

Level 5

Building  
**VOCABULARY**  
from Word Roots

Guided  
Practice  
Book



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**Part A:**  
Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Use the Root Bank at the bottom of the page to help you remember what each of the parts means. An X means the word does not have a prefix or a base.

	prefix means	base means	word means
1. export	out	carry	to carry or send things out of the country
2. portable	X		
3. inspect			
4. invoke			
5. multivocal			
6. respect			
7. subtract			
8. autograph			
9. visible	X		
10. unify		X	

**Root Bank**

**Prefixes:** *auto-* = self; *ex-* = out; *in-* = in, on, into; *multi-* = many; *re-* = back, again; *sub-* = under; *tri-* = three; *uni-* = one

**Bases:** *audi, audit* = hear or listen; *port* = carry; *graph* = write; *spect* = watch, look at; *terr* = land, ground, earth; *tract* = pull, draw, drag; *vis* = see; *voc, voke* = call, voice

**Suffixes:** *-able, -ible* = can or able to be done; *-ify* = to make

**Part B:**  
Combine and Create

## Making Words

**Directions:** Write one sentence that includes both of these words. Use the Root Bank in "Divide and Conquer" to figure out any words that are new.

1. terrier

spectacles

---

---

2. voice

spectator

---

---

3. subtract

vocabulary

---

---

4. trace

Mediterranean Sea

---

---

5. invoke

auditorium

---

---



**Part C:**  
Read and Reason

## What Do You Know?

**Directions:** Answer the questions.



1. What is the major difference between a *terrarium* and an *aquarium*?

---

---

2. Is an earthworm a *subterranean* animal or a *subaquatic* animal? Why?

---

---

3. What is the difference between *vocalizing* and *subvocalizing*?

---

---

4. What is the difference between a *vocal* clue and an *auditory* clue?

---

---

**Part D:**  
Extend and Explore



## Sentence Starters

**Directions:** Work with a partner to complete these sentences using a word from the list. Together choose one of the sentences to read out loud, but skip over the word from the list. See if your classmates can guess the missing word. Use the Root Bank in "Divide and Conquer" to figure out any words that are new.

**Word List:**

detract	contract	vocal	revoke
terrarium	terracotta	spectacular	spectator
auditorium	inaudible	audible	

**Sentences:**

1. While I was trying to \_\_\_\_\_

\_\_\_\_\_

2. How do you know if \_\_\_\_\_

\_\_\_\_\_

3. Where in the world can \_\_\_\_\_

\_\_\_\_\_

4. What would you think about \_\_\_\_\_

\_\_\_\_\_

5. Why should \_\_\_\_\_

\_\_\_\_\_



**Part E:**  
Go for the Gold!

## Sixteen Square Wordo

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose words from the word list provided by your teacher and write one word in each box. You can choose the box for each word. Then, your teacher will give a clue for each word. Make an X in the box for each word you match to the clue. If you get four Xs in a row, column, diagonal, or four corners, call out, "Wordo!"




Part A:  
Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. There are two sets of "Divide and Conquer" exercises. All words in List A begin with directional prefixes *dis-*, *di-*, *dif-* and mean "apart, in different directions." All words in List B begin with negative *dis-* and mean "not." Bases have been provided for some of the words.

### LIST A: Directional *dis-*, *di-*, *dif-*

	prefix means	base means	word means
1. disturb	<u>apart</u>	<u>turb = shake, agitate</u>	<u>to shake apart</u>
2. direct	<u>                    </u>	<u>rect = straight, guide</u>	<u>                    </u>
3. dissolve	<u>                    </u>	<u>solv = break, loosen</u>	<u>                    </u>
4. differ	<u>                    </u>	<u>fer = bear, go</u>	<u>                    </u>
5. disposal	<u>                    </u>	<u>pos = put</u>	<u>                    </u>

### LIST B: Negative *dis-*

6. dissatisfied	<u>                    </u>	<u>                    </u>	<u>                    </u>
7. disqualified	<u>                    </u>	<u>                    </u>	<u>                    </u>
8. disapprove	<u>                    </u>	<u>                    </u>	<u>                    </u>
9. dishonor	<u>                    </u>	<u>                    </u>	<u>                    </u>
10. disability	<u>                    </u>	<u>                    </u>	<u>                    </u>



Part B:  
Combine and Create

## Word Sort

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

- |             |              |            |              |             |
|-------------|--------------|------------|--------------|-------------|
| distract    | disruption   | dispel     | dislocated   | distributor |
| disturbance | dissatisfied | discourage | disagreeable | dismiss     |
| different   | disposal     | diversity  | dissect      | digest      |

has a suffix	does not have a suffix

Circle three words from the "has a suffix" column. Write them below.  
Then write them without the suffix.

With the suffix

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Without the suffix

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Part C:  
Read and Reason



## Journal Entry

**Directions:** Read the following journal entry and answer the questions.

Dear Diary,

I write today to dissect my thoughts. Today, my friends and I went to a movie after school. This horror movie caused me to have dilated pupils the whole time, my anxiety and adrenaline on full alert. It was really disturbing, but I don't really know what part bothered me the most. Maybe tonight, when I fall asleep, I will dream of the things that most disrupted my inner thoughts and sense of security.

Until then,

Disturbed Derek



**Questions:**

1. How does Derek feel about the movie? How do you know?

---

---

2. In the last sentence, what does *disrupted* mean? How do you know?

---

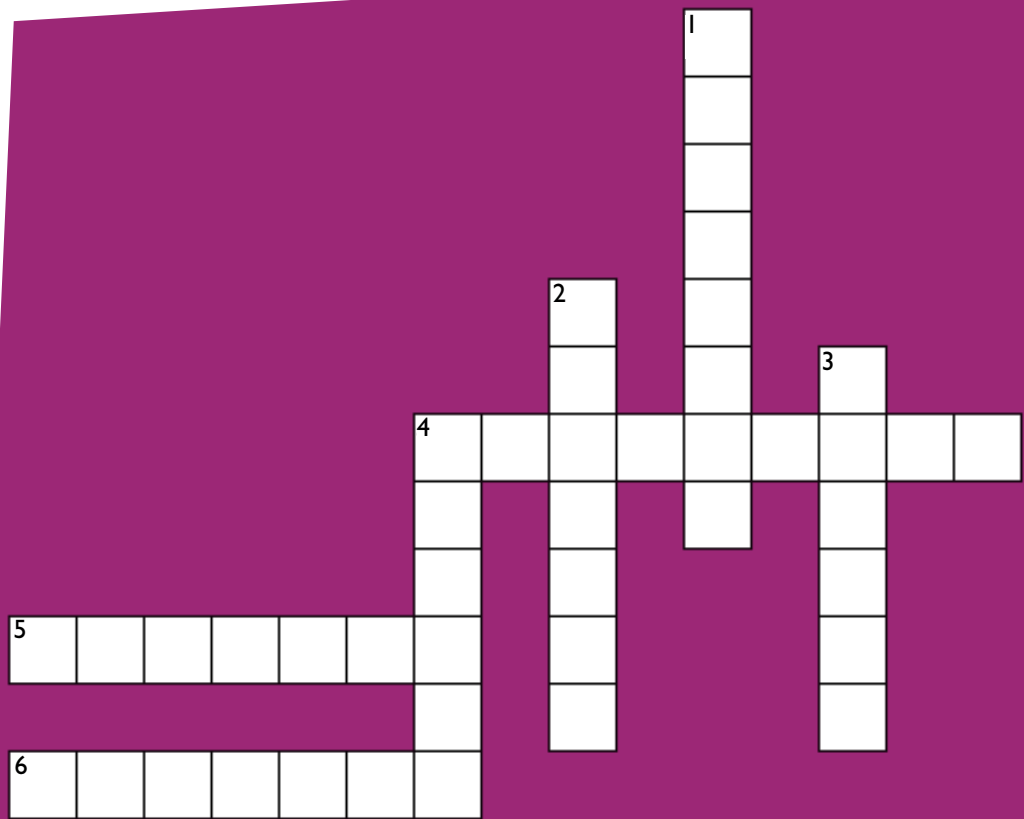
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**Part D:**  
Extend and Explore

## Crossword Puzzle

**Directions:** Read the clues and complete the crossword puzzle.



**Across**

- 4. the state of not believing
- 5. to get rid of or throw away
- 6. to take apart

**Down**

- 1. to differ in opinion; argue
- 2. to break the quiet or calm
- 3. to drive apart
- 4. to tell someone the way to a place

Part E:

Go for the Gold!



## Word Search

**Directions:** Find the words listed below in the puzzle. Words can be across, down, diagonal, or backwards.

DISTURBANCE  
DISTRACT  
DISRUPT  
DISPOSE

DIFFER  
DIVERT  
DIGEST  
DIRECT

DISLOCATED  
DISSOLVE  
DISTRIBUTE  
DISMISS

C	T	O	U	N	M	B	B	M	V	C	T	R	B
P	S	O	Q	Z	C	R	T	G	D	V	R	E	S
R	E	D	I	S	T	U	R	B	A	N	C	E	S
D	G	O	P	K	F	M	E	U	Y	Y	T	G	M
N	I	P	G	R	D	D	S	A	S	F	T	T	U
W	D	V	D	C	I	S	O	C	X	R	T	U	P
Q	I	D	I	S	R	U	P	T	E	W	E	T	J
Y	S	B	S	W	T	C	S	V	A	E	N	D	B
P	M	Y	T	Q	W	A	I	S	G	Y	T	I	T
O	I	L	R	L	E	D	D	I	F	F	E	R	Y
E	S	H	A	T	D	I	S	S	O	L	V	E	T
A	S	M	C	R	O	N	O	S	R	E	D	C	N
M	O	N	T	D	I	S	T	R	I	B	U	T	E
D	I	S	L	O	C	A	T	E	D	I	V	E	K
O	S	E	S	A	A	E	L	P	E	M	V	O	L



## Part A: Meet the Root



# Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Remember that *a-, ab-, abs-* mean "away" or "from."

	prefix means	base means	word means
1. abnormal	<u>away, from</u>	<u>norm = norm</u>	<u>away from what is normal</u>
2. abduct	<u>                    </u>	<u>duct = lead</u>	<u>                    </u>
3. abrasive	<u>                    </u>	<u>ras = scrape</u>	<u>                    </u>
4. absent	<u>                    </u>	<u>(s)ent = be</u>	<u>                    </u>
5. abstain	<u>                    </u>	<u>tain = hold</u>	<u>                    </u>
6. abrupt	<u>                    </u>	<u>rupt = break</u>	<u>                    </u>
7. absorbent	<u>                    </u>	<u>sorb = soak</u>	<u>                    </u>
8. avocation	<u>                    </u>	<u>voc = call(ing)</u>	<u>                    </u>
9. avert	<u>                    </u>	<u>vert = turn</u>	<u>                    </u>
10. aborigine	<u>                    </u>	<u>origin = originate</u>	<u>                    </u>

### DID YOU KNOW?

The word *aborigine* refers to a country's original inhabitants who are the first people to live in or come "from" that land. The term *aborigine* was first used to describe the earliest people to live in Greece and Italy. Today there are many aboriginal colonies living in the vast and largely unexplored continent of Australia.

Part B:  
Combine and Create



## Making and Writing Words

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

**Consonants:** B C D T  
**Vowels:** A E I A

1. A little bit; a palindrome for "bad": \_\_\_\_\_
2. An offer; rhymes with "hid": \_\_\_\_\_
3. Small cubes used to play board games: \_\_\_\_\_
4. The regular rise and fall of the ocean: \_\_\_\_\_
5. To become less (e.g., The hurricane winds will \_\_\_\_\_ soon.):  
\_\_\_\_\_

**Secret Word:** to give up a high position of power; to resign from being king or queen \_\_\_\_\_



## Part C: Read and Reason

# Advice Column

**Directions:** Read the following advice column and try to help Adelia Advice respond to Abnormal Abby by filling in the blanks.

Dear Adelia Advice,

Lately, I have had an abundance of problems. I have an abnormal ability to always get in trouble at school. Two days ago, my friend skipped class, and when the teacher asked me where he might be, I abruptly said, "I don't know." The teacher thought I was being rude and gave me detention. What can I do to abstain from getting in trouble?

Thanks,

*Abnormal Abby*



Dear Abnormal Abby,

First I do not believe you have an \_\_\_\_\_ of problems. If you did, you would need help in many, many areas. It sounds like school is your only concern for now. Second, it's not too \_\_\_\_\_ or different to get in trouble at school. Most kids have a bad day now and then. So, my advice is to apologize to your teacher and then tell her you didn't mean to be rude. Hopefully, that's all the help you need.

*Adelia Advice*



Part D:  
Extend and Explore



## Word Search

**Directions:** Find the words listed below in the puzzle. Words can be across, down, diagonal, or backwards.

ABDICATE  
ABHOR  
ABNORMAL  
ABRASIVE

ABRUPT  
ABSENT  
ABSENTEE  
ABSORB

ABSTAIN  
ABSTRACT  
AVERT

I	L	U	T	X	E	X	H	S	X	N	E	V	L	D
U	I	J	K	E	X	T	M	T	E	T	E	L	I	L
M	A	V	L	G	S	C	A	X	V	W	T	O	J	U
M	T	L	T	L	Y	A	W	C	J	B	N	Z	W	C
B	R	P	B	A	B	R	A	S	I	V	E	C	L	R
W	Q	L	U	M	C	T	V	M	E	D	S	R	Y	Q
C	F	T	A	R	K	S	E	W	L	D	B	Y	K	Z
L	U	A	O	O	B	B	R	O	S	B	A	A	H	M
A	L	H	N	N	I	A	T	S	B	A	E	Z	V	E
K	B	B	O	B	G	J	R	F	V	G	K	B	Q	D
A	C	S	C	A	B	S	M	N	L	Z	V	M	U	L
D	Q	M	E	R	P	A	H	K	E	J	M	J	T	N
P	M	C	N	N	P	H	M	F	S	X	D	H	N	J
H	N	E	V	V	T	H	B	V	H	D	Q	Z	T	J
H	D	A	O	W	H	F	I	A	S	N	P	N	I	K



**Part E:**  
 Go for the Gold!



# Crossword Puzzle

**Directions:** Read the clues and complete the crossword puzzle.

The crossword puzzle grid is set against a purple background that tapers to a yellow base at the bottom. The grid consists of white squares for letters and purple squares for empty space. The numbered starting points for the clues are as follows:

- 1: Down, top right
- 2: Down, middle left
- 3: Down, middle right
- 4: Across, middle right
- 5: Across, middle right
- 6: Across, middle left
- 7: Across, bottom left
- 8: Down, bottom left
- 9: Across, bottom right

**Across**

- 4. not concrete
- 5. not present
- 6. to give up power
- 7. more than enough
- 9. a hobby

**Down**

- 1. to keep oneself from doing something
- 2. to be taken against one's will
- 3. to soak up or take in
- 4. not normal
- 5. to turn away
- 7. harsh or rough
- 8. to take away by force



Part A:  
 Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Remember that *super-, sur-* mean "on top of, above, over." An X means that the word does not have a base.

	prefix means	base means	word means
1. supervise	<u>over</u>	<u>vis = see</u>	<u>to oversee others</u>
2. supermarket	<u>                    </u>	<u>market</u>	<u>                    </u>
3. surtax	<u>                    </u>	<u>tax = tax</u>	<u>                    </u>
4. superior	<u>                    </u>	<u>X</u>	<u>                    </u>
5. supersize	<u>                    </u>	<u>size</u>	<u>                    </u>
6. survive	<u>                    </u>	<u>viv = live, alive</u>	<u>                    </u>
7. surplus	<u>                    </u>	<u>plus = more</u>	<u>                    </u>
8. supernatural	<u>                    </u>	<u>natural</u>	<u>                    </u>
9. superman	<u>                    </u>	<u>man</u>	<u>                    </u>
10. surpass	<u>                    </u>	<u>pass</u>	<u>                    </u>



**Part B:**  
Combine and Create



## Super Words

**Directions:** *Super-* and *sur-* mean "on top of" or "above." Tell what each of these words has to do with "on top of" or "above."

1. supervise \_\_\_\_\_
2. supermarket \_\_\_\_\_
3. superbowl \_\_\_\_\_
4. surface \_\_\_\_\_

**DID YOU KNOW?**

The famous character named Superman was created by a German named Friedrich Nietzsche (1844–1900). In his writings, Nietzsche described an imaginary human being who was supernaturally strong, powerful, and intelligent. This creature could run super-fast, was super-strong, and super-brave. He was smarter and stronger than any man who ever lived. Nietzsche, who wrote in German, called his hero *ubermensch*. When translated into English, the German word *ubermensch* became a brand-new English word: *superman*. This is how Superman began as the hero we know who can "leap tall buildings in a single bound."

Part C:  
Read and Reason



## Haiku

**Directions:** Read the following haiku and answer the questions.

Superman flies high,  
superior to bad guys,  
a superb good guy.



According to the haiku, explain how we know that Superman is extraordinary or special.

---

---

Using the model above, add a new final line (five syllable beat).

Superman flies high,  
superior to bad guys,

---



Part E:  
Go for the Gold!



## Sixteen Square Wordo

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose words from the word list provided by your teacher and write one word in each box. You can choose the box for each word. Then, your teacher will give a clue for each word. Make an X in the box for each word you match to the clue. If you get four Xs in a row, column, diagonal, or four corners, call out, "Wordo!"




**Part A:**  
 Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Remember that every word in this list begins with the prefix *ad-*, which means "to, toward, add to."

**Vocabulary Tip:** When a double consonant occurs at the beginning of a word, divide the word between the double consonant. Conquer the new word by connecting the meaning of each of its parts.

	prefix means	base means	word means
1. adhesive	<u>to</u>	<u>hes = stick, cling</u>	<u>a substance that sticks or clings to objects</u>
2. attract	<u>                    </u>	<u>tract = pull, draw, drag</u>	<u>                                    </u>
3. affect	<u>                    </u>	<u>fect = do, make</u>	<u>                                    </u>
4. alliteration	<u>                    </u>	<u>liter = letter</u>	<u>                                    </u>
5. accelerate	<u>                    </u>	<u>celer = swift</u>	<u>                                    </u>
6. appear	<u>                    </u>	<u>pear = seem</u>	<u>                                    </u>
7. attach	<u>                    </u>	<u>tach = touch</u>	<u>                                    </u>
8. aggressive	<u>                    </u>	<u>gress = step</u>	<u>                                    </u>
9. affirm	<u>                    </u>	<u>firm = firm</u>	<u>                                    </u>
10. adverb	<u>                    </u>	<u>verb = verb, word</u>	<u>                                    </u>



Part B:  
Combine and Create



## Word Ladder

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

1. Write the word *address*. \_\_\_\_\_

2. Take off two letters to make something that women wear. \_\_\_\_\_

3. Take off one letter and change another letter to make a boy's name.

\_\_\_\_\_

4. Change one letter to make a flower. \_\_\_\_\_

5. Change one letter to make a facial feature. \_\_\_\_\_

6. Change one letter to make a short letter. \_\_\_\_\_

7. Change one letter to make a boy's name. \_\_\_\_\_

8. Change one letter to make a word that is written above  
the address on envelopes. \_\_\_\_\_

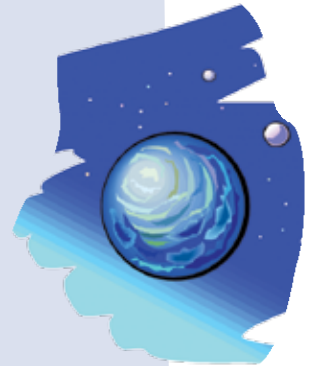


**Part C:**  
Read and Reason**The Alien**

**Directions:** Read the following short story and answer the questions.

Once, on a planet far, far away, there lived an admirable alien named Apple. Apple had many friends, and she liked to line them up as if they were a big crowd, telling them which row to sit in and what seats to take. Apple liked to stand in the middle of her living room and deliver long speeches.

On one December morning, cold and brisk, she lined them up, telling them which row to sit in and what seat to take, and began to give a speech. "I admire you," she told them. "You have adapted your way of living for your new queen." Her friends looked puzzled, glancing around at each other, most specifically at the person who was adjacent to them. "You look puzzled, my adversaries. Accept my admiration for you, for I am your new queen."

**Questions:**

1. What does it mean to be an *admirable* alien?

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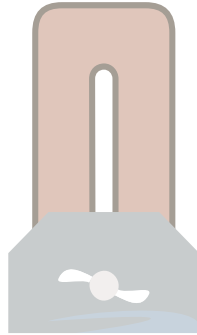
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2. When Apple says that she *admires* her friends, how is she using the word? Why might she be saying this to them?

---

---

Part D:  
Extend and Explore



## Unscramble the Words

**Directions:** Unscramble each of the words.

NEDTAV

--	--	--	--	--	--	--

DASHINOE

--	--	--	--	--	--	--	--	--

YSDEAVRAR

--	--	--	--	--	--	--	--	--	--

NUANLA

--	--	--	--	--	--	--

LECTOALA

--	--	--	--	--	--	--	--	--

BAISCRE

--	--	--	--	--	--	--	--



**Part E:**  
Go for the Gold!

## Word Search

**Directions:** Find the words listed below in the puzzle. Words can be across, down, diagonal, or backwards.

ADJACENT  
ADJUST  
ADMIRE  
ADVISE

ADVERTISE  
ADDRESS  
ADMIRABLE  
ADVERSARY

ADDITION  
ADJECTIVE  
ADMIRATION  
ADVERSITY

ADAPT  
ADVERB  
ADMIT

C	G	H	N	T	J	I	K	L	T	R	R	N	P
E	A	D	J	A	C	E	N	T	I	I	O	R	E
K	D	I	S	A	D	V	E	R	S	I	T	Y	S
O	J	V	A	O	A	D	M	I	T	L	E	M	E
H	E	U	D	D	G	A	D	A	P	T	G	S	A
N	C	D	V	K	M	I	R	S	S	G	I	O	O
Y	T	R	E	A	U	I	O	N	M	V	Y	T	E
P	I	G	R	D	M	O	R	F	D	F	A	L	S
X	V	S	B	D	E	K	I	A	L	U	D	U	I
U	E	G	A	I	H	O	H	D	B	K	D	E	T
E	V	I	N	T	S	M	I	J	T	L	R	H	R
G	A	D	M	I	R	E	L	U	R	A	E	C	E
A	R	R	R	O	E	T	T	S	H	I	S	K	V
A	K	O	Y	N	L	R	E	T	B	M	S	I	D
Y	H	I	O	M	Y	R	A	S	R	E	V	D	A

Part A:  
Meet the Root



## Divide and Conquer

**Directions:** Your teacher will give you a list of words. “Divide” words into word units (either as the two parts of a compound word or as a prefix and a base word). Then “conquer” them by writing the meaning of the words.

	word	word unit	word unit	word means
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____



## Part B: Combine and Create

# Word Groups

**Directions:** Decide which word doesn't belong in each group and circle it. Write your reasons on each line.

aberration  
abnormal  
admirable

---

superb  
adverb  
abstract

---

assignment  
dissect  
disposal

---

**DID  
YOU  
KNOW?**

In 1955, an African-American woman named Rosa Parks took the bus home from her job as a seamstress at a department store in Birmingham, Alabama. In those days, buses in Alabama had an unfair policy of segregation. African-Americans could only be seated in certain spots, and they had to give up their seats if the bus was crowded. Rosa Parks had the courage to *disobey* this unfair policy. Many years later, she said that she refused to give up her seat because "I felt I had a right to stay where I was." Even though her *disobedience* was not violent, Rosa Parks was arrested and sent to jail. Her courage started a bus boycott in Alabama that eventually brought equality under the law to all Americans.

Part C:  
Read and Reason



## Read the Dialogue

**Directions:** Read the two short selections below and answer the questions.

**News reporter:** In tonight's news, local police are trying to allocate all of the materials collected from a recent warehouse arrest in which one suspect, who fled the scene, was injured. Later, at the hospital, doctors were able to alleviate his pain and take care of his injuries.

**Question:**

How is *allocate* used in the above dialogue?

---

How is *alleviate* used?

---



**Jerome:** "The music in that movie arrested my feelings. I felt frozen with grief when the main character died."

**Gerald:** "Yeah, even though he was arrogant, you really started to like his carefree spirit and giving nature."

**Question:**

How do the speakers use the words *arrested* and *arrogant* to make their points?

---



---



**Part D:**  
Extend and Explore



## Charting Words

**Directions:** Work with a partner to complete the chart with as many words as you can.

	<i>-tion, -ion</i>	<i>-al</i>	<i>-or, -er</i>
<i>ab-</i>			
<i>dis-</i>			
<i>addit-</i>			
<i>attract-</i>			



Part E:  
Go for the Gold!



# Word Search

**Directions:** Find the words listed below in the puzzle. Words can be across, down, diagonal, or backwards.

ADVANCE  
ALLIANCE  
ALLIES  
ATTEND

ATTENTION  
ATTRACT  
DIRECT  
DISAPPEAR

DISMISS  
DISOBEY  
SUPERIOR  
SUPERSTAR

SUPERVISE

R	T	C	A	R	T	T	A	S	D	D	D	N	O	O
Z	A	N	X	Q	Y	N	U	P	I	N	R	O	R	X
G	Q	T	O	Y	Q	P	Y	S	E	E	T	O	X	S
W	H	I	S	L	E	Z	O	T	J	K	I	W	G	I
C	Z	I	D	R	B	B	T	K	B	R	H	V	O	J
D	A	V	V	I	E	A	G	U	E	S	I	K	T	D
O	U	I	J	Y	S	P	U	P	G	A	N	V	V	X
B	S	A	S	E	T	M	U	V	Z	M	O	O	J	R
E	X	D	I	V	T	S	I	S	F	Y	I	A	W	P
A	L	L	I	A	N	C	E	S	F	K	T	D	S	H
D	I	C	M	F	K	F	E	G	S	S	N	V	E	V
N	A	P	U	D	X	Z	X	R	A	S	E	A	I	Q
R	A	E	P	P	A	S	I	D	I	D	T	N	L	G
O	L	Q	B	O	N	H	O	S	E	D	T	C	L	F
H	D	J	Q	N	N	I	T	D	U	N	A	E	A	M



**Part A:**  
Meet the Root

**Divide and Conquer**



**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Remember that these bases mean "write." An X means the word does not have a prefix.

	prefix means	base means	word means
1. scribble	_____ X _____	_____	_____
2. describe	_____	_____	_____
3. script	_____ X _____	_____	_____
4. prescribe	_____	_____	_____
5. prescription	_____	_____	_____
6. subscribe	_____	_____	_____
7. scripture	_____ X _____	_____	_____
8. inscribe	_____	_____	_____
9. inscription	_____	_____	_____
10. manuscript	<u>manu-</u> = hand _____	_____	_____

**Part B:**  
Combine and Create**Word Analysis**

**Directions:** *Scrib* and *script* mean "write." Tell what these words have to do with writing.



1. prescription: \_\_\_\_\_
2. typescript: \_\_\_\_\_
3. scribble: \_\_\_\_\_

**DID  
YOU  
KNOW?**

For hundreds of years, the Bible and Koran were kept alive by men called *scribes*. It was their job to make handwritten copies of these holy texts. These handwritten copies were called *manuscripts*. It wasn't until the 1450s that a German inventor named Johann Gutenberg used movable metal type to print the first machine-produced version of the Bible. It was printed in Latin! In 1537, the first Koran was printed in Arabic. Over a hundred years later, a Latin version of the Koran was also printed. Today there are only 47 copies of the Gutenberg Bible left. One of them is housed in the Library of Congress in Washington, D.C.



## Part C: Read and Reason

# Journal Entry

**Directions:** Read the following journal entry and answer the questions.

Dear Journal,

As I sit down to transcribe my thoughts, I think back on the day's events.

Gary's manuscript was exciting, breathtaking. When he showed it to me, I motioned for Matt to meet me next to my locker.

It was our first glimpse at Gary's take on our skating adventures.

Matt and I read it with extreme pride, taking in the visual setting of the skatepark and the other scenic descriptions about where our movie would take place. We were filming a short movie for our drama teacher, Mrs. Nieto. She had encouraged us to film something that we felt "strongly connected us to our inner souls."

At least that's what it said on the assignment sheet. The skatepark and our skating adventures there seemed to appear above each of our heads simultaneously, as if we were each part of a comic strip superhero team with our own thought bubbles.

Telepathically, we read each other's thoughts. "Can we work in teams, Mrs. Nieto?"

"Sure," was her response.

Jake

P.S. — We might want Jerome to join our team too. He was out sick today, but he's a pretty good skater and comes to the park sometimes.



### Questions:

1. What is a *manuscript*? \_\_\_\_\_

2. What does it mean to *transcribe* your thoughts? \_\_\_\_\_

3. What does P.S. stand for? What does it mean? \_\_\_\_\_

**Part D:**  
Extend and Explore

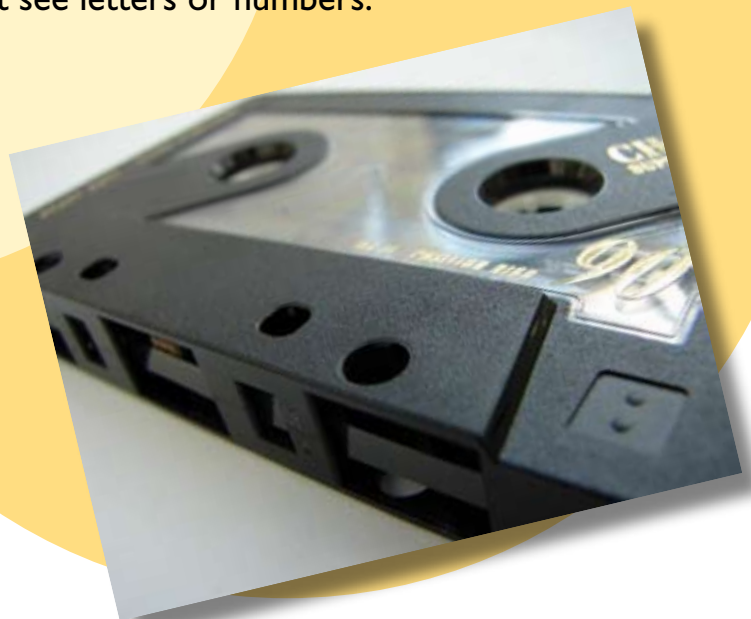
## Solving Riddles

**Directions:** Work with a partner to answer the riddles.

1. Someone does this to write down a conversation.  
You would listen to a tape recording to do this.  
I have two syllables.  
\_\_\_\_\_

2. I am written after a letter or note is finished.  
I have two syllables.  
My initials are P.S.  
\_\_\_\_\_

3. Babies do this when they try to write.  
When you look at me, you can't see letters or numbers.  
I have two syllables.  
\_\_\_\_\_

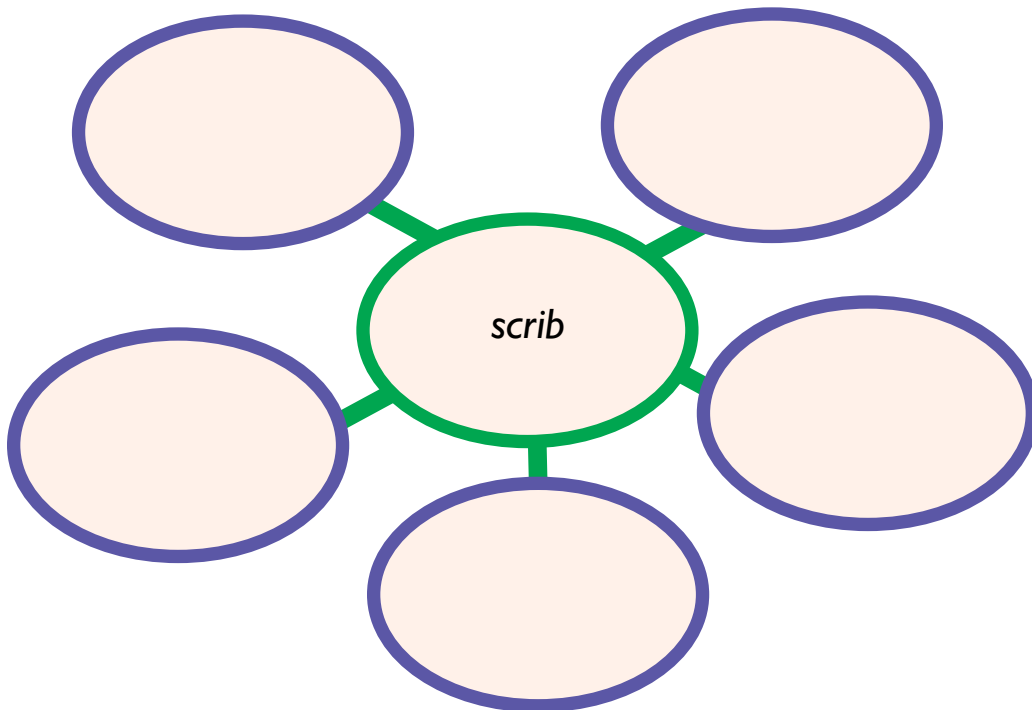




Part E:  
Go for the Gold!

# Word Spokes

**Directions:** Fill in the cluster with five *scrib* words. Choose a different *scrib* word from your cluster for each of the directions below.



1. Pick one of the words and write **two synonyms**. \_\_\_\_\_
2. Pick one of the words and write **two antonyms**. \_\_\_\_\_
3. Pick one of the words and **write your own definition**. \_\_\_\_\_  
\_\_\_\_\_
4. Pick one of the words and **use it in a sentence**. \_\_\_\_\_

Part A:  
Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Every word in this list is built on the base *dict*, which means "say, tell, speak." An X means that the word does not have a prefix.



	prefix means	base word means	word means
1. dictator	X	_____	_____
2. prediction	_____	_____	_____
3. edict	_____	_____	_____
4. verdict	<u>ver- = truth</u>	_____	_____
5. contradict	<u>contra- = against</u>	_____	_____
6. benediction	<u>bene- = good, well</u>	_____	_____
7. dictate	X	_____	_____
8. jurisdiction	<u>juris- = judge</u>	_____	_____
9. diction	X	_____	_____
10. dictionary	X	_____	_____



## Part B: Combine and Create

# Word Analysis

**Directions:** *Dict* means "to say or speak." Tell what these words have to do with saying or speaking.

1. contradict: \_\_\_\_\_
2. dictator: \_\_\_\_\_
3. prediction: \_\_\_\_\_

### DID YOU KNOW?

Did you ever say goodbye to someone you would not see again for a long time? Did you give that person a special wave? If so, you gave them a *valedictory* wave. When you graduate from high school, you will say goodbye to your friends with a *valedictory* handshake or hug. One of your classmates will be asked to say goodbye by giving a *valedictory* speech at graduation. That student will be called the *valedictorian*. The Latin word for "goodbye" or "farewell" is *vale*. The *valedictorian* is the person who "says" (*dict*) "goodbye" on behalf of all the graduates. Keep learning new roots and words and perhaps one day you will be a *valedictorian*!





## Part C: Read and Reason



## Story Time

**Directions:** Read the following short story and answer the questions.

Reader, you might find the following story vindictive, but I prefer to think of it as a contradiction in terms. It all happened this morning, when I walked my brother to school. I noticed that he contradicted himself twice. First, he told me that he needed lunch money. Then, when I told him I hadn't eaten breakfast, he offered me an apple from his lunch. "If you have an apple, why do you need lunch money?"

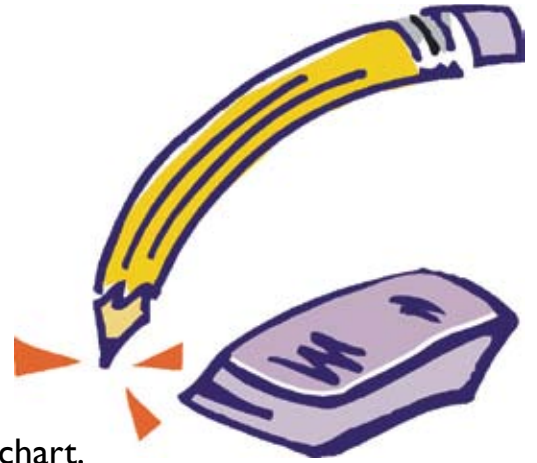
"I might have lunch. I also might need lunch money. Do you want to make a prediction as to why I need both?" And with that he skipped down the sidewalk and towards his school. I don't think he intended for me to answer. He just wanted me to think about it. So I did. If you want, reader, to hear my predictions about why my brother needed both lunch money and a lunch, you might be best served by offering your own ideas first.

### Questions:

1. How is the word *vindictive* used in the story? \_\_\_\_\_  
\_\_\_\_\_
2. What is the main *contradiction* in the story? \_\_\_\_\_  
\_\_\_\_\_
3. What are your *predictions* about the brother's need for lunch money and a lunch? \_\_\_\_\_  
\_\_\_\_\_



Part D:  
Extend and Explore



# Word Chart

**Directions:** Work with a partner to complete the chart.

	<i>dict</i>	<i>dictory</i>	<i>diction</i>	<i>dicting</i>
<i>bene-</i>				
<i>contra-</i>				
<i>in-</i>				
<i>pre-</i>				

## Part E:

## Go for the Gold!



## Sixteen Square Wordo

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose words from the word list provided by your teacher and write one word in each box. You can choose the box for each word. Then, your teacher will give a clue for each word. Make an X in the box for each word you match to the clue. If you get four Xs in a row, column, diagonal, or four corners, call out, "Wordo!"




**Part A:**  
Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Every word in this list is based on Latin bases *pon, pos, and posit*, which mean "put, place." An X means that the word does not have a prefix.

	prefix means	base means	word means
1. compose	_____	_____	_____
2. deposit	_____	_____	_____
3. exposure	_____	_____	_____
4. compost	_____	_____	_____
5. pose	X _____	_____	_____
6. postal	X _____	_____	_____
7. preposition	_____	_____	_____
8. depose	_____	_____	_____
9. proposal	_____	_____	_____
10. composition	_____	_____	_____



## Part B: Combine and Create

# Solving Riddles

**Directions:** Answer the riddles with *pos* words.

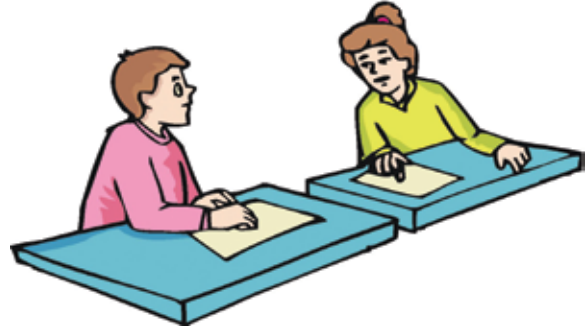
1. I am a verb. I mean "to make up, to put together, or to create." I have two syllables and one prefix. \_\_\_\_\_
2. I mean "to rot or decay." I have two prefixes. I have three syllables. \_\_\_\_\_
3. I am a verb. I could mean "to put money into a bank." I have three syllables.  
\_\_\_\_\_
4. I am a noun. I am the person who does #1 above. I have three syllables.  
\_\_\_\_\_
5. I am also a noun. I am the thing that results from #1 above. I could also mean the parts that make up something. I have four syllables. \_\_\_\_\_
6. I am a verb. I mean "to be against or resist." I have two syllables.  
\_\_\_\_\_
7. I am a noun. I am the person or team who plays against another.  
I have four syllables. \_\_\_\_\_

The first *postal* service in the world was created by the ancient Persian King Xerxes in the fifth century B.C. His Middle-East empire was so vast that he had over 2.5 million men in his army and navy. In order to carry written messages from one end of his empire to the other, Xerxes established a band of horsemen called *couriers*. Their job was to run (*cour* = run) and ride as quickly as they could to deliver the mail. In 430 B.C., the Greek historian Herodotus described these amazing messengers: "Neither snow, nor rain, nor heat, nor gloom of night stays these couriers from the swift completion of their appointed rounds." This passage has been adopted as the official motto of the United States *Postal Service*. Even in heavy snow and scorching heat, postal employees make every effort to deliver the mail *posthaste*.

**DID  
YOU  
KNOW?**



## Part C: Read and Reason



## Read the Dialogue

**Directions:** Read the following dialogue and answer the questions.

As they wait for a friend, two students discuss the upcoming school dance on Friday.

**Shiloh:** "Do you suppose Karen knows where we are?"

**Derek:** "She said she wanted to know about the secret. She will show up if she wants to know. I told her to be here at 3:00."

**Shiloh:** "It's almost 3:00 now. What is the secret?"

**Derek:** "I hope I'm not imposing, but I want to ask her to the dance on Friday."

**Shiloh:** "You're proposing to ask her to the dance?"

**Derek:** "That's my proposal."

### Questions:

1. What does Derek *propose* to do?

---



---

2. What does Derek mean when he says, "I hope I'm not *imposing*"?

---



---

3. Reread Shiloh's first question and, in context, explain what the word *suppose* means?

---



---

Part D:  
Extend and Explore



## Word Matrix

**Directions:** Work with a partner to add as many words as possible to the matrix.

	<i>pon</i>	<i>pos</i>	<i>posit</i>	<i>pound</i>
<i>com-</i>				
<i>de-</i>				
<i>op-</i>				
<i>im-</i>				
<i>pro-</i>				

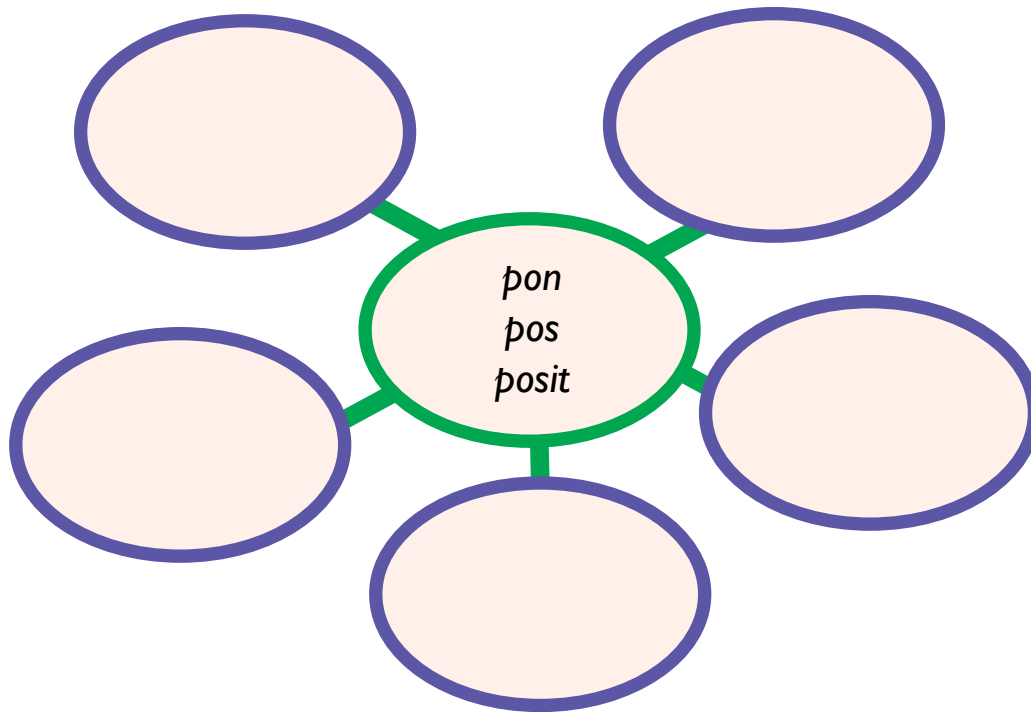




**Part E:**  
Go for the Gold!

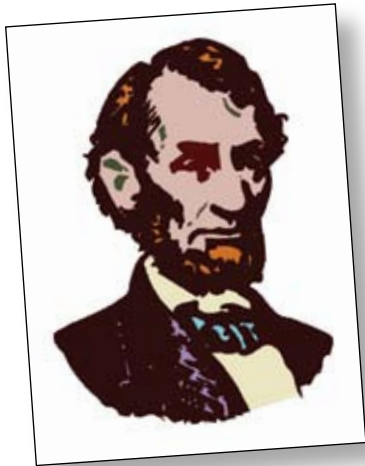
# Word Spokes

**Directions:** Fill in the cluster with five *pon, pos, posit* words. Choose a different *pon, pos, or posit* word from your cluster for each of the directions below.



1. Pick one of the words and write **two synonyms**. \_\_\_\_\_
2. Pick one of the words and write **two antonyms**. \_\_\_\_\_
3. Pick one of the words and **write your own definition**. \_\_\_\_\_  
\_\_\_\_\_
4. Pick one of the words and **use it in a sentence**. \_\_\_\_\_  
\_\_\_\_\_





**Part A:**  
Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Notice that every word in this list is based on the Latin bases *sed, sid, and sess*, which mean "sit, settle." An X means the word does not have a prefix.

	prefix means	base means	word means
1. session	X		
2. sedative	X		
3. sediment	X		
4. reside			
5. sedentary	X		
6. intersession			
7. president			
8. residue			
9. subside			
10. supersede			



Part B:  
Combine and Create

# Pick the Word

**Directions:** Circle the word that completes each sentence.



1. The White House is the (residence, residue) of the (preside, president) of the United States.
2. Since there were three different speeches during the conference, it was described as a (multisession, session) event.
3. After our math test, the teacher asked us to (assess, obsess) our mistakes and try to correct them.

Part C:  
Read and Reason

## Haiku

**Directions:** Read the following haiku and answer the questions.

Presidents *preside*  
in the country they *reside*,  
and laws *supersede*.



### Questions:

1. What does it mean to say that presidents *preside*?

---

2. Where are some other locations in which one can *reside*?

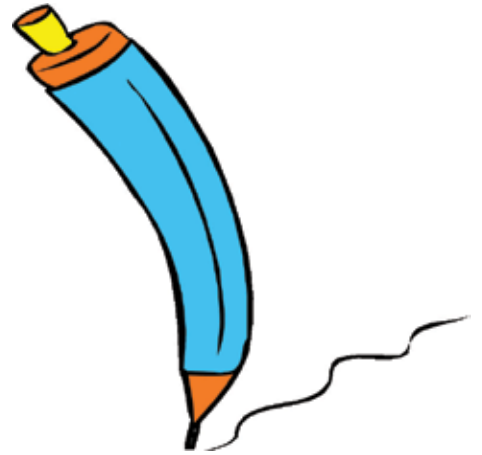
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3. Why would laws *supersede* other things on the president's mind?

---



Part D:  
Extend and Explore



## Fill in the Blanks

**Directions:** Work with a partner. Make as many words as you can that have these word parts.

sess  
sid  
sed

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

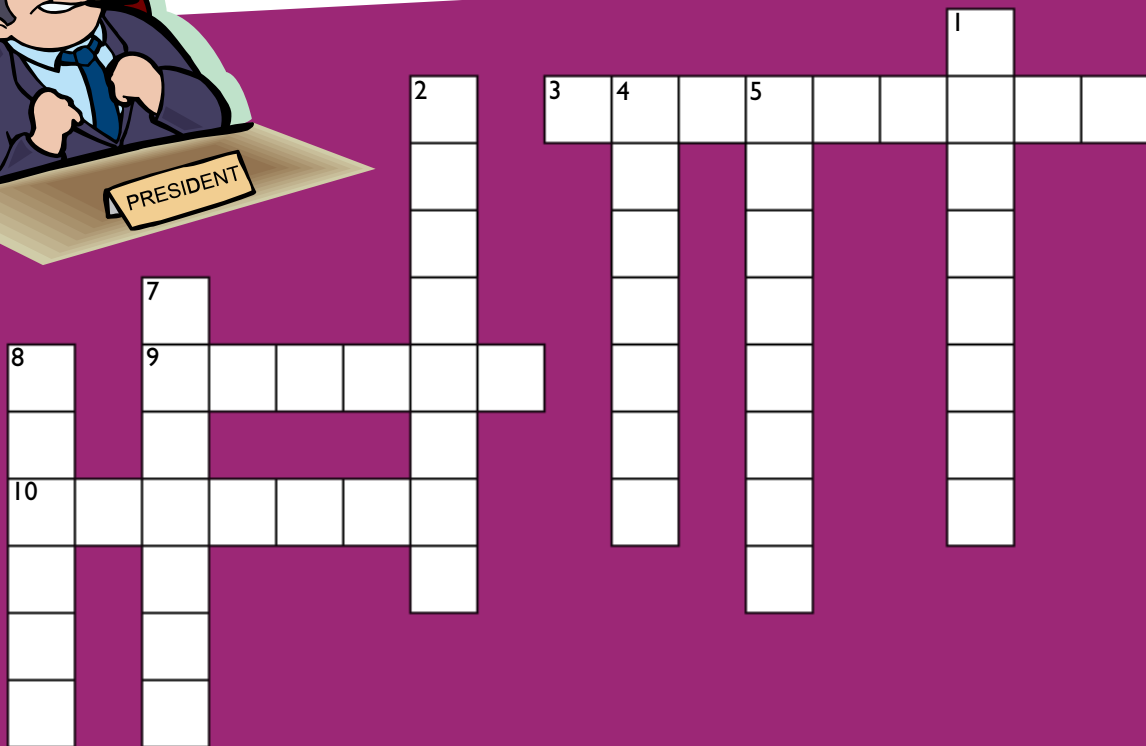
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Part E:  
Go for the Gold!



## Crossword Puzzle

**Directions:** Read the clues and complete the crossword puzzle.



**Across**

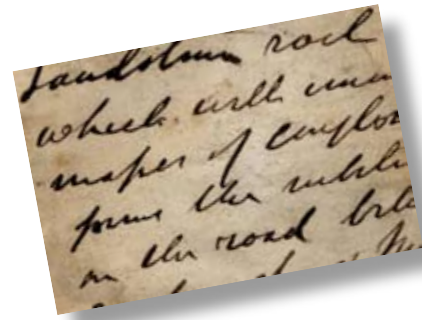
- 3. person in charge of a government or organization
- 9. to live
- 10. a meeting

**Down**

- 1. having a calming effect
- 2. a person who lives at a place
- 4. remainder
- 5. small pieces of matter that settle at the bottom of a liquid
- 7. to hold a position of authority
- 8. to preoccupy oneself excessively



## Part A: Meet the Root



# Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Remember that *cur, curs, cour,* and *cours* mean "run, go." An X means that the word does not have a prefix.

**Spelling Tip:** When a *cur* base is followed by another syllable, the "r" is doubled (e.g., "current").

	prefix means	base means	word means
1. cursive	X		
2. cursor	X		
3. course	X		
4. precursor			
5. current	X		
6. excursion			
7. recurrence			
8. concur			
9. extracurricular			
10. incur			

Part B:  
Combine and Create



## Answer the Questions

**Directions:** Answer the following questions about curriculum. (*Curriculum* is the course of study in a school.)

1. What is the *curriculum* in your school? \_\_\_\_\_

\_\_\_\_\_

2. What is an *extracurricular* activity at your school? \_\_\_\_\_

\_\_\_\_\_

3. What is a *cocurricular* activity at your school? \_\_\_\_\_

\_\_\_\_\_

From ancient times, many words that describe "school" have used the bases *cur, curs, cour, and cours*. The Latin word *curriculum*, for example, originally meant a "small race course." Today, we use the word *curriculum* to describe "going" through a series of school courses designed with a learning goal in mind. Sometimes we play sports or other *extracurricular* activities that are worthwhile, but "go" "outside" our educational goals. These words suggest that we often think of learning as a "running" process or a race that begins at a starting point and ends at a finish line.

**DID  
YOU  
KNOW?**



**Part C:**  
Read and Reason

## Advice Column

**Directions:** Read the following advice column and answer the questions.



Dear Adelia Advice,

I have had a recurring dream lately. In every dream, I can fly and become invisible, like a superhero. What do occurrences like this mean?

*Dreamy David*

Dear Dreamy David,  
Sometimes we think too much about dreams. Thus, I would like to remind you that sometimes these dreams simply occur, and they are simply dreams—nothing else. Some people, however, think that dreams can be a precursor to something that will happen in our lives. And still other people would say that dreams reveal our current preoccupations. I would advise you to look more closely at your life to determine why you are having such dreams.

*Adelia Advice*

**Questions:**

1. What does it mean to have a *recurring* dream? \_\_\_\_\_  
\_\_\_\_\_
2. Why might Dreamy David call his dream an *occurrence*? \_\_\_\_\_  
\_\_\_\_\_
3. What does Adelia Advice mean when she says, "Some people, however, think that dreams can be a *precursor* to something that will happen in our lives"?



Part D:  
Extend and Explore



## Word Forms

**Directions:** Work with a partner. Make as many forms of these words as you can.

current: \_\_\_\_\_

recur: \_\_\_\_\_

occur: \_\_\_\_\_

Now put the word parts on the chart where they belong.

word	prefix	base	suffix



**Part E:**  
**Go for the Gold!**

## Sixteen Square Wordo

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose words from the word list provided by your teacher and write one word in each box. You can choose the box for each word. Then, your teacher will give a clue for each word. Make an X in the box for each word you match to the clue. If you get four Xs in a row, column, diagonal, or four corners, call out, "Wordo!"


Part A:  
Meet the Root



# Divide and Conquer

**Directions:** Your teacher will provide you with a list of words. “Divide” words into base words and prefixes. Then “conquer” them by writing the meanings of the words.

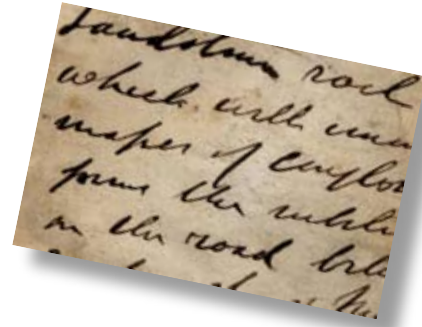
	word	prefix means	base means	word means
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____



Part B:  
Combine and Create

## Solving Riddles

**Directions:** Solve the riddles.



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

In the famous poem "Twas the Night Before Christmas," Santa's reindeers are called *coursers*. "More rapid than eagles his *coursers* they came, and he whistled and shouted and called them by name." Why do you think these reindeer are called *coursers*? Do you recall any reindeer names that might indicate they are very fast *runners*?

**DID  
YOU  
KNOW?**

Part C:  
Read and Reason



## Word Inventions

**Directions:** Work with a partner and invent three new words by combining the Latin prefixes and bases below. Next to each word, write the meaning of your word invention. Make sure you give the meaning of each word part in your definition. Then write a paragraph using these words.

<b>Prefixes:</b>	<i>dis-, di-, dif-</i>	<i>a-, ab-, abs-</i>	<i>super-, sur-</i>	<i>ad-</i>
<b>Bases:</b>	<i>scrib, script</i>	<i>pon, pos, posit</i>	<i>sed, sid, sess</i>	<i>dict</i>
	<i>cur, curs, cours</i>			

- 1. Invented Word \_\_\_\_\_ Meaning \_\_\_\_\_
- 2. Invented Word \_\_\_\_\_ Meaning \_\_\_\_\_
- 3. Invented Word \_\_\_\_\_ Meaning \_\_\_\_\_

---

---

---

---

---

---

---

---

Now trade paragraphs with another team. Circle the invented words. Look at the invented meanings. Do the meanings make sense in the context of the paragraph?



**Part D:**  
Extend and Explore

## Word Search

**Directions:** Find and circle the words in the word search puzzle. Answers can be across, down, diagonal, or backwards.

COMPOSER  
COURIER  
COURSE  
CURRENCY

DICTAPHONE  
MANUSCRIPT  
OPPOSITE  
PREDICT

PRESIDENT  
RESIDENT  
SCRIBBLE  
SESSION

SUPPOSE  
VERDICT

D	X	T	G	S	E	S	S	I	O	N	H	G	K	N
K	O	P	P	O	S	I	T	E	D	H	P	C	N	C
R	E	I	R	U	O	C	O	L	M	Z	Y	O	G	T
A	N	R	E	R	P	M	P	B	P	S	I	H	T	U
K	U	C	S	Q	P	Y	S	B	S	N	P	N	D	L
N	I	S	R	A	U	T	C	I	D	R	E	V	U	U
X	D	U	U	F	S	K	R	R	N	D	N	N	E	L
N	E	N	O	H	P	A	T	C	I	D	E	R	P	K
E	Y	A	C	O	M	P	O	S	E	R	A	E	N	G
C	A	M	C	U	R	R	E	N	C	Y	W	S	R	V
B	R	H	Q	E	D	R	Y	T	N	A	R	I	F	D
S	W	S	D	N	P	R	Q	P	S	E	B	D	I	V
U	W	I	J	A	X	I	K	H	M	S	H	E	S	V
Q	C	H	O	J	X	L	Z	U	W	H	N	N	S	L
T	M	M	X	Q	C	T	Z	C	E	O	S	T	I	K

Part E:  
Go for the Gold!



## Sixteen Square Wordo

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose words from the word list provided by your teacher and write one word in each box. You can choose the box for each word. Then, your teacher will give a clue for each word. Make an X in the box for each word you match to the clue. If you get four Xs in a row, column, diagonal, or four corners, call out, “Wordo!”




**Part A:**  
Meet the Root

## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Remember that every word in this list is a "water" word, containing either the Latin base *aqua* or the Greek base *hydr(o)*. For words 1–5, Put a G next to the base if the base is Greek, and put an L next to the base if it is Latin. An X means that the word doesn't have a prefix. Words 6–10 are compound words containing two bases in each word. (Hint: Number 6 has a base and a suffix.)

G or L?	prefix means	base means	word means
1. aquarium	_____ X _____	_____	_____
2. hydrant	_____ X _____	_____	_____
3. dehydrated	_____	_____	_____
4. rehydrate	_____	_____	_____
5. aquatic	_____ X _____	_____	_____

	first base means	second base means	word means
6. hydrophobia	_____	<i>phobia</i> = fear <small>suffix</small>	_____
7. aqueduct	_____	<i>duct</i> = lead	_____
8. hydroplane	_____	<i>plane</i> = wander	_____
9. hydrogen	_____	<i>gen</i> = produce	_____
10. hydrometer	_____	<i>meter</i> = measure	_____





**Part B:**  
Combine and Create

## What Do You Know?

**Directions:** Answer the questions.



1. *Phobia* means "fear of." A person who has *aquaphobia* is afraid of what?

---

2. Who would use an *aqualung*?

---

3. Where does a *hydroplane* land?

---

4. Name two *aquatic* sports. Which one do you like best? Why?

---

**DID YOU KNOW?**

The ancient Romans were master builders. Today we still say that "all roads lead to Rome" because the Romans were the first Europeans to build permanent roads. The Romans also built huge *aqueducts* to bring or lead water from mountains and springs into towns and cities. These *aqueducts* brought clean water to the people and made a great contribution to public health and hygiene. The first *aqueduct* was built in 312 B.C. It was named the Aqua Appia for Appius Claudius, the Roman statesman who ordered it to be built.



**Part C:**  
Read and Reason

## Story Time

**Directions:** Read the following short story and answer the questions.

The ancient Greeks and Romans told many stories about their heroes. Their greatest hero was a man named Hercules. The ancients believed that Hercules made their country a safe place to live by destroying many monsters. It was said that he performed "Herculean labors."

One of the monsters Hercules destroyed was a water snake named Hydra. Hydra lived in a wet swamp and had many heads. It was so deadly that even its breath could kill. Each time someone cut off one of Hydra's heads, two more heads would grow back in its place. By the time Hercules arrived, Hydra had so many heads that its breath was deadly indeed! But according to Greek legend, Hercules destroyed Hydra by using his brains. With a sword in his right hand and a torch in his left, Hercules cut off each of Hydra's heads and burned its neck so the head would not reappear.

Of course, legends are always exaggerated. But even today we say that a "hydra of a problem" is hard to solve because it "rears its ugly head" whenever we try to fix it. In fact, it takes a Hercules to fix a hydra!



1. After reading about Hercules, explain what you think a legend is.

---

Now check your definition by looking up the word *legend* in the dictionary. Make your definition better by adding to or correcting what you wrote.

---

2. Have you ever had a "hydra of a problem" that "reared its ugly head"? What was it and how did you solve it?
- 

3. Explain how the expression "rears its ugly head" comes from the legend of Hercules and Hydra.
-

Part D:  
Extend and Explore



## Drawing Words

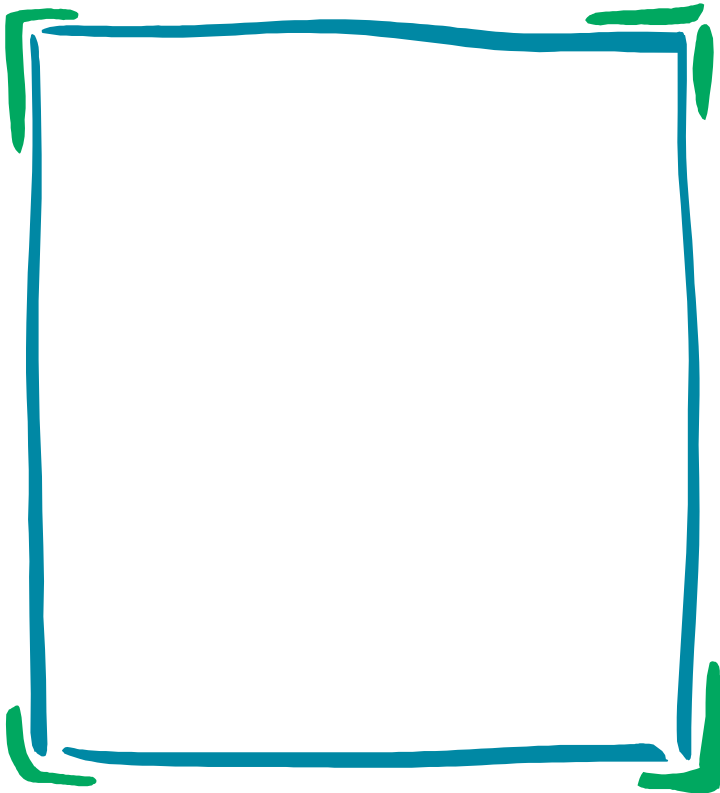
**Directions:** Select two things to draw from the list below. Trade papers with a partner. See if your partner can figure out what they are.

aquatic animal

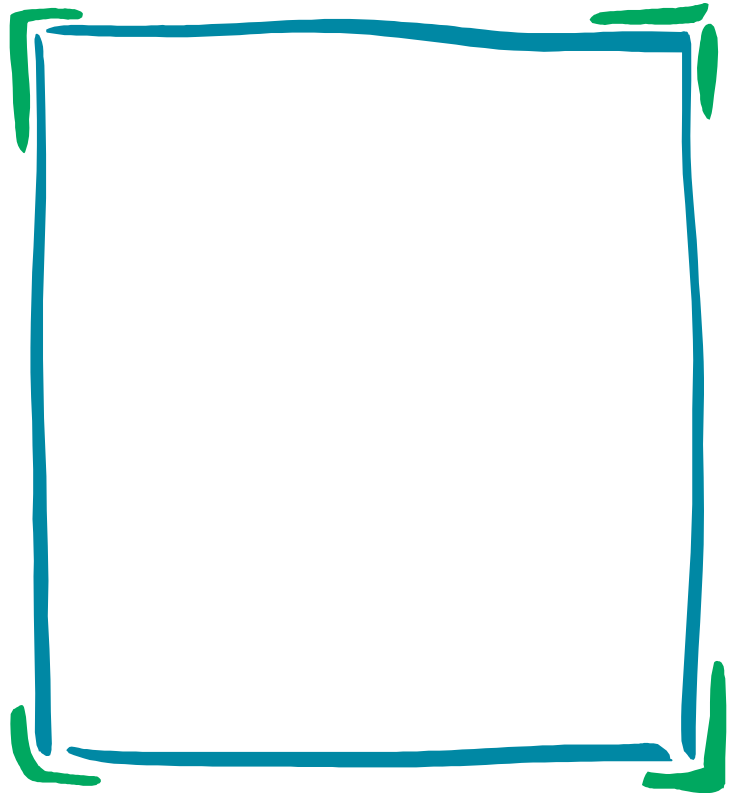
semiaquatic animal

hydroplane

fire hydrant



This is a \_\_\_\_\_.



This is a \_\_\_\_\_.



## Part E: Go for the Gold!

### Word Skits

**Directions:** With one or more partners, choose a word from the “Divide and Conquer” activity on page 64.

Write the word and its definition on an index card. Now work together to create a skit to show the meaning of the word—without talking!

Show your skit to others. See if they can guess your word.



Part A:  
Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. An X means that the word does not have a prefix.

	prefix means	base means	word means
1. dentist	X	_____	_____
2. al dente	<i>al</i> = to (Italian)	_____	_____
3. dentures	X	_____	_____
4. indent	_____	_____	_____
5. multidentate	_____	_____	_____
6. trident	_____	_____	_____
	first root means	second root means	word means
7. orthodontist	<i>orth</i> = straight	_____	_____
8. odontalgia	_____	<i>alg</i> = pain, ache	_____
9. odontology	_____	_____	_____
10. periodontist	<i>peri</i> = around	_____	_____



**Part B:**  
Combine and Create

## Word Parts

**Directions:** Break the words into parts to determine their meanings.

### dentist

*dent* = \_\_\_\_\_

*-ist* = \_\_\_\_\_

dentist = \_\_\_\_\_

### orthodontist

*orth-* = \_\_\_\_\_ straight

*odont* = \_\_\_\_\_

*-ist* = \_\_\_\_\_

orthodontist = \_\_\_\_\_

### trident

*tri-* = \_\_\_\_\_

*dent* = \_\_\_\_\_

trident = \_\_\_\_\_

### DID YOU KNOW?

The ancient Greeks and Romans believed in a god of the sea. The Greeks called him *Poseidon* and the Romans called him *Neptune*. This god had long hair like seaweed and always carried a harpoon with three prongs. It was called a *trident* because it had three (*tri*) prongs that looked like teeth (*dent*). The trident was used to spear fish, reminding all creatures who lived in the water of the great strength of their sea god.



**Part C:**  
Read and Reason**Read and Reflect**

**Directions:** Read the short passage below and then answer the following questions.

Over 200 years ago, scientists discovered the remains of a huge, prehistoric mammal. It looked like an elephant, but it had a longer body and shorter legs. They noticed that it had tusks like an elephant but also had huge, cone-shaped teeth that protruded from its mouth. Scientists believe this animal ate herbs, shrubs, and trees. They wondered what to call this creature with the unusual teeth. Since the Greek root *odon* means “teeth,” they decided to call this new creature a *mastodon*, because of the round bumps on its teeth.

At one time, mastodons lived in the United States, but they have been extinct for over 11,000 years. In the 1800s though, a famous showman named P.T. Barnum traveled across the world with a collection of exotic animals. He claimed that one of them was “the last mastodon on Earth,” but it was really an elephant. In fact, it was a famous elephant named Jumbo! Today, you can visit the skeletons of mastodons in many museums across the world. To find out more about mastodons, visit the Internet.

1. What do you think is the most interesting information in this passage? Explain why.

---

2. List two questions you have about *mastodons* that were not answered.

---

---

3. Where might you find answers to your questions? \_\_\_\_\_

4. Go back and read the description of *mastodons* in the first paragraph. Use that description to make a quick sketch of a *mastodon* using a separate sheet of paper. Compare your sketch and your answers with a neighbor.

**Bonus:** Find a picture that shows what a real mastodon looked like.



**Part D:**  
Extend and Explore

## Word Sort

**Directions:** Put words on the chart to tell if the word part that means "tooth" is located at the beginning, middle, or end of the word.

dentifrice    dentist    trident    periodontics    orthodontist

Beginning of Word	Middle of Word	End of Word



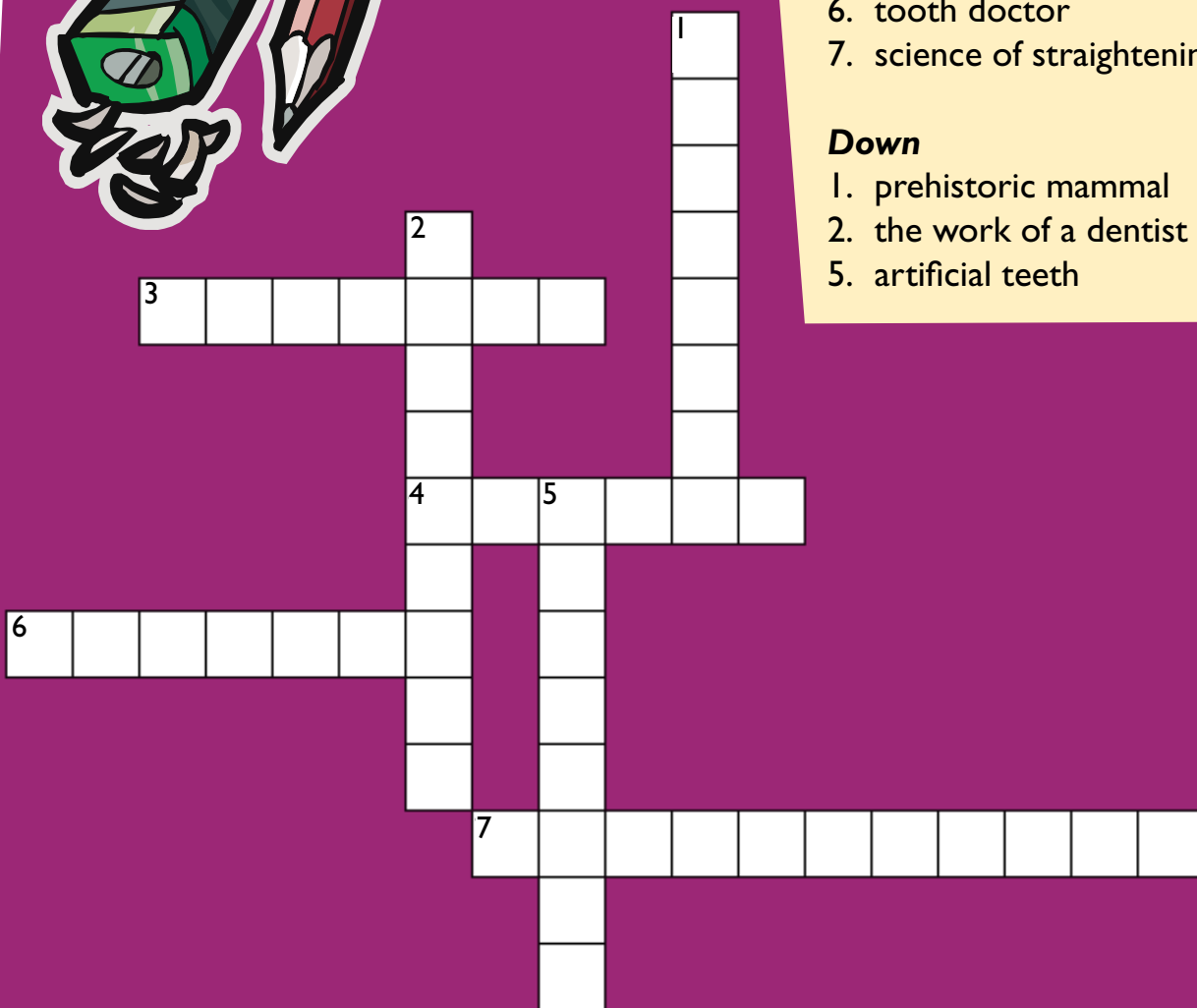


Part E:  
Go for the Gold!



## Crossword Puzzle

**Directions:** Read the clues and complete the crossword puzzle.



**Across**

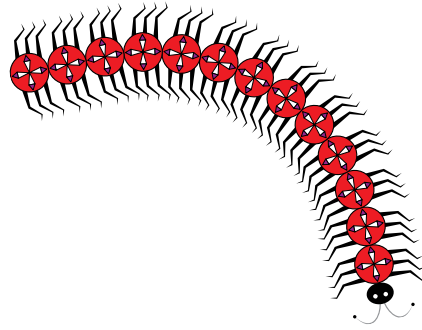
- 3. Neptune's harpoon
- 4. to begin a line farther from the margin than other lines
- 6. tooth doctor
- 7. science of straightening teeth

**Down**

- 1. prehistoric mammal
- 2. the work of a dentist
- 5. artificial teeth



**Part A:**  
Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Remember that every word in this list is a "foot" word, containing either the Latin base *ped* or the Greek base *pod*. Words 1–7 are Latin-based; words 8–10 are Greek-based. An X means that the word does not have a prefix.

	prefix means	base means	word means
1. pedal	X	_____	_____
2. pedestal	X	_____	_____
3. centipede	_____	_____	_____
4. expedition	_____	_____	_____
5. biped	_____	_____	_____
6. impediment	_____	_____	_____
7. pedestrian	X	_____	_____
	first base means	second base means	word means
8. tripod	_____	_____	_____
9. podiatrist	_____	<i>iatr</i> = doctor	_____
10. podium	X	_____	_____

Part B:  
Combine and Create



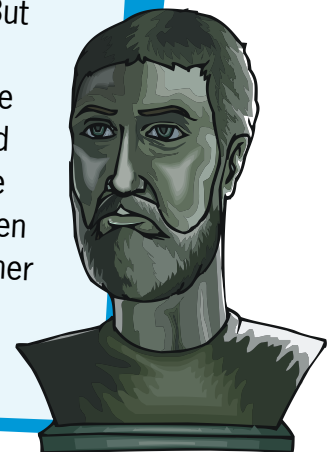
## Word Analysis

**Directions:** Tell what these words have to do with "foot."

1. pedal \_\_\_\_\_
2. expedition \_\_\_\_\_
3. podium \_\_\_\_\_
4. pedometer \_\_\_\_\_

**DID YOU KNOW?**

The ancient Romans placed great value on their ancestors. Every noble Roman house had a grand entrance hall lined on both sides by statues of the family's dead ancestors. But these statues, called busts, only showed the head and shoulders. To make the busts look more impressive, the Romans created column-like stands called *pedestals* and placed the busts on top of them. That way, people were forced to "look up" to the family's ancestors. Today, when we "look up" to a special person, we say we put him or her on a *pedestal*. Do you put anyone on a *pedestal*? Is there anyone you especially look up to?





## Part C: Read and Reason

# Poetry

**Directions:** Read the following poem and answer the questions.

A pioneer blazes a trail  
for people to follow,  
engineers a new experience,  
not meant for the frail.

A podiatrist studies your feet  
so you can walk stronger, longer,  
fixes your stride,  
beat for beat.

A gastropod moves very slowly,  
failing to blaze a trail,  
slow as a snail.

An octopus moves along,  
all eight legs  
reaching far and long.



### Questions:

1. What does a pioneer do?  
\_\_\_\_\_
2. If you see a *podiatrist*, you probably need help with what?  
\_\_\_\_\_
3. Name an animal that is scientifically called a *gastropod*. Briefly explain their movement. \_\_\_\_\_  
\_\_\_\_\_
4. How does an octopus move through water? \_\_\_\_\_  
\_\_\_\_\_

Part D:  
Extend and Explore



## Drawing Words

**Directions:** Draw lines from these *ped* words to animals they describe. Then make sketches of two of the animals. See if your partner can figure out what animals the sketches represent.

biped

an insect with 1,000 legs

centipede

a lion

millipede

a person

quadruped

an insect with 100 legs



**Part E:**  
Go for the Gold!

## Sixteen Square Wordo

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose words from the word list provided by your teacher and write one word in each box. You can choose the box for each word. Then, your teacher will give a clue for each word. Make an X in the box for each word you match to the clue. If you get four Xs in a row, column, diagonal, or four corners, call out, "Wordo!"




Part A:  
Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Remember that every word in this list is a "time" word, containing either the Latin base *tempor* or the Greek base *chron(o)*. Words 1–5 are Latin-based; words 6–10 are Greek-based. An X means that the word does not have a prefix.

	prefix means	base means	word means
1. temporary	X	_____	_____
2. tempest	X	_____	_____
3. tempo	X	_____	_____
4. contemporary	_____	_____	_____
5. extemporaneous	_____	_____	_____
	first base/ prefix means	second base/ suffix means	word means
6. chronometer	_____	<i>meter</i> = measure	_____
7. synchronize	_____	_____	_____
8. chronic	X	_____	_____
9. chronology	_____	_____	_____
10. anachronistic	<i>ana-</i> = back, again	_____	_____



**Part B:**  
Combine and Create

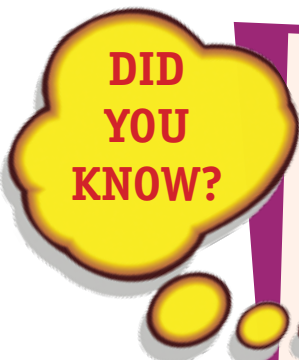
**Word Sort**

**Directions:** Sometimes "temp" has to do with time. Sometimes it doesn't. Put these words on the chart where they belong.

- attempt
- temporary
- temporal
- tempt
- temptation
- temperamental
- contemporary
- tempting



"temp" has to do with time	"temp" does not have to do with time



The expression "time flies" is an English translation of the Latin phrase *tempus fugit* which really means "time flees." It was first used by the Roman poet Virgil more than 2,000 years ago in a famous poem called the "Georgics." Today, *tempus fugit* is often inscribed on clocks as a reminder that we can never reclaim the time we have wasted. It is only one of many Latin phrases that we still use!



Part C:  
Read and Reason



## Story Time

**Directions:** Read the following dialogue and answer the questions.

**James:** "I don't know what to do about my chronic cough. Any suggestions?"

**Doctor:** "Can you give me a chronology of when it started or when you first noticed it until now?"

**James:** "It started about two weeks ago. I was lip-synching my favorite song while driving my car, and all of a sudden I just started coughing and couldn't stop. Since then, it has been happening multiple times every day."

**Questions:**

1. What does it mean to have a *chronic* cough?

---



---



---

2. If James gives the doctor a *chronology* of his cough, what is he most likely to point out?

---



---

3. Explain the term *lip-synching*.

---



---

**DID YOU KNOW?**

People who pretend to be singing can just move their lips while a tape or CD is playing. Even professional singers have been known to hold a microphone on stage and simply move their lips while a prerecorded song plays over the speaker system. This performance trick is called *lip-synchronization*. When people *synchronize* their lips to pre-recorded music, they *lip-synch*. Have you ever pretended to be a professional singer and *lip-synched*? What other things have you tried to *synchronize*?



**Part D:**  
Extend and Explore

## Making Words

**Directions:** Work with a partner. Make as many words as possible from one word. You have two minutes.

contemporary

Three-Letter Words

Four-Letter Words

Five-letter Words

Words with More Than Five Letters



**Part E:**  
Go for the Gold!

## Word Skits

**Directions:** With one or more partners, choose a word from the “Divide and Conquer” activity on page 79.

Write the word and its definition on an index card. Now work together to create a skit to show the meaning of the word—without talking!

Show your skit to others. See if they can guess your word.





**Part A:**  
Meet the Root



**Divide and Conquer**

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Remember that every word in this list is an "alone, only, one" word, containing either the Latin base *sol* or the Greek base *mon(o)*. Words 1–5 are Latin-based; words 6–10 are Greek-based. An X means that the word does not have a prefix.

	prefix means	base means	word means
1. solitaire	X	_____	_____
2. sole	X	_____	_____
3. solo	X	_____	_____
4. desolate	_____	_____	_____
5. soliloquy	_____	<i>loqu</i> = speak	_____
	first base means	second base means	word means
6. monarchy	_____	<i>arch</i> = rule	_____
7. monastery	_____	<i>astery</i> = place	_____
8. monotonous	_____	<i>ton</i> = tone	_____
9. monochromatic	_____	<i>chrom</i> = color	_____
10. monogram	_____	<i>gram</i> = write, letter	_____

Part B:  
Combine and Create



## What Do You Know?

**Directions:** Circle the answer to each question. Then explain your answers.

1. Could a *monologue* be spoken in a *monotone*?      YES      NO  
Why? \_\_\_\_\_
2. Who knows more languages?      MONOLINGUAL      BILINGUAL  
Why? \_\_\_\_\_
3. How many rails does a *monorail* use?      ONE      TWO      THREE  
Why? \_\_\_\_\_



**DID  
YOU  
KNOW?**

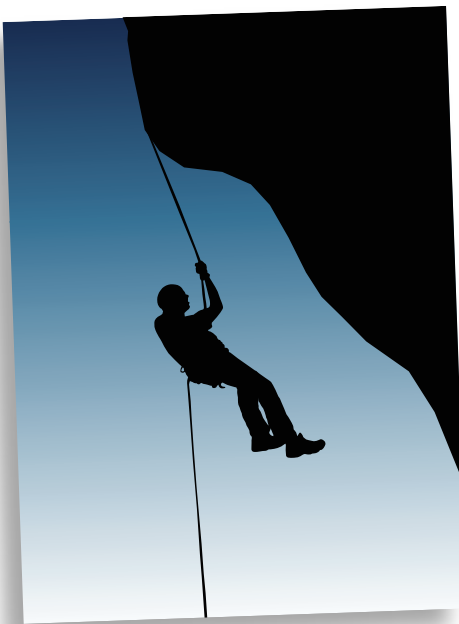
The *Monarch* butterfly is one of the grandest and most beautiful of all butterflies. The scientists who named it thought its vivid black and orange wings reminded them of the brilliant designs on the robes of a king. What should they call this "king" among butterflies? Scientists went to a Greek dictionary and found that a *monarch* is the "only" or "sole" ruler of a kingdom or empire. They decided to call this unique and beautiful creature a *monarch* butterfly!



**Part C:**  
Read and Reason

## Read and Answer

**Directions:** Read the following excerpt from a news report and answer the questions.



### LOCAL NEWS

“In today’s news, rescue workers were shocked to find a sole mountain climber stuck on a ledge 1,500 feet up in the Colorado Rockies. The hiker had been stranded for three days and two nights and was quoted as saying, ‘Help!’ monotonously. He seems to have hung in solitude after his hiking friends lost him on the route to the top of the mountains. They reported him missing as soon as they got to the top of the mountain.”

#### Questions:

1. How many hikers were stuck on the ledge? How do you know?

---

2. What does it mean to say something *monotonously*?

---

3. Explain how the term *solitude* is used to intensify this news story.

---

Part D:  
Extend and Explore



## Make a Sketch

**Directions:** Make sketches of these *mono* or *sol* words. Show the sketches to your partner. Ask him or her to decide which sketch goes with which explanation.

Draw a face wearing a monocle.  
Draw a monorail train.

Draw a sole survivor.  
Draw a solitary person.





**Part E:**  
**Go for the Gold!**

## Word Search

**Directions:** Find the words listed below in the puzzle. Words can be across, down, diagonal, or backwards.

DESOLATE  
MONOGRAM  
SOLITAIRE

MONARCH  
MONOPOLY  
SOLO

MONARCHY  
SOLE

E	K	Q	I	N	W	Y	R	A	F	S	Z	Q	A	Q
K	T	N	O	W	M	H	J	D	T	O	O	O	U	M
O	G	A	Q	M	R	L	M	Z	A	L	L	C	M	J
A	A	A	L	A	M	A	M	D	J	E	Q	U	H	C
D	L	F	D	O	R	C	R	Y	M	P	V	C	P	I
V	S	W	F	G	S	E	B	H	B	E	V	R	W	H
M	O	U	O	T	X	E	X	C	J	J	L	M	E	P
D	O	N	L	H	L	D	D	R	G	X	U	S	S	C
M	O	N	O	P	O	L	Y	A	R	A	H	E	M	V
M	M	B	A	T	O	S	Z	N	A	T	S	K	N	Y
M	Z	T	R	R	H	Q	Q	O	P	O	G	B	U	A
G	I	P	P	H	C	V	L	M	L	X	Z	B	Z	B
O	L	R	Q	D	E	H	H	O	K	D	P	G	G	T
E	R	I	A	T	I	L	O	S	O	F	E	V	E	B
Q	S	W	Z	D	S	L	V	D	K	P	W	X	P	O



Part A:  
Meet the Root



# Divide and Conquer

**Directions:** Your teacher will give you a list of words. “Divide” words into bases and prefixes, and then “conquer” them by writing the meaning of the words.

	word	prefix means	base means	word means
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____



## Part B: Combine and Create



# Syllable Sort

**Directions:** Put the words on the chart where they belong.

aquarium

hydrogen

carbohydrates

pedestrian

pedigree

contemporaries

synchronize

solitaire

monosyllables

Three Syllables	Four Syllables	Five or More Syllables

When scribes copied manuscripts by hand, they marked paragraphs by *indenting* them. After they had written several paragraphs, each with its own *indentation*, they looked at the page and remarked, "It looks like someone has sunk their *teeth* into the first line of the script! Did someone take a bite out of it?" Thus was born the word *indent*. Take a look at nearly any book, and see how many *indentations* you can find on a page.

**DID  
YOU  
KNOW?**

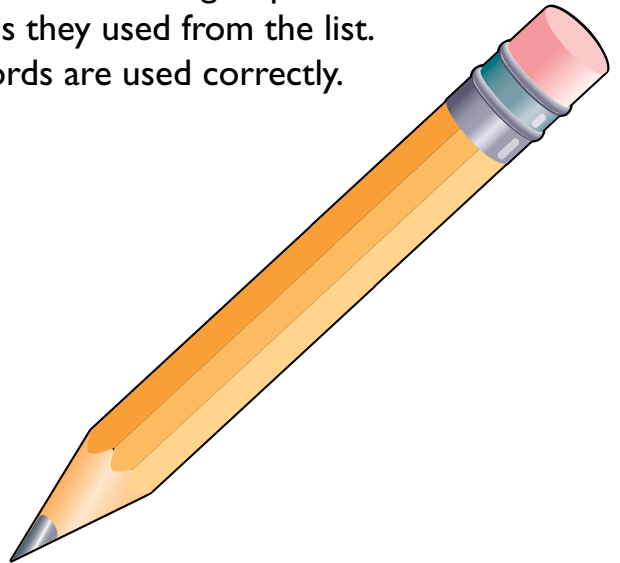
Part C:  
Read and Reason



# Paragraph Writing

**Directions:** Work with a partner. Select at least five words from the list of words your teacher has provided. Use these words to write a paragraph. Then trade paragraphs with another group. Read the paragraph and try to find the words they used from the list. Decide with your partner if the words are used correctly.

_____	_____
_____	_____
_____	_____
_____	_____



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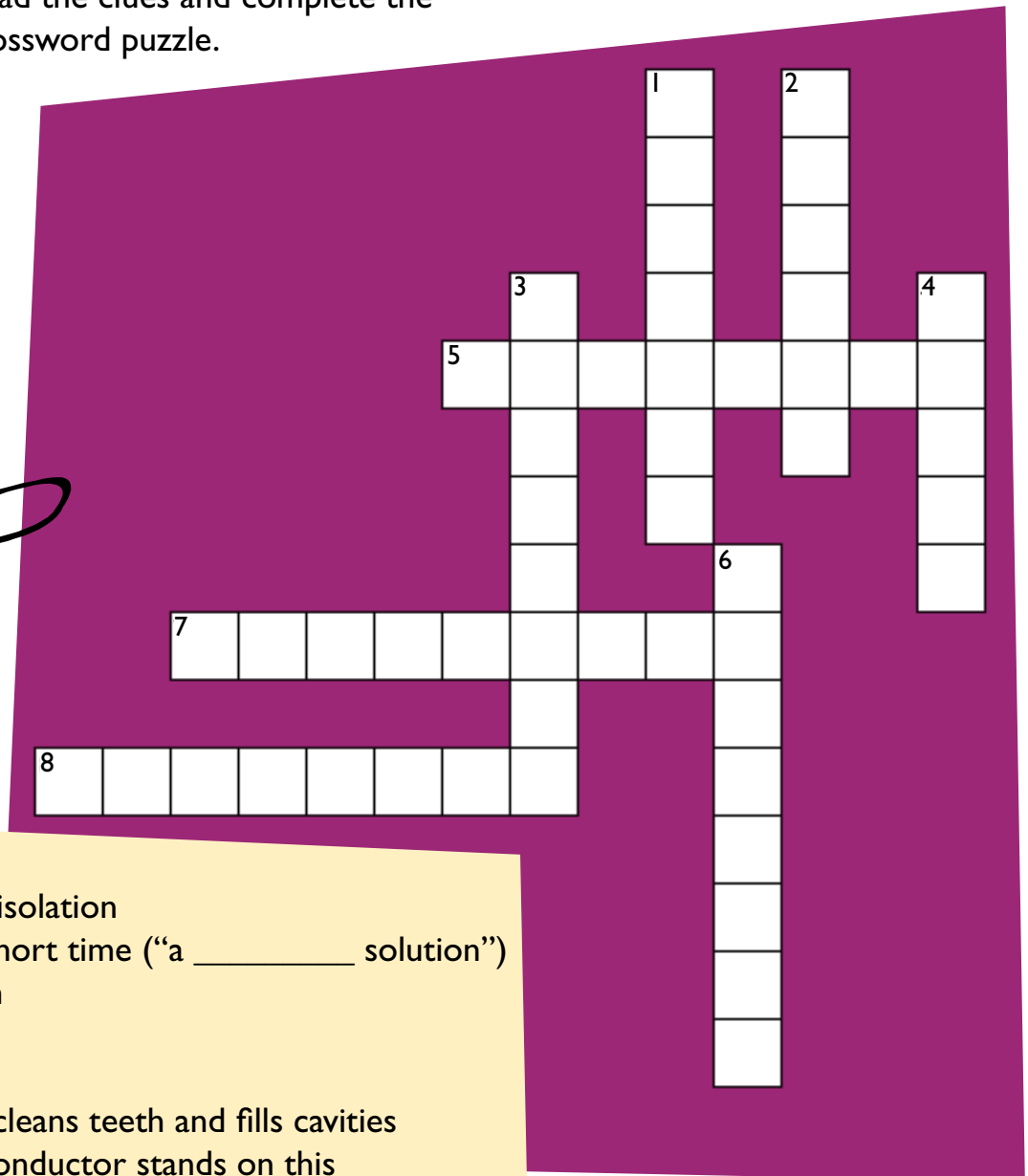
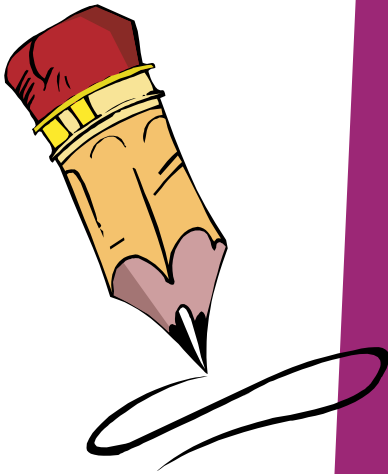
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## Part D: Extend and Explore

# Crossword Puzzle

**Directions:** Read the clues and complete the crossword puzzle.



### Across

5. loneliness and isolation
7. lasting only a short time ("a \_\_\_\_\_ solution")
8. a home for fish

### Down

1. a doctor who cleans teeth and fills cavities
2. an orchestra conductor stands on this
3. a one-letter initial (as on a towel)
4. it powers a bike
6. a chemical element found in water

Part E:  
Go for the Gold!



## Sixteen Square Wordo

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose words from the word list provided by your teacher and write one word in each box. You can choose the box for each word. Then, your teacher will give a clue for each word. Make an X in the box for each word you match to the clue. If you get four Xs in a row, column, diagonal, or four corners, call out, “Wordo!”




**Part A:**  
Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Remember that every word in this list is a "break" word built on the Latin base *rupt*. Note that words 8–10 contain two prefixes as well as the base *rupt*. An X means the word does not have a prefix.

	prefix means	base means	word means	
1. rupture	X	_____	_____	
2. eruption	_____	_____	_____	
3. disruptive	_____	_____	_____	
4. bankrupt	bank	_____	_____	
5. corruption	_____	_____	_____	
6. abrupt	_____	_____	_____	
7. interrupt	_____	_____	_____	
	first prefix means	second prefix means	base means	word means
8. uncorrupted	_____	_____	_____	_____
9. uninterrupted	_____	_____	_____	_____
10. incorruptible	_____	_____	_____	_____

Part B:  
Combine and Create



## Making and Writing Words

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

Consonants: *d, p, r, s, t, v*

Vowels: *e, i, u, i*

1. Dog or cat at someone's home \_\_\_\_\_
2. Doctor who cares for dog or cat \_\_\_\_\_
3. Oxidized iron \_\_\_\_\_
4. A poisonous snake (two syllables; begins with "v") \_\_\_\_\_
5. To break up or apart (two syllables; begins with the word part for this week)

\_\_\_\_\_

**Secret Word:** what some students can be in class

\_\_\_\_\_





**Part C:**  
Read and Reason

## What Did They Say?

**Directions:** Read the following conversation and answer the questions.

**Kathy:** "Mom, I am looking for a book on Mount St. Helen's and how it erupted. Our teacher said there was an eruption in the 1980s and we should find some information on it for class tomorrow."

**Mother:** "Do you understand what it means to erupt?"

**Kathy:** "Something explodes or some lava comes up."

**Mother:** "Yes. So which section in the bookstore do you think that would be in?"

**Kathy:** "Science stuff?"

**Mother:** "Yes, the natural . . . ."

**Kathy:** "Mom, just show me where. Come on!"

**Mother:** "Don't interrupt. It's not polite. I was about to tell you: the natural sciences. They are against the back wall. Let's go look."



**Questions:**

1. When Kathy finds a book on Mount St. Helen's, what might it say about the meaning of *erupt* and *eruption*?

---



---

2. What does it mean to *interrupt* someone who is speaking?

---



---



Part D:  
Extend and Explore



## Word Chart

**Directions:** Work with a partner to complete the chart.

	<i>rupt</i>	<i>ruptible</i>	<i>ruption</i>	<i>ruptive</i>
<i>ab-</i>				
<i>bank-</i>				
<i>dis-</i>				
<i>cor-</i>				

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**Part E:**  
Go for the Gold!

## Sixteen Square Wordo

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose words from the word list provided by your teacher and write one word in each box. You can choose the box for each word. Then, your teacher will give a clue for each word. Make an X in the box for each word you match to the clue. If you get four Xs in a row, column, diagonal, or four corners, call out, "Wordo!"


Part A:  
Meet the Root



## Divide and Conquer



**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. These words are built on the Latin bases *leg, lig,* and *lect*. Remember that this base means "pick" or "read." An X means that the word does not have a prefix. Hint: Number 7 has two prefixes.

	prefix means	base means	word means
1. lecture	X	_____	_____
2. legible	X	_____	_____
3. illegible	_____	_____	_____
4. collect	_____	_____	_____
5. election	_____	_____	_____
6. eligible	_____	_____	_____
7. ineligible	_____	_____	_____
	prefix	prefix	base
8. lectern	X	_____	_____
9. legend	X	_____	_____
10. select	se- = aside, away	_____	_____



## Part B: Combine and Create

### What Do You Know?

**Directions:** Circle the answers to the questions.  
Then write your reasons on the line.



1. Is your handwriting LEGIBLE or ILLEGIBLE?

---

2. Are you ELIGIBLE or INELIGIBLE to run for president of the U.S.?

---

3. Do ELECTIONS involve SELECTION?                      YES                      NO

---

DID  
YOU  
KNOW?

When we *elect* people to serve in our government, we are following a Roman tradition. The Romans "picked" their leaders from a large group of qualified people by voting for them. Today, many of our English words from *leg, lig, lect* have to do with "picking" our own leaders. All American citizens 18 years old or older are *eligible* to *select* their leaders by voting in *elections*. Every four years, members of the *Electoral College* meet to choose the president by *selecting* the candidate who received the most votes among the *eligible* voters in their states.



## Part C: Read and Reason



# Conversation Words

**Directions:** Read the following handout given to middle school students on their first day of school.

Dear Students,

Welcome to your first day of school at Mary James Middle School. We hope that you have a pleasant experience meeting your new, intelligent teachers and school environment.

Some details: Today you will be asked to fill out many forms for personal identification purposes. Please write legibly on all of these forms. Any illegible handwriting will be discarded, and you will be asked to fill out the forms again.

Finally, you will elect a student body president and vice president next week. After your lecture and discussion meeting, you will go to lunch. At lunch, you will be able to nominate those of your peers who you would like to see in leadership positions.

Thank you and enjoy your day!

Mary James Middle School Administration

1. What kind of teachers does the administration expect the students to meet? Can you think of a synonym to match this word?

---

2. What sort of handwriting is *illegible*?

---

3. When a teacher *lectures*, what happens?

---

4. What does it mean to *elect* someone to something?

---



**Part D:**  
Extend and Explore

## Word Search

**Directions:** Complete the word search. Words can be across, down, diagonal, or backwards.

COLLECTOR  
LECTERN  
RECOLLECT

COLLEGE  
LECTURE  
ELECT

ELECTION  
LEGEND  
LEGIBLE

R	P	I	C	K	R	C	H	O	O	L	S	E	R	E
E	E	A	D	K	O	Q	S	Z	E	V	S	N	R	L
W	S	C	R	F	T	N	G	G	Q	O	W	Z	G	E
M	X	U	O	I	C	Z	I	N	U	E	K	X	E	C
Q	I	D	P	L	E	B	K	H	X	Q	G	B	U	T
O	X	V	J	K	L	N	O	I	T	C	E	L	E	Z
E	X	L	C	E	L	E	B	O	F	E	H	W	P	I
A	J	J	E	P	O	T	C	U	H	N	K	W	J	S
Q	T	C	R	G	C	S	B	T	L	Q	Q	I	B	M
Z	W	V	F	T	E	W	E	E	Q	J	Q	I	C	Q
P	Q	T	T	O	J	N	C	E	G	E	L	L	O	C
I	D	A	Y	D	N	T	D	V	B	P	A	W	N	M
S	Y	Y	P	L	U	R	D	D	C	N	P	X	G	S
L	J	C	Q	R	G	G	L	E	C	T	E	R	N	A
D	H	S	E	P	O	Y	L	R	R	S	B	F	C	V

Part E:  
Go for the Gold!



## Word Pyramid

**Directions:** Work with a partner to make word pyramids.

Word	LEGEND
Two antonyms	<div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> <div style="border: 1px solid gray; width: 150px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid gray; width: 150px; height: 30px; margin: 0 auto;"></div> </div>
Three synonyms	<div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> <div style="border: 1px solid gray; width: 150px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid gray; width: 150px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid gray; width: 150px; height: 30px; margin: 0 auto;"></div> </div>
Definition	<div style="border-bottom: 1px solid black; height: 30px; width: 100%;"></div>
Sentence	<div style="border-bottom: 1px solid black; height: 30px; width: 100%;"></div>
Word	ELECT
Two antonyms	<div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> <div style="border: 1px solid gray; width: 150px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid gray; width: 150px; height: 30px; margin: 0 auto;"></div> </div>
Three synonyms	<div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> <div style="border: 1px solid gray; width: 150px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid gray; width: 150px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid gray; width: 150px; height: 30px; margin: 0 auto;"></div> </div>
Definition	<div style="border-bottom: 1px solid black; height: 30px; width: 100%;"></div>
Sentence	<div style="border-bottom: 1px solid black; height: 30px; width: 100%;"></div>



**Part A:**  
Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Every word in this list is a "lead" word built on the Latin bases *duc* and *duct*. Note that words 7–10 contain two prefixes as well as the bases *duc* and *duct*. An X means that the word does not have a prefix.

	prefix means	base means	word means	
1. duct	X	_____	_____	
2. conductor	_____	_____	_____	
3. educate	_____	_____	_____	
4. abduct	_____	_____	_____	
5. induct	_____	_____	_____	
6. deduct	_____	_____	_____	
	prefix means	prefix means	base means	word means
7. reproduce	_____	_____	_____	_____
8. uneducated	_____	_____	_____	_____
9. unproductive	_____	_____	_____	_____
10. co-producer	_____	_____	_____	_____



Part B:  
Combine and Create



# Word Chart

**Directions:** Complete the chart with as many *duc* or *duct* words as you can.

de-	in-	pro-	re-





**Part C:**  
Read and Reason

## It's a Discussion

**Directions:** Read the following short discussion between two friends. Then answer the questions.

**Jackson:** “Brett, did you learn anything in school about England? Today our teacher talked about how England has a monarchy with kings and queens—even people like dukes, duchesses, and archdukes—that leads the other people of England.”

**Brett:** “Yes, we also learned about how the English once produced the most exports and conducted business all over the world. Prior to America’s revolution, they sold products mostly to Japan and China.”



**Questions:**

1. What kind of people are *dukes* and *duchesses*?

---



---

2. What does it mean to *produce* goods, also known as *products*, and export them all over the world?

---



---

**DID YOU KNOW?**

In ancient Rome, noblemen entrusted their children to servants during the day. While the parents went about their daily business, these servants raised the children by teaching them such important skills as reading, writing, and arithmetic. Because these skills were needed to “lead” the children “out of” infancy and prepare them for adult life, these servants were called *educators*. As the children grew older, they continued their *education* with other teachers who *educated* them in many more subjects, including Latin and Greek. Think about your own *education*. As your teachers have “led” you “out of” infancy, what is something you have learned that will prepare you for adult life?

Part D:  
Extend and Explore



## Word Search

**Directions:** Find the words in the puzzle. Answers can be across, down, diagonal, or backwards.

ABDUCT  
DUCT  
INDUCE

DEDUCE  
DUKE  
PRODUCE

DEDUCTION  
EDUCATE  
REDUCE

DUCHESS  
EDUCATION  
REPRODUCE

D	U	C	R	T	R	M	E	A	N	S	L	D	E	A
D	C	F	L	E	B	E	U	T	O	E	O	U	J	W
S	D	R	B	C	D	U	P	S	P	G	U	C	B	N
Q	G	E	D	F	D	U	H	R	U	G	Z	H	Y	K
B	B	M	D	R	O	Q	C	E	O	W	T	E	L	U
T	C	U	D	U	N	M	D	E	B	D	C	S	Z	J
D	M	J	G	N	C	U	P	X	N	N	U	S	J	J
S	U	O	W	B	C	E	K	A	A	O	D	C	L	X
V	X	A	W	A	B	C	F	C	E	I	B	O	E	R
E	U	E	T	A	C	U	D	E	J	T	A	I	G	F
Q	C	I	E	C	U	D	O	R	P	C	B	R	N	J
D	O	U	W	V	B	U	Q	C	M	U	J	B	Y	T
N	K	T	D	U	O	K	D	G	K	D	Q	I	X	Y
S	K	B	W	N	H	E	T	X	P	E	I	I	K	X
J	H	M	B	X	I	B	K	T	U	D	R	S	O	J



**Part E:**  
**Go for the Gold!**

## Authors and Illustrators

**Directions:** You and a partner will be a team. Write a story together using all of these words. You may use the words in any order you want, but you need to use them all.

legend  
aquatic  
dental  
podiatrist  
solitary  
produce  
deduce  
educate  
temporary  
chronic

---

---

---

---

---

---

---

Now trade stories with another team. Read their story and draw a picture about some part of the story. Share your illustration and explain what you drew and why. Listen as the other team shares what they drew and why.





Part A:  
Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Remember that every word in this list is a "step, go" word built on the Latin bases *grad* and *gress*. An X means that the word does not have a prefix.

	prefix means	base means	word means
1. gradual	X	_____	_____
2. congress	_____	_____	_____
3. progress	_____	_____	_____
4. transgression	_____	_____	_____
5. regression	_____	_____	_____
6. aggressive	_____	_____	_____
7. digress	_____	_____	_____
8. egress	_____	_____	_____
9. graduate	X	_____	_____
10. graduation	X	_____	_____



**Part B:**  
Combine and Create



## Solving Riddles

**Directions:** Read and solve the riddles below.

1. I am an adjective (a describing word).

I mean "little by little."

I have three syllables.

I begin with one of the word parts we are learning this week.

\_\_\_\_\_

2. I am a person.

I am someone who starts a fight.

I have three syllables.

One of the word parts we are studying this week is in my middle.

\_\_\_\_\_

3. I am a verb.

I mean "to go forward."

My opposite is "regress."

I have two syllables. \_\_\_\_\_

4. I can be written with a capital or a lowercase letter.

If I am capitalized, I refer to the House and Senate in Washington, D.C.

In lowercase, I refer to any meeting or convention.

I have two syllables. \_\_\_\_\_

Part C:  
Read and Reason



## Dialogue

**Directions:** Read the following dialogue of a classroom conversation and answer the questions.

**Teacher:** "Your grades in school reflect how well you understand your subjects. They also show us, from year to year, whether or not you are ready to graduate and go on to the next grade."

**Stewart:** "What if we regress? Like, what if our grades are good one quarter and not good another?"

**Teacher:** "Your progress is gradual, and at the end of the year your grades are averaged together."

**Questions:**

1. What does the teacher want the students to understand about *grades*?

---



---

2. Reread Stewart's question and explain the meaning of the word *regress*.

---



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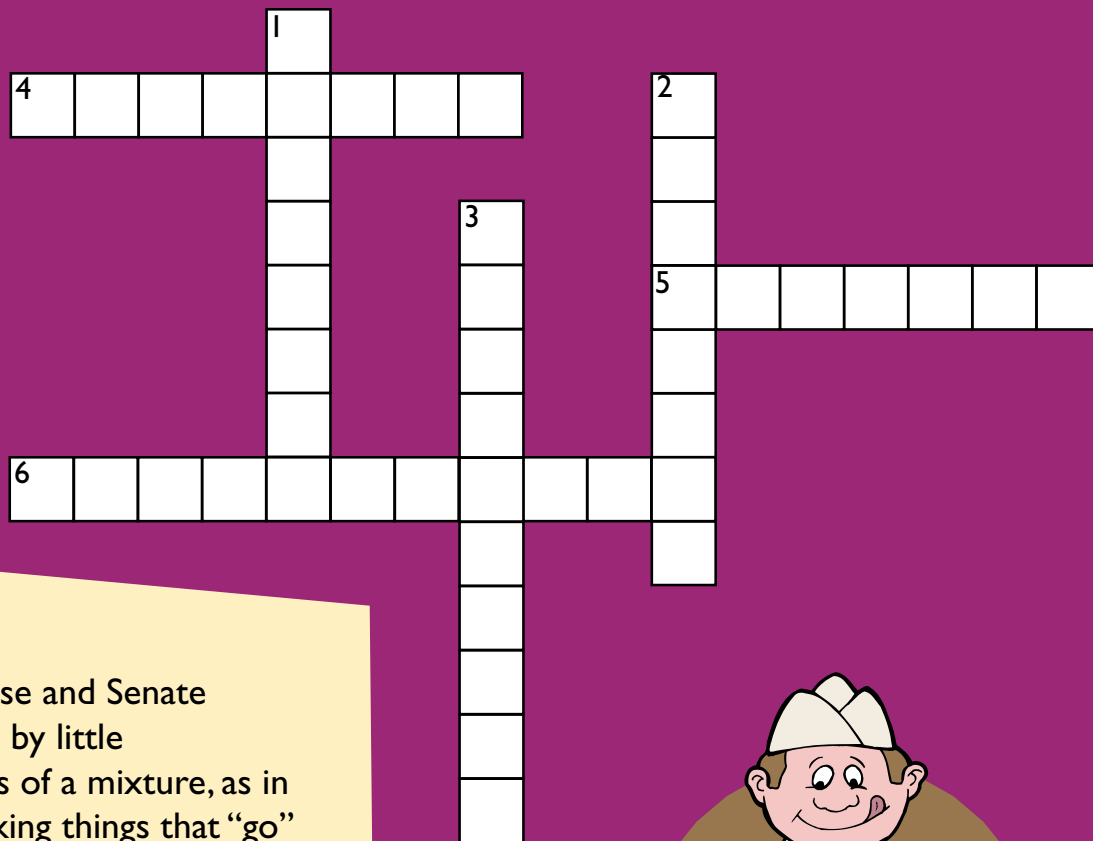




**Part D:**  
Extend and Explore

## Crossword Puzzle

**Directions:** Read the clues and complete the crossword puzzle.



### Across

4. House and Senate
5. little by little
6. parts of a mixture, as in cooking things that "go" "into" a recipe

### Down

1. a person who has finished school
2. moving forward, advancement
3. ready to start a fight





**Part E:**  
Go for the Gold!

## Sixteen Square Wordo

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose words from the word list provided by your teacher and write one word in each box. You can choose the box for each word. Then, your teacher will give a clue for each word. Make an X in the box for each word you match to the clue. If you get four Xs in a row, column, diagonal, or four corners, call out, "Wordo!"




Part A:  
Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Notice that every word in this list is a "build" word based on the Latin bases *stru* and *struct*. Note that words 7–10 contain two prefixes. Divide these last four words into 3 parts (prefix + prefix + base). An X means that the word does not have a prefix.

	prefix means	base means	word means
1. structure	X	_____	_____
2. construction	_____	_____	_____
3. instructor	_____	_____	_____
4. superstructure	_____	_____	_____
5. infrastructure	_____	_____	_____
6. construe	_____	_____	_____

	prefix means	prefix means	base means	word means
7. misconstrue	_____	_____	_____	_____
8. reconstruct	_____	_____	_____	_____
9. indestructible	_____	_____	_____	_____
10. uninstructed	_____	_____	_____	_____

Part B:  
Combine and Create



## Word Chart

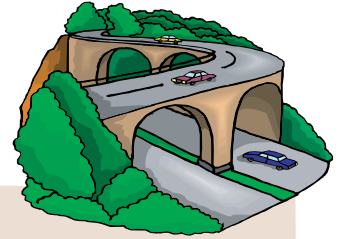
**Directions:** Work with a partner. Put the words on the chart where they belong.

construct    construction    instruct    instructor    instruction  
structure    reconstructed    obstructor    constructor

Person	Thing	Action



## Part C: Read and Reason



### Read and Learn

**Directions:** Read the short passage below and then answer the questions.

Have you ever driven on a highway in the United States? The complex interstate highways that span our country are getting quite old. You may have noticed that each spring construction work begins on our highways, especially on bridges and overpasses. Many of them have grown weak over time from the constant vibrations of passing cars and trucks. Changing weather conditions have also taken a toll on our roads. Because of all these conditions, each year it becomes necessary for us to reconstruct some of our bridges and rebuild many of our roads. You can always spot repair sites because construction workers use flags to direct traffic around orange barrels and cones that line the areas where they are working.

We call our system of highways and bridges an infrastructure. The Latin prefix *infra-* means "beneath, below." This is why the reconstruction projects take so long. Repairs are difficult to do because changes to the road must be made "from the bottom up." If you pay attention to news broadcasts and articles in the newspapers, you are bound to run into the word infrastructure.

1. What do you think is the most interesting information in this passage?

Explain why. \_\_\_\_\_

\_\_\_\_\_

2. List a question you have about highway *construction* that is not answered in this passage. \_\_\_\_\_

3. Where might you find an answer to your question? \_\_\_\_\_

\_\_\_\_\_

4. *Infrastructure* is made up of two Latin roots. What are they and what do they mean?

\_\_\_\_\_ means \_\_\_\_\_

\_\_\_\_\_ means \_\_\_\_\_

Part D:  
Extend and Explore



## Word Chart

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

	<i>struct</i>	<i>struction</i>	<i>structive</i>
<i>con-</i>			
<i>de-</i>			
<i>in-</i>			
<i>ob-</i>			
<i>recon-</i>			

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

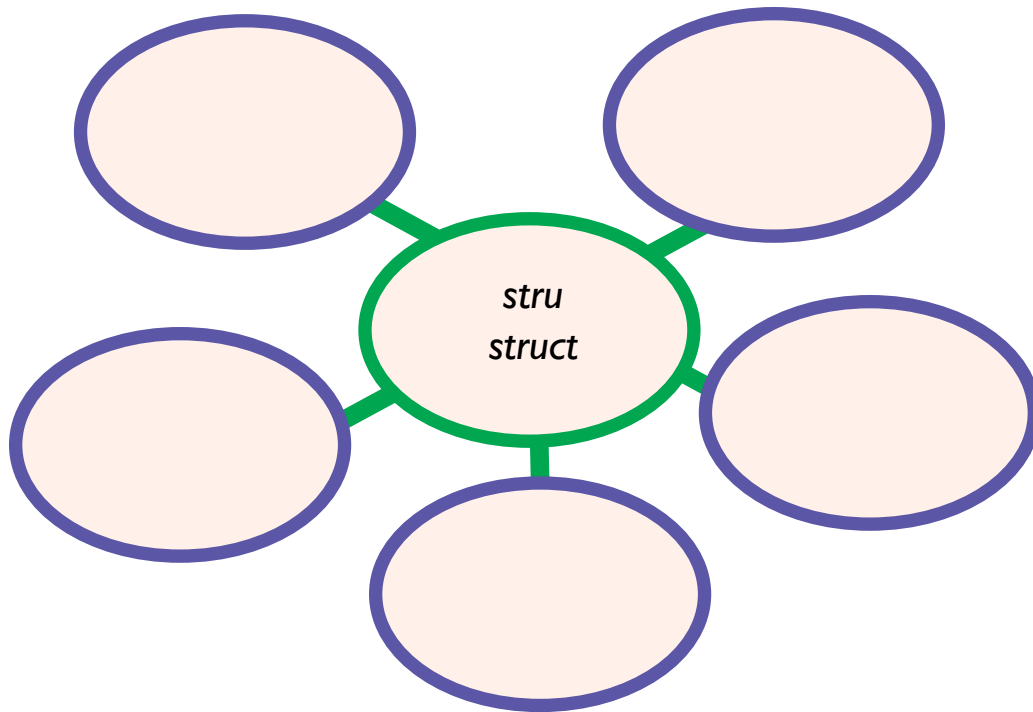
1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



Part E:  
Go for the Gold!

## Word Spokes

**Directions:** Fill in the cluster with five *stru, struct* words. Choose a different *stru* or *struct* word from your cluster for each of the directions below.



1. Pick one of the words and write **two synonyms**. \_\_\_\_\_

2. Pick one of the words and write **two antonyms**. \_\_\_\_\_

3. Pick one of the words and **write your own definition**. \_\_\_\_\_

\_\_\_\_\_

4. Pick one of the words and **use it in a sentence**. \_\_\_\_\_

\_\_\_\_\_

**Part A:**  
Meet the Root

## Divide and Conquer

**Directions:** Your teacher will give you a list of words. “Divide” words into base words and prefixes. Then “conquer” them by writing the meaning of the compound words.

	word	prefix means	base means	word means
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____



**Part B:**  
Combine and Create

## What Do You Know?

**Directions:** Answer the questions.

1. How are *progress* and *regress* related in meaning?

---

2. How could you make a *structure indestructible*?

---

3. What would a *corrupt* member of *Congress* do?

---

4. Can an *eruption* be *gradual*? Why?

---

DID  
YOU  
KNOW?

The famous showman Phineas T. Barnum (1810–1891) traveled around America with a large collection of circus animals and other exotic exhibits. He would set up large circus tents and draw enormous crowds of people. One day, his circus tent became overcrowded. More and more people came streaming into the tent, but very few were leaving through any of the exit doors. In order to make the people leave, P.T. Barnum put signs over the exits saying, “This way to the egress.” People thought that the signs were directing them to an especially exotic bird. “Let’s go to the egress,” they exclaimed as they rushed to the exit doors.

If all those people had known a little Latin, they would have figured out the trick. *Egress* is from *ex-* (out) and *gress* (step or go). It really means “go out” or “exit”! People ran through the *egress* only to find themselves outside the circus tent. If they wanted to re-enter, they needed to pay admission a second time.



Part C:  
Read and Reason



## Write a Story

**Directions:** Work with a partner. Go back through lessons about the last five word parts you have studied. Pick out at least ten words to use. With your partner, write a story that includes all of them. Share your story with classmates.

A large blue rectangular box with a green border, containing several horizontal lines for writing a story.

The English word *intelligence* is a compound of the Latin prefix *inter-* (between, among) and the Latin base *leg* (choose, pick, read). Notice that the spelling of the base *leg* changes to *lig* in this word. A person who is intelligent is able to “pick” the right meaning or answer “between” many possible options. An intelligent person is therefore someone who can determine what makes sense and what doesn’t. Today, we say that a person of high *intellect* is able to “read between the lines” and understand things that may not be readily obvious to others.

**DID  
YOU  
KNOW?**





**Part D:**  
Extend and Explore

## Word Chart

**Directions:** Work with a partner to make words that fit on the chart.

	-ing	-ive	-ible	-ion
<i>rupt</i>				
<i>lec</i>				
<i>duc</i>				
<i>struc</i>				

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

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Part E:  
Go for the Gold!



## Sixteen Square Wordo

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose words from the word list provided by your teacher and write one word in each box. You can choose the box for each word. Then, your teacher will give a clue for each word. Make an X in the box for each word you match to the clue. If you get four Xs in a row, column, diagonal, or four corners, call out, “Wordo!”




Part A:  
Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Notice that every word in this list ends in the suffix *-cracy* or *-crat*, which have the base meaning of "rule." Note that words 1–5 are "personal nouns" ending in the suffix *-crat* (they refer to people) and words 6–10 are "abstract nouns" ending in the suffix *-cracy* (they refer to abstract ideas).

	base means	suffix means	word means
1. democrat	<u>dem(o) = people</u>	_____	_____
2. autocrat	<u>auto = self</u>	_____	_____
3. plutocrat	<u>plut(o) = wealth(y)</u>	_____	_____
4. technocrat	<u>techn(o) = skill</u>	_____	_____
5. aristocrat	<u>arist(o) = best</u>	_____	_____
6. democracy	_____	_____	_____
7. autocracy	_____	_____	_____
8. plutocracy	_____	_____	_____
9. technocracy	_____	_____	_____
10. aristocracy	_____	_____	_____

Part B:  
Combine and Create



## Making and Writing Words

**Directions:** For each kind of *-cracy*, write the name for a person who believes in it. The first one is done for you.

1. aristocracy \_\_\_\_\_ aristocrat \_\_\_\_\_

2. democracy \_\_\_\_\_

3. bureaucracy \_\_\_\_\_

4. technocracy \_\_\_\_\_

DID  
YOU  
KNOW?

The words *aristocracy* and *aristocrat* literally mean "rule by" "the best" people, but the words have come to mean by the "richest" people! The words were first used during the 16th century in France where wealthy noblemen who ruled the country called themselves the "best" because they were the "richest" and felt that being the richest also entitled them to "rule" others. In a *democracy*, we believe that being the "best" means much more than being the "richest."



## Part C: Read and Reason

### Fill in the Blanks

**Directions:** Choose from these roots to make *-cracy* or *-crat* words that make sense in the blanks.

*the(o)* = god      *gyno* = woman      *geront* = elder  
*pluto* = wealthy      *aristo* = best



In ancient Rome, a man had to be sixty years old before he was eligible to serve in the senate. The ancient Roman governing system gave power to the elders and can best be called a \_\_\_\_\_ . If you believe that women should be the rulers in a country, you can call yourself a \_\_\_\_\_ .

In the Middle Ages, some societies in Europe believed that the king was chosen by God. These people obeyed the king because they thought he spoke for God. Such people lived in a \_\_\_\_\_ . In ancient Greece and Rome, the wealthiest people often took control of the state. They were called \_\_\_\_\_ . People from the noblest and "best" houses thought they were the "best" people. They believed that they should rule because they were better than others. These people are called \_\_\_\_\_ .

Part D:  
Extend and Explore



## Word Chart

**Directions:** Put the words on the chart where they belong.

aristocracy	aristocrat	aristocratic	autocracy
autocrat	autocratic	bureaucracy	bureaucrat
bureaucratic	technocracy	technocrat	technocratic

Type of Organization	Person	Adjective

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**DID  
YOU  
KNOW?**

In 1863, after a bloody battle on a field in Gettysburg, Pennsylvania, Abraham Lincoln expressed the highest ideals of a *democracy*. Lincoln said that the fallen soldiers had sacrificed their lives so that "government of the people, by the people, for the people" would not "perish from this earth." In a *democratic* society, the people do not look on the wealthy or powerful as being above others. Today you can see an original copy of the Gettysburg Address on display at the Library of Congress in Washington, D.C.



**Part E:**  
**Go for the Gold!**

# Word Search

**Directions:** Complete the word search. Answers can be across, down, diagonal, or backwards. Be careful! Some words begin with the same letters.

ARISTOCRACY  
BUREAUCRAT  
DEMOCRATIC

ARISTOCRAT  
DEMOCRACY  
TECHNOCRAT

BUREAUCRACY  
DEMOCRAT  
UNDEMOCRATIC

Y	Q	F	Y	P	B	L	D	F	U	C	Y	X	F	H
M	C	F	A	U	U	M	T	B	C	C	C	B	L	C
S	G	A	U	T	R	J	A	A	I	B	A	H	I	C
J	D	X	R	I	E	A	M	T	R	C	R	B	Z	I
Q	O	P	K	C	A	C	A	V	B	C	C	G	M	X
D	B	X	L	O	U	R	H	C	H	Z	O	W	P	S
C	S	R	T	H	C	A	Z	N	D	O	T	M	S	Z
M	Z	H	A	O	R	I	E	T	O	I	S	E	E	J
J	R	Y	M	Y	A	F	J	R	H	C	I	Y	K	D
M	B	E	P	Q	T	G	N	A	U	K	R	O	E	J
K	D	M	X	A	J	F	E	X	E	B	A	A	S	Q
C	I	T	A	R	C	O	M	E	D	N	U	U	T	L
A	R	I	S	T	O	C	R	A	T	I	Q	I	K	Z
Y	C	A	R	C	O	M	E	D	G	C	Q	B	A	X
Y	B	L	Z	Z	G	H	N	Q	Y	M	E	B	S	E



Part A:  
Meet the Root



## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Notice that every word in this list ends in the suffix *-phobia* or *-phobe*, which have the base meaning of "fear." Note that words 1–5 are personal nouns ending in the suffix *-phobe* (they refer to people); words 6–10 are abstract nouns ending in the suffix *-phobia* (they refer to abstract ideas).

	base means	suffix means	word means
1. agoraphobe	<u>agora = market place</u>	_____	_____
2. acrophobe	<u>acro = height</u>	_____	_____
3. claustrophobe	<u>clastr(o) = closed space</u>	_____	_____
4. xenophobe	<u>xen(o) = foreigner</u>	_____	_____
5. pyrophobe	<u>pyr(o) = fire</u>	_____	_____
6. agoraphobia	_____	_____	_____
7. acrophobia	_____	_____	_____
8. claustrophobia	_____	_____	_____
9. xenophobia	_____	_____	_____
10. pyrophobia	_____	_____	_____



## Part B: Combine and Create

### What Do You Know?

**Directions:** Answer the questions.



1. Claustrophobia means fear of closed spaces. Would a claustrophobic person be comfortable in a large room? Why?

---



---

2. Pyrophobia is fear of fire. Is it good to be a pyrophobe? Why?

---



---

3. Ophidophobia is fear of snakes. Are you an ophidophobe? Why?

---



---

4. Scopophobia is fear of being seen or watched. Would a scopophobe be a good actor? Why?

---



---

#### DID YOU KNOW?

When a dog gets the disease called rabies, it foams at the mouth because it refuses to drink water. This is why we call rabies *hydrophobia*. A *hydrophobic* dog will not go near water. Although many people love dogs, some people are especially afraid of rabies. These people fear that all dogs are rabid. This extreme fear has a very long name: *hydrophobophobia*. This means "fear of" *hydrophobia* or the "fear of the fear of water"!

Part C:  
Read and Reason



## Read and Answer

**Directions:** Read the passages and answer the questions.

In many cultures, the number 12 indicates that something is complete. It takes 12 months, for example, to make a whole year. It takes 12 eggs to make a dozen. The ancient Greeks worshiped 12 gods on Mount Olympus. In the Bible, we read about the 12 tribes of Israel and the 12 disciples of Jesus.

For this reason, many people think the number after 12—the number 13—is unlucky. The next time you ride an elevator in a tall building, look to see the numbers assigned to the floors. In most public buildings, the 12th floor is followed by the 14th! This is because many people do not want to live or even walk on the 13th floor! Friday the 13th is a date feared by many people as especially unlucky.

This superstition, or "fear of 13," is called *triskaidekaphobia*, a word built out of several Greek components. In Greek, *tris* means "three," *kai* means "and" or "plus," *deka* means "ten," and *phobia* means "fear of." Put them all together and what do they mean?

If you ever ride on an airplane, look to see the row of seats after row 12. What do you think the number will be?



### Questions:

1. What do you think is the most interesting information in this passage? Explain why. \_\_\_\_\_  
\_\_\_\_\_
2. Triskaidekaphobia is made up of four Greek roots. What are they and what do they mean?  
\_\_\_\_\_ means \_\_\_\_\_  
\_\_\_\_\_ means \_\_\_\_\_  
\_\_\_\_\_ means \_\_\_\_\_  
\_\_\_\_\_ means \_\_\_\_\_
3. What would you call "one who fears" the number 13?  
\_\_\_\_\_
4. Are you "one who fears" the number 13? Explain why or why not.  
\_\_\_\_\_



**Part D:**  
Extend and Explore

## What Makes Sense?

**Directions:** Choose from these roots to make *-phobia* or *-phobe* words that make sense in the blanks. (Hint: You will use one of these roots twice!)

*ergo* = work      *odonto* = teeth, bite      *hydro* = water  
*ophido* = snake      *scopo* = being seen

If you like to play all the time and never want to do chores, you might have \_\_\_\_\_ . Someone who has this fear might be called an \_\_\_\_\_ .

If you do not like to have your picture taken and feel very shy, you might be a \_\_\_\_\_ . This fear might be called \_\_\_\_\_ .

If you are afraid of drowning, you might have \_\_\_\_\_ . Someone who has this fear might be called a \_\_\_\_\_ .

If you are afraid of a little garden snake, you might have \_\_\_\_\_ .

If you are afraid of the deadly bite from a rattlesnake's teeth, you might have \_\_\_\_\_ . Either way, you would be called an \_\_\_\_\_ .



Part E:  
Go for the Gold!



## Word Search

**Directions:** Find the words in the puzzle. Words can be across, down, diagonal, or backwards.

AGORAPHOBIA  
HYPNOPHOBIA  
XENOPHOBIA

CLAUSTROPHOBIA  
OPHIDOPHOBIA

HYDROPHOBIA  
PYROPHOBIA

A	X	A	L	B	B	A	A	D	Q	A	O	E	Y	Z
I	I	T	C	Q	Z	I	I	W	I	S	P	D	Q	R
B	X	B	R	V	B	B	B	B	I	F	H	D	M	I
O	I	O	O	E	O	O	O	A	P	A	I	J	C	J
H	B	O	R	H	Z	H	H	D	T	A	D	K	U	L
P	L	G	I	Q	P	P	P	N	D	X	O	I	U	W
O	B	E	U	O	O	O	A	B	E	Z	P	H	N	F
N	U	H	R	L	B	R	R	N	M	C	H	K	A	A
P	I	D	K	H	R	Y	O	T	I	V	O	B	M	L
Y	Y	X	R	N	C	P	G	X	S	J	B	R	G	X
H	X	M	S	B	H	A	A	Q	B	U	I	W	G	I
G	W	Z	C	O	E	O	W	W	T	L	A	K	B	E
N	P	I	B	B	X	G	D	P	S	D	X	L	B	C
S	F	I	J	V	U	H	I	U	U	V	I	Z	C	X
A	A	M	L	T	U	R	A	F	F	Y	O	O	N	L



Part A:  
Meet the Root

## Divide and Conquer

**Directions:** "Divide" words and then "conquer" them by writing the meaning of the words. Notice that every word in this list ends in the Latin suffix *-ate* or *-ation*, which mean "to make or do" or "the result of making or doing." Note that words 1–5 are verbs ending in the suffix *-ate*; words 6–10 are nouns ending in the suffix *-ation*. Some of the nouns ending in *-ation* are "abstract" and refer to ideas or concepts.

**Verbs**

	base means	suffix means	word means
1. animate	<u>anim = life, soul</u>	_____	_____
2. dictate	<u>dict = say, tell</u>	_____	_____
3. graduate	<u>grad(u) = step</u>	_____	_____
4. punctuate	<u>punct(u) = pierce</u>	_____	_____
5. sedate	<u>sed = sit, settle</u>	_____	_____

**Nouns**

	base means	suffix means	word means
6. animation	_____	_____	_____
7. dictation	_____	_____	_____
8. graduation	_____	_____	_____
9. punctuation	_____	_____	_____
10. sedation	_____	_____	_____

Part B:  
Combine and Create



## Word Unscramble

**Directions:** Unscramble the words to fit in the blanks.

My grandma is coming from far away to see my [1]\_\_\_\_\_. She says nothing could keep her from seeing me [2]\_\_\_\_\_.

[1] A A D G I O N R T U

[2] A A D E G R T U

Before I turn in my final writing drafts, I always double-check for

[3]\_\_\_\_\_ and [4]\_\_\_\_\_.

[3] A C I N N O P T T U U

[4] A A A C I I I L N O P T T Z

The detective knows how to [5]\_\_\_\_\_ her case. She will

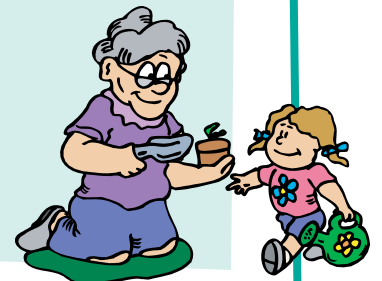
[7]\_\_\_\_\_ other suspects, which will [6]\_\_\_\_\_

the guilty person.

[5] A E E G I I N S T T V

[6] A E E I I L M N T

[7] A A A E G G R T V





**Part C:**  
Read and Reason

## Read and Answer

**Directions:** Read the passage and answer the questions.

In the ancient Roman army, disobedient soldiers were punished with very extreme measures. To instill discipline in the troops, Roman commanders would punish both the person who had done something wrong and some innocent men as well. These innocent victims were chosen at random. In this way, the soldiers would be extra cautious and make sure their comrades were not doing anything that would harm the troops.

To punish disobedient troops, the commanders lined the men up and counted out every tenth man. The Latin word for every "tenth man" was *decimus*. As the men counted from one to ten, every tenth man stepped forward to receive his punishment. Each tenth man was decimated. A company of 100 soldiers would produce ten men to suffer punishment for the crime of a single individual!

This form of random and severe punishment is called decimation. Even today, when a population suffers severe damage (such as in a hurricane, earthquake, military attack, or other disaster), we can say such things as "the town was decimated by the tornado" or "the epidemic decimated the population." Although the disaster may not affect precisely one-tenth of the people, we still use the verb "to decimate" to describe random and severe loss.



### Questions:

1. What do you think is the most interesting information in this passage? Explain why.  
\_\_\_\_\_
2. In your own words, write a definition for the word *decimate*. Remember that *-ate* is a verb suffix.  
\_\_\_\_\_
3. Now think of an example of *decimation*. You can find one in the passage about ancient Rome or think of one on your own.  
\_\_\_\_\_
4. Do you think the Romans believed a person was "innocent until proven guilty"? Explain your answer.  
\_\_\_\_\_





Part D:  
Extend and Explore



## News Report

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

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

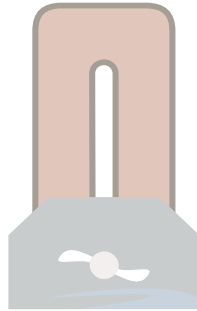
**Questions:**

1. Explain the meaning of *animated* in the above news report. \_\_\_\_\_  
\_\_\_\_\_
2. What does it mean to *speculate*? Who is *speculating* in the above report? \_\_\_\_\_  
\_\_\_\_\_
3. What are the police *generating*? \_\_\_\_\_  
\_\_\_\_\_





**Part E:**  
Go for the Gold!



## Unscramble the Words

**Directions:** Unscramble each of the clue words. Use the letters in the circles to unscramble the final puzzle.

NIAOETCDU

			○				○	
--	--	--	---	--	--	--	---	--

VINITISENOAGT

	○			○									
--	---	--	--	---	--	--	--	--	--	--	--	--	--

ROTRAGINI

						○			
--	--	--	--	--	--	---	--	--	--

NORAOTOCNIPRI

				○				○			○	
--	--	--	--	---	--	--	--	---	--	--	---	--

--	--	--	--	--	--

--	--	--

help us figure out new words.

**DID YOU KNOW?**

Have you ever thought about the words *punctuate* and *punctuation*? The word *puncture* means "to pierce." When you punctuate your writing, you raise your pen or pencil from the paper and then make a point—or puncture—with the tip. Have you ever made a period with such force that it made a hole in your paper? The next time you make a period, comma, question mark, quotation mark, or exclamation point, stop and think about what you are doing with your pen or pencil.

Part A:  
Meet the Root



## Divide and Conquer

**Directions:** Your teacher will give you a list of words. "Divide" words into base words and prefixes, and then "conquer" them by writing the meaning of the words.

	word	prefix means	base means	word means
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____



**Part B:**  
Combine and Create

# Paragraph Writing

**Directions:** Select one of the groups of words. Use them all in a paragraph that makes sense.

hypnophobia (fear of sleep)  
sedate  
agitation  
investigate

democracy  
coordination  
democratic  
generate

eliminate  
agoraphobia (fear of crowds)  
aggravation  
investigate  
investigation

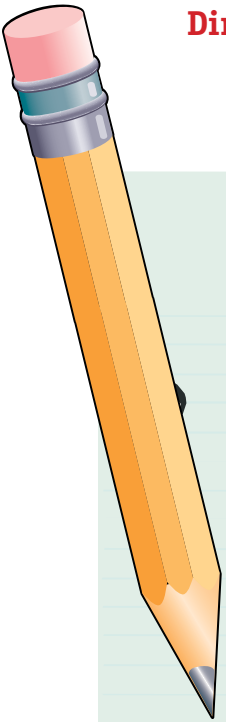
Lined writing area for paragraph composition.

Part C:  
Read and Reason



# Put it Together

**Directions:** Work with a partner. Go back through the last several lessons. Find at least seven words you think could go together. Use them to write a paragraph, a poem, a story, or a short play.



A large green rectangular area with horizontal lines for writing. On the left side of this area, there is a vertical pink line and two circular punch holes.



## Part D: Extend and Explore

### Word Search

**Directions:** Find the words in the puzzle. Words can be across, down, diagonal, or backwards.

AGORAPHOBIA    AUTOCRATIC    BUREAUCRAT    DEMOCRATIC  
 EDUCATION    GENERATION    GRADUATE    HYPNOPHOBIA  
 ILLUMINATION    MOTIVATION    PUNCTUATE

N	B	Y	G	L	V	N	N	V	Z	N	N	R	X	J
O	U	A	N	N	I	V	O	G	A	O	C	K	X	S
I	R	W	S	Q	Z	G	I	G	I	B	I	N	F	X
T	E	W	L	A	C	O	T	T	B	T	T	D	X	C
A	A	I	B	O	H	P	A	R	O	G	A	M	A	B
R	U	I	X	O	J	N	V	X	H	Z	R	I	J	F
E	C	T	F	J	I	G	I	W	P	R	C	D	X	E
N	R	D	O	M	T	K	T	B	O	T	O	I	O	B
E	A	S	U	C	W	W	O	Q	N	J	M	T	W	I
G	T	L	F	S	R	E	M	E	P	P	E	C	L	A
E	L	D	J	T	B	A	T	X	Y	A	D	O	H	I
I	G	R	A	D	U	A	T	E	H	B	U	X	C	G
C	P	E	D	U	C	A	T	I	O	N	H	E	I	I
C	W	V	I	E	T	A	U	T	C	N	U	P	W	L
X	X	W	R	R	C	V	G	W	C	M	U	I	I	M

# A Final Reflection

## Part E: Go for the Gold!



**Directions:** Congratulations! You have finished this whole book! Now look back and choose the three word roots you liked best. Write them down and tell why they are your favorites!

### My Favorite Roots

1. \_\_\_\_\_

I like this root because \_\_\_\_\_

2. \_\_\_\_\_

I like this root because \_\_\_\_\_

3. \_\_\_\_\_

I like this root because \_\_\_\_\_

Now pick out three new words you learned that you think are really interesting. Write the words and tell why they are your favorites.

### Most Interesting Words

1. \_\_\_\_\_

I think this is an interesting word because \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

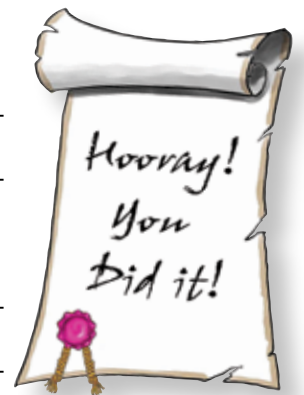
I think this is an interesting word because \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

I think this is an interesting word because \_\_\_\_\_

\_\_\_\_\_



Now compare your choices with those of your friends! Did you pick any of the same roots and interesting words?

