
spot
without
FB
neighborhood
person living close
state of
FB
smoothness
without bumps
quality of
FB
useless
use
without
Suffixes: -hood, -less, -ness
Word Web
Deconstruction Guide

Suffixes: -hood, -less, -ness **Name: _____**

Guided Practice **Date: _____**

Use the sentence context to complete the word web.

Thomas always fell asleep in the car. After only an hour on the road, his body was <u>motionless.</u>	m o t i o n l e s s _____ _____	
Kyle and Korey had a strong bond. They had been friends for years, they called it a <u>brotherhood</u>.	b r o t h e r h o o d	
Kim hit me on the playground. My teacher said it was important to listen to her apology and offer <u>forgiveness</u>.	f o r g i v e n e s s	
Jill was ready for the play. Her hair and makeup were <u>flawless.</u>	f l a w l e s s	

Suffixes: -hood, -less, -ness **Name: _____**

Guided Practice **Date: _____**

ANSWER KEY

Use the sentence context to complete the word web.

Thomas always fell asleep in the car. After only an hour on the road, his body was <u>motionless.</u>	m o t i o n l e s s movement without	Students will create working definitions for each given word. Answers may vary.
Kyle and Korey had a strong bond. They had been friends for years, they called it a <u>brotherhood</u>.	b r o t h e r h o o d brother characteristic of	
Kim hit me on the playground. My teacher said it was important to listen to her apology and offer <u>forgiveness</u>.	f o r g i v e n e s s forgive state of	
Jill was ready for the play. Her hair and makeup were <u>flawless.</u>	f l a w l e s s fault without	

Suffixes: -hood, -less, -ness **Name: _____**

Text Application **Date: _____**

Identify the words with the suffixes being studied. After the 1st read, determine the meaning of each word.

The movie seemed endless. We watched with eyes wide. The darkness seemed to be creeping in around us. The villain was seeking the hero. He snuck around the corner to catch him off guard. I was grateful for the sisterhood that Amber and I had created. I would not have been able to watch without her support. We felt powerless and we clung to each other in anticipation of the next scene. With a bang, the hero leapt from the bushes and captured the villain in a fearless flash. We took a deep breath and embraced the heroic ending.

Endless:_____

_____

_____

Sisterhood:_____

_____

_____

Darkness:_____

_____

_____

Suffixes: -hood, -less, -ness **Name:** _____

Text Application **Date:** _____

ANSWER KEY

Identify the words with the suffixes being studied. After the 1st read, determine the meaning of each word.

The movie seemed endless. We watched with eyes wide. The darkness seemed to be creeping in around us. The villain was seeking the hero. He snuck around the corner to catch him off guard. I was grateful for the sisterhood that Amber and I had created. I would not have been able to watch without her support. We felt powerless and we clung to each other in anticipation of the next scene. With a bang, the hero leapt from the bushes and captured the villain in a fearless flash. We took a deep breath and embraced the heroic ending.

Endless: without an end

Sisterhood: state of being "like sisters"

Darkness: state of being dark

* Print card deck front and back.

-less

-hood

-ness

* Print card deck front and back.

Meaning: without

Meaning: state, condition, or quality

Meaning: state or quality of (makes a noun)

-HOOD, -LESS, -NESS SUFFIXES TIC-TAC-TOE

RF3.3a- Identify and know the meaning of the most common prefixes and derivational suffixes.

Directions:

1. Place word cards face down in a stack.
2. Each player selects a dry-erase marker or pen of a different color.
3. First player turns over a card and reads the word. The other player writes the word in one space on the tic-tac-toe board.
4. Take turns reading words and filling in spaces.
5. The first player to write three words in a row of their color wins.
6. Record your words from the tic-tac-toe board onto your recording sheet and write the word meaning of each word.

-hood- state, condition, or quality

-less- without

-ness- state or quality (makes a noun)

Example:

endless	noiseless	regardless
sickness	falsehood	fearless
brotherhood	homeless	greatness

Recording Sheet

Suffix:	Word:	Word Meaning:
-less	endless	seeming to be without an end

Name: _____

-HOOD, -LESS, -NESS SUFFIXES TIC-TAC-TOE

RF3.3a- Identify and know the meaning of the most common prefixes and derivational suffixes.

SUFFIX	WORD	WORD MEANING
-less	endless	seeming to be without an end

Extension: Choose two words from above and write a sentence for each word.

Word:	Sentence:
endless	It was hot outside and the coach had us running 50 laps, in the moment, it seemed endless.

SUFFIXES -HOOD, -LESS, -NESS WORD CARDS

falsehood	brotherhood	knighthood
sisterhood	statehood	neighborhood
adulthood	priesthood	motherhood

sickness	weakness	greatness
faithfulness	manliness	kindness
shyness	illness	sadness

Suffixes -hood, -less, -ness TIC-TAC-TOE

worthless	spotless	wireless
effortless	sleeveless	priceless
cordless	jobless	careless

TIC-TAC-TOE BOARD

Suffixes -hood, -less, -ness TIC-TAC-TOE

Name: _____

SUFFIXES -HOOD, -LESS, -NESS Speed Drill

1. Pronounce each suffix and state meaning with your teacher/partner.
2. Practice reading the suffixes and stating meanings on your own.
3. Have a partner time you reading the suffixes and stating meanings for one minute.
4. Keep practicing to improve your speed.

-hood- state, condition, or quality

-less- without

-ness- state or quality

-hood	**-less**	**-ness**	**-less**	**-hood**
-ness	**-hood**	**-less**	**-hood**	**-ness**
-hood	**-ness**	**-hood**	**-less**	**-ness**
-less	**-hood**	**-less**	**-ness**	**-hood**
-ness	**-less**	**-ness**	**-hood**	**-less**
-hood	**-ness**	**-less**	**-ness**	**-less**

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

SUFFIXES

-ER/OR

-EN

-MENT

SUFFIXES *-er/or, -en, -ment*

***Focus*:** A suffix is a word part added to the end of a base word that changes its meaning. A base word is a word part that cannot be broken into smaller words or word parts. Because many base words have suffixes, it is useful to know how to look for and use these word parts to identify the meaning of words. Please note that while this strategy is often useful, there are occasions when it does not work.

Lesson Component:	Instruction:
Introduction	- Explain to students that a base word is a word part that cannot be broken into smaller words or word parts. Many base words have suffixes. A suffix is a word part added to the end of a base word and it changes its meaning. Because many base words have suffixes, it is useful to know how to look for and use suffixes and base words to identify the meaning of words. This strategy is often useful, but there are occasions when it does not work. - Review previously learned affixes with the review card deck (*fore-, pro- inter- trans-, non-, over-, sub-, semi-, anti-, -y, -ly, -ful, -hood, -less, -ness).* 1. "Before we begin our lesson today on suffixes, let us review our affixes we have already learned. I am going to hold up a card, you will read the affix, state if it is a prefix or suffix and then state the meaning." 2. "Today's lesson is on suffixes *-er/or, -en*, and *-ment*. *-er* or *-or* are suffixes that mean a person who does an action like in **teacher**. *The **teacher** is introducing students to suffixes today.* In this sentence, teacher is a person who teaches. Usually with the suffix *-er*, the new word is a noun. *-en* is a suffix that means become and changes the word from a noun to a verb. For example, the word **mistaken** means to understand incorrectly*. My sister was **mistaken** for Katy Perry in the store yesterday.* My sister is the subject who other people thought was Katy Perry when she wasn't. They incorrectly identified her and made a mistake. The suffix *-ment* means action or result. An example using this suffix is **argument**. *I always get into an **argument** with my brother when he takes my headphones without asking.* **Argument** means the action of disagreeing in an angry manner." - Add this information to Suffixes Anchor Chart* beside the new suffixes.
Word Part Reading	I Do: - Show students the words **visitor, believer, announcer,** and **director,** but do not read the words aloud yet. - "Today we will follow the steps below to model how to use word part clues to determine the meaning of new words." - "Let us look at these words that I have provided. What do you notice about these words before reading them?" - "I notice that all of the words end with the suffix *-or* or *-er*." - "Point to the word **visitor**. I am going to show you how to use word part clues to figure out what this word means. First, I will break the word into parts: prefix, base word and suffix. - "To segment the word, we know that we underline prefixes, box base words and we will circle suffixes. With our wor, we will box *visit* and circle *-or*."

- "Remember there are two types of bases: free bases and bound bases. Our poster explains the two types."
- "We boxed the word *visit* because it is our base word. *Visit* can stand alone even without the suffix *-or*. According to our poster, this is a free base. We know that we write FB above it to know that it is a base that can stand alone."
- "To determine the meaning of the word, I want to start by looking at the base word first because it always holds the core meaning of the word. Every word has a base."
- "The base word *visit* means to go somewhere. I am going to draw an arrow from the base word to the first line below it. Here I am going to write the meaning of the base word *visit*, which we said was to go somewhere."
- "Normally, we would define the prefix next. This word does not have a prefix, so I have nothing to define."
- "Lastly, I will look and define the suffix *-or*. The suffix *-or* means a person who does an action. I will draw an arrow straight down from the suffix and write the definition below the suffix."
- "Now we are ready to define **visitor**. If *visit* means to go somewhere and *-or* means a person who, then a **visitor** must mean a person who travels or goes somewhere."
- "We have defined what we think is the meaning of the word **visitor**. To check and ensure that this is correct, we need to read the word in the text or sentence to see if it makes sense."
- "I am going to read this sentence and let us determine if our definition for **visitor** is accurate."
- *"The **visitor** that came to our classroom spoke about his job as a meteorologist."*
- "We defined **visitor** as a person who travels or goes somewhere. When I look at this sentence it says the visitor came to the classroom. This must mean they do not normally come to the classroom. His job is being a meteorologist, so he came to share about his job. Therefore, our definition for **visitor** is accurate, because the person went somewhere to share about his job. We now know that **visitor** is a person who travels or goes somewhere.
- "Turn to your partner and tell them one place where you have been a visitor."

- Repeat the same thinking process for **believer**. Use the sentence provided to support thinking about the meaning in context. For additional guidance in word web organization, refer to answer key attached.
    - *My grandma is a firm **believer** in manners and thinks it will get you far in life.*

We Do:

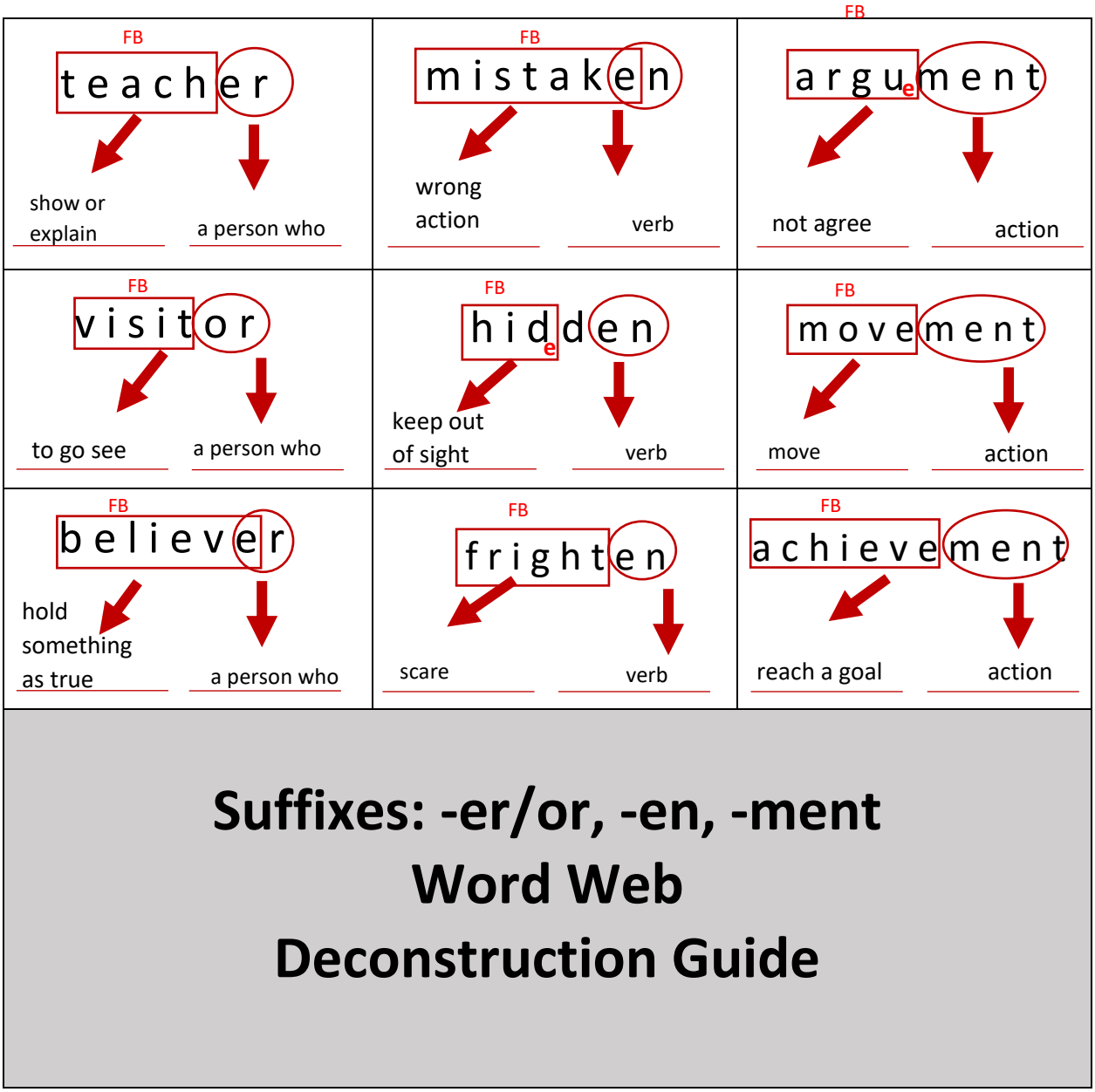
- Use the word part clues with students for suffix *-en* with example words.
  For additional guidance in word web organization, refer to answer key attached.
    - ***hidden-** now easily found, seen or known
      *We have **hidden** by the oak tree, hoping that my sister wouldn't find us during our game of hide and go seek.*
      *refer to spelling rules
    - **frighten**-to make afraid
      *Maybe a little noise would **frighten** the animals away from the back of the house.*

	You Do: - Students will use the word part clues for suffix -*ment* with example words. For additional guidance in word web organization, refer to answer key attached. - **movement**- the act of moving *The **movement** behind the bushes, scared the little girl.* - **achievement**- action of achieving something *His greatest **achievement** was when he won the gold medal at the swimming competition last year.* * Provide scaffolding supports as needed by individual students.

* Suffixes Anchor Chart and Morphology Steps can be found in the Appendices.

Prefix	Meaning	Additional Examples
-er/or	a person who does an action	**announcer**- person who announces **teacher**- person who teaches **inventor**- person who invented something **conductor**- person who directs or leads **professor**- a person who teaches at a college or university **director**- a person who directs or leads **visitor**- a person who visits somewhere **believer**- a person who believes in something
-en	become, makes the word a verb	**mistaken**-to understand incorrectly **frighten**-to make afraid **enlighten**- to give knowledge or understanding to **moisten**-to make moist **rotten**-very bad or unpleasant having rotted **straighten**- to make straight **threaten**-to show an intention to do harm or something unwanted **hidden**- now easily found, seen or known **fallen**- to drop to a lower position **frozen**- incapable of being changed, moved or undone
-ment	action, result	**commitment**- the result of promising to do or give something **temperament**- the result of a person's attitude as it affects what he or she says or does **argument**- the action of disagreeing in an angry manner **achievement**- action of achieving something **advancement**-the act of moving forward **disagreement**- the act of failing to agree **appointment**- the act of agreeing to meet with someone at a particular time **employment**- the act of paying someone to do a job **movement**- the act of moving

***Refer to spelling rules. (i.e. mistaken, hidden, etc.)**



Guided Practice
Suffix Lesson 3

Name: _____
Date: _____

Use the sentence context to complete the word web.

We missed the 3rd inning. I listened carefully to the announcer as he reviewed the events from before.	a n n o u n c e r _____ _____	
As we were cleaning the kitchen, my mom asked me to moisten the paper towel to clean the counter.	m o i s t e n	
Oliva was a clam baby. The teachers at daycare were very pleased with her temperament during the day.	t e m p e r a m e n t	
Dr. Beckman was my professor. His job was to share with me new things I need to learn.	p r o f e s s o r	

ANSWER KEY **Name:** _____

Suffix Lesson 3 **Date:** _____

Use the sentence context to complete the word web.

We missed the 3rd inning. I listened carefully to the <u>announcer</u> as he reviewed the events from before.	a n n o u n c e r say publicly a person who	Students will create working definitions for each given word. Answers may vary.
As we were cleaning the kitchen, my mom asked me to <u>moisten</u> the paper towel to clean the counter.	m o i s t e n wet verb	
Oliva was a clam baby. The teachers at daycare were very pleased with her <u>temperament</u> during the day.	t e m p e r a m e n t state of mind action	
Dr. Beckman was my <u>professor</u>. His job was to share with me new things I need to learn.	p r o f e s s o r claims a person who	

Suffixes: -er/-or, -en, -ment **Name: _____**
Text Application **Date: _____**

Identify the words with the prefixes being studied.
After 1st read, determine the meaning of each word.

I worked 80 hours each week. I had made a commitment to myself that I wouldn't give up on progress. As an inventor, it was my job to create new things that could benefit others. It took patience and determination to not give up. I didn't want to let my doubt threaten my work. On Friday, I had fallen asleep at my workstation. I awoke frightened when James entered the room. He screamed, "Look! Look! It's working!" As I glanced up with sleepy eyes, James was not mistaken. All the long hours had paid off and my new creation was moving.

Inventor:_____
_____
_____

Threaten:_____
_____
_____

Commitment:_____
_____
_____

Suffixes: -er/-or, -en, -ment **Name: _____**

Text Application **Date: _____**

ANSWER KEY

Identify the words with the prefixes being studied.
After 1st read, determine the meaning of each word.

I worked 80 hours each week. I had made a commitment to myself that I wouldn't give up on progress. As an inventor, it was my job to create new things that could benefit others. It took patience and determination to not give up. I didn't want to let my doubt threaten my work. On Friday, I had fallen asleep at my workstation. I awoke frightened when James entered the room. He screamed, "Look! Look! It's working!" As I glanced up with sleepy eyes, James was not mistaken. All the long hours had paid off and my new creation was moving.

Inventor: a person who invents or creates something

Threaten: to show intention to do harm or something unwanted

Commitment: the result of promising to do or give something

-er/or

-en

-ment

Meaning: a person who does an action

Meaning: makes the word a verb

Meaning: action or result

-ER/OR, -EN, -MENT SUFFIXES SPIN & READ

RF3.3a- Identify and know the meaning of the most common prefixes and derivational suffixes.

Directions:

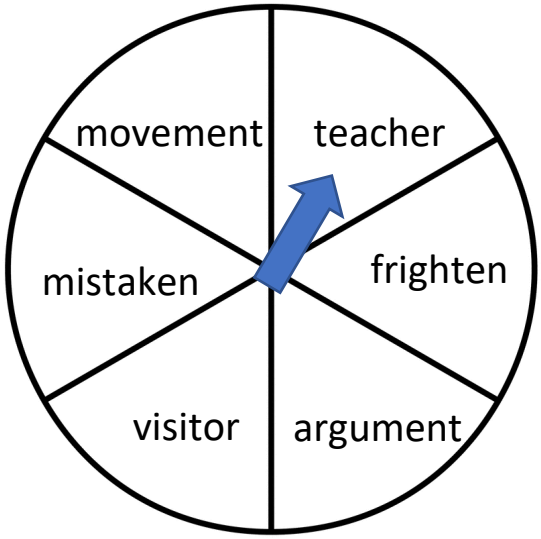
1. Player one spins the spinner to land on a word.
2. Read the word and use the word part clues to determine the meaning.
3. Record the meaning on your recording sheet.
4. Repeat for remaining players.

-er/or- a person who does an action

-en- makes the word a verb

-ment- action, result

Example:



Recording Sheet

Suffix:	Word:	Word Meaning:
-er	teacher	a person who teaches

Name: _____

-ER/OR, -EN, -MENT SUFFIXES SPIN & READ

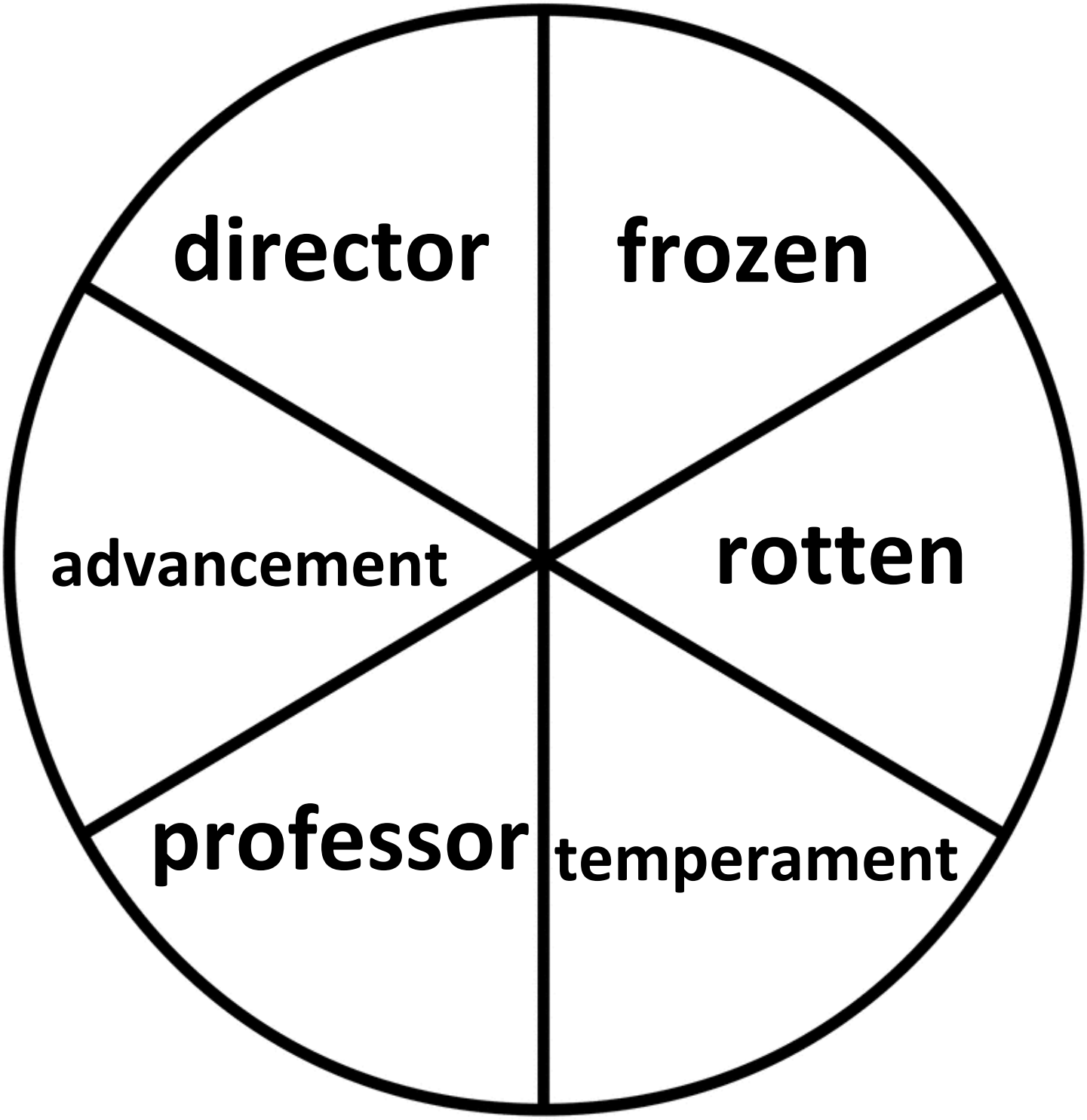
RF3.3a- Identify and know the meaning of the most common prefixes and derivational suffixes.

SUFFIX	WORD	SYLLABICATION
-er	teacher	a person who teaches

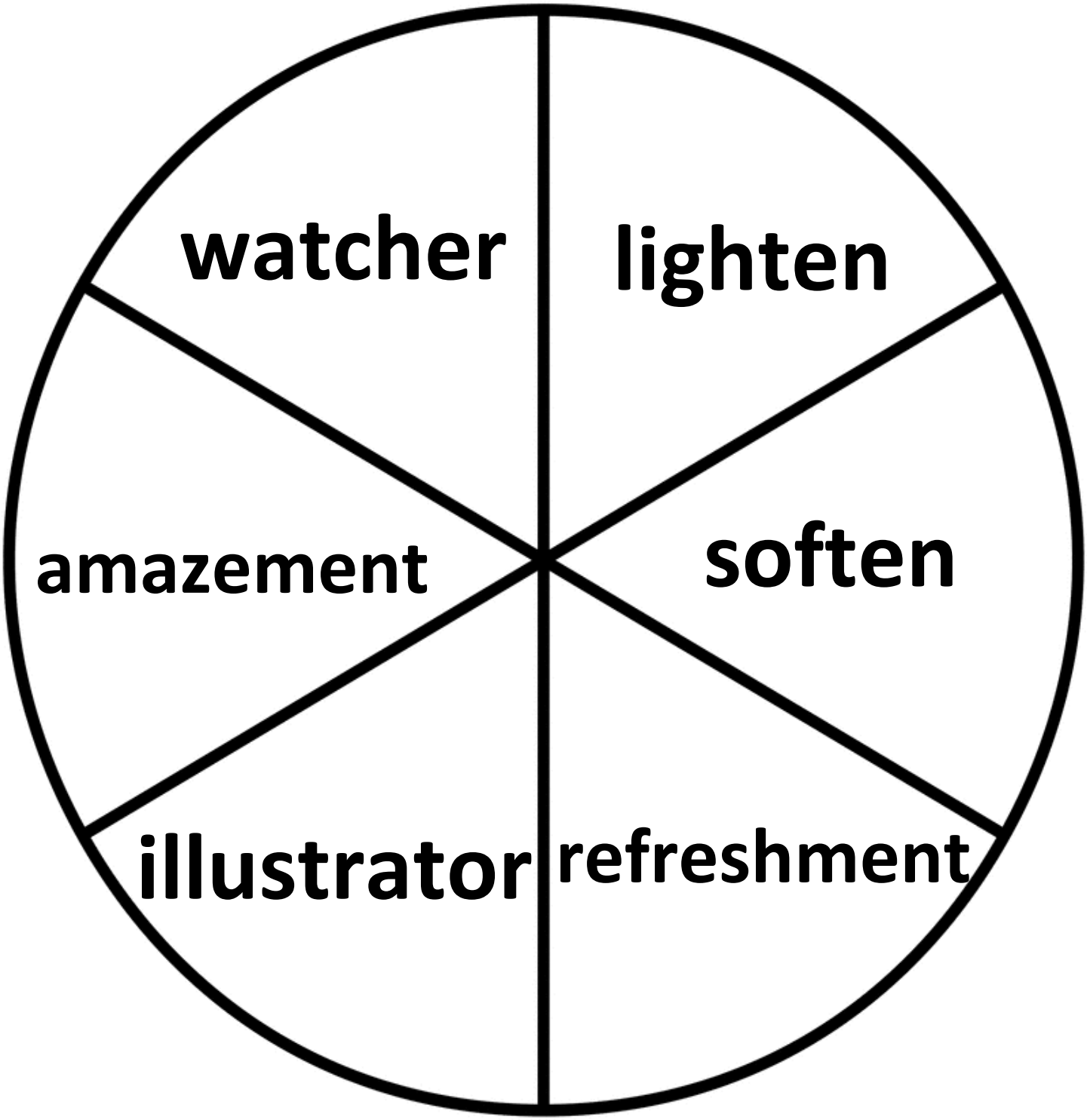
Extension: Choose two words from above and write a sentence for each word.

Word:	Sentence:
teacher	The teacher is introducing students to suffixes today.

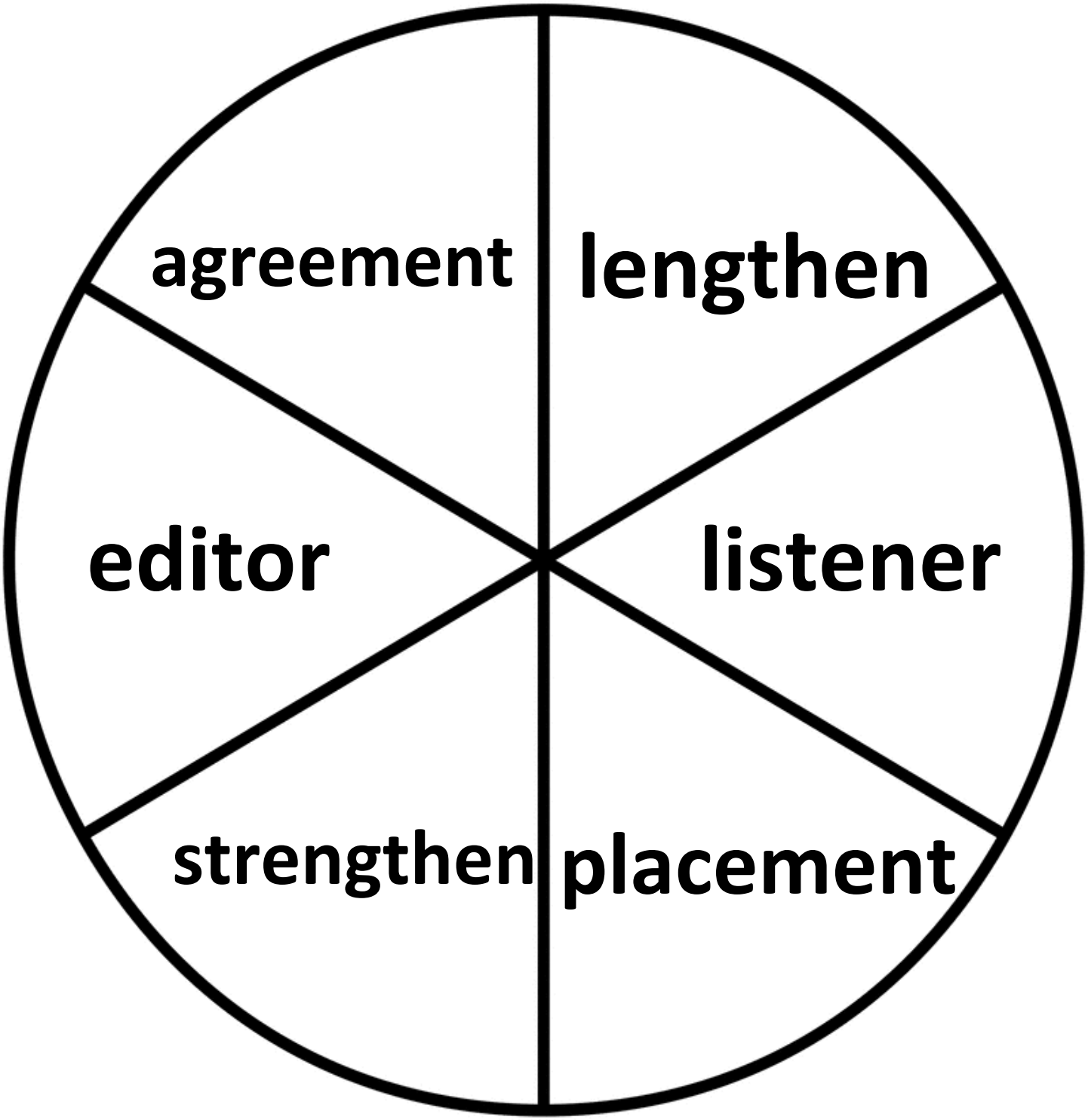
SUFFIXES -ER/OR, -EN, -MENT SPINNER #1



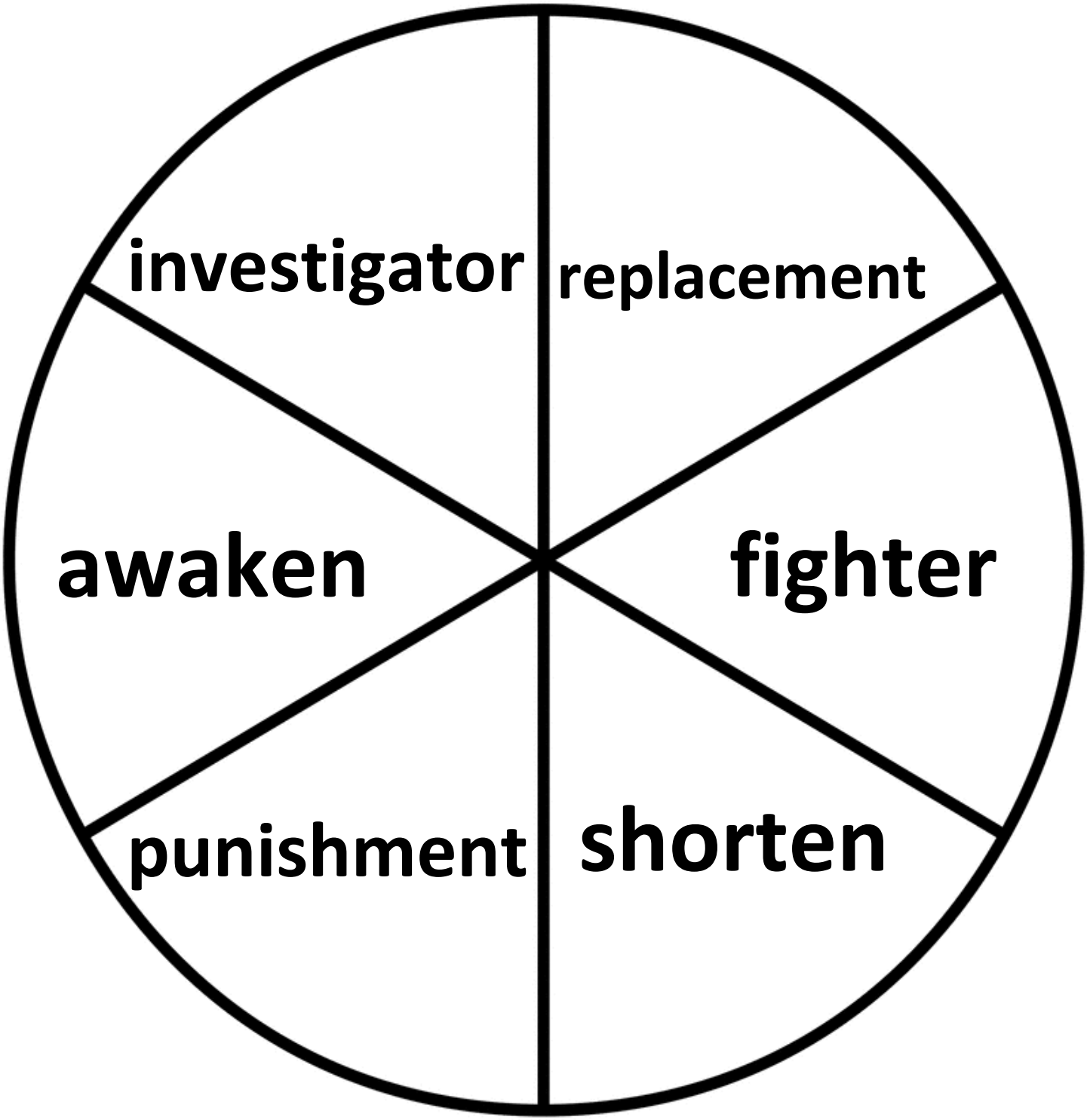
SUFFIXES -ER/OR, -EN, -MENT SPINNER #2



SUFFIXES -ER/OR, -EN, -MENT SPINNER #3



SUFFIXES -ER/OR, -EN, -MENT SPINNER #4



Name: _____

SUFFIXES -ER, -OR, -EN, -MENT Speed Drill

1. Pronounce each suffix and state meaning with your teacher/partner.
2. Practice reading the suffixes and stating meanings on your own.
3. Have a partner time you reading the suffixes and stating meanings for one minute.
4. Keep practicing to improve your speed.

-er/or- a person who does an action

-en- makes the word a verb

-ment- action, result

-er	**-en**	**-ment**	**-or**	**-en**
-or	**-er**	**-ment**	**-en**	**-or**
-en	**-ment**	**-or**	**-er**	**-ment**
-ment	**-er**	**-ment**	**-en**	**-er**
-or	**-en**	**-er**	**-ment**	**-en**
-er	**-ment**	**-or**	**-en**	**-or**

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

ROOTS

PORT
FORM
JECT

ROOTS *port, form, ject*

***Focus*:** Roots are important elements within words. They are word parts from the Greek and Latin languages. The difference between a root and a free base is that free bases can stand alone. Roots, also known as bound bases, such as *tele*, is not a word in English, therefore it cannot stand alone but holds the core meaning of the word. Knowing about Greek and Latin roots can help to figure out the meaning of *unfamiliar* words. Please note that while this strategy is often useful, there are occasions when it does not work.

Lesson Component:	**Instruction:**
Introduction	- Explain to students that roots are important elements within words. They are word parts from the Greek and Latin languages. The difference between a root and a free base is that free bases can stand alone. Roots, also known as bound bases, such as *tele*, is not a word in English and cannot stand alone but holds the core meaning of the word. Knowing about Greek and Latin roots can help figure out the meaning of unfamiliar words. This strategy is often useful, but there are occasions when it does not work. - Review previously learned affixes with the review card deck *(fore-, pro- inter- trans-, non-, over-, sub-, semi-, anti-, -y, -ly, -ful, -hood, -less, -ness, -er/or, -en, -ment*). 1. "Before we begin our lesson today on roots, let us review our affixes we have already learned. I am going to hold up a card, you will read the affix, state if it is a prefix or suffix and then state the meaning." - Introduce students to the Roots Anchor Chart*. Explain that this chart will be filled in as new roots are introduced. 1. "Today's lesson is on three Latin roots *port*, *form*, and *ject*. *Port* is a root that means to carry. For example, the word **deportation** means to carry a person out of the country where they are not a citizen. The prefix *de-* means from, the root *port* means to carry, and the suffix *-tion* turns it into a noun. *Due to the father's criminal behavior, his whole family faced **deportation** to Brazil.* They faced having to leave the country because of the father's actions. *Form* is a root that means shape, like in **conform**. *You must **conform** to the school's rules, or else you will get detention.* The root *con* means thoroughly, and *form* means shape. In this sentence conform means to thoroughly follow the rules of the school, which is what shapes the behavior of what is expected. The root *ject* means throw. **Reject** is an example of a word containing this root. *I am going to try and convince my dad to let me go to the movies, but I know he will **reject** the idea*. Reject means to not agree. Dad was throwing out the idea about me going to the movies and did not agree with me." - Add this information to Roots Anchor Chart* beside the new roots.
Word Part Reading	I Do: - Show students the words **airport, teleport, report,** and **transportable**, but do not read the words aloud yet. - "Today we will follow the morphology steps to model how to use word part clues to determine the meaning of new words."

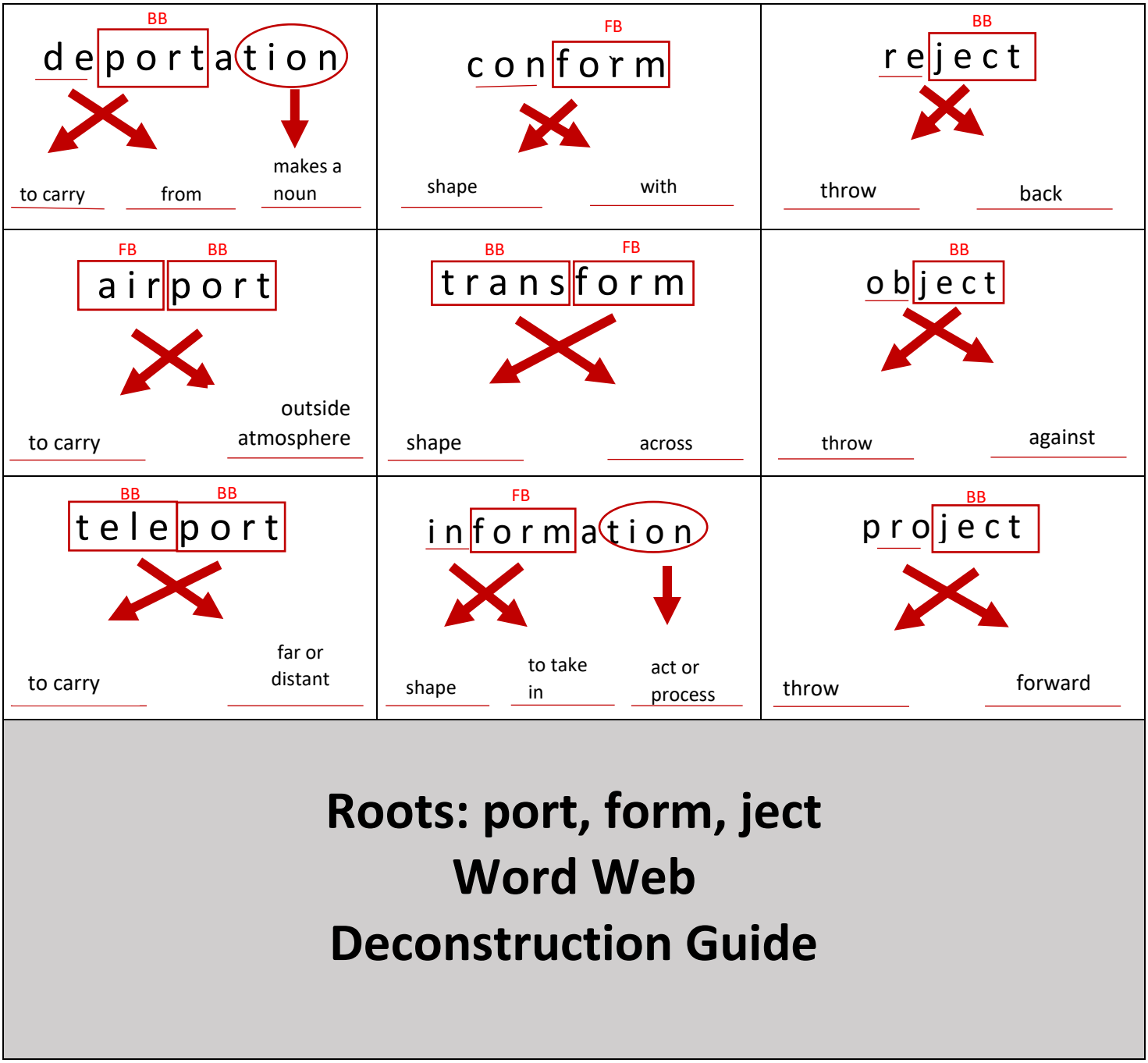
	- "Let us look at these words that I have provided. What do you notice about these words before reading them?" - "I notice that all of the words have the root *port* in it." - Point to the word **airport**. "I am going to show you how to use word part clues to figure out what this word means. First, I will break the word into parts: prefix, base, and suffix." - "To segment the word, we know that we underline prefixes, box base words and circle suffixes. With this word, *air* and *port* are both bases. We will box them both." - "We know that there are two types of bases, free bases and bound bases. Our poster explains the two types." - "Free bases can stand alone even when no affix is added. Bound bases only appear in larger words and while they hold the core meaning, they cannot stand alone and can only appear with another word part." - "*Air* is a word that can stand alone. Therefore, it is a free base. I will write FB above it to represent free base. *Port* is the root we are learning, and it cannot stand alone. It needs another word part. Therefore, it is a bound base. I will write BB above it to represent bound base." - "To determine the meaning of the word, I want to start by looking at the base word first because it always holds the core meaning of the word. Every word must have a base. Because both of our word parts are base, let us start from right to left to attempt to define our word." - "The bound base word *port* means to carry. I am going to draw an arrow from the bound base to the first line below it. Here I am going to write the meaning of the bound base, which we said was to carry." - "Now we will define the free base. *Air* is the outside atmosphere. I will draw an arrow from the free base to the second line below it. I am going to write the meaning of the free base, which we said was outside atmosphere." - "We are ready to define **airport**. If *port* means to carry and *air* means the outside atmosphere, then **airport** might mean to carry through the air." - "We have defined what we think is the meaning of the word **airport**. To check and ensure that this is correct, we need to read the word in the text or sentence to see if it makes sense." - "I am going to read this sentence and let's determine if our definition for **airport** is accurate." - *"With everything going on, Carmen did not have time to worry about flying, but when they were all sitting at the **airport**, she finally had time to stew over it."* - "We defined airport as to carry through the air. When I look at this sentence the airport was not carrying anything in the air. She was sitting at the airport waiting to start flying. I think airport does not mean to carry through the air, but I think it is the place to wait to get on an airplane. I would redefine airport as a place where people wait to get on an airplane which will carry them through the air." - Repeat the same thinking process for **teleport**. Use the sentence provided to support thinking about the meaning in context. For additional guidance in word web organization, refer to answer key attached. o *Tele* is a Greek root (bound base) that means far or distant.

	○ *The aliens in the movie would use their laser guns and then **teleport** back to their tank to hide from the humans.* We Do: - Use the word part clues with the students for root *form* with example words. For additional guidance in word web organization, refer to answer key attached. - **transform**- to make a dramatic change in the form or appearance - *Trans* is a Latin root (bound base) that means across, beyond or through. - *In the movie, The Incredibles, the mom **transforms** into Elastigirl to take on the villains.* - **information**- knowledge obtained from study or instruction, facts or details about a subject - *In*- is a prefix that means in. - *-tion* is a suffix that means act or process. - *The principal gave important **information** over the intercom regarding the spring dance for next week.* You Do: - Students will use the word part clues for root *ject* with example words. For additional guidance in word web organization, refer to answer key attached. - **object**- to disagree or oppose - *Ob*- is a prefix that means against. - *"I **object**!" yelled one of the lawyers in the middle of the trial.* - **project**- to throw or cast forward - **Pro**- is a prefix that means forward. - *I will **project** the answers on the board for everyone in the room to see.* * Provide scaffolding supports as needed by individual students.

* Roots Anchor Chart and Morphology Steps can be found in the Appendices.

Root	Meaning	Additional Examples
port	carry	**airport**- a place where aircraft land and take off and passengers wait in a building **deport**- to send out of the country **deportation**- the process of sending someone out of the country **export**- to carry out of the country **exporter**- a person who exports items out of the country **portable**-capable of being easily carried **transport**- to carry something from one place to another **teleport**- to take or carry goods from one place to another **import**- to carry into the country **portfolio**- a case for carrying loose papers **report**- a collection of writing that carries **support**-to carry the weight of something
form	shape	**formation**- the process of being shaped or formed **transform**- to make a dramatic change in the form or appearance **deformed**- an abnormal shape, misshapen **conform**- to comply with rules or standards **formula**- a method or process for achieving specific results **information**- knowledge obtained from study or instruction; facts or details about a subject
ject	throw	**inject**- to force or drive into something **reject**- to refuse to accept **dejected**- being down, sad or depressed **object**- to disagree or oppose **project**- to throw or cast forward **trajectory**- a path on which something travel or moves

***Refer to terminology index for clarification on connectors, such as the 'a' in *information* and *deportation*.**



Roots: port, form, ject **Name: _____**

Guided Practice **Date: _____**

Use the sentence context to complete the word web.

China is an <u>exporter</u> of many of the goods we use. They are carried to the US daily.	e x p o r t e r _____	
The soldiers were marching in perfect <u>formation</u>. They did not step out of the line they had created.	f o r m a t i o n	
The nurse had to <u>inject</u> the medicine into my arm with a needle.	i n j e c t	
My cell phone came with a <u>portable</u> charger. I was able to carry it with me on all my trips.	p o r t a b l e	

Roots: port, form, ject **Name: _____**

Guided Practice **Date: _____**

ANSWER KEY

Use the sentence context to complete the word web.

China is an <u>exporter</u> of many of the goods we use. They are carried to the US daily.	exporter to carry / out / people who	Students will create working definitions for each given word. Answers may vary.
The soldiers were marching in perfect <u>formation</u>. They did not step out of the line they had created.	formation shape / action of	
The nurse had to <u>inject</u> the medicine into my arm with a needle.	inject throw / toward	
My cell phone came with a <u>portable</u> charger. I was able to carry it with me on all my trips.	portable able to / to carry	

Roots: port, form, ject **Name: _____**

Text Application **Date: _____**

Identify the words with the roots being studied. After the 1st read, determine the meaning of each word.

My science report was due on Friday, and I still hadn't started. I couldn't decide on a topic. I wanted it to interest my classmates and impress my teacher. My mom came home from the store with pumpkins, and the perfect idea hit me! I decided to build a machine to throw my pumpkin across the yard. I would document the trajectory of the pumpkin and how it would transform once it landed. Who wouldn't love a flying pumpkin? It was going to be the best report in my class!

Report:_____

_____

_____

Trajectory:_____

_____

_____

Transform:_____

_____

_____

Roots: port, form, ject **Name: _____**

Text Application **Date: _____**

ANSWER KEY

Identify the words with the roots being studied. After the 1st read, determine the meaning of each word.

My science report was due on Friday, and I still hadn't started. I couldn't decide on a topic. I wanted it to interest my classmates and impress my teacher. My mom came home from the store with pumpkins, and the perfect idea hit me! I decided to build a machine to throw my pumpkin across the yard. I would document the trajectory of the pumpkin and how it would transform once it landed. Who wouldn't love a flying pumpkin? It was going to be the best report in my class!

Report: a collection of writing that carries a message

Trajectory: a path on which something travel or moves

Transform: to make a dramatic change in the form or appearance

* Print card deck front and back.

port

form

ject

* Print card deck front and back.

Word Origin: Latin

Meaning: to carry

Word Origin: Latin

Meaning: shape

Word Origin: Latin

Meaning: throw

ROOTS: PORT, FORM, JECT MAZES

L.3.4c- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Directions:

1. Each player selects a marker or crayon of a different color.
2. Begin at the START.
3. Each player takes turn selecting a word in the maze that has a root: port, form or ject. Color in the square with your color.
4. Find all the roots: port, form and ject to get to the end of the maze.
5. Record your words from the maze onto your recording sheet and write the meaning of each word.

port – to carry

form - shape

ject - throw

Example:

START trajectory	teleport	magnet
little	transform	airport **END**

Recording Sheet

Root Word:	Word:	Word Meaning:
port	teleport	to take or carry goods from one place to another
port	airport	a place where aircraft land and take off and passegners wait in a building

Name: _____

ROOTS: PORT, FORM, JECT MAZES

L.3.4c- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

ROOT WORD	WORD	WORD MEANING
port	teleport	to take or carry goods from one place to another

Extension: Choose two words from above and write a sentence for each word.

Word:	Sentence:
teleport	The aliens in the movie would use their laser guns and then <u>teleport</u> back to their tank to hide from the humans.

ROOTS: PORT, FORM, JECT MAZE #1

START	**mentor**	**antiwar**	**undersea**	**semicircle**
reject	**superstar**	**deactivate**	**forecast**	**interact**
formation	**prefix**	**submarine**	**misfire**	**overdo**
import	**dejected**	**transform**	**inhabit**	**nonsense**
imprint	**encode**	**projector**	**transport**	**report**
embrace	**disagree**	**injustice**	**impossible**	**format**
redo	**unfriendly**	**boxes**	**deformity**	**portfolio**
hopped	**running**	**quickly**	**passport**	**return**
worker	**occasion**	**comfortable**	**conform**	**END**

ROOTS: PORT, FORM, JECT MAZE #2

START	**personal**	**messy**	**attraction**	**kindness**
reporter	**actor**	**infinity**	**enjoyment**	**linguistic**
formless	**joyous**	**wooden**	**higher**	**plaintive**
dejection	**insupportable**	**informant**	**support**	**careful**
fearless	**biggest**	**flexible**	**eject**	**junction**
barometer	**macrobiotic**	**synonym**	**reform**	**microscope**
philosophy	**disinformation**	**important**	**injection**	**monorail**
biology	**subject**	**astronaut**	**logic**	**autograph**
psychic	**projectile**	**formative**	**adject**	**END**

ROOTS: PORT, FORM, JECT MAZE #1- ANSWER KEY

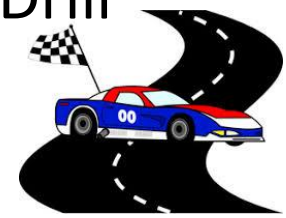
START	**mentor**	**antiwar**	**undersea**	**semicircle**
reject	**superstar**	**deactivate**	**forecast**	**interact**
formation	**prefix**	**submarine**	**misfire**	**overdo**
import	**dejected**	**transform**	**inhabit**	**nonsense**
imprint	**encode**	**projector**	**transport**	**report**
embrace	**disagree**	**injustice**	**impossible**	**format**
redo	**unfriendly**	**boxes**	**deformity**	**portfolio**
hopped	**running**	**quickly**	**passport**	**return**
worker	**occasion**	**comfortable**	**conform**	**END**

ROOTS: PORT, FORM, JECT MAZE #2- ANSWER KEY

START	**personal**	**messy**	**attraction**	**kindness**
reporter	**actor**	**infinity**	**enjoyment**	**linguistic**
formless	**joyous**	**wooden**	**higher**	**plaintive**
dejection	**insupportable**	**informant**	**support**	**careful**
fearless	**biggest**	**flexible**	**eject**	**junction**
barometer	**macrobiotic**	**synonym**	**reform**	**microscope**
philosophy	**disinformation**	**important**	**injection**	**monorail**
biology	**subject**	**astronaut**	**logic**	**autograph**
psychic	**projectile**	**formative**	**adject**	**END**

Name: _____

ROOTS: PORT, FORM, JECT Speed Drill



1. Pronounce each root and state meaning with your teacher/partner.
2. Practice reading the roots and stating meanings on your own.
3. Have a partner time you reading the roots and stating meanings for one minute.
4. Keep practicing to improve your speed.

port- carry

form- shape

ject- throw

port	**form**	**ject**	**form**	**port**
ject	**port**	**form**	**port**	**ject**
port	**form**	**ject**	**form**	**port**
ject	**port**	**ject**	**form**	**ject**
ject	**form**	**port**	**form**	**ject**
ject	**port**	**form**	**port**	**form**

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

ROOTS

SPECT

DICT

TEND

ROOTS *spect, dict, tend*

Focus: Roots are important elements within words. They are word parts from the Greek and Latin languages. The difference between a root and a free base is that free bases can stand alone. Roots, also known as bound bases, such as *tele*, is not a word in English, therefore it cannot stand alone but holds the core meaning of the word. Knowing about Greek and Latin roots can help to figure out the meaning of unfamiliar words. Please note that while this strategy is often useful, there are occasions when it does not work.

Lesson Component:	**Instruction:**
Introduction	- Explain to students that roots are important elements within words. They are word parts from the Greek and Latin languages. The difference between a root and a free base is that free bases can stand alone. Roots, also known as bound bases, such as *tele*, is not a word in English and cannot stand alone but holds the core meaning of the word. Knowing about Greek and Latin roots can help figure out the meaning of unfamiliar words. This strategy is often useful, but there are occasions when it does not work. - Review previously learned affixes and roots with the review card deck (*fore-, pro- inter- trans-, non-, over-, sub-, semi-, anti-, -y, -ly, -ful, -hood, -less, -ness, -er/or, -en, -ment, port, form, ject*). 1. "Before we begin our lesson today on roots, let us review our affixes and roots we have already learned. I am going to hold up a card, you will read the affix, state if it is a prefix or suffix and then state the meaning. If the card is a root, you read the root and state the meaning." 2. "Today's lesson is on three Latin roots *spect, dict*, and *tend*. *Spect* is a root that means to see or to look. For example, the word **retrospect** means to look back on things in the past. *Retro-* is a prefix that means backward and *spect* means to see or look. *The rollercoaster had so many loops and turns in it. In **retrospect**, it is a miracle, none of us fainted*. Looking back, they know that the roller coaster was adventurous and could have made them sick. *Dict* is a root that means say or speak, like in **indict**. The root *dict* sometimes has a long vowel sound and sometimes has a short vowel sound. In this word **indict**, it has a long vowel sound. *A grand jury voted to **indict** the parents of the toddler on charges of child abuse.* The prefix *in-* means in, on or not and *dict* means to say to speak. In this sentence **indict** means to say that someone has done something that is not right. The root *tend* means stretch or strain. An example using this root is **pretend**. *My little sister always **pretends** to be a princess and she likes to make me the evil stepsister.* **Pretend** means to make believe or to stretch the imagination. The sister was making up the scenario of being a princess." - Add this information to the Roots Anchor Chart* beside the new roots.
Word Part Reading	I Do: - Show students the words **perspective, respect, inspection,** and **prospect**, but do not read the words aloud yet.

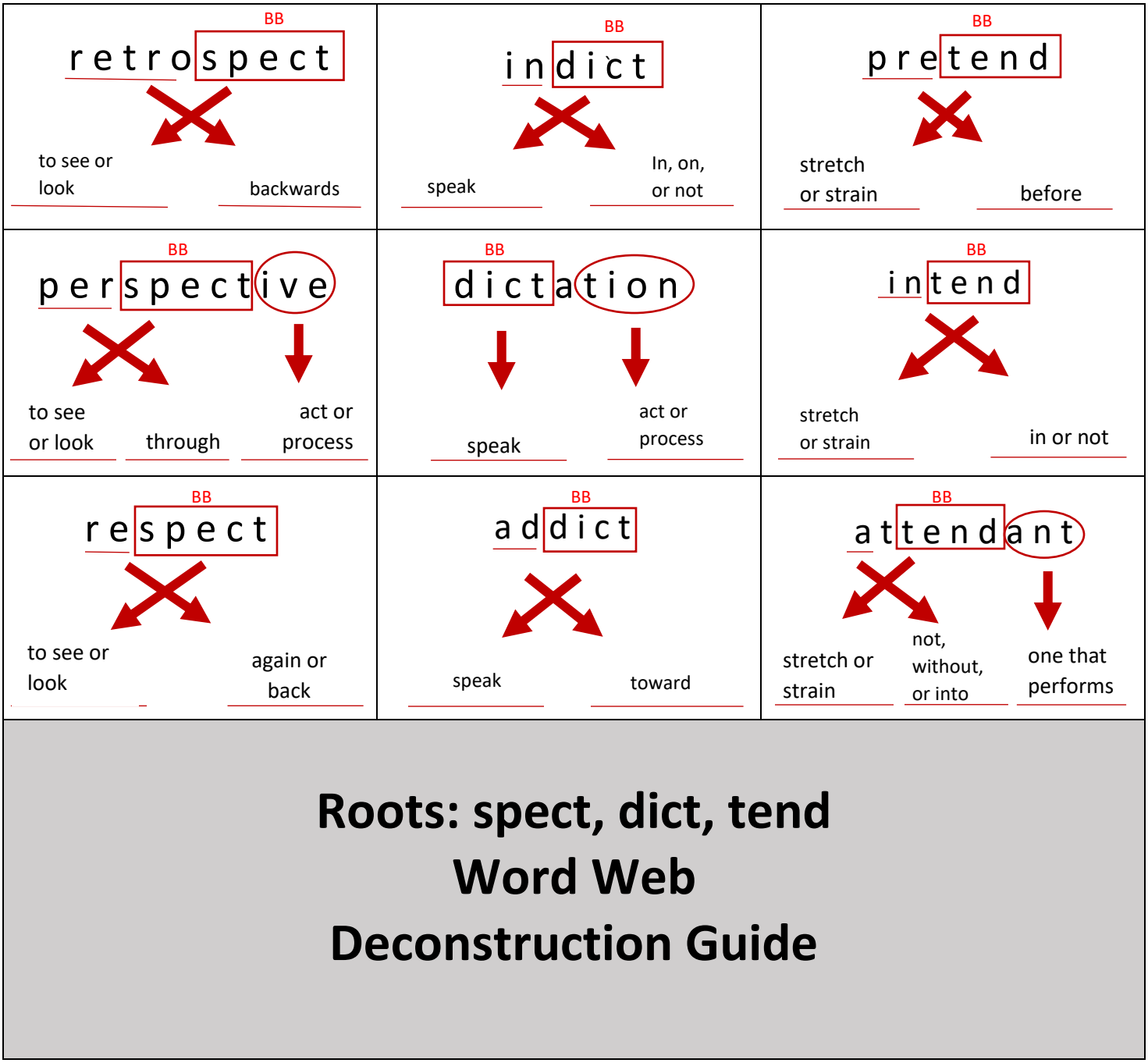
	- "Today we will work through the morphology steps to model how to use word part clues to determine the meaning of new words." - "Let us look at these words that I have provided. What do you notice about these words before reading them?" - "I notice that all of the words have the root *spect* in it." - Point to the word **perspective**. "I am going to show you how to use word- part clues to figure out what this word means. First, I will break the word into parts: prefix, base, and suffix." - "To segment the word, we know that we underline prefixes, box base words and circle suffixes. With this word we will underline *per-* because it's a prefix, box *spect*, because it is a base and circle *-ive*, because it is our suffix." - "We know that there are two types of bases, free bases and bound bases. Our poster explains the two types." - "Free bases can stand alone even when no affix is added. Bound bases only appear in larger words and while they hold the core meaning, they cannot stand alone and can only appear with another word part." - "*Spect* is a root, so it cannot stand alone, therefore it is a bound base. I will write BB above it to represent bound base." - "To determine the meaning of the word, I want to start by looking at the base word first because it always holds the core meaning of the word. Every word must have a base. The bound base *spect* means to see or look. I am going to draw an arrow from the bound base to the first line below it. Here I am going to write the meaning of the bound base, which we said was to see or look." - "Now we will define the prefix. The prefix *per-* means through. I will draw an arrow from the prefix to the second line below it. I am going to write the meaning of the prefix, which we said was through." - "Lastly, we have to define the suffix. The suffix *-ive* makes a word an adjective." - "We are ready to define perspective. If *spect* means to see of look and *per-* means through, and the suffix turns it into an adjective, then **perspective** might mean to see or look through with a particular lens." - "We have defined what we think is the meaning of the word **perspective**. To check and ensure that this is correct, we need to read the word in the text or sentence to see if it makes sense." - "I am going to read this sentence and let's determine if our definition for **perspective** is accurate." - *"Mr. Beckerd had an interesting **perspective** on recycling water bottles and made me think about things differently."* - "We defined **perspective** as to see or look through with a particular lens. When I look closely at how **perspective** is used in this sentence, the **perspective** was referring to Mr. Beckerd's idea or opinion about recycling. I think **perspective** does mean to see or look through, but I think it means to see or look through with a particular lens or opinion on a topic or situation. I would redefine **perspective** as a way of looking at topics or situations." - Repeat the same thinking process for **respect**. Use the sentence provided to support thinking about the meaning in context. For additional guidance in word web organization, refer to answer key attached. ○ *Re-* is a prefix that means again or back. In this word, re- means back.

	○ *My mother always taught me manners and that I need to **respect** adults.* We Do: - Use the word part clues with the students for root *dict* with example words. For additional guidance in word web organization, refer to answer key attached. - **dictation**- the act of speaking words that someone writes down of that a machine records - Root *dict* has short vowel sound in this word. - *-tion* is a suffix that means act or process. - *The teacher provided the students with **dictation** sentences to see how well they have learned the new language standard.* - **addict**-a person who likes or enjoys something excessively - Root *dict* has a short vowel sound in this word. - *ad-* is a prefix that means toward - *We participate in Red Ribbon Week because we know being a drug **addict** can ruin lives.* You Do: - Students work through the word part clues for root *tend* with example words. For additional guidance in word web organization, refer to answer key attached. - **intend**-plan on doing it or mean to carry it out - *In-* is a prefix that means in or not. In this sentence in- means in - *My teacher didn't **intend** to sound angry but after she asked us twice to be quiet, she was frustrated.* - **attendant**- a person who goes with or serves another - *A-* is a prefix that means not, without or into. In this sentence a- means into. - Suffix *-ant* forms nouns and adjectives from verbs. - *The flight **attendant** approached and asked, "Can I get you anything?"* * Provide scaffolding supports as needed by individual students.

* Roots Anchor Chart and Morphology Steps can be found in the Appendices.

Root	Meaning	Additional Examples
spect	to see or to look	**circumspect**- cautious and think carefully about something before you say or do it **spectrum**-range or scope of something **retrospect**- look back or think about what happened in the past with the advantage of knowing more now than you did then **respect**- treat a person back the way you would want to be treated **inspect**- look at something closely to find out or discover something about it **aspect**- distinct feature or element in a problem **inspection**- an official examination **spectacle**- something or someone seen **perspective**- a way or regarding situations or topics etc. **respectful**- full of respect **prospect**- the possibility that something will happen in the future
dict *check pronunciation with online source (this has both short and long vowel sounds due to word origin	say, speak	**indict**-accuse someone or charge them with an illegal act or wrongdoing of some kind **interdict**- official order that prevents someone from doing something **dictation**- the act of speaking words that someone writes down of that a machine records **dictator**- a speaker who dictates **addict**-a person who likes or enjoys something excessively **predict**-say what is going to happen enough though it hasn't happened yet **jurisdiction**- the right and power to interpret and apply the law **dictionary**- a reference book containing an alphabetical list of words with information about them
tend	stretch or strain	**intend**-plan on doing it or mean to carry it out **extend**- stretch something out, make it bigger or longer, or increase it **distend**- body becomes swollen or unnaturally large **portend**- indicate by signs **pretend**- make believe **attendant**- a person who goes with or serves another **attend**- go to something or are present at it **tender**- offer or present for acceptance **tendency**- attitude of mine especially one that favors one alternative over others

Refer to terminology index for clarification on connectors, such as the 'a' in *dictation.



Roots: spect, dict, tend **Name: _____**

Guided Practice **Date: _____**

Use the sentence context to complete the word web.

There was an <u>inspection</u> to make sure we could move into our new house safely.	i n s p e c t i o n	
The circus was an amazing <u>spectacle</u>. Everyone wanted to see the amazing acts.	s p e c t a c l e	
Some counties have a <u>dictator</u>. I was grateful we didn't live in a place where all our choices were made for us.	d i c t a t o r	
My mommy's stomach began to <u>distend</u> as my baby brother continued to grow inside.	d i s t e n d	

Roots: spect, dict, tend **Name:** _____

Guided Practice **Date:** _____

ANSWER KEY

Use the sentence context to complete the word web.

There was an <u>inspection</u> to make sure we could move into our new house safely.	**inspection** to see or look — inside — showing action	Students will create working definitions for each given word. Answers may vary.
The circus was an amazing <u>spectacle</u>. Everyone wanted to see the amazing acts.	**spectacle** to see or look — creates a noun	
Some counties have a <u>dictator</u>. I was grateful we didn't live in a place where all our choices were made for us.	**dictator** say or speak — a person who	
My mommy's stomach began to <u>distend</u> as my baby brother continued to grow inside.	**distend** stretch or strain — away	

Roots: spect, dict, tend **Name: _____**

Text Application **Date: _____**

Identify the words with the roots being studied. After the 1st read, determine the meaning of each word.

Aunt Cyndy could no longer pretend it wasn't happening. My cousin Lisa was sick and needed a new heart. The dictated notes that were placed in her chart told a significant story about her illness. She had only been on the list for a new heart for 2 months when the phone rang. It was the doctor. A heart that matched Lisa's was waiting for her. We rushed to the hospital and waited for her to wake up from surgery. The new heart was just the miracle she needed. In retrospect, we could have never imagined the story to turn out so perfectly.

Pretend:_____

_____

_____

Dictated:_____

_____

_____

Retrospect:_____

_____

_____

Roots: spect, dict, tend **Name: _____**

Text Application **Date: _____**

ANSWER KEY

Identify the words with the roots being studied. After the 1st read, determine the meaning of each word.

Aunt Cyndy could no longer pretend it wasn't happening. My cousin Lisa was sick and needed a new heart. The dictated notes that were placed in her chart told a significant story about her illness. She had only been on the list for a new heart for 2 months when the phone rang. It was the doctor. A heart that matched Lisa's was waiting for her. We rushed to the hospital and waited for her to wake up from surgery. The new heart was just the miracle she needed. In retrospect, we could have never imagined the story to turn out so perfectly.

Pretend: not real

Dictated: spoken words that someone else writes down

Retrospect: look back or think about something that happened in the past

* Print card deck front and back.

spect

dict

tend

* Print card deck front and back.

Word Origin: Latin

Meaning: to see or to look

Word Origin: Latin

Meaning: to say or speak

Word Origin: Latin

Meaning: stretch or strain

ROOTS: SPECT, DICT, TEND GO FISH

L.3.4c- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Directions:

1. Mix the cards, deal five cards to each player.
2. Place the rest of the cards face down on the table.
3. The first player asks another player for the match to one of the cards in their hand. If the other player has it, he/she must hand it over. If the other player does not have it, the person who asked picks a card from the card pack.
4. The player with the most matches wins.
5. When all matches have been made, record your words onto the recording sheet and write the meaning of each word.

Example:

Root:	Word:	Word meaning:
spect	retrospect	look back on things in the past

spect- to see or to look

dict- say, speak

tend- stretch or strain

Name: _____

ROOTS: SPECT, DICT, TEND GO FISH

L.3.4c- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

ROOT	WORD	WORD MEANING
spect	retrospect	look back on things in the past

Extension: Choose two words from above and write two sentences using the words selected.

Example: Word: retrospect Sentence: The rollercoaster had so many loops and turns in it. In retrospect, it is a miracle, none of us fainted.

1. Word: ____ Sentence: _____

2. Word:_____ Sentence: _____

ROOTS: SPECT, DICT, TEND GO FISH CARDS

spectrum	spectrum	respect
respect	aspect	aspect
spectacle	spectacle	prospect

prospect	interdict	interdict
dictator	dictator	predict
predict	jurisdiction	jurisdiction

Roots: spect dict, tend Go Fish

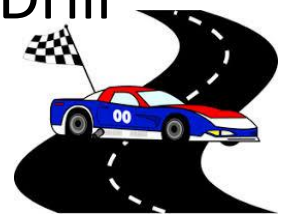
intend	intend	extend
extend	tender	tender
attend	attend	portend

Roots: spect dict, tend Go Fish

portend	dictionary	dictionary
respectful	respectful	tendency
tendency	dictation	dictation

Name: _____

ROOTS: SPECT, DICT, TEND Speed Drill



1. Pronounce each root and state meaning with your teacher/partner.
2. Practice reading the roots and stating meanings on your own.
3. Have a partner time you reading the roots and stating meanings for one minute.
4. Keep practicing to improve your speed.

---

spect- to see or to look

dict- say, speak

tend- stretch or strain

spect	**dict**	**tend**	**spect**	**dict**
tend	**spect**	**tend**	**dict**	**spect**
tend	**dict**	**spect**	**tend**	**dict**
tend	**spect**	**dict**	**spect**	**tend**
spect	**dict**	**tend**	**dict**	**spect**
tend	**spect**	**dict**	**tend**	**dict**

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

ROOTS

FER METER GRAPH

ROOTS *fer, meter, graph*

***Focus*:** Roots are important elements within words. They are word parts from the Greek and Latin languages. The difference between a root and a free base is that free bases can stand alone. Roots, also known as bound bases, such as *tele*, is not a word in English, therefore it cannot stand alone but holds the core meaning of the word. Understanding Greek and Latin roots can help to determine the meaning of unfamiliar words. Please note that while this strategy is often useful, there are occasions when it does not work.

Lesson Component:	Instruction:
Introduction	- Explain to students that roots are important elements within words. They are word parts from the Greek and Latin languages. The difference between a root and a free base is that free bases can stand alone. Roots, also known as bound bases, such as *tele*, is not a word in English and cannot stand alone but holds the core meaning of the word. Knowing about Greek and Latin roots can help figure out the meaning of unfamiliar words. This strategy is often useful, but there are occasions when it does not work. - Review previously learned affixes and roots with the review card deck *(fore-, pro- inter- trans-, non-, over-, sub-, semi-, anti-, -y, -ly, -ful, -hood, -less, -ness, -er/or, -en, -ment, port, form, ject, spect, dict, tend*). 1. "Before we begin our lesson today on roots, let us review our affixes and roots we have already learned. I am going to hold up a card, you will read the affix, state if it is a prefix or suffix and then state the meaning. If the card is a root, you read the root and state the meaning." 2. "Today's lesson is on one Latin root *fer* and two Greek roots *meter* and *graph*. *Fer* is a root that means carry, bear or bring something. For example, the word **infer** means to bring in information to reach a conclusion. *You can **infer** the meaning of the word from the context of the rest of the sentence.* We can use the rest of the sentence to bring in information to learn the meaning of words that are unknown. *Meter* is a root that means measure, like in **symmetry**. *My mother wants **symmetry** on both sides of the television so the bookshelves should match."* The prefix *sym-* means together and we learned the suffix *-y* means having the characteristic of. In this sentence, **symmetry** means measuring the same on both sides. The root *graph* means to write. An example using this root is **biography**. *In class during Black History Month, our class wrote a **biography** on Martin Luther King, Jr.* Biography means to write about someone's life. The prefix *bio-* means life and suffix *-y* means having the characteristic of, therefore a **biography** is having the characteristics of writing about one's life." - Add this information to the Roots Anchor Chart* beside the new roots.
Word Part Reading	I Do: - Show students the words **conference, prefer, suffer,** and **ferry**, but do not read the words aloud yet. - "Today we will follow the morphology steps to model how to use word part clues to determine the meaning of new words."

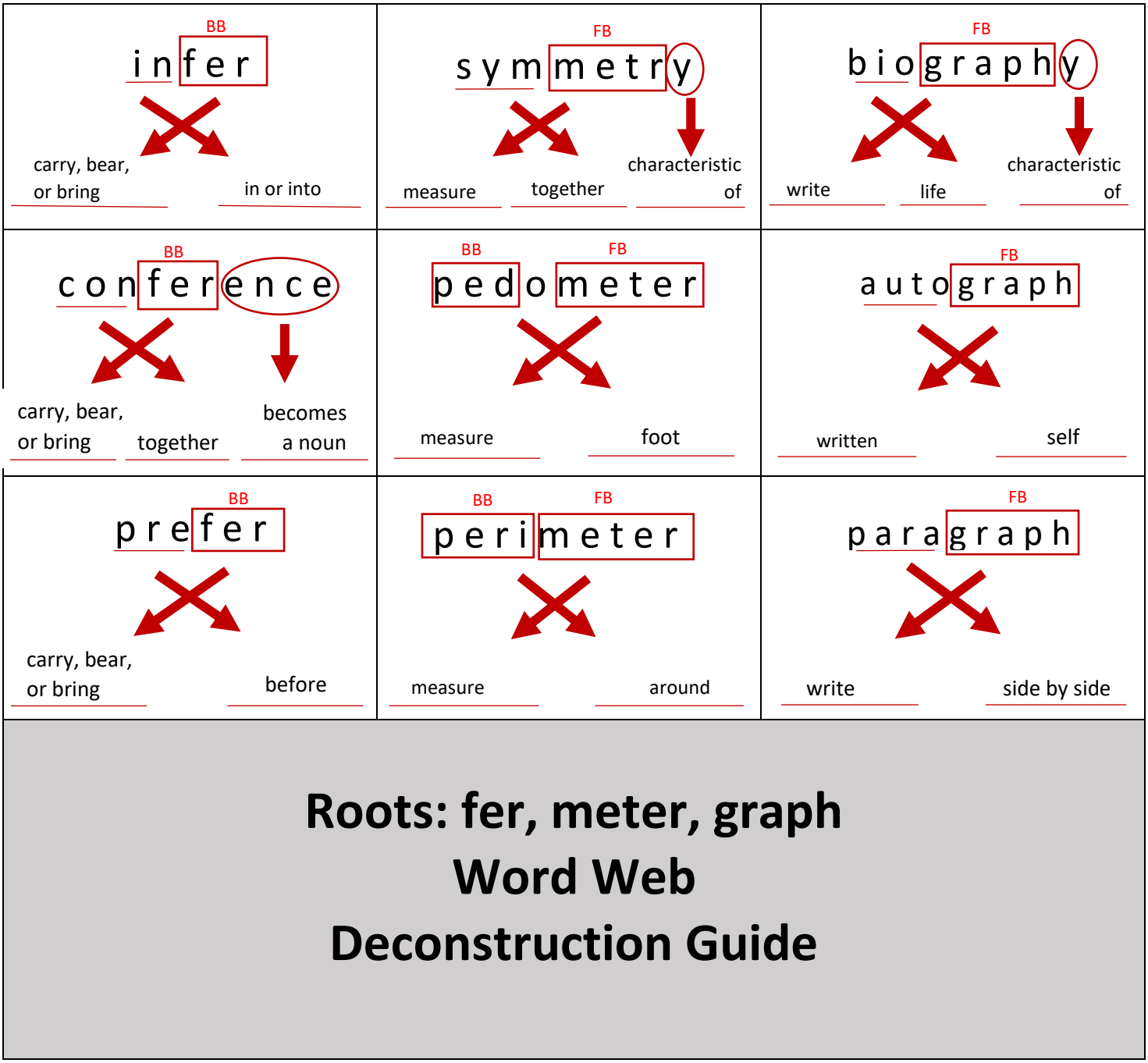
	- "Let us look at these words that I have provided. What do you notice about these words before reading them?"
	- "I notice that all of the words have the root *fer* in it."
	- Point to the word **conference**. "I am going to show you how to use word- part clues to figure out what this word means. First, I'll break the word into parts: prefix, base, and suffix."
	- "To segment the word, we know that we underline prefixes, box base words and circle suffixes. With this word we will underline *con-* because it is a prefix, box *fer*, because it is a base and circle *-ence*, because it is our suffix."
	- "We know that there are two types of bases, free bases and bound bases. Our poster explains the two types."
	- "Free bases can stand alone even when no affix is added. Bound bases only appear in larger words and while they hold the core meaning, they cannot stand alone and can only appear with another word part."
	- "F*er* is a root, so it cannot stand alone, therefore it is a bound base. I will write BB above it to represent bound base."
	- "To determine the meaning of the word, I want to start by looking at the base word first because it always holds the core meaning of the word. Every word must have a base. The bound base *fer* means to carry, bring or bear something. I am going to draw an arrow from the bound base to the first line below it. Here I am going to write the meaning of the bound base, which we said was to carry, bring or bear something."
	- "Now we will define the prefix. The prefix *con-* means together. I will draw an arrow from the prefix to the second line below it. I'm going to write the meaning of the prefix, which we said was together."
	- "Lastly, we have to define the suffix. The suffix *-ence* makes a word a noun."
	- "We are ready to define **conference**. If *fer* means to carry, bring or bear something and *con-* means together, and the suffix turns it into a noun, then **conference** might mean to carry or bring something together."
	- "We have defined what we think is the meaning of the word **conference**. To check and ensure that this is correct, we need to read the word in the text or sentence to see if it makes sense."
	- "I am going to read this sentence and let us determine if our definition for **conference** is accurate."
	- *"Because of my naughty behavior, my teacher requested a parent **conference** so that we could discuss the consequence of my behavior."*
	- "We defined **conference** as to carry or bring something together. When I look at this sentence the purpose of the conference was to have the parents and teacher come together to meet about the student's behavior. I think **conference** does mean to bring together, but I think it means to bring together for a meeting in this sentence. I would redefine conference as a meeting that brings people together."
	
	- Repeat the same thinking process for **prefer**. Use the sentence provided to support thinking about the meaning in context. For additional guidance on the word web organization, refer to answer key attached.
	  - *Pre-* is a prefix that means before.
	  - *I **prefer** chocolate ice cream over strawberry.*

	We Do:
	- Use the word part clues with the students for the root *meter* with example words. For additional guidance in word web organization, refer to answer key attached.
	  - **pedometer**- device for measuring distance covered on foot or by running
	  - Root *ped* should be boxed and means foot.
	  - *Another great way to encourage kids to be more active is with a **pedometer** so they can see their individual steps taken.*
	  - **perimeter**- measure around or outside an object
	  - *Peri-* is a prefix that means around.
	  - *We toured the **perimeter** of the city so that we could learn the history of it.*
	
	You Do:
	- Students work through the word part clues for root *graph* with example words. For additional guidance in word web organization, refer to answer key attached.
	  - **autograph**- the writing of one's own name
	  - *Auto-* is a prefix that means self.
	  - *I could not leave seeing my favorite celebrity without getting their **autograph**.*
	  - **paragraph**- section of writing that has a topic and concluding sentence
	  - *Para-* is a prefix that means side by side.
	  - *The teacher wants us to write a five-**paragraph** paper on what we learned about the animal habitats that we studied.*
	
	* Provide scaffolding supports as needed by individual students.

* Roots Anchor Chart and Morphology Steps can be found in the Appendices.

Root	Meaning	Additional Examples
fer	carry, bring, bear something	**proffer**- to bring an offer or give something to someone **ferry**- boat that carries passengers **infer**- to bring together information to reach a conclusion **suffer**- to bear sorrow or pain **offer**- to bring forth ideas; to propose or present **transfer**- to move to another place **prefer**- to choose one thing that carries priority over another **differ**- to carry a different opinion or an opposing view **conference**- a meeting that brings people together to exchange views of information **defer**- hold back to a later time **referral**- a letter or notice that carries good words about a person **circumference**- to carry the distance around a circle
meter	measure	**symmetry**- measuring the same on both sides; even **millimeter**- 1/1000 of a meter **barometer**- device that measures atmospheric pressure **centimeter**- 1/100 of a meter **geometry**- measurement of angles, area, space and volume **pedometer**- device for measuring distance covered on foot or by running **thermometer**- device that measures heat **perimeter**- measure around or outside an object
graph	write	**orthography**- the sounds of language represented by written symbols **biography**- a book written about a person's life **telegraph**- machine used to communicate at a distance over a wire **epigraph**- a quotation at the beginning of some piece of writing **autograph**- the writing of one's own name **photography**- the use of light to record an image using a camera **graphite**- shiny black material used in pencils **cartography**- the writing involved in making maps or charts **paragraph**- section of writing that has a topic and concluding sentence

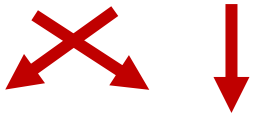
***Refer to terminology index and spelling rules for any misunderstandings.**



Roots: fer, meter, graph
Word Web
Deconstruction Guide

Roots: fer, meter, graph **Name:** _____
Guided Practice **Date:** _____

Use the sentence context to complete the word web.

My teacher gave me a great referral for college to assist with my admission.	r e f e r r a l 	
The ancient Roman people had a great collection of <u>cartography</u> to outline their land.	c a r t o g r a p h y	
My math teacher took extra time to review <u>geometry</u> with those that struggles to understand the information.	g e o m e t r y	
We found a black powder by the pencil sharper that my teacher called <u>graphite.</u>	g r a p h i t e	

Roots: fer, meter, graph **Name:** _____

Guided Practice **Date:** _____

ANSWER KEY

Use the sentence context to complete the word web.

My teacher gave me a great referral for college to assist with my admission.	r e f e r r a l carry back the act of	Students will create working definitions for each given word. Answers may vary.
The ancient Roman people had a great collection of <u>cartography</u> to outline their land.	c a r t o g r a p h y written charts characteristic of	
My math teacher took extra time to review <u>geometry</u> with those that struggles to understand the information.	g e o m e t r y measure earth characteristic of	
We found a black powder by the pencil sharper that my teacher called <u>graphite.</u>	g r a p h i t e technical use write	

Roots: fer, meter, graph **Name: _____**

Text Application **Date: _____**

Identify the words with the roots being studied. After the 1st read, determine the meaning of each word.

Grace woke up very ill. She was cold and feeling pain all over. Her mother used the thermometer to see if she had a fever. Grace was definitely sick! Without hesitation, her mother used the telegraph to send for the doctor. It was clear she was suffering from an illness that had overtaken her body. The doctor came quickly and ran many tests. After three weeks of medicine and discomfort, Grace was still fighting. She was a fighter and becoming stronger each day..

Thermometer:_____

_____

_____

Telegraph:_____

_____

_____

Suffering:_____

_____

_____

Roots: fer, meter, graph **Name:** _____

Text Application **Date:** _____

ANSWER KEY

Identify the words with the roots being studied. After the 1st read, determine the meaning of each word.

Grace woke up very ill. She was cold and feeling pain all over. Her mother used the thermometer to see if she had a fever. Grace was definitely sick! Without hesitation, her mother used the telegraph to send for the doctor. It was clear she was suffering from an illness that had overtaken her body. The doctor came quickly and ran many tests. After three weeks of medicine and discomfort, Grace was still fighting. She was a fighter and becoming stronger each day.

Thermometer: device that measures heat

Telegraph: machine used at a distance to communicate over wire

Suffering: to carry or bear pain

* Print card deck front and back.

fer

meter

graph

* Print card deck front and back.

Word Origin: Greek

Meaning: carry, bear, or bring something

Word Origin: Greek

Meaning: measure

Word Origin: Greek

Meaning: to write

ROOTS: FER, METER, GRAPH SORT

L.3.4c- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Directions:

1. Look at the words provided.
2. Determine what root is in the word.
3. Sort the words into the correct category.
4. Record your answers on the recording sheet.

Example:

fer	meter	graph
infer	symmetry	biography

fer- carry, bring, bear something

meter- measure

graph- write

Name: _____

ROOTS: FER, METER, GRAPH SORT

L.3.4c- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

FER	METER	GRAPH
infer	symmetry	biography

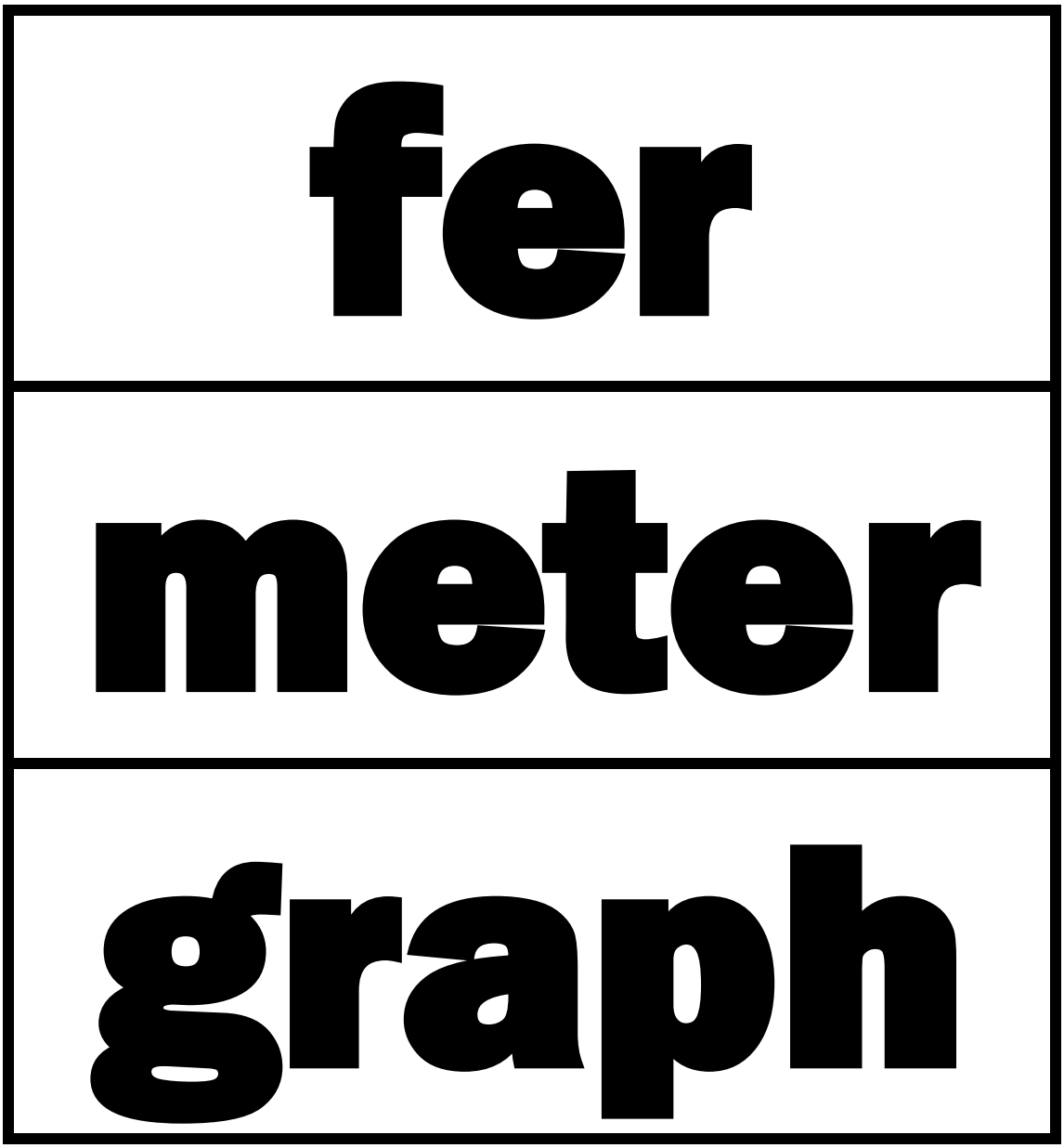
Extension: Choose two words above. Write two sentences using the new words.

Example: Word: infer Sentence: You can infer the meaning of the word from the context of the rest of the sentence.

1. Word: ____ Sentence: _____

2. Word:_____ Sentence: _____

Roots: fer, meter, graph Sort Headers



Roots: fer, meter, graph Sort Word Cards

proffer	ferry
suffer	offer
transfer	prefer
differ	conference
defer	referral
circumference	millimeter
barometer	centimeter

geometry	pedometer
thermometer	perimeter
orthography	telegraph
epigraph	autograph
photography	graphite
cartography	paragraph
homograph	graphic

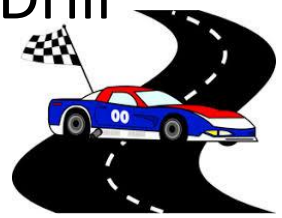
Roots: fer, meter, graph Sort

Roots: fer, meter, graph Word Sort
Answer Key

FER	METER	GRAPH
infer	symmetry	biography
proffer	millimeter	orthography
ferry	centimeter	telegraph
suffer	barometer	epigraph
offer	geometry	autograph
transfer	pedometer	photography
prefer	thermometer	graphite
differ	perimeter	cartography
conference		paragraph
defer		homograph
referral		graphic
circumference		

Name: _____

ROOTS: FER, METER, GRAPH Speed Drill



1. Pronounce each root and state meaning with your teacher/partner.
2. Practice reading the roots and stating meanings on your own.
3. Have a partner time you reading the roots and stating meanings for one minute.
4. Keep practicing to improve your speed.

---

fer- carry, bring, bear something

meter- measure

graph- write

fer	**meter**	**graph**	**fer**	**graph**
graph	**fer**	**meter**	**fer**	**meter**
fer	**meter**	**graph**	**fer**	**graph**
meter	**graph**	**fer**	**meter**	**graph**
graph	**fer**	**meter**	**graph**	**fer**
meter	**graph**	**meter**	**fer**	**meter**

	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

ROOTS

PHOTO

SCRIPT

GEO

ROOTS *photo, geo, script*

***Focus*:** Roots are important elements within words. They are word parts from the Greek and Latin languages. The difference between a root and a free base is that free bases can stand alone. Roots, also known as bound bases, such as *tele*, is not a word in English, therefore it cannot stand alone but holds the core meaning of the word. Knowing about Greek and Latin roots can help to figure out the meaning *of* unfamiliar words. Please note that while this strategy is often useful, there are occasions when it does not work.

Lesson Component:	Instruction:
Introduction	- Explain to students that roots are important elements within words. They are word parts from the Greek and Latin languages. The difference between a root and a free base is that free bases can stand alone. Roots, also known as bound bases, such as *tele*, is not a word in English and cannot stand alone but holds the core meaning of the word. Knowing about Greek and Latin roots can help figure out the meaning of unfamiliar words. This strategy is often useful, but there are occasions when it does not work. - Review previously learned affixes and roots with the review card deck (*fore-, pro- inter- trans-, non-, over-, sub-, semi-, anti-, -y, -ly, -ful, -hood, -less, -ness, -er/or, -en, -ment, port, form, ject, spect, dict, tend, fer, graph, meter).* 1. "Before we begin our lesson today on roots, let us review our affixes and roots we have already learned. I am going to hold up a card, you will read the affix, state if it is a prefix or suffix and then state the meaning. If the card is a root, you read the root and state the meaning." 2. "Today's lesson is on two Greek roots, *photo* and *geo* and one Latin root, *scrib/script*. *Photo* is a root that means light. For example, the word **photometer** means an instrument used to measure the intensity of life. *As the light passed over the filter in the **photometer**, the camera would then adjust the amount of light needed to take the picture*. *Geo* is a root that means earth. *Juwan's knowledge of **geography** was so terrible that he thought China was next to Mexico*. The suffix *-y* means to have the characteristic of and the root graph means to write. So, if *geo* means earth, then **geography** is the to write or study about earth. The root *scrib* or *script* means write or written. **Describe** is an example of a word containing this root*. I will **describe** the type of dress I want for the dance to my mom. De-* is a prefix that means off or from. **Describe** means to say or write off of how something or someone looks." - Add this information to the Roots Anchor Chart* beside the new roots.
Word Part Reading	I Do: - Display the words **photographer, telephoto, photocopier,** and **photogenic**, but do not read the words aloud yet. - "Today we will follow the morphology steps to model how to use word part clues to determine the meaning of new words." - "Let us look at these words that I have provided. What do you notice about these words before reading them?"

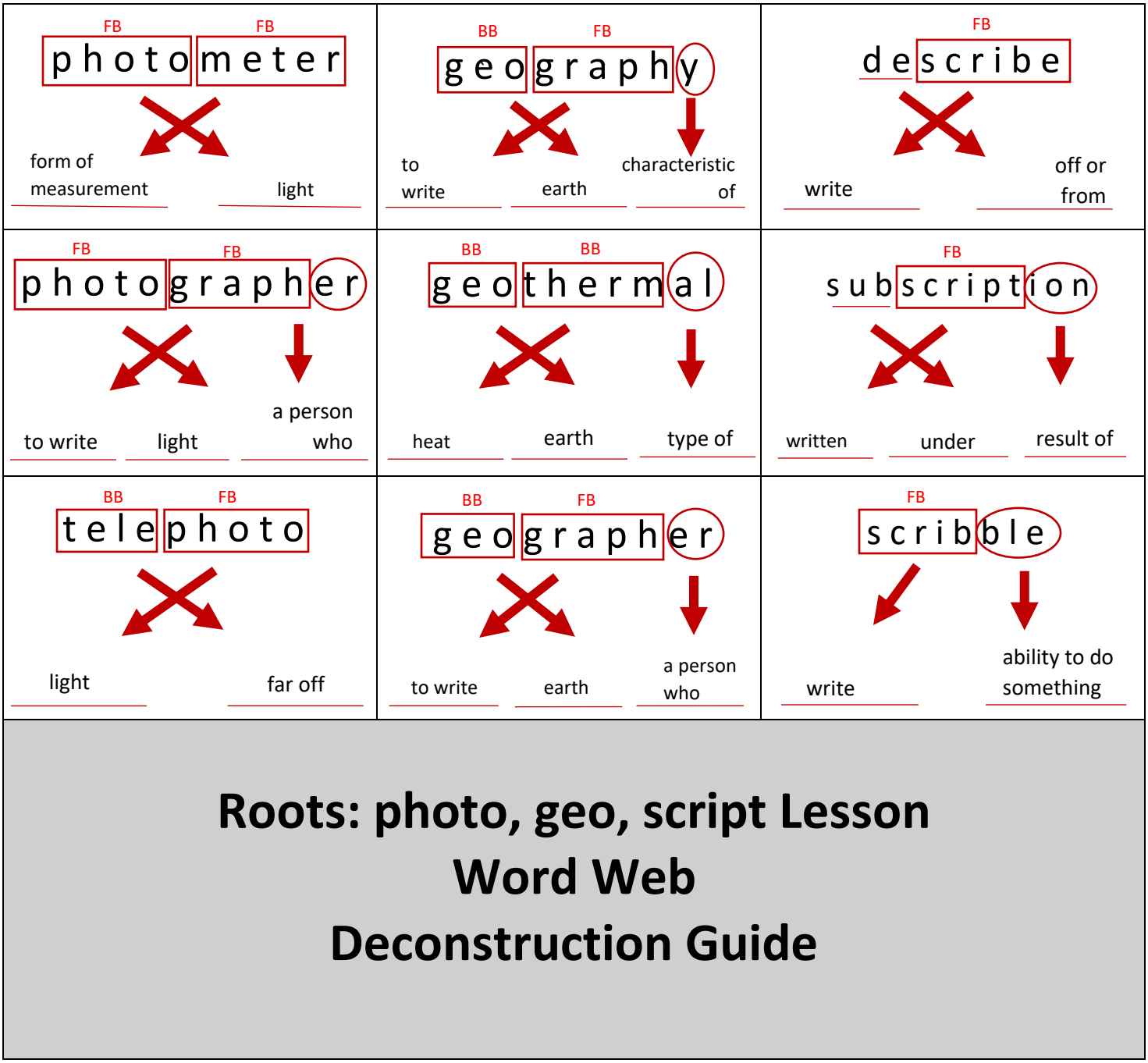
	- "I notice that all of the words have the root *photo* in it." - Point to the word **photographer**. "I am going to show you how to use word- part clues to figure out what this word means. First I will break the word into parts: prefix, base, and suffix." - "To segment the word, we know that we underline prefixes, box base words and circle suffixes. With this word we don't have any prefixes. We will box *photo* because it is a root, box *graph* because it is a root we have already studied and circle *-er* because it is our suffix." - "We know that there are two types of bases, free bases and bound bases. Our poster explains the two types." - "Free bases can stand alone even when no affix is added. Bound bases only appear in larger words and while they hold the core meaning, they cannot stand alone and can only appear with another word part." - "*Photo* is a root, and it can stand alone, therefore it is a free base. I will write FB above it to represent free base." - "*Graph* is a root, and it can also stand alone, therefore it is also a free base. I will write FB above it to represent free base." - "To determine the meaning of the word, I want to start by looking at the base word first because it always holds the core meaning of the word. Every word must have a base." - "Let us start from right to left to see if we can determine the meaning. The free base *graph* means to write. I am going to draw an arrow from the free base to the first line below it. Here I am going to write the meaning of the free base, which we said was to write." - "Now let us define the other free base. The free base *photo* means light. I am going to draw an arrow from the other free base to the second line below it and write light." - "Lastly, we have to define the suffix. The suffix *-er* means a person who." - "We are ready to define **photographer**. If *graph* means write, and *photo* means light and suffix means a person who, then **photographer** might mean a person who writes about light." - "We have defined what we think is the meaning of the word **photographer**. To check and ensure that this is correct, we need to read the word in the text or sentence to see if it makes sense." - "I am going to read this sentence and let us determine if our definition for **photographer** is accurate." - *"The **photographer** issued them a few directions on where to stand to take the best picture."* - "We defined photographer as a person who writes about light. When I look at this part the photographer gave directions to take a picture. I think a photographer means a person who takes pictures with light. I do not think it means that they *write pictures* but rather *take the picture with a camera* and we know cameras use light to take the picture. I would redefine photographer as *a person who takes pictures."* - Repeat the same thinking process for **telephoto**. Use the sentence provided to support thinking about the meaning in context. For additional guidance in word web organization, refer to answer key attached.

	○ *Tele* is a root that means far off. ○ *At every football game on TV, we can see dozens of sideline photographers resting their heavy **telephoto** lenses on a monopod.* We Do: - Use the word part clues with the students for root geo with example words. For additional guidance in word web organization, refer to answer key attached. - **geothermal**- using the natural heat produced inside the earth - Root *therm* should be boxed and means heat. - Suffix -*al* means kind of. - *Created down inside the earth, **geothermal** power is clean and reliable.* - **geographer**- person who studies geography - Root *graph* should be boxed and means write. - Suffix -*er* means a person who. - ***Geographers** are interested in Earth's physical features, such as mountains, deserts, rivers, and oceans.* You Do: - Students will use the word part clues for root script with example words. For additional guidance in word web organization, refer to answer key attached. - **subscription**- written agreement to buy and read a magazine or newspaper for a set period of time - *Sub*- is a prefix that means under, below or beneath. - -*tion* is a suffix that means the result of. - *My mom renewed my magazine **subscription** for Zoo Kids and I can't wait to get the next issue.* - **scribble**- sloppy writing that is hard to read - -*ble* is a suffix that means ability to do something - *I have to be careful where I leave my report because Mrs. Rojo's three-year old daughter will **scribble** all over it with her crayons.* * Provide scaffolding supports as needed by individual students.

* Roots Anchor Chart and Morphology Steps can be found in the Appendices.

Root	Meaning	Additional Examples
photo	light	**photograph**- a picture made by a camera **photon**- a small particle of light **photosynthesis**- the process that plans use to make food from the light of the sun **photogenic**- someone who looks good in photos **photometer**- an instrument used to measure the intensity of light **photography**- the process of using light to make a picture/image **photographer**- a person who makes photographs **photocopier**- a machine that uses light to make exact copies of documents **telephoto**- type of lens that allows a person to take a photo from a long distance
geo	earth, ground	**geography**- study of the earth's surface **geology**- science dealing with the earth's history as recorded in rocks **geothermal**- using the natural heat produced inside the earth **geographic**- relating to geography **geocentric**- measured form the earth's center; having the earth as a center **geographer**- person who studies geography **geometry**- mathematics dealing with lines, angles, surfaces and solids **geomorphic**- pertaining to the shape of the earth or the form of its surface
scrib/ script	write/written	**description**- statement that tells you how something or someone looks, sounds, etc. **inscription**- a short dedication written in a book or engraved on something **manuscript**- a piece of writing; a book **prescription**- a piece of paper written by a doctor that lets you get medicine at a pharmacy **scribble**- sloppy writing that is hard to read **subscription**- written agreement to buy and read a magazine or newspaper for a set period of time **transcribe**- to write down or record; to translate **describe**- to say or write down how something or someone looks prescription-

***Refer to terminology index and spelling rules for any misunderstandings.**

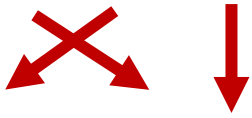


Roots: photo, geo, script Lesson
Word Web
Deconstruction Guide

Roots: photo, geo, script **Name: _____**

Guided Practice **Date: _____**

Use the sentence context to complete the word web.

Changes in temperature can cause <u>geomorphic</u> processes in high mountain areas.	g e o m o r p h i c 	
When my pops passed away there was a beautiful <u>inscription</u> on his tombstone.	i n s c r i p t i o n	
Each of our students was given a <u>photocopy</u> of the study guide in preparation for the end of week test.	p h o t o c o p y	
Kelli looked so beautiful in pictures. My mother always said she was very <u>photogenic.</u>	p h o t o g e n i c	

Roots: photo, geo, script **Name: _____**

Guided Practice **Date: _____**

ANSWER KEY

Use the sentence context to complete the word web.

Changes in temperature can cause <u>geomorphic</u> processes in high mountain areas.	g e o m o r p h i c shape earth form	Students will create working definitions for each given word. Answers may vary.
When my pops passed away there was a beautiful <u>inscription</u> on his tombstone.	i n s c r i p t i o n written into product	
Each of our students was given a <u>photocopy</u> of the study guide in preparation for the end of week test.	p h o t o c o p y reproduction of something light	
Kelli looked so beautiful in pictures. My mother always said she was very <u>photogenic.</u>	p h o t o g e n i c birth light form	

Roots: photo, geo, script **Name: _____**

Text Application **Date: _____**

Identify the words with the roots being studied. After the 1st read, determine the meaning of each word.

James went to school and studied geology for many years. He spent every summer in rural parts of the world taking photographs of the amazing things he found on the earth's surface. He wrote a detailed description to accompany each photo. His hope was that this information would be used for other students who decided to study geology. James knew the earth was full of incredible geographic formations that had not yet been studied

Photograph:_____

_____

_____

Geology:_____

_____

_____

Description:_____

_____

_____

Roots: photo, geo, script **Name: _____**

Text Application **Date: _____**

ANSWER KEY

Identify the words with the roots being studied. After the 1st read, determine the meaning of each word.

James went to school and studied geology for many years. He spent every summer in rural parts of the world taking photographs of the amazing things he found on the earth's surface. He wrote a detailed description to accompany each photo. His hope was that this information would be used for other students who decided to study geology. James knew the earth was full of incredible geographic formations that had not yet been studied

Photograph: a picture made by the light used by a camera

Geology: the study of the earth's history

Description: statement that tells how something looks

* Print card deck front and back.

photo

geo

script

* Print card deck front and back.

Word Origin: Latin

Meaning: light

Word Origin: Greek

Meaning: earth

Word Origin: Greek

Meaning: to write or written

ROOTS: PHOTO, GEO, SCRIPT ROLL & READ

L.3.4c- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Directions:

1. Roll the die.
2. Read the corresponding column of roots.
3. Put a check mark in the box each time you read a column.
4. Repeat until you have read every column three times.

Example:

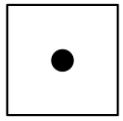

photometer
geography
describe

photo- light

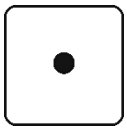
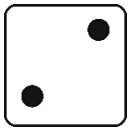
geo- earth

scribe/script- write/written

Name: _____

ROOTS: PHOTO, GEO, SCRIPT ROLL & READ

L.3.4c- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

					
photograph	geothermal	prescription	photometer	geomagnetic	inscription
geography	circumscribe	photosynthesis	geometry	photology	subscriber
description	photon	geocentric	subscription	geometrical	geoscience
photosensitive	manuscript	scribble	photography	photocopy	prescribe
geology	photojournalist	photogenic	geomorphic	describe	geophysics
inscription	geographic	geographer	transcribe	photographer	postscript
☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐	☐☐☐

Extension: Choose two words from above and write a sentence for each word.

Word:	Sentence:
photometer	As the light passed over the filter in the photometer, the camera would then adjust the amount of light needed to take the picture.

Name: _____

ROOTS: PHOTO, GEO, SCRIPT Speed Drill

1. Pronounce each root and state meaning with your teacher/partner.
2. Practice reading the roots and stating meanings on your own.
3. Have a partner time you reading the roots and stating meanings for one minute.
4. Keep practicing to improve your speed.

photo- light

geo- earth

script- write/written

photo	**geo**	**script**	**geo**	**script**
geo	**photo**	**script**	**photo**	**geo**
geo	**script**	**photo**	**script**	**photo**
script	**photo**	**geo**	**photo**	**geo**
script	**photo**	**geo**	**script**	**geo**
script	**geo**	**photo**	**script**	**photo**

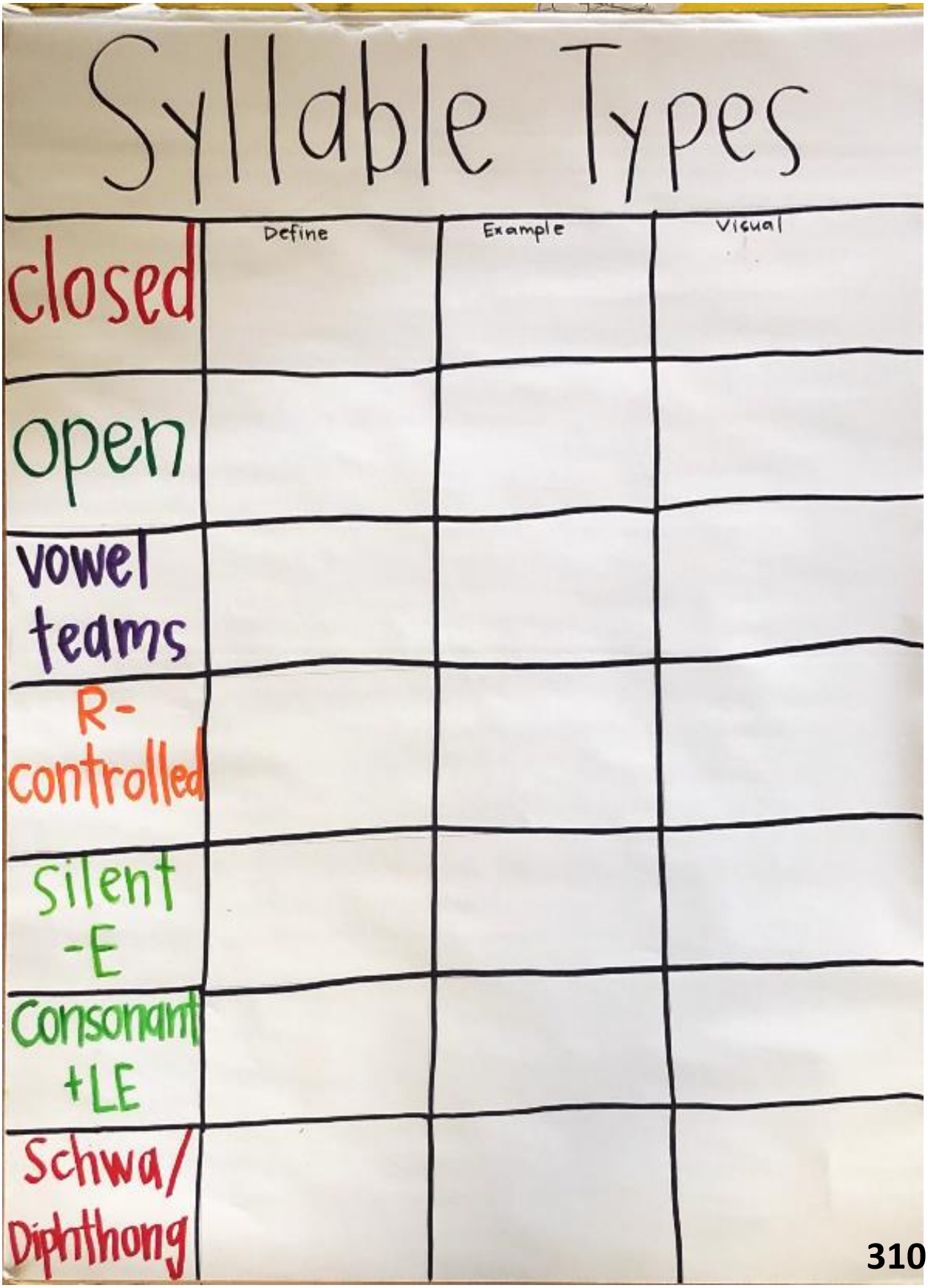
	Words Per Minute	Date	Partner
TIMED READING 1	_____	_____	_____
TIMED READING 2	_____	_____	_____
TIMED READING 3	_____	_____	_____

APPENDICES

Terminology for Advanced Phonics

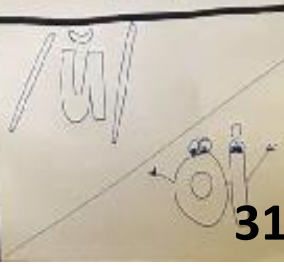
Phoneme	Smallest unit of speech sound
Syllable	word part that contains one vowel sound
Morpheme	smallest component of a word that has meaning
Affix	prefix or suffix that can be attached to the base
Prefix	affix placed before the base of a word
Suffix	affix placed after the base of a word
Base	morpheme that holds the core meaning of a word; every word has one
free base	stands alone; often called base word (e.g. port)
bound base	only appears as part of a larger word (e.g. dict)
Base Word	free base; word even when no affixes are added (e.g. form)
Root	Word in an origin language from which English bases are formed
Connective	letter(s) in English words used to combine two morphemes; connectives function as glue and no meaning

Adapted from William Van Cleave's *Morphology Matters: Building Vocabulary Through Word Parts*.



Syllable Types Anchor Chart

Syllable Types

	Define	Example	Visual
closed	• Ends in one or more consonants • makes a short vowel sound	cl cl nap|kin v c c v	
open	• Ends in a vowel • makes a long sound and is spelled with one vowel letter	op cl mu|sic v c v	
vowel teams	• Vowel sound is short or long and spelled with two vowel letters	vt vt steam|boat v c c v	
R-controlled	• combination of a vowel followed by r • one welded sound	cl br lan|tern v c c v	
Silent -E	• makes a long vowel sound with one vowel letter followed by one consonant and a silent e	cl cl s-e in|com|plete v c c v v	
Consonant +LE	• a consonant + LE syllable is a final, separate syllable with a consonant followed by letters le	cl c-le dwin|dle v	
Schwa/ Diphthong	Contains /ŭ/ sound in an unstressed syllable with a vowel • When two vowels make a new sound	x di a|round v c v	

Syllable Types Anchor Chart

Syllabication Steps

1. Label the first two vowels.

2. Draw a bridge to connect the vowels.

3. Label the consonants on the bridge.

4. Divide using the pattern you notice.

5. Identify the syllable types for each word part and label each.

6. Read each syllable and blend the word.

Syllabication Steps Anchor Chart

** Adapted from Brainspring's *Phonics First* ® syllabication routine.

Syllabication Steps with Morphology

1. Circle any familiar suffixes. (-ing, -ous, -ful)

2. Underline any familiar prefixes. (re-, un-, pre-)

3. Locate and put a line under each vowel grapheme in the word.
    1. Do not mark silent e
    2. Vowel teams are one sound
    3. If needed, mark the vowel and consonants with V or C

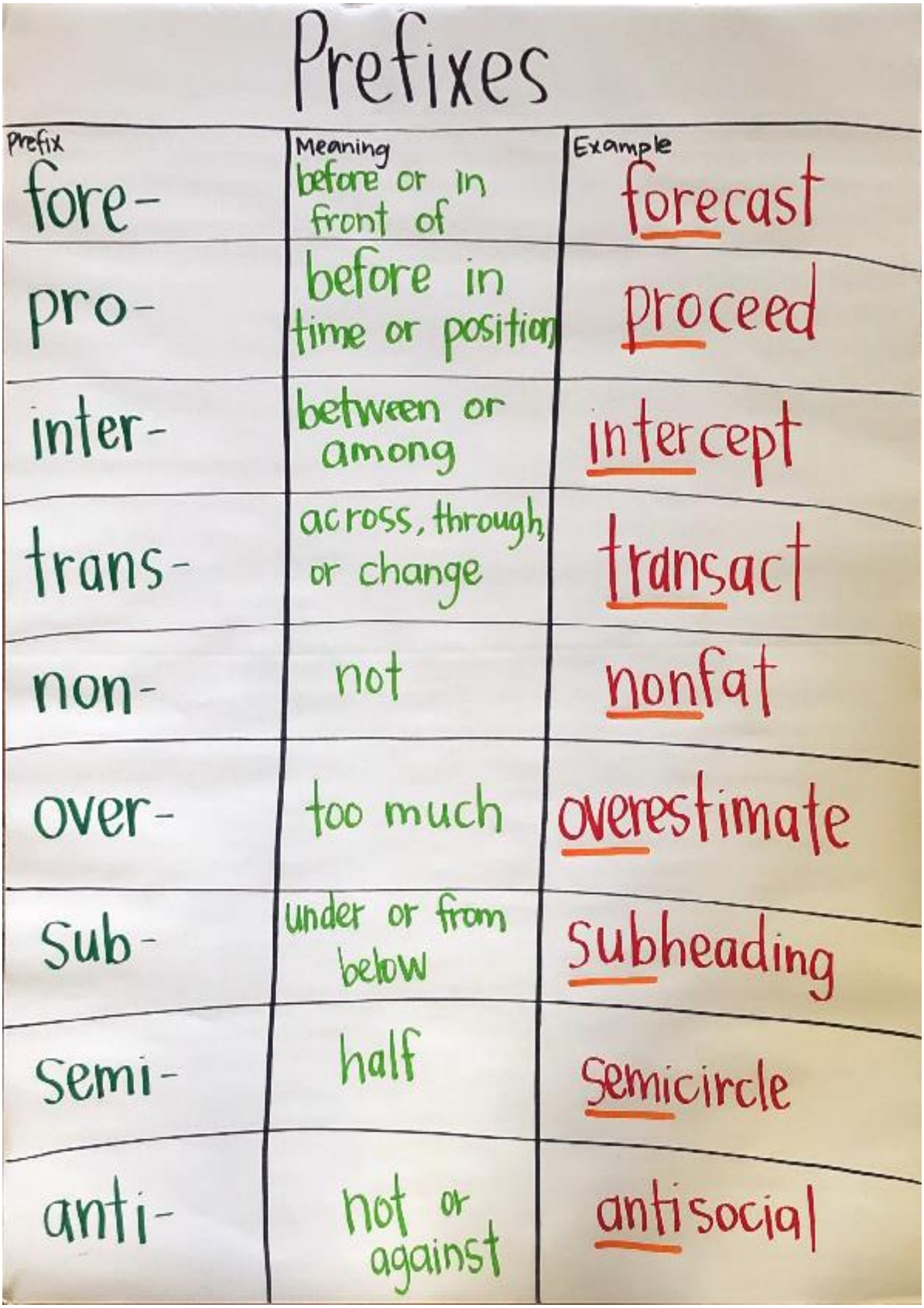
4. Use knowledge of syllables to decode vowel sounds.

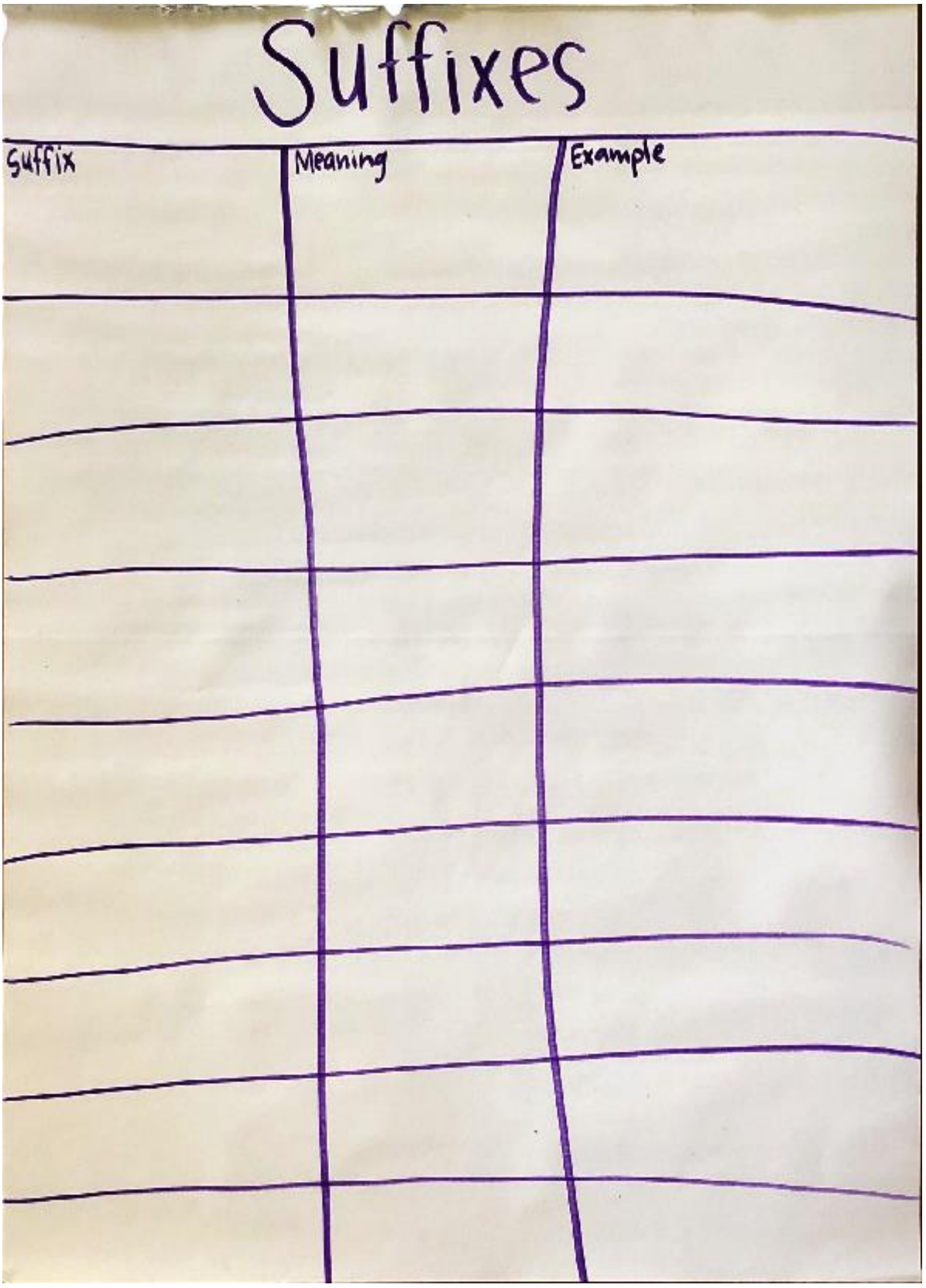
5. Say the whole word. If needed, check the context for clarification.

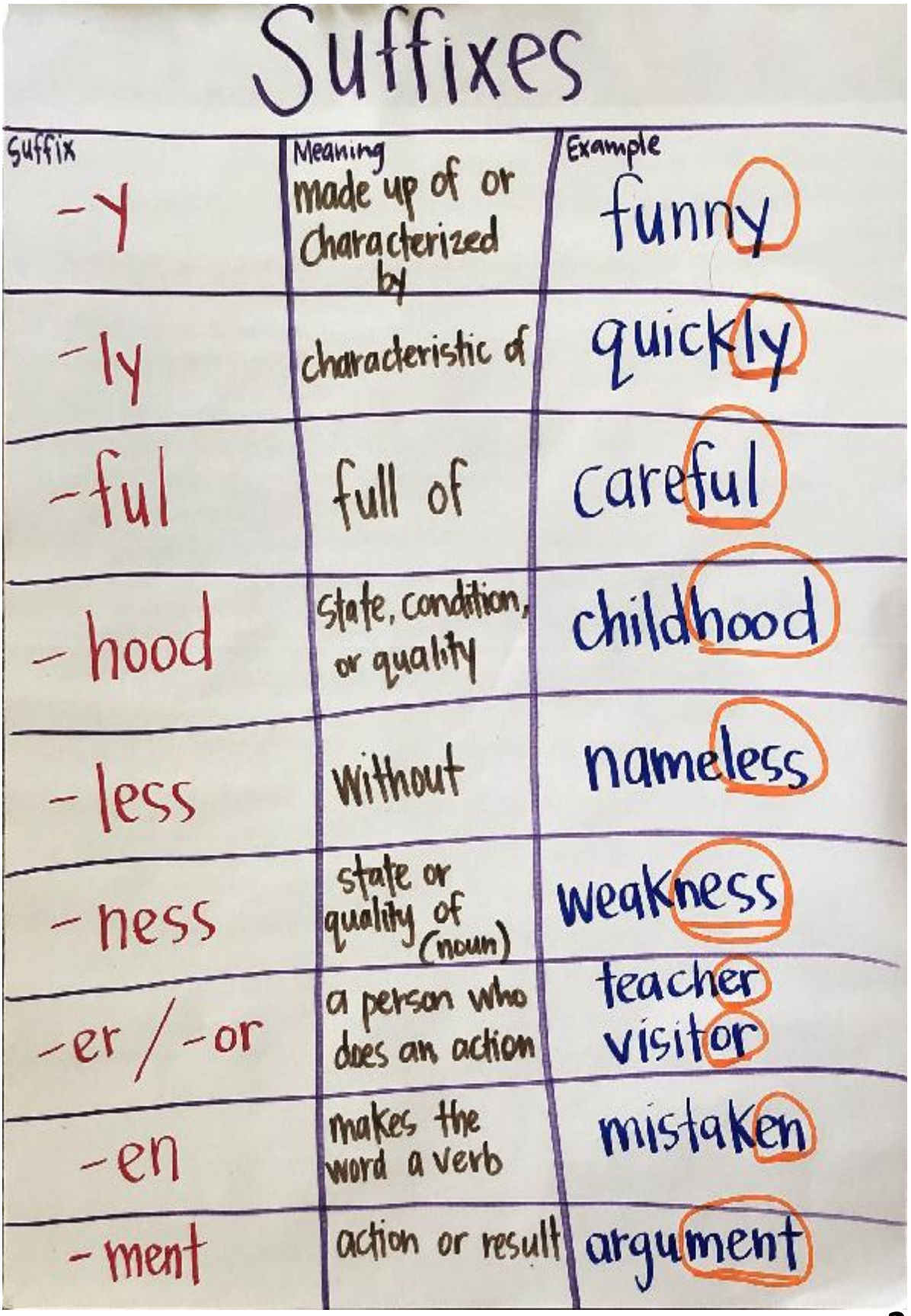
** Adapted from Brainspring's *Phonics First* ® syllabication routine.

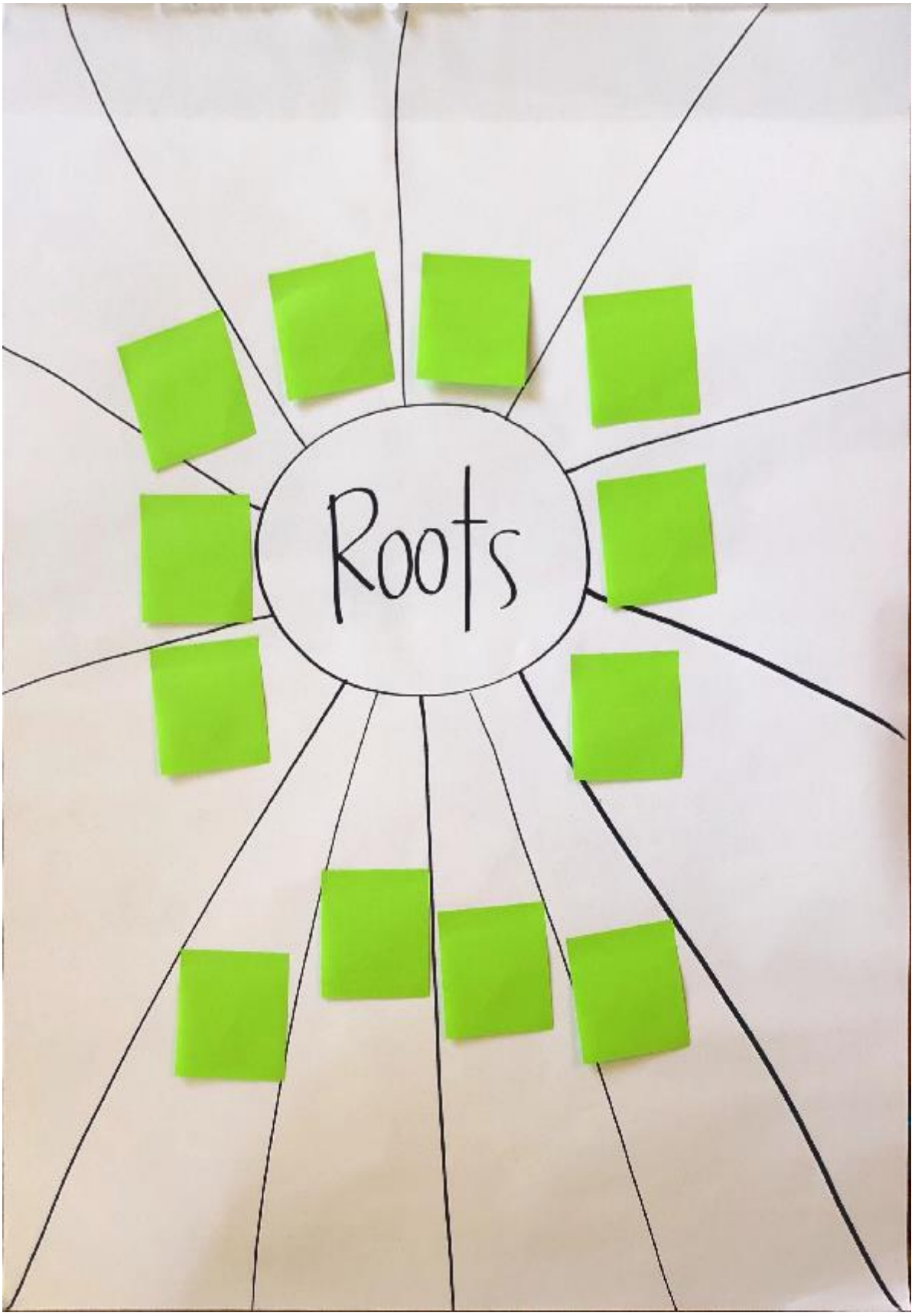
Prefixes

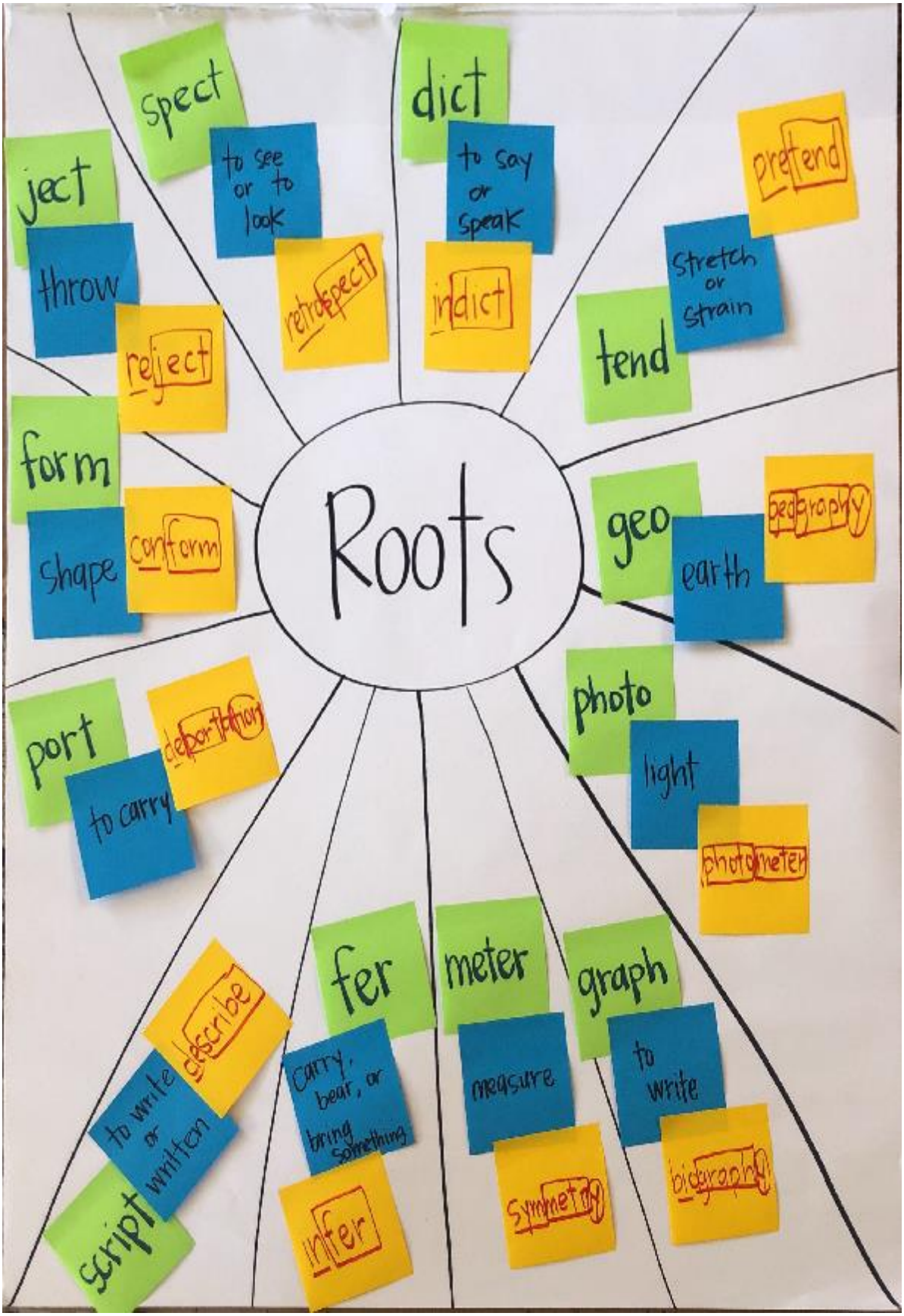
Prefix	Meaning	Example


Prefixes
Prefix
Meaning
Example
fore-
before or in front of
forecast
pro-
before in time or position
proceed
inter-
between or among
intercept
trans-
across, through, or change
transact
non-
not
nonfat
over-
too much
overestimate
sub-
under or from below
subheading
semi-
half
semicircle
anti-
not or against
antisocial

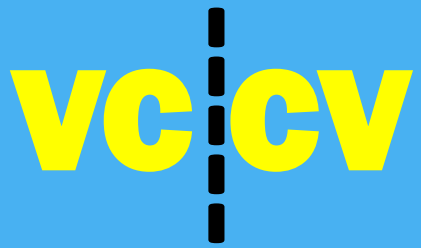

Suffixes
Suffix
Meaning
Example


Suffixes
Suffix
Meaning
Example
-y
made up of or characterized by
funny
-ly
characteristic of
quickly
-ful
full of
careful
-hood
state, condition, or quality
childhood
-less
without
nameless
-ness
state or quality of (noun)
weakness
-er / -or
a person who does an action
teacher
visitor
-en
makes the word a verb
mistaken
-ment
action or result
argument


Roots


Roots
spect
to see or to look
retrospect
dict
to say or speak
indict
ject
throw
reject
form
shape
conform
tend
stretch or strain
pretend
geo
earth
geography
port
to carry
deport/transport
photo
light
photometer
fer
carry, bear, or bring something
infer
meter
measure
symmetry
graph
to write
biography
script
to write or written
describe

SYLLABLE DIVISION PATTERNS



vc|cv
con|sist
v c | c v

vicv

basic

v i c v

1

vc v
cab in
v c v
2

vv
meow
v v

Syllable Speed Drill Routine

1. Distribute copies of the focus syllable Speed Drill.

2. Explain to students that a speed drill is a timed reading with a set of words that fit the syllable pattern being studied.

3. Teach students the routine below for using speed drills.

Step 1	**<u>Underline the focus syllable pattern in each word on the drill.</u>** - Teacher supports students as they do this part of the drill, ensuring they are underlining syllables correctly. <u>Extension</u>: Time this (approximately 2 minutes) to emphasize the importance or recognizing these patterns quickly.
Step 2	**<u>Help students pronounce the words on the speed drill.</u>** - Because the drill contains 20 words and each word is repeated you only need to review the words in the first two rows. - Model for students how to read the words, using the syllable type if needed. - State the definition for any words that students do not know, if applicable.
Step 3	**<u>Time students as they read the words on the speed drill for 1 minute. Student records their number of words read correctly beside "Timed Reading 1."</u>** - Could be used as a center activity with a partner.
Step 4	**<u>Students are reassessed by their partner later in the week and record their new number of words read correctly beside "Timed Reading 2."</u>**
Step 5	**<u>Check timed reading scores for all student speed drills at the end of the week.</u>** - Students who need more practice to develop fluency should continue to practice reading the words on their speed drill. - Teacher and student could do the final timed reading and record the score before "Timed Reading 3."

Adapted from: Blevins, Wiley. *Week-by-Week Phonics & Word Study Activities for the Intermediate Grades 35 Mini-Lessons With Skill-Building Activities to Help Students Tackle Multisyllabic Words and Improve Their Fluency, Vocabulary, and Comprehension*. Scholastic Prof Book Div, 2011.

Syllabication Reference Cards

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Closed Syllables

A syllable in which a single vowel is followed by a consonant. The vowel is usually short.

50% of all syllables in words are closed syllables.

Examples:

man	**in/sect**
stop	**dis/cuss**
got	**com/pass**

Adapted from Brainspring's *Phonics First* ®.

Open Syllables

A syllable ending with a single vowel.
The vowel is usually long.

About 25% of all syllables are open.

Open and closed syllables account for almost 75% of syllables in English words.

Examples:

go	**ze/ro**
me	**so/lo**
she	**Plu/to**

Adapted from Brainspring's *Phonics First* ®.

Vowel Team Syllables

A syllable in which the vowel sound is spelled with two to four letters.

Vowel sound can be short, long or a diphthong such as ai, ea, ee, oi, oy, au, ie, oa, ow, ay, ue, ou, oo.

Examples:

proof	read
south	east
toe/nail	en/croach

Adapted from Brainspring's *Phonics First* ®.

R-Controlled Syllables

A syllables in which the vowel is followed by the single letter r. The vowel sound is 'controlled' by the r such as or, ar, ir, ur, er, ear.

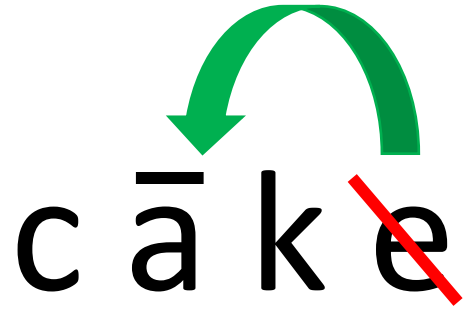
Examples:

earth	worm
work	force
em/bar/go	bor/der/line

Adapted from Brainspring's *Phonics First* ®.

Silent-E Syllables

A syllable in which the long vowel sound is spelled with one vowel followed by one consonant and a silent e.



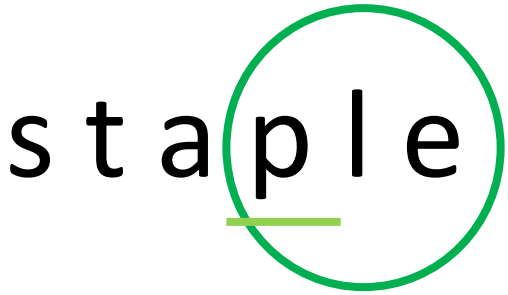
Examples:

time
lime
line
like
wise

Adapted from Brainspring's *Phonics First* ®.

Consonant + LE Syllables

An unaccented final syllable in which a consonant is followed by –le.



Examples:

sam/ple
ti/tle
dwin/dle
bat/tle
exam/ple

Adapted from Brainspring's *Phonics First* ®.

Schwa Syllables

The schwa syllable occurs in an unstressed, unaccented syllable with a vowel (often, but not exclusively the a).

Schwa makes the /u/ sound when the word is pronounced.

Examples:

a/lone
ba/nan/a
em/pha/size
Ja/pan
sa/lute

Adapted from Brainspring's *Phonics First* ®.

Diphthong Syllables

The diphthong syllable is when two vowels form a new sound.

Examples:	**ow**	**cow**
	ou	**out**
	aw	**straw**
	au	**August**
	oi	**oil**
	oy	**boy**
	oo	**schoolbook**

Adapted from Brainspring's *Phonics First* ®.

Base

a word part that holds the core meaning; every word has a base

Free Base

can stand alone even when no additional word part is added

Bound Base

only appear in larger words; while they still hold meaning they need additional word parts

MORPHOLOGY STEPS

1. Break the word into parts: prefix, base word, suffix

2. Underline prefixes, box base words and circle suffixes

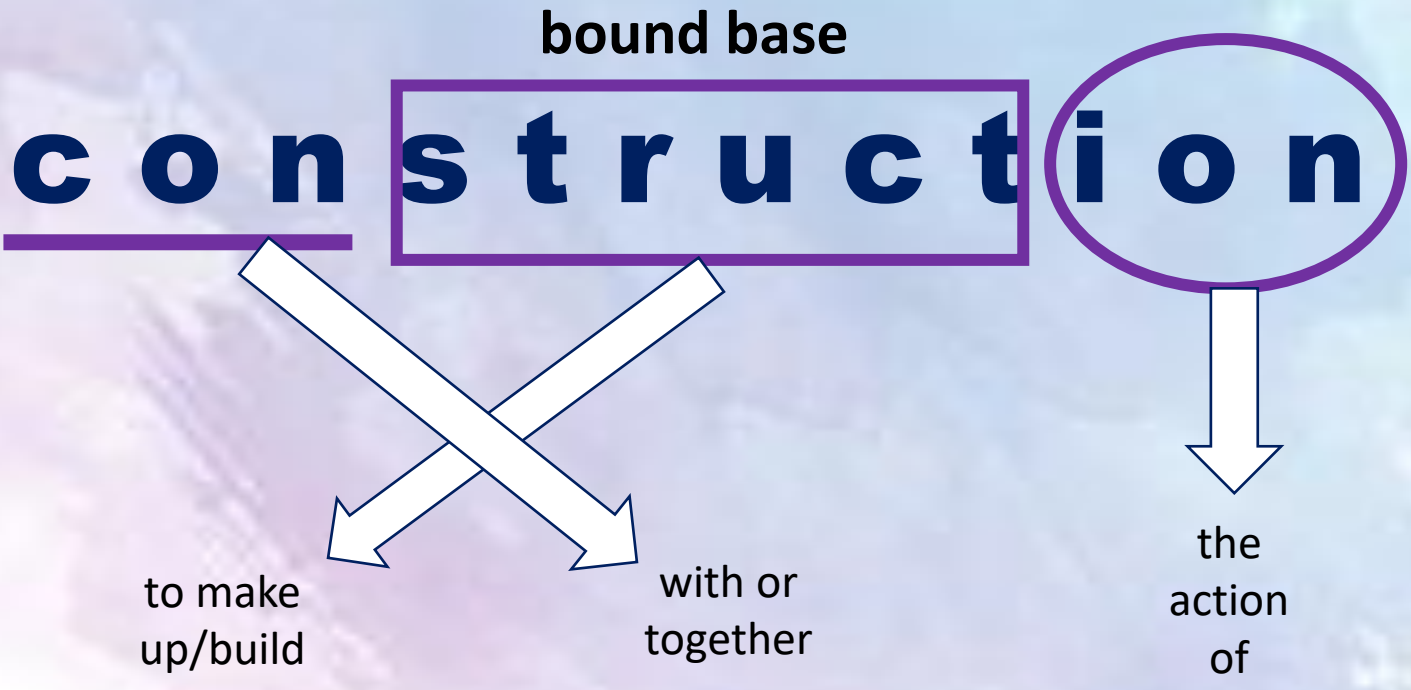
3. Determine if base is a free base or bound base.

4. Look at base word first, determine meaning.

5. Define prefix and suffix.

6. Define word using all word parts.

7. Read sentence in context to confirm definition.



the action of building something together

Affixes & Roots Speed Drill Routine

1. Distribute copies of the focus affix or root Speed Drill.

2. Explain to students that a speed drill is a timed reading with a set of affixes or roots that are being studied.

3. Teach students the routine below for using speed drills.

Step 2	**<u>Help students pronounce the affix or root on the speed drill.</u>** - Because the drill contains 20 affixes or roots and each affix or root is repeated you only need to review the affixes or roots in the first two rows. - Model for students how to read the affixes or roots. - State the definition for any words that students do not know, if applicable.
Step 3	**<u>Time students as they read the affixes or roots on the speed drill for 1 minute. Student records their number of affixes or roots read correctly beside "Timed Reading 1."</u>** - Could be used as a center activity with a partner.
Step 4	**<u>Students are reassessed by their partner later in the week and record their new number of affixes or roots read correctly beside "Timed Reading 2."</u>**
Step 5	**<u>Check timed reading scores for all student speed drills at the end of the week.</u>** - Students who need more practice to develop fluency should continue to practice reading the affixes or roots. on their speed drill. - Teacher and student could do the final timed reading and record the score before "Timed Reading 3."

Adapted from: Blevins, Wiley. *Week-by-Week Phonics & Word Study Activities for the Intermediate Grades 35 Mini-Lessons With Skill-Building Activities to Help Students Tackle Multisyllabic Words and Improve Their Fluency, Vocabulary, and Comprehension*. Scholastic Prof Book Div, 2011.

Morphology Spelling Rules

✓ **Silent-E Spelling Rule:** Drop the e before adding a vowel suffix.

hope + less = hopeless
hope + ed = hoped
in + vade + ing = invading

✓ **CVC Doubling Rule:** In 1 syllable words ending in consonant-vowel-consonant (cvc), double the final consonant before adding vowel suffix.

double:	**do not double:**
ship + er = shipper	ship + ment = shipment
snag + ed = snagged	host + ess = hostess

✓ **Y Spelling Rule:** Never drop the y. Keep it or change it. If a word ends in vowel-y, keep the y. If a word ends in consonant-y, change the y to i unless the suffix begins with i.

Vowel-y, keep it:	**consonant-y, change it:**
pray + ed = prayed	party + er = partier

suffix begins with i, no double i:
fly + ing = flying
study + ing = studying

Adapted from William Van Cleave's *Morphology Matters: Building Vocabulary Through Word Parts*.

Syllabication Scaffolding Supports

Multisyllabic Word Reading:

- **Let student(s) try reading the syllable first without sounding it out. If they need extra support, break each syllable up into its individual sounds.**

  Example: *DISHPAN*

  "Our first syllable is a closed syllable. The first syllable is spelled *d-i-s-h*. When I sound this out, I read */d/ĭ/sh/,* **dish**. The second syllable is also a closed syllable. The second syllable is spelled *p-a-n*. When I sound this out, I read */p/ă/n/*, **pan**. When I read the whole word, I get **dishpan**."

- **If student is struggling to pronounce the correct vowel sound, remind them of the vowel sound before sounding out the word.**

  Example: *DISHPAN*

  "Our first syllable is a closed syllable. Closed syllables have a short vowel sound. The first syllable is spelled *d-i-s-h*. The vowel sound I would say is */ĭ/*. When I sound this out, I read */d/ĭ/sh/*, **dish**. The second syllable is also a closed syllable. Remember closed syllables have a short vowel sound. The second syllable is spelled *p-a-n*. The vowel sound I would say is */ă/*. When I sound this out, I read */p/ă/n/*, **pan**. When I read the whole word, I get **dishpan**."

Multisyllabic Word Work:

- **Let student(s) try spelling the syllable first without counting the phonemes. If they need extra support, break each syllable up into its individual sounds.**

  Example: *PASTEL*

  "The first syllable is *pas*. I hear short vowel */ă/*, so it is a closed syllable. I hear */p/ă/s/*. I spell that *pas*. I will write this on the first line. The second syllable is *tel*, I hear short vowel */ĕ/*, so it is a closed syllable. I hear */t/ĕ/l/*. I spell that *tel*. I will write this on the second line." When I write the word together, I see the word **pastel**."

Syllabication Scaffolding Supports

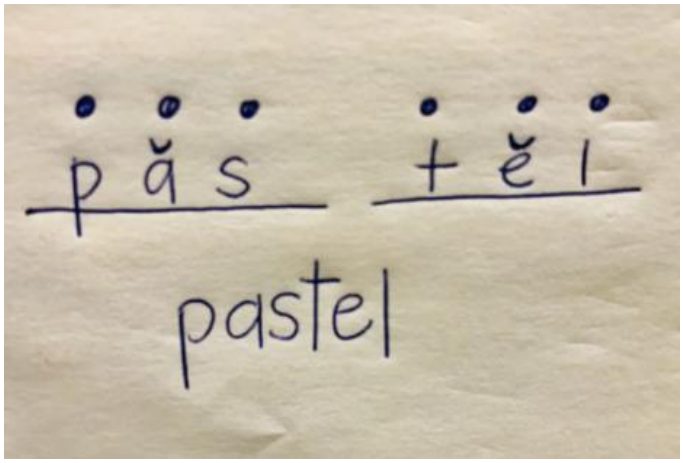
- **If student is struggling to spell the word just by pronouncing the individual phonemes, have them represent each sound with a dot.**

  Example: *PASTEL*

  "The first syllable is *pas*. I hear short vowel */ă/*, so it is a closed syllable. I hear */p/ă/s/*. I hear three sounds, so I will put three dots above my first syllable line to represent the three sounds that I hear. The first sound I hear is */p/*. I spell that with the letter *p*. The second sound I hear is */ă/*. I spell that with the letter *a*. The third sound I hear is */s/*. I spell that with the letter *s*. My first syllable is spelled *pas*."

  "The second syllable is *tel*. I hear short vowel */ĕ/*, so it is a closed syllable. I hear */t/ĕ/l/*. I hear three sounds, so I will put three dots above my second syllable line to represent the three sounds that I hear. The first sound I hear is */t/*. I spell that with the letter *t*. The second sound I hear is */ĕ/*. I spell that with the letter *e*. The third sound I hear is */l/*. I spell that with the letter *l.* My second syllable is spelled *tel*."

  "When I write this word together, I see the word **pastel**."



Morphology Scaffolding Supports

Word Reading:

- **If student cannot decode a word, syllabicate the word before identifying prefix, suffix and base word.**

  Example: *INVENTOR*

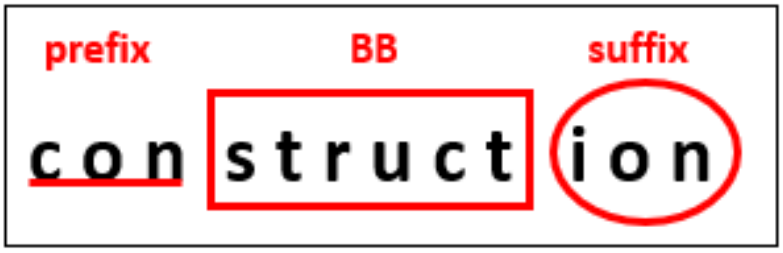
  "Let us syllabicate this word to help us read it. I see the suffix *-or* at the end. I will start by circling this and putting suffix at the top to label it. Next, I need to identify my first two vowels. I see vowels *i* and *e*. In between *i* and *e*, I see consonants *n* and *v*. This is a VCCV pattern. I will divide between the two consonants. The first syllable is a closed syllable, which is a short vowel sound, and the second syllable is also a closed syllable. First syllable is */ĭn/*, second syllable is */vent/* and suffix is */or/*. The whole word is inventor.

Word Part Identification:

- **Let student(s) try identifying the word parts first without labeling each part. If they need extra support, have students label each word part.**

  Example: *CONSTRUCTION*

  "Let's label each part to remind us what word part they are. I know that *con-* is a prefix. We underline prefixes, so I will underline it and put prefix above it. I know *-ion* is a suffix and we circle suffixes. I will circle it and write suffix above it. *Struct* is a base word so I will draw a box around it. *Struct* is a bound base so I will write a BB above it to remind me it's a bound base.



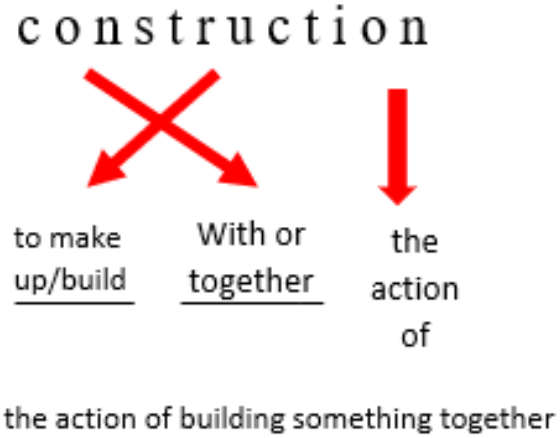
Morphology Scaffolding Supports

Identifying Word in Context:

- **Let student(s) try identifying the meaning of the word first after reading it in context. If they need extra support, have students create word web.**

Example: *CONSTRUCTION*

"Since we are having difficulty determining the meaning of the word **construction**, let us create a word web to help us identify the meaning of the prefix, suffix and base word. Hopefully, this will help us in determining the meaning of the word. We start with identifying the meaning of the base word first. *Struct* means to make or build. We will draw our arrow and write the meaning below. The prefix *con-* means with or together. I will draw the arrow and write it below. The suffix *-ion* means the action of. I will draw the arrow straight down and write the meaning. When I put these together, it looks like **construction** is the action of building something together. Now, let us reread our sentence/text and see if that makes sense."



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Blevins, Wiley. *Week-by-Week Phonics & Word Study Activities for the Intermediate Grades 35 Mini-Lessons With Skill-Building Activities to Help Students Tackle Multisyllabic Words and Improve Their Fluency, Vocabulary, and Comprehension*. Scholastic Prof Book Div, 2011.

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