Authors

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Teacher Created Materials
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Unit V Review ......................................................................................................... 139
### Review of “Divide and Conquer”

#### Part A: Meet the Root

#### Divide and Conquer

**Directions:** “Divide” words using the Root Bank. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>prefix</th>
<th>base</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ex-</td>
<td>port</td>
<td>send goods out</td>
</tr>
<tr>
<td>2. bi-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. in-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. pre-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. re-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. tri-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>base</th>
<th>suffix</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. tasteless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. beautiful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. quicker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. kindest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Root Bank**
Prefixes: ex- = out; bi- = two; in- = not; pre- = before; re- = back, again; tri- = three
Bases: port = carry; fin = end; vis = see
Suffixes: -less = without; -ful = full of; -er = more; -est = most
Part B: Combine and Create

Three-Syllable Compound Words

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

<table>
<thead>
<tr>
<th>fingernail</th>
<th>firefighter</th>
<th>honeybee</th>
<th>lawnmower</th>
</tr>
</thead>
<tbody>
<tr>
<td>trailblazer</td>
<td>watercolor</td>
<td>uppercase</td>
<td>lowercase</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First word has one syllable</th>
<th>First word has two syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second word has long vowel sound</th>
<th>Second word has short vowel sound</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## What’s the Difference?

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

<table>
<thead>
<tr>
<th>Word Pair</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest</td>
<td>___________________________________________</td>
</tr>
<tr>
<td>retest</td>
<td>___________________________________________</td>
</tr>
<tr>
<td>preview</td>
<td>___________________________________________</td>
</tr>
<tr>
<td>review</td>
<td>___________________________________________</td>
</tr>
<tr>
<td>refold</td>
<td>___________________________________________</td>
</tr>
<tr>
<td>unfold</td>
<td>___________________________________________</td>
</tr>
<tr>
<td>precook</td>
<td>___________________________________________</td>
</tr>
<tr>
<td>recook</td>
<td>___________________________________________</td>
</tr>
</tbody>
</table>
Making and Writing Words

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

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

1. Past tense of sit ___ ___ ___

2. Another word for exam ___ ___ ___ ___

3. Opposite of lad ___ ___ ___ ___

4. To notice the flavor of something; a sense ___ ___ ___ ___ ___

5. To decide; to calm or quiet ___ ___ ___ ___ ___

Secret Word: having no #4

___ ___ ___ ___ ___ ___ ___ ___
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 words in a row, column, diagonal, or four corners, call out, “Wordo!”
### Divide and Conquer

#### Directions:
“Divide” words into prefixes and bases. Then “conquer” them by writing the meaning of each word.

<table>
<thead>
<tr>
<th>prefix</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. inspects</td>
<td>in-</td>
<td>spect = look, watch</td>
</tr>
<tr>
<td>2. inhale</td>
<td>hale = breathe</td>
<td></td>
</tr>
<tr>
<td>3. induct</td>
<td>duct = lead</td>
<td></td>
</tr>
<tr>
<td>4. inhabit</td>
<td>habit = dwell, live</td>
<td></td>
</tr>
<tr>
<td>5. import</td>
<td>port = carry</td>
<td></td>
</tr>
<tr>
<td>6. ingest</td>
<td>gest = carry</td>
<td></td>
</tr>
<tr>
<td>7. imprison</td>
<td>prison, jail</td>
<td></td>
</tr>
<tr>
<td>8. impulse</td>
<td>pulse = push, drive</td>
<td></td>
</tr>
<tr>
<td>9. input</td>
<td>put</td>
<td></td>
</tr>
<tr>
<td>10. invoke</td>
<td>voke = voice, call</td>
<td></td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Chart the Words

Directions: Which bases make real words when joined with in- and im-? Put these parts together and place them on the chart.

<table>
<thead>
<tr>
<th>clude</th>
<th>merse</th>
<th>vent</th>
<th>press</th>
<th>side</th>
</tr>
</thead>
<tbody>
<tr>
<td>spect</td>
<td>habit</td>
<td>plode</td>
<td>port</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>in-</th>
<th>im-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Work with a partner. Look at the words listed in the two columns of the chart. Create a rule that will help you know whether you should add in- or im-.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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Chart the Words

Directions: Which bases make real words when joined with in- and im-? Put these parts together and place them on the chart.

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</tr>
</tbody>
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<table>
<thead>
<tr>
<th>in-</th>
<th>im-</th>
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<th>side</th>
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<tbody>
<tr>
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<td>habit</td>
<td>plode</td>
<td>port</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>in-</th>
<th>im-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Part B: Combine and Create

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Directions: Which bases make real words when joined with in- and im-? Put these parts together and place them on the chart.

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<th>press</th>
<th>side</th>
</tr>
</thead>
<tbody>
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<td>spect</td>
<td>habit</td>
<td>plode</td>
<td>port</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>in-</th>
<th>im-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
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Work with a partner. Look at the words listed in the two columns of the chart. Create a rule that will help you know whether you should add in- or im-.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Part B: Combine and Create

Chart the Words

Directions: Which bases make real words when joined with in- and im-? Put these parts together and place them on the chart.

<table>
<thead>
<tr>
<th>clude</th>
<th>merse</th>
<th>vent</th>
<th>press</th>
<th>side</th>
</tr>
</thead>
<tbody>
<tr>
<td>spect</td>
<td>habit</td>
<td>plode</td>
<td>port</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>in-</th>
<th>im-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Work with a partner. Look at the words listed in the two columns of the chart. Create a rule that will help you know whether you should add in- or im-.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Word Knowledge

Directions: Read the following story and answer the questions.

In the United States, a new president is inaugurated every four years. It is this person’s job to include all people in making decisions about what is best for the country. This person gives speeches and should include immigrants in the ideas that are discussed. Imports should be talked about, too. Overall, the speech is impressive.

1. From the story, what do you think in- means? How do you know?

2. Use your definition of in- to explain what it means to inaugurate a president.

3. Also from the story, what do you think im- means? How do you know?

4. Use your definition of im- to explain what the word immigrants means.

5. Can you think of other words that start with in- or im-? What are they?

6. Can you use one of those words in a sentence?
Crossword Puzzle

Directions: Read the clues below. Solve the puzzle.

Across
1. official examination or review
2. one who brings things in from another country
3. to look at closely
4. the opposite of leaving out
6. a person who comes up with new ideas
7. to breath in
8. the act of inhaling

Down
1. a person who leaves one country to live permanently in another
3. to put totally in water
4. the opposite of outside
5. a vacant home or place of residence
7. another word for something that is amazing
Part E:
Go for the Gold!

Word Search

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

IMPRISON IMPORT
IMPULSE INCLUDE
INHALE INPUT
INSPECT

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

## Divide and Conquer

**Directions:** Divide and conquer these words. The bases have been provided for you. Remember that the words will have something to do with “together” or “with.”

<table>
<thead>
<tr>
<th>prefix</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>college</td>
<td>col-</td>
<td>leg = read</td>
</tr>
<tr>
<td>collide</td>
<td></td>
<td>lid = slide</td>
</tr>
<tr>
<td>collect</td>
<td></td>
<td>lect = gather</td>
</tr>
<tr>
<td>compact</td>
<td></td>
<td>pact = together</td>
</tr>
<tr>
<td>compress</td>
<td></td>
<td>press = press</td>
</tr>
<tr>
<td>composition</td>
<td></td>
<td>posit = put</td>
</tr>
<tr>
<td>combine</td>
<td></td>
<td>bin = pair</td>
</tr>
<tr>
<td>compete</td>
<td></td>
<td>pet = seek</td>
</tr>
<tr>
<td>complete</td>
<td></td>
<td>plet = fill</td>
</tr>
<tr>
<td>collateral</td>
<td></td>
<td>later = side</td>
</tr>
</tbody>
</table>

**DID YOU KNOW?**
The Latin word for plunder or booty taken during a raid is called *pila*. When Roman soldiers destroyed towns, they put all the plunder together in a “pile.” They compiled the property and then divided it among the winning soldiers.
# Part B: Combine and Create

## Making Words

**Directions:** Make words with these word parts. Some boxes may have more than one word. Others may be empty.

<table>
<thead>
<tr>
<th></th>
<th>cen</th>
<th>fer</th>
<th>pos</th>
<th>pa</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>con-</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>com-</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DID YOU KNOW?**

When ancient Romans borrowed money, they would bring something called *collateral*. If the borrower did not pay back the full amount, the lender got to keep the collateral. Thanks to the Romans, we have the same practice today.
Part C: Read and Reason

Words in a Poem

Directions: Circle each word with the prefix com- or col-.

Crazy Construction of a Vocabulary Poem

Connie the cow and Comet the cat constructed a house just like that. They conferred and concocted a plan with a chat and combined their ideas for a four-room flat. One room for conferences, another for a study, Rooms three and four for these two good buddies. Connie the cow and Comet the cat constructed a house in nothing flat. It’s a little house, compressed and compact.

Now pick three of the words you circled. Write those words and tell what they mean.

1. _______________________________________________________________
   _______________________________________________________________

2. _______________________________________________________________
   _______________________________________________________________

3. _______________________________________________________________
   _______________________________________________________________
Word Search

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

CONCENTRATE
CONCENTRIC
CONCOCT
CONDUCT
CONDUCTOR
CONFER
CONFERENCE
CONGREGATE
CONGREGATION
CONSTRUCT

COLLABORATE
COLLATE
COLLATERAL
COLLEAGUE
COLLECT
COLLEGE
COLLIDE
COLLISION
COLLOQUIAL
Part E: Go for the Gold!

Crossword Puzzle

Directions: Read the clues below. Solve the puzzle.

Across
1. to press together
2. to express oneself in such a way that one is clearly understood
5. a person who is frequently in the company of another
6. to examine to find similarities or differences
7. the combining of distinct parts or elements to form a whole

Down
1. to put together and make as one
3. to create or produce
4. to put together from various sources
5. closely packed together
7. for or by a group rather than individuals

Directional Prefixes: com-, col- = “with, together”
**Part A: Meet the Root**

**Divide and Conquer**

**Directions:** “Divide” words and then “conquer” them by writing the meaning of the words. The bases have been provided in some of the words. Remember that directional *de-* means “down” or “off of.”

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Base Means</th>
<th>Word Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. descendent</td>
<td><em>de-</em></td>
<td><em>scend</em> = climb, stop</td>
</tr>
<tr>
<td>2. depress</td>
<td>press</td>
<td></td>
</tr>
<tr>
<td>3. deposit</td>
<td><em>posit</em> = put</td>
<td></td>
</tr>
<tr>
<td>4. deviate</td>
<td><em>via</em> = way, road</td>
<td></td>
</tr>
<tr>
<td>5. deflate</td>
<td><em>flat</em> = air, blow</td>
<td></td>
</tr>
<tr>
<td>6. deformed</td>
<td><em>form</em> = form, shape</td>
<td></td>
</tr>
<tr>
<td>7. degrease</td>
<td>grease</td>
<td></td>
</tr>
<tr>
<td>8. defrost</td>
<td>frost</td>
<td></td>
</tr>
<tr>
<td>9. defogger</td>
<td>fog</td>
<td></td>
</tr>
<tr>
<td>10. declaw</td>
<td>claw</td>
<td></td>
</tr>
</tbody>
</table>
Word Sort

Directions: The prefix *de*- can mean “down” or “off of.” Put these words on the chart where they belong.

- decelerate
- declaw
- deflate
- defrost
- deice
- deplane
- depopulate
- dethrone

<table>
<thead>
<tr>
<th>down</th>
<th>off of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fill in the Blanks

**Directions:** Fill in the blanks for this story with words that make sense. Answer the questions when you are finished with the story.

The new bookstore opened at the mall today. It’s called DeBooker’s, and it ________________ (dethrones, debugs) the previous store called Bary’s and Newman’s, which used to rule the mall as the king of all great bookstores. DeBooker’s, however, is a true ruler because of all of the different kinds of books it carries.

My mom even drove me over to the mall to check it out. They have a section on animals that is all about ________________ (defrosting, declawing) any animal with claws so they can’t scratch. One book in the travel section even tells you how to ________________ (deplane, degrease) from an airplane in case of an emergency.

Another book talks about bike riding, and even gave me some good information on how to ________________ (deflate, defog) my tires to the proper pressure. My tires are too full of air and sometimes pop.

**Questions:**

1. What do you like to read about? ____________________________________
   ___________________________________________________________________

2. Can you recommend a favorite book of yours that DeBooker’s should sell? Write the title and explain why you think someone might be interested in buying it. ____________________________________________________________________________
Opposites Attract

Directions: Work with a partner. Write the opposite of these words. Your answers will all begin with de-. 

<table>
<thead>
<tr>
<th>Word</th>
<th>Opposite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. inflate</td>
<td></td>
</tr>
<tr>
<td>2. ascend</td>
<td></td>
</tr>
<tr>
<td>3. accelerate</td>
<td></td>
</tr>
<tr>
<td>4. compose</td>
<td></td>
</tr>
</tbody>
</table>

Now select one of the pairs from above. Figure out a way to show these words in a skit. Use actions in your skit but no words. Perform your skit for another group. See if they can figure out your words.
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 words in a row, column, diagonal, or four corners, call out, “Wordo!”
**Part A: Meet the Root**

**Divide and Conquer**

**Directions:** “Divide” words that begin with the Latin prefix *pro*-. Then “conquer” them by writing the meaning of the words. Remember that *pro-* means “forward, ahead” and can also mean “on behalf of.”

<table>
<thead>
<tr>
<th>prefix</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>promote</td>
<td><em>pro</em>-</td>
<td><em>mot = move</em></td>
</tr>
<tr>
<td>progress</td>
<td><em>gress</em></td>
<td><em>gress = step</em></td>
</tr>
<tr>
<td>proceed</td>
<td><em>ceed</em></td>
<td><em>ceed = go</em></td>
</tr>
<tr>
<td>propeller</td>
<td><em>pel</em></td>
<td><em>pel = push, drive</em></td>
</tr>
<tr>
<td>proclaim</td>
<td><em>claim</em></td>
<td><em>claim = shout</em></td>
</tr>
<tr>
<td>pronoun</td>
<td><em>noun</em></td>
<td><em>noun = name</em></td>
</tr>
<tr>
<td>pro-war</td>
<td><em>war</em></td>
<td><em>war</em></td>
</tr>
<tr>
<td>product</td>
<td><em>duct</em></td>
<td><em>duct = lead</em></td>
</tr>
<tr>
<td>proverb</td>
<td><em>verb</em></td>
<td><em>verb = word</em></td>
</tr>
<tr>
<td>profess</td>
<td><em>fess</em></td>
<td><em>fess = speak</em></td>
</tr>
</tbody>
</table>
Latin Directional Prefix *pro*- = “forward, for”

Part B: Combine and Create

**Word Sort**

**Directions:** Sometimes *pro-* means “for” or “in favor of,” and sometimes it doesn’t. Put these *pro-* words on the chart where they belong.

- pro-war
- pro-peace
- progress
- promise
- pro-business
- promotion
- pro-environment
- propeller
- pronoun
- proceed

<table>
<thead>
<tr>
<th>means “in favor of”</th>
<th>does not mean “in favor of”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DID YOU KNOW?**

The most famous *proclamation* in American history is the Emancipation Proclamation. In 1863, President Abraham Lincoln proclaimed that “all slaves in any state shall be forever free.” By doing so, the president helped America live up to its promise that all people “are created equal.” The Emancipation Proclamation was a great moment in American history. It will always be one of Abraham Lincoln’s greatest achievements.
Writing Sentences

**Directions:** Write sentences that include both of the listed words.

1. propeller/progress

   __________________________________________________
   __________________________________________________
   __________________________________________________

2. promise/propel

   __________________________________________________
   __________________________________________________
   __________________________________________________

3. pronoun/produce

   __________________________________________________
   __________________________________________________
   __________________________________________________

4. proceed/proclaim

   __________________________________________________
   __________________________________________________
   __________________________________________________

5. pro-war/pro-peace

   __________________________________________________
   __________________________________________________
   __________________________________________________
Word Ladder: Propose

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

Propose

1. Remove the *pro*- in *propose* to make a word that describes what models do. __________________
2. Change one letter to make a long, thick piece of wood. __________________
3. Change one letter to make the opposite of future. __________________
4. Change one letter to make a tall pole that holds sails on a boat. __________________
5. Change one letter to make another word for market or store. __________________
6. Change one letter to make a girl’s name. __________________
7. Add one letter to tell what happens to people who do #1. __________________
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 words in a row, column, diagonal, or four corners, call out, “Wordo!”
**Divide and Conquer**

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

<table>
<thead>
<tr>
<th>word</th>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word Sort

Directions: First, take the prefix off each word. Then put the rest of the word on the chart where it belongs. Decide if the remaining letters form a word.

<table>
<thead>
<tr>
<th>inside</th>
<th>inhale</th>
<th>implode</th>
<th>concoct</th>
</tr>
</thead>
<tbody>
<tr>
<td>construct</td>
<td>community</td>
<td>compress</td>
<td>colony</td>
</tr>
<tr>
<td>collect</td>
<td>dethrone</td>
<td>detach</td>
<td>deflate</td>
</tr>
</tbody>
</table>

is a word | is not a word
Making New Words

Directions: Add con-, com-, or col- to these word parts to make new words. Then use each new word in a sentence.

1. bine: __________________
   Sentence: __________________________________________________
   __________________________________________________

2. coct: __________________
   Sentence: __________________________________________________
   __________________________________________________

3. duct: __________________
   Sentence: __________________________________________________
   __________________________________________________

4. lect: __________________
   Sentence: __________________________________________________
   __________________________________________________

5. lide: __________________
   Sentence: __________________________________________________
   __________________________________________________

6. pose: __________________
   Sentence: __________________________________________________
   __________________________________________________
Part D: Extend and Explore

Word Search

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

COLLABORATE  COMBINE  CONCENTRATE  DECLAW  IMPLODE
COLLISION  COMMUNE  CONGREGATE  DEICE  INAUGURATE
COLONY  COMPANION  CONSTRUCT  DEPRESS  INSPECTOR

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

Directions: Read the clues and complete the crossword puzzle.

Across
4. to gather
5. to make something never before created
10. the combining of distinct parts or elements to form a whole
13. to separate or unfasten
14. food made by mixing different ingredients

Down
1. words more suitable for speech than writing
2. a group of people living near each other
3. to eat food
4. the act of focusing total attention
6. to go down
7. to press together
8. to discuss
9. one with whom you work
11. permanent residents
12. to leave a plane
Divide and Conquer

**Directions:** “Divide” words and then “conquer” them by writing the meaning of the words. Numbers 7–10 are compound words with the base word *audio*.

<table>
<thead>
<tr>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. audit</td>
<td>hear</td>
</tr>
<tr>
<td>2. audition</td>
<td></td>
</tr>
<tr>
<td>3. auditorium</td>
<td></td>
</tr>
<tr>
<td>4. audible</td>
<td></td>
</tr>
<tr>
<td>5. audience</td>
<td></td>
</tr>
<tr>
<td>6. auditor</td>
<td></td>
</tr>
<tr>
<td>7. audiovisual</td>
<td></td>
</tr>
<tr>
<td>8. audiotape</td>
<td></td>
</tr>
<tr>
<td>9. audiolingual</td>
<td></td>
</tr>
<tr>
<td>10. audiocassette</td>
<td></td>
</tr>
</tbody>
</table>
**Part B:**

**Combine and Create**

---

**Word Sort**

**Directions:** Work with a partner. Put these words on the chart under the correct heading. Some words may go in more than one column. Some words may not fit under any heading.

<table>
<thead>
<tr>
<th>person</th>
<th>place</th>
<th>thing</th>
</tr>
</thead>
</table>

- audience
- audition
- auditory
- auditorium
- inaudible
- audible
- audiocassette
- audiotape
- audiotaped
Part C:
Read and Reason

Sound Check: A Dialogue

Directions: Circle the *audi* vocabulary words in the following conversation. Imagine that the conversation takes place inside a new auditorium.

Hey, guys. I’m going to test the speakers. Ok?
Yeah.
Can you hear it? Is it audible?
What?
Can you hear the speakers out in the audience?
Yeah. I can hear you.
If you can hear me, wave your hands. I’m in the auditorium . . . .

Questions:
1. From the conversation above, what do you think *audi* means? How do you know? ______________________________________________________
   __________________________________________________________

2. Use your definition of *audi* to explain what *audible* means. ______________
   __________________________________________________________________

3. Use your definition of *audi* to explain what *audience* means. ___________
   __________________________________________________________________

4. Now write a sentence that has both *audible* and *auditorium* in it. Share your sentence with a friend. ________________________________
   __________________________________________________________________
Part D: Extend and Explore

Talk It Out

**Directions:** Work with a partner. Talk about how the meaning of these words has something to do with hearing or listening. Record your ideas below.

**audible:** _____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

**audience:** _____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

**auditorium:** _____________________________________________________
____________________________________
____________________________________
____________________________________

**inaudible:** _____________________________________________________
___________________________________
___________________________________
___________________________________

© Teacher Created Materials #10654 Building Vocabulary from Word Roots
Part E: Go for the Gold!

Crossword Puzzle

Directions: Read the clues and complete the crossword puzzle.

Across
2. an examined and verified account  
4. that is heard or that can be heard  
5. a tryout  
6. the sense of hearing  
7. a large building for public  
   meetings or performances  
8. a tape recording of sound  
9. both audible and visual

Down
1. the act of hearing or attending  
3. impossible to hear  
4. able to be heard  
5. a way of learning language by  
   listening and speaking
Part A: Meet the Root

Divide and Conquer

Directions: “Divide” words and “conquer” them by writing the meaning of the words. Remember that voc, voke, voice mean “voice” or “call.” An X means the word does not have a prefix.

<table>
<thead>
<tr>
<th>prefix</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. vocal</td>
<td>X</td>
<td>voice</td>
</tr>
<tr>
<td>2. convoke</td>
<td>con- = with</td>
<td></td>
</tr>
<tr>
<td>3. revoke</td>
<td>re- = back, against</td>
<td></td>
</tr>
<tr>
<td>4. invoke</td>
<td>in- = in, on, into</td>
<td></td>
</tr>
<tr>
<td>5. vocabulary</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. vocalize</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7. convocation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. vocation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9. avocation</td>
<td>a- = away, from</td>
<td></td>
</tr>
<tr>
<td>10. multivocal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hints for #7–9:
A convocation is a large gathering where many people have been “called” “together.”
A vocation is a job that a person feels “called” to do.
An avocation is a hobby. It is something you do when you are “away from” your regular work or calling.
Part B: Combine and Create

Making Words

Directions: Work with a partner. Select two prefixes from the list below. Think of as many words as possible that have that prefix and the base voc, voke, or voice.

\[
\begin{align*}
in- & \quad \quad \quad \quad \quad \quad \quad \\
pro- & \quad \quad \quad \quad \quad \quad \quad \\
re- & \quad \quad \quad \quad \quad \quad \quad \\
un- & \quad \quad \quad \quad \quad \quad \quad \\
\end{align*}
\]

DID YOU KNOW?

In Ancient Rome, school children studied out loud in class. As they learned new words, they would sound them out with their voices. This is why the English word vocabulary (a list of words) is built on the Latin word for “voice.” Students took their vocabulary quizzes by reciting the words aloud. Even as adults, Romans continued the habit of reading everything out loud. Roman doctors would often order sick patients to give up reading for awhile because their reading would irritate their vocal cords and make a sore throat worse!
Part C: Read and Reason

Poetry Reading

Directions: Read the poem and answer the questions.

My avocation is collecting many stamps of all shapes, sizes, and colors to show my friends the different ideas in our American history.

Questions:

1. What does voc mean in the poem? How do you know? ________________

2. What is an avocation? Do you have an avocation? What is your avocation?
Part D: Extend and Explore

Word Search

Directions: Find and circle the voc, voke, and voice words listed below in the word search. Answers can be across, down, diagonal, or backwards.

ADVOCATE
MULTIVOCAL
VOCABULARY
VOICE

CONVOKE
PROVOKE
VOCALS

INVOKED
SUBVOCALIZE
VOCATION
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 words in a row, column, diagonal, or four corners, call out, "Wordo!"
**Part A:**

**Meet the Root**

### Divide and Conquer

**Directions:** Divide and conquer these *spec, spect* words. Remember that *spec, spect* mean “watch, look at.” The X means the word doesn’t have that word part.

<table>
<thead>
<tr>
<th></th>
<th>prefix means</th>
<th>base means</th>
<th>suffix means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. spectator</td>
<td>X</td>
<td>watch</td>
<td>someone who</td>
<td>a person who watches something</td>
</tr>
<tr>
<td>2. speculate</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. spectacles</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. respect</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. inspect</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. specimen</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. expect</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8. suspect</td>
<td>up from under (assimilated sub-)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9. aspect</td>
<td>to, toward</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10. spectrum</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
You recognize that the word expect begins with the prefix ex-, which means “out.” If you are expecting something in the mail, you will be “looking out” for the mailman. The Latin base of this word is spect. Anyone who is expecting something is on the “lookout.” In the word expect, the “s” has dropped out because the prefix ex- contains a built-in “s” sound. It would be a waste of letters to spell this word as “ex-spect.” For this reason, we spell it without the “s” and correctly write expect.

DID YOU KNOW?
In American history, we learn about people who rushed to California in the 1800s to search for gold. As they traveled west, they “looked ahead,” and tried to find gold in the ground and in rivers. They carried pickaxes to prospect for gold in rocks and caves, and they carried sifting pans to prospect for gold in the sand beds of rivers and streams. Wherever these people went, they kept their eyes fixed ahead in hopes of being the first to strike a bonanza! They were America’s first prospectors.

Making New Words

Directions: Work with a partner to brainstorm spec, spect words that contain these word parts.

- in-

- intro-

- pro-
Fill in the Blanks

Directions: Choose words from the Word Bank to fill in the blanks for the following story. (Hint: You will use all the words.)

1. After the touchdown, the ____________________ cheered and stood up, rallying their team for a comeback victory.

2. The fireworks were ____________________ displayed in the night sky.

3. The ____________________ she wore made her look smart as well as attractive.

4. She was very ____________________ when talking with others in class.

5. The policeman informed the man that he should be more ____________________ about the consequences of his actions.

6. Jenny made a ____________________ of herself when she tripped down the stairs.

7. His mother ____________________ his homework every night.

8. After being called into the principal’s office, her attitude became more ____________________ toward her teacher.

Word Bank

spectators  spectacularly  introspective  respectful  spectacle  circumspect  spectacles  inspected
### Part D: Extend and Explore

#### Magic Square

**Directions:** Match the words and definitions. Put the number of the definition in the correct box. If your answers are correct, each row and column will add up to the same number.

<table>
<thead>
<tr>
<th>TERMS</th>
<th>DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. spectacles</td>
<td>2 someone who watches a sporting event</td>
</tr>
<tr>
<td>B. inspect</td>
<td>5 cannot be heard</td>
</tr>
<tr>
<td>C. respectful</td>
<td>6 behave with respect</td>
</tr>
<tr>
<td>D. spectator</td>
<td>7 list of words</td>
</tr>
<tr>
<td>E. prospector</td>
<td>8 look closely</td>
</tr>
<tr>
<td>F. bespectacled</td>
<td>9 someone looking for gold</td>
</tr>
<tr>
<td>G. spectacular</td>
<td>10 glasses</td>
</tr>
<tr>
<td>H. vocabulary</td>
<td>12 eye-catching display</td>
</tr>
<tr>
<td>I. inaudible</td>
<td>13 wearing spectacles</td>
</tr>
</tbody>
</table>

**Magic Number: __________**
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 words in a row, column, diagonal, or four corners, call out, “Wordo!”
### Divide and Conquer

**Directions:** “Divide” words and “conquer” them by writing the meaning of the words. Remember that *terr* means “land, ground, earth.” Numbers 9 and 10 have two bases (no prefix).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Base</th>
<th>Word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. terrain</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Mediterranean</td>
<td><em>medi-</em> = middle</td>
<td></td>
</tr>
<tr>
<td>3. terrace</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. terrarium</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. subterranean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. extraterrestrial</td>
<td><em>extra-</em> = outside</td>
<td></td>
</tr>
<tr>
<td>7. territory</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8. terrier</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9. Terre Haute</td>
<td></td>
<td><em>haute</em> = high</td>
</tr>
<tr>
<td>10. terra-cotta</td>
<td></td>
<td><em>cotta</em> = cooked</td>
</tr>
</tbody>
</table>

### DID YOU KNOW?

The city of Terre Haute is located on high ground in Indiana. This name, given by French explorers, means “highlands.” Because people prefer to live on high ground that is not subject to flooding, the name Terre Haute was attractive to settlers.
Part B: Combine and Create

Word Sort

Directions: Here are words that contain the letters terr. Work with a partner to put them on the chart.

<table>
<thead>
<tr>
<th>terrible</th>
<th>terror</th>
<th>terrier</th>
<th>terrace</th>
<th>terrain</th>
</tr>
</thead>
<tbody>
<tr>
<td>territory</td>
<td>terrific</td>
<td>terrorist</td>
<td>terrify</td>
<td>terrarium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>has to do with “earth”</th>
<th>does not have to do with “earth”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DID YOU KNOW?
Long ago, outdoorsmen bred a special kind of dog to help hunters catch small animals that burrowed underground. This new breed was called a terrier. With their square-cut snout, these dogs can chew into a hole in the ground that has been dug by a weasel or small fox. These same dogs also have very strong tails that enable the hunters to pull them out of the holes into which they have burrowed. There are several different kinds of terriers, including Fox terriers, Boston terriers, Scottish terriers, and West Highland terriers.
Part C:
Read and Reason

My Terrier

Directions: Practice reading this poem with a friend. Don’t forget to use expression. Go back and circle all the words that describe terriers.

My terrier’s a dirty dog.
He thinks that he was born a hog.
He squeals, he grunts, he ruts about
with that square-cut hairy snout.
But that dirty dog—he is no pig,
his haunches and his head are big.
If he’d just get off that derrier,
he’d know he was a terrier.

Now make a sketch of the terrier described in the poem. Have fun!
Part D: Extend and Explore

Word Search

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

**SUBTERRANEAN**
**TERRAIN**
**TERRITORY**

**INTERMENT**
**TERRACE**
**TERRARIUM**

**MEDITERRANEAN**
**TERRACOTTA**
**TERRESTRIAL**

---

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

**Directions:** Match the words and definitions. Put the number of the definition in the correct box. If your answers are correct, each row and column will add up to the same number.

<table>
<thead>
<tr>
<th>TERMS</th>
<th>DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. terrarium</td>
<td>2 existing outside the earth</td>
</tr>
<tr>
<td>B. extraterrestrial</td>
<td>3 burial</td>
</tr>
<tr>
<td>C. terrier</td>
<td>4 existing under the earth</td>
</tr>
<tr>
<td>D. subterranean</td>
<td>5 a porch</td>
</tr>
<tr>
<td>E. terra-cotta</td>
<td>6 clay for pottery</td>
</tr>
<tr>
<td>F. territory</td>
<td>7 a breed of dog</td>
</tr>
<tr>
<td>G. terrace</td>
<td>8 land</td>
</tr>
<tr>
<td>H. Mediterranean</td>
<td>9 container for raising plants</td>
</tr>
<tr>
<td>I. interment</td>
<td>10 _______________ Sea</td>
</tr>
</tbody>
</table>

**Magic Number:** __________
### Part A: Meet the Root

#### Latin Bases

**trac, tract** = “pull, draw, drag”

### Divide and Conquer

**Directions:** “Divide” words and then “conquer” them by writing the meaning of the words. Remember that *trac* and *tract* mean “pull, draw, drag.” An X means the word does not have a prefix.

<table>
<thead>
<tr>
<th></th>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>tractor</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>contract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>retract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>attract</td>
<td>to, toward</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>subtract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>extract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>retract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>distraction</td>
<td>in different directions</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>attractive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>retrace</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Latin Bases *trac, tract* = “pull, draw, drag”

**Unit II Lesson 10**

**Part B:**
**Combine and Create**

**A Secret Word**

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

Consonants: c d n r s t t
Vowels: a i o i

1. Move the head up and down ____ ____ ____
2. 2000 pounds ____ ____ ____
3. One of a constellation ____ ____ ____ ____
4. Piece of land (only one vowel) ____ ____ ____ ____
5. Area that is part of a larger area, such as an area for police protection ____ ____ ____ ____ ____ ____ ____ ____ ____

**Secret Word:** something that draws attention away from what you are doing ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____

**DID YOU KNOW?**

When we add numbers, we say that we add them “up”; two plus two add up to four. But when we subtract numbers, we draw the lower number from under the higher number: two taken away from four is two.

**DID YOU KNOW?**
The English word *train* comes from the Latin base meaning to “draw” or “pull.” A *train* is a series of cars on a track that are pulled by the main engine. Have you ever seen a bride wearing a white dress with a long *train*? The *train* of a bridal gown is the long fabric that the bride “drags” behind her as she walks. A bridesmaid will often walk behind her and gather the *train* to keep the bride from tripping on it!
Poetry Work

Directions: Read this poem several times until you think you can read it smoothly and with good phrasing and expression. Think about the meaning of the lines as you read them. Then answer the questions below.

**ATTRACTED TO TRACTORS?**

My tractor has traction. It’s ready for action.
It pulls and it pulls and it pulls.
When we pull two from ten, we call it subtraction,
a math process we learn in our schools.
When we all pull together a contract is fashioned,
we agree to all play by the rules.
And when I’m pulled toward my books,
it’s a kind of attraction.
I think books and reading are cool.

Questions:

1. On the line below, write what you think the word part *tract* means.

   ____________________________________________

2. Write a sentence using the words *detract* and *pull*.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
Fill in the Blanks

Directions: Think of a trac, tract word that makes sense for each sentence.

1. Let’s come to an agreement and sign a ____________________ (draw together).
2. The purpose of previews at the movies is to “draw” you “to” the same theater again next week. This is why we call them “previews of coming ____________________.”
3. Have you ever had a dentist ____________________ (pull out) one of your teeth?
4. All the students chattering in the hallway ____________________ (pulled in different directions) my attention while I was taking the test. I could not concentrate.
5. I could not remember where I had left my book bag. So I went back and ____________________ (drew again) my steps.
6. The journalist had to ____________________ (withdraw or draw back) the statement he had written about the mayor.
7. I think movie stars are quite ____________________ (appealing): I feel “drawn” “to” them. Do you?

Now write your own sentences. Put a clue in for the missing trac, tract words. Share your sentences with a classmate. See if he or she can figure out the missing words.

8. ______________________________________________________________
9. ______________________________________________________________
10. ______________________________________________________________
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 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. Mark an X in the box for each word you match to the clue. If you get four words in a row, column, diagonal, or four corners, call out, “Wordo!”
## Divide and Conquer

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

<table>
<thead>
<tr>
<th>word</th>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Sentence Writing

Directions: Write a sentence for each word pair. Include both words in one sentence.

1. terrier / spectacles
   _____________________________________________________________
   _____________________________________________________________

2. voice / spectator
   _____________________________________________________________
   _____________________________________________________________

3. subtract / vocabulary
   _____________________________________________________________
   _____________________________________________________________

4. trace / Mediterranean Sea
   _____________________________________________________________
   _____________________________________________________________

5. invoke / auditorium
   _____________________________________________________________
   _____________________________________________________________
Word Invention Riddles

Directions: Work with a partner to invent new *audi*, *voc*, *spect*, *terr*, or *trac* words.

Follow these directions:

1. Make up words using the bases *audi*, *voc*, *spect*, *terr*, or *trac*.
2. Choose one of your invented words to create a riddle.
3. Write the invented word.
4. Write three clues to help others figure it out.
5. One of the clues must describe the meaning of the prefix.
6. Choose one invented word riddle to share with the class. See if they can figure it out!

Here is an example:
Clues:
1. It swims in the ocean.
2. It also likes land.
3. It can be caught and fried for dinner.
   Invented Word: terra fish

Now you try it!
Clues:
1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________

Invented Word: ___________________________________________________________________

© Teacher Created Materials #10654 Building Vocabulary from Word Roots
Part D: Extend and Explore

Word Search

Directions: Find and circle the words in the puzzle. Be careful! Some words start with the same letters. Answers can be across, down, diagonal, or backwards.

AUDITION AUDITORY RETRACE
REVOKE SPECIES SPECTACLE
SUBTRACT TERRIER TERRITORY
VOCAL
### Magic Square

**Directions:** Match the words and definitions. Put the number of the definition in the correct box. If your answers are correct, each row and column will add up to the same number. One definition will not be used.

<table>
<thead>
<tr>
<th>TERMS</th>
<th>DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. inaudibly</td>
<td>1 a tryout</td>
</tr>
<tr>
<td>B. vocalize</td>
<td>2 speak out loud</td>
</tr>
<tr>
<td>C. revoke</td>
<td>3 amazing</td>
</tr>
<tr>
<td>D. auditorium</td>
<td>4 a room for gathering</td>
</tr>
<tr>
<td>E. inspection</td>
<td>5 a porch</td>
</tr>
<tr>
<td>F. prospector</td>
<td>6 a close look</td>
</tr>
<tr>
<td>G. terrace</td>
<td>7 taking something back</td>
</tr>
<tr>
<td>H. terrarium</td>
<td>8 someone who explores for mineral deposits or oil</td>
</tr>
<tr>
<td>I. spectacular</td>
<td>9 can't be heard</td>
</tr>
<tr>
<td></td>
<td>10 a container for plants</td>
</tr>
</tbody>
</table>

**Magic Number:** __________
**Part A:**
**Meet the Root**

**Divide and Conquer**

**Directions:** “Divide” words and “conquer” them by writing the meaning of the words. Remember that *trans-* means “across, change.”

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. transport</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>2. transmit</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>3. transfer</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>4. transform</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>5. transpose</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>6. transit</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>7. transplant</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>8. transfusion</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>9. transgress</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>10. transparent</td>
<td>____________</td>
<td>____________</td>
</tr>
</tbody>
</table>
Fill in the Blanks

Directions: Using the list of words in “Divide and Conquer” on page 64, fill in the blanks with correct words beginning with the prefix trans-.

1. Every spring, we buy petunias in little containers from the nursery and ____________________ them to our garden.

2. The patient needed to have a complete blood ____________________ after the surgery.

3. When I write “teh” instead of “the,” I accidentally ____________________ my letters.

4. When we moved from one school district to another, we had to ____________________ the credits from all my old courses.

5. The ancient Romans used boats to ____________________ their wares across the Mediterranean Sea.

6. My electric train has a special ____________________ that changes the form of the electric current from direct current to alternating current.

7. In large cities with heavy traffic, most people take the ____________________ system to get to work.

8. If you sneeze without covering your mouth, you can ____________________ germs to your classmates.

9. If I need to change busses while riding across town, I may ask the driver for a ____________________.

10. When a person steps across the line that separates right from wrong or commits an evil deed, he or she is guilty of a ____________________.
Part C: Read and Reason

Word Meanings

Directions: Fill in the definition or write a sentence to match the definition.

1. transact — to conduct, as in business
   Sentence: ______________________________________________________
   ______________________________________________________________

2. transaction — ________________________________________________
   Sentence: Before the transaction could take place, the clerk had to scan all
   of my groceries.

3. transatlantic — _______________________________________________
   Sentence: The first transatlantic flight took place in the early 20th century.

4. transfer — to move from one position to another
   Sentence: ______________________________________________________
   ______________________________________________________________

5. transit — to go across
   Sentence: ______________________________________________________
   ______________________________________________________________

6. transformer — _______________________________________________
   Sentence: Since the transformer was down, everyone in the neighborhood
   lost electricity.

7. transgress — to pass beyond, commit an offense
   Sentence: ______________________________________________________
   ______________________________________________________________

8. translate — __________________________________________________
   Sentence: After I learned how to translate Spanish to English, I could
   understand more words and their meanings.

9. translucent — almost transparent
   Sentence: ______________________________________________________
   ______________________________________________________________
Latin Directional Prefix trans- = “across, change”

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.

TRANSACT  TRANSGRESS  TRANSGRESS  TRANSNATIONAL  TRANSPORTABLE
TRANSACT  TRANSFER  TRANSCRIPT  TRANSIT  TRANSPLANT  TRANSMIT  TRANSPIRE

Directions:

TRANSACT  TRANSFER  TRANSRESS  TRANSIT  TRANSPLANT  TRANSMIT  TRANSPIRE

Word Search
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 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. Mark an X in the box for each word you match to the clue. If you get four words 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 *inter-* means “between, among.”

<table>
<thead>
<tr>
<th>Prefix means</th>
<th>Base means</th>
<th>Word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Internet</td>
<td>net = net</td>
<td>__________</td>
</tr>
<tr>
<td>2. international</td>
<td>nation</td>
<td>__________</td>
</tr>
<tr>
<td>3. interfere</td>
<td>fer = carry, go</td>
<td>__________</td>
</tr>
<tr>
<td>4. interfaith</td>
<td>faith</td>
<td>__________</td>
</tr>
<tr>
<td>5. intermural</td>
<td>mur = wall</td>
<td>__________</td>
</tr>
<tr>
<td>6. interlude</td>
<td>ilud = play</td>
<td>__________</td>
</tr>
<tr>
<td>7. intercept</td>
<td>cept = take, seize</td>
<td>__________</td>
</tr>
<tr>
<td>8. intermediate</td>
<td>medi = middle</td>
<td>__________</td>
</tr>
<tr>
<td>9. interchange</td>
<td>change</td>
<td>__________</td>
</tr>
<tr>
<td>10. interweave</td>
<td>weave</td>
<td>__________</td>
</tr>
</tbody>
</table>
Part B:
Combine and Create

Drawing Lesson

Directions: Draw each object in the boxes below.

Intersecting lines

Interlacing lines

Intercoastal waterway

DID YOU KNOW?
What does the Internet mean? The Internet refers to the enormous network of communication that takes place “among” the millions of people who use their computers. Just as fishermen might use a regular net to catch and hold huge quantities of fish, so the Internet is a vast creation that catches and holds great quantities of information. When we turn on our computers and access the Internet, we are able to communicate with countless numbers of people.
Part C: Read and Reason

Advice Column

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

Dear Adelia Advice,
I am writing to you to ask about the Internet. I want to know how to research zoo animals. I have to write a report on zebras. Can you help me?

Please Intercede

Questions:

1. What do you think inter- means in the above advice column? __________________
   ____________________________________________________________

2. What does interfere mean? ______________________________________

3. What does Internet mean? ______________________________________

4. What does intercede mean? ____________________________________

5. What advice would you give “Please Intercede” on how to research this topic? Share two ideas about how to find out information about zoo animals.

   One idea is: ________________________________________________

   Another idea is: ____________________________________________

Dear Please Intercede,
I hope my advice reaches you before your report is due and does not interfere with your research. I would recommend doing an Internet search on zebras.

Adelia Advice
Part D:
Extend and Explore

Writing Definitions

Directions: The *inter-* prefix means “between.” What do these words have to do with “between”?

interrupt _______________________________________________________
_________________________________________________________________
_________________________________________________________________

interact ________________________________________________________
_________________________________________________________________
_________________________________________________________________

Internet ________________________________________________________
_________________________________________________________________
_________________________________________________________________

interagency _____________________________________________________
_________________________________________________________________
_________________________________________________________________
Part E: Go for the Gold!

Crossword Puzzle

Directions: Read the clues and complete the crossword puzzle. Use the Word Bank for help.

**Word Bank**
- interact
- interagency
- interbreed
- intercellular
- interchange
- intercultural
- interdependent
- intermittent
- interrupt
- interval

**Across**
3. involving two or more agencies
6. located between or among cells
7. to act together
8. the period of time between events

**Down**
1. to break in on an action
2. depending on each other
3. stopping and starting at intervals
4. where two major highways meet
5. to breed with another kind of species
6. between cultures
Part A: Meet the Root

Latin Directional & Intensive Prefix
per- = “through, thorough(ly)”

Divide and Conquer

Directions: “Divide” words and then “conquer” them by writing the meaning of the words. Remember that *per-* means “through, thorough(ly).”

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. permeate</td>
<td>me = wander</td>
<td>__________</td>
</tr>
<tr>
<td>2. percolate</td>
<td>col = strain, sieve</td>
<td>__________</td>
</tr>
<tr>
<td>3. perforate</td>
<td>for = hole, opening</td>
<td>__________</td>
</tr>
<tr>
<td>4. persist</td>
<td>sist = stand</td>
<td>__________</td>
</tr>
<tr>
<td>5. perfect</td>
<td>fect = done</td>
<td>__________</td>
</tr>
<tr>
<td>6. permanent</td>
<td>man = stay, remain</td>
<td>__________</td>
</tr>
<tr>
<td>7. perspective</td>
<td>spect = look at, watch</td>
<td>__________</td>
</tr>
<tr>
<td>8. perfume</td>
<td>fum = smoke, vapor</td>
<td>__________</td>
</tr>
<tr>
<td>9. perspiration</td>
<td>spir = breathe</td>
<td>__________</td>
</tr>
<tr>
<td>10. permit</td>
<td>mit = send</td>
<td>__________</td>
</tr>
</tbody>
</table>
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 will use all the letters.

Consonants: m n n p r t

Vowels: a e e

1. A temporary place to sleep ___ ___ ___ ___
2. The opposite of far ___ ___ ___ ___
3. A fruit that grows on trees ___ ___ ___ ___
4. The hair around a male lion’s face ___ ___ ___ ___
5. To primp (rhymes with “green”) ___ ___ ___ ___ ___
6. A hobo, or to make big, loud steps ___ ___ ___ ___ ___
7. Trick or ___ ___ ___ ___ ___

Secret Word: lasting or enduring ___ ___ ___ ___ ___ ___ ___ ___ ___

DID YOU KNOW?
The English words permit and permission come from a Latin word meaning “to send through.” When Roman farmers and soldiers would unleash their horses to roam through an open field, they permitted the animals to move freely in space by “sending” them “through” the area. Even today, we need permission from our parents to move about freely in certain areas. We may need a permit signed by our teacher to walk in the halls while class is in session.
Fill in the Blanks

Directions: Complete the paragraphs by using the per- words listed at the end.

We are making a new garden in our yard. We can’t have any ________________ structures because they are not ________________ in our neighborhood. We can plant flowers, though. I read about gardens on the Internet. Experts recommend that 25 ________________ of a garden should be planted with ________________ flowers. Their fragrance will ________________ the fragrance of the annual flowers, which must be replanted every year.

➤ percent, perennial, permanent, permeate, permitted

I just love playing ________________ instruments! I like them all, but I think the tympani is my favorite. There’s something about the way its sound ________________ a room. I practice nearly every day. I want to ________________ my playing, and my teacher tells me ________________ like this will help me achieve my goal.

➤ percussion, perfect, permeates, persisting
Latin Directional & Intensive Prefix
per- = “through, thorough(ly)”

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.

PERAMBULATE
PERCOLATE
PERJURY

PERCENT
PERCUSSION
PERMEABLE
PERVASIVE

PERCEPTION
 PERFECT
 PERPETUAL
### Magic Square

**Directions:** Work with a partner to complete the magic squares. If you are right, the “magic number” will be the same if you add across or down. Some definitions will not be used.

<table>
<thead>
<tr>
<th>TERMS</th>
<th>DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. perspire</td>
<td>1 make a hole through</td>
</tr>
<tr>
<td>B. perspective</td>
<td>2 a tool for building houses</td>
</tr>
<tr>
<td>C. perambulator</td>
<td>3 break an oath by telling a lie</td>
</tr>
<tr>
<td>D. percent</td>
<td>4 grant a request</td>
</tr>
<tr>
<td>E. perspiration</td>
<td>5 a type of food</td>
</tr>
<tr>
<td>F. permission</td>
<td>6 a nonfiction book</td>
</tr>
<tr>
<td>G. percussion</td>
<td>7 skin breathes through your clothes</td>
</tr>
<tr>
<td>H. perjury</td>
<td>8 a baby stroller</td>
</tr>
<tr>
<td>I. permit</td>
<td>9 a kind of musical instrument</td>
</tr>
<tr>
<td></td>
<td>10 100 _________ is a perfect score</td>
</tr>
<tr>
<td></td>
<td>11 seeing something from many angles</td>
</tr>
<tr>
<td></td>
<td>12 ______________ stain</td>
</tr>
<tr>
<td></td>
<td>13 a plant that grows outdoors</td>
</tr>
<tr>
<td></td>
<td>14 seek a _________ to drive a car</td>
</tr>
</tbody>
</table>

**Magic Number:** _________
### Divide and Conquer

**Directions:** “Divide” words and then “conquer” them by writing the meaning of the words. Remember that *auto-* means “self.”

<table>
<thead>
<tr>
<th></th>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>automobile</td>
<td><em>mobil</em> = move</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>autograph</td>
<td><em>graph</em> = write</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>automat</td>
<td><em>mat</em> = act</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>autobiography</td>
<td><em>bi(o)</em> = life; <em>graph</em> = write</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>autoharp</td>
<td>harp</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>autopilot</td>
<td>pilot</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>automatic</td>
<td><em>mat</em> = act</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>autocrat</td>
<td><em>crat</em> = ruler</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>autobiographer</td>
<td><em>bi(o)</em> = life; <em>graph</em> = write</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>autohypnosis</td>
<td><em>hypno</em> = sleep</td>
<td></td>
</tr>
</tbody>
</table>
Solving Riddles

Directions: Solve the riddles with auto- words.

1. I am a story.
   The author tells about his or her own life in me.
   I have word parts that mean “self,” “life,” and “write.”
   ______________________

2. You write me.
   I am your name.
   Some people collect me from famous people.
   ______________________

3. I am an old-fashioned word.
   Today most people call me “car.”
   I have a word part that means “self” and another one that has to do with moving.
   I have four syllables.
   ______________________
Limericks

Directions: Read the following limerick. Circle the auto- words. Then answer the questions.

I wrote a diary about my past
an autobiography at last
for sale at the mall
autographed real small
and I found out writing is a blast.

Questions:
1. Write what you think each auto- word means. ________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   Now, write what you think auto- means. ______________________________
   ___________________________________________________________________
   ___________________________________________________________________

2. Do you like to write? Explain why or why not. ________________________
   ___________________________________________________________________
   ___________________________________________________________________

3. If you wrote a diary about your past, tell three things that would be in it.
   I would write about ______________________________________________
   ___________________________________________________________________
   ____________________________________________.
   I would also tell about ____________________________________________
   ___________________________________________________________________
   ____________________________________________.
   Finally, I would share about ______________________________________
   ___________________________________________________________________.
Part D: Extend and Explore

Word Meanings

Directions: Tell what these words have to do with “self.”

autopilot ________________________________

______________________________________

______________________________________

automobile ____________________________

______________________________________

______________________________________

autograph ______________________________

______________________________________

______________________________________

automatic ______________________________

______________________________________

______________________________________
Greek Prefix *auto-* = “self”

**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 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. Mark an X in the box for each word you match to the clue. If you get four words in a row, column, diagonal, or four corners, call out, “Wordo!”

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
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</tr>
</tbody>
</table>
## Part A: Meet the Root

### Divide and Conquer

**Directions:** “Divide” words and then “conquer” them by writing the meaning of the words. Remember that *tele-* means “far, from afar.”

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. telescope</td>
<td><em>scop</em> = watch, look at</td>
<td>__________________</td>
</tr>
<tr>
<td>2. telegraph</td>
<td><em>graph</em> = write</td>
<td>__________________</td>
</tr>
<tr>
<td>3. telegram</td>
<td><em>gram</em> = write</td>
<td>__________________</td>
</tr>
<tr>
<td>4. television</td>
<td><em>vis</em> = see</td>
<td>__________________</td>
</tr>
<tr>
<td>5. telephone</td>
<td><em>phon</em> = voice</td>
<td>__________________</td>
</tr>
<tr>
<td>6. telemarketer</td>
<td>market</td>
<td>__________________</td>
</tr>
<tr>
<td>7. telephoto</td>
<td><em>photo</em> = light</td>
<td>__________________</td>
</tr>
<tr>
<td>8. telecast</td>
<td><em>cast</em> = broadcast</td>
<td>__________________</td>
</tr>
<tr>
<td>9. telethon</td>
<td><em>X</em></td>
<td>__________________</td>
</tr>
<tr>
<td>10. televise</td>
<td><em>vis</em> = see</td>
<td>__________________</td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Making New Words

**Directions:** Change the endings on these words to make new words. Make sure the new words contain *tele*-

1. **televise**
   ____________________________
   ____________________________
   ____________________________

2. **telecast**
   ____________________________
   ____________________________
   ____________________________

3. **telephone**
   ____________________________
   ____________________________
   ____________________________

**DID YOU KNOW?**

The popularity of the telephone and television resulted in two more *tele*- inventions. Telemarketers use the telephone to sell their goods and services, and televangelists use the television to preach.

**DID YOU KNOW?**

The prefix *tele*- is so commonly associated with telephones, television, and telegraphs that the letter “T” itself can be used as an abbreviation for them: the business name AT&T™ stands for American Telephone and Telegraph. The “T” in “TV” stands for television.
Limerick

Directions: Read the following limerick and answer the questions.

A telephone is a “talking-machine,”
and the telescope can see the night sky.
The telecaster reports
the news on TV.
A telegram is a message to you.

Questions:

1. What does *tele*- mean in the above limerick? _______________________

2. Using the context clues from the limerick, define one of the *tele*- words in the space below. _______________________

3. Choose two different *tele*- words from the limerick. Use both of them in one sentence. _______________________

Part C: Read and Reason

Greek Prefix *tele*- = “far, from afar”
Greek Prefix *tele-* = “far, from afar”

Part D: Extend and Explore

Crossword Puzzle

Directions: Read the clues and complete the crossword puzzle.

Across
1. message sent by telegraph
2. receives pictures sent from afar
3. receives sounds sent from afar
4. makes far off objects appear closer

Down
1. camera lens for use with far away things
2. to show on TV
4. sends messages by electric signals
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 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. Mark an X in the box for each word you match to the clue. If you get four words in a row, column, diagonal, or four corners, call out, “Wordo!”
**Divide and Conquer**

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

<table>
<thead>
<tr>
<th>word</th>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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<td>6.</td>
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<td>8.</td>
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<tr>
<td>9.</td>
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<td></td>
<td></td>
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<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What Doesn’t Belong?

Directions: Cross out the word that doesn’t belong in the group. On the lines, write why it doesn’t belong.

- hypertension
- intercoastal
- transatlantic
- transnational

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________
Word Parts

**Directions:** First, make as many words as you can that have the word parts. Then tell what the word parts mean.

1. tele- + vis

   ____________________________________________________________

   ____________________________________________________________

   **tele-** means ______________________________________________

   **vis** means ______________________________________________

2. auto- + graph

   ____________________________________________________________

   ____________________________________________________________

   **auto-** means ______________________________________________

   **graph** means ______________________________________________

3. trans- + mit

   ____________________________________________________________

   ____________________________________________________________

   **trans-** means ______________________________________________

   **mit** means ______________________________________________
Part D: Extend and Explore

Magic Square

Directions: Work with a partner to complete the magic squares. If you are right, the “magic number” will be the same if you add across or down. One definition will not be used.

 TERMS
 A. interrupt
 B. automatic
 C. telescope
 D. transatlantic
 E. permit
 F. percentage
 G. transmit
 H. automobile
 I. interfere

 DEFINITIONS
 1 a tryout
 2 working by itself
 3 get in the way of
 4 crossing the Atlantic Ocean
 5 send
 6 allow
 7 instrument that makes objects seem larger and nearer
 8 portion
 9 to break in on
 10 a car

Magic Number: __________
**Word Search**

**Directions:** Find and circle the words in the puzzle. Be careful! Some words start with the same letters. Answers can be across, down, diagonal, or backwards.

- AUTOBIOGRAPHY
- INTERRUPT
- TELEGRAPHIC
- AUTOMATIC
- PERCENTAGE
- TELEPHONING
- TRANSFER
- INTERJECT
- PERSEVERE
- TRANSMITTAL

---

**Greek and Latin Directional Prefixes**

**Part E: Go for the Gold!**
Divide and Conquer

**Directions:** “Divide” words and then “conquer” them by writing the meaning of the words. Remember that -ible or -able mean “can or able to be done.”

<table>
<thead>
<tr>
<th>base means</th>
<th>suffix means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. drivable</td>
<td>_________</td>
<td>__________</td>
</tr>
<tr>
<td>2. portable</td>
<td>_________</td>
<td>__________</td>
</tr>
<tr>
<td>3. flexible</td>
<td>flex = bend</td>
<td>__________</td>
</tr>
<tr>
<td>4. credible</td>
<td>cred = believe</td>
<td>__________</td>
</tr>
<tr>
<td>5. visible</td>
<td>_________</td>
<td>__________</td>
</tr>
<tr>
<td>6. audible</td>
<td>_________</td>
<td>__________</td>
</tr>
<tr>
<td>7. acceptable</td>
<td>_________</td>
<td>__________</td>
</tr>
<tr>
<td>8. digestible</td>
<td>_________</td>
<td>__________</td>
</tr>
<tr>
<td>9. convertible</td>
<td>_________</td>
<td>__________</td>
</tr>
<tr>
<td>10. collectible</td>
<td>_________</td>
<td>__________</td>
</tr>
</tbody>
</table>
Latin Suffixes -ible, -able = “can or able to be done”

Part B: Combine and Create

Word Chart

Directions: Add -ible or -able to each word. Then put each word on the chart.

<table>
<thead>
<tr>
<th>absorb</th>
<th>accept</th>
<th>chew</th>
<th>collapse</th>
<th>collect</th>
<th>defend</th>
<th>digest</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able</td>
<td>-ible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DID YOU KNOW?

When inventors came up with a new kind of automobile whose top could go up and down, they wanted to give it a name that would attract customers. They went to the Latin language, searching for a word that meant “able to be changed from covered to uncovered.” They found the word convert, which means “to change,” and added the suffix -ible. They called their new invention the convertible automobile, which then became simply the convertible. What would you be more inclined to buy: a changeable car, a roofless car, an uncoverable car, or a shiny convertible?
Part C: Read and Reason

Vocabulary Practice

Directions: Write definitions to help you understand each vocabulary word below. Sentences have been provided to give you clues. Then, pick the correct words to complete the sentences in 6–10.

1. admissible — ________________________________________________
   Sentence: The judge ruled that the defendant’s journals were not admissible in court.

2. defensible — ________________________________________________
   Sentence: The defendant, however, proclaimed that his claims were defensible through his journal entries and should be allowed in court.

3. collectible — ________________________________________________
   Sentence: Baseball cards and stamps are popular collectible items.

4. flexible — __________________________________________________
   Sentence: Working flexible hours means that your schedule is different every week.

5. digestible — ________________________________________________
   Sentence: I need to eat something digestible after feeling ill.

6. His voice was _________________ (audible, visible), for he raised it louder so that he could be heard by everyone in the room.

7. John wanted to buy ___________________ (portable, washable) jeans because he worked in a garage and would get grease all over them.

8. Our new convertible had an automatic _________________ (collapsible, defensible) roof.

9. The new technology is _________________ (usable, digestible) only by those who are trained to use it.

10. The burnt popcorn was not ________________ (edible, wearable), so I put it in the garbage.
Latin Suffixes -ible, -able = “can or able to be done”

**Part D:**
Extend and Explore

**Word Search**

**Directions:** Find and circle the words in the puzzle. Be careful! Some words start with the same letters. Answers can be across, down, diagonal, or backwards.

ABSORBABLE  ADMISSIBLE  BANKABLE
CHEWABLE  CORRUPTIBLE  DIGESTIBLE
EXPORTABLE  IRRESISTIBLE  PROGRAMMABLE
WALKABLE

```
A C E F G L G F E R O I E N T
B D L Z B B L P Z G R X I Y E
S H B M I C H I S R P J T O L
O I A E U X X E E O C L G D B
R P W U L R L S R T V L A D I
B U E E L B I T P U R R O C S
A U H U A S A Z D Z R E K A S
B B C K T B Q M K E N T W Q I
L S L I L M Q O M Q C V C W M
E A B E L B A K N A B X I E D
W L G I Q U W G W I R B R X A
E D I G E S T I B L E G M X K
C X V X V N H X Y Z K C O V B
G M D Z F S M H T D H X A R C
B Q S M V U B K V A D F K K P
```
Part E:  
Go for the Gold!

Partner Pyramid Pairs

Directions:  With a partner, choose one of the word pairs below. Each of you should take one of the words and make a word pyramid. Share your pyramids with each other and the class.

- possible—impossible
- legible—illegible
- credible—incredible
- readableunreadable
- washable—unwashable
- acceptable—unacceptable
- visible—invisible
- flexible—inflexible
- lovable—unlovable
- doable—undoable

__________ (word) __________

__________ (antonyms) __________

__________ (synonyms) __________

__________ (Define the word.) __________

__________ (Write a sentence using the word.) __________

__________ (Write a sentence using the word.) __________
## Greek Suffixes

- **-ology** = “study of”
- **-ologist** = “studier of, expert in”

### Part A: Meet the Root

#### Divide and Conquer

**Directions:** “Divide” words and then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>Base</th>
<th>Suffix</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. theology</td>
<td>the(o)</td>
<td>god</td>
<td>theology</td>
</tr>
<tr>
<td>2. musicology</td>
<td>music</td>
<td></td>
<td>musicology</td>
</tr>
<tr>
<td>3. geologist</td>
<td>ge(o)</td>
<td>earth</td>
<td>geologist</td>
</tr>
<tr>
<td>4. gerontologist</td>
<td>geront</td>
<td>elderly</td>
<td>gerontologist</td>
</tr>
<tr>
<td>5. gynecologist</td>
<td>gynec</td>
<td>woman</td>
<td>gynecologist</td>
</tr>
<tr>
<td>6. technology</td>
<td>techn</td>
<td>art, skill, fine craft</td>
<td>technology</td>
</tr>
<tr>
<td>7. zoology</td>
<td>zo(o)</td>
<td>animal</td>
<td>zoology</td>
</tr>
<tr>
<td>8. biologist</td>
<td>bi(o)</td>
<td>life, living being</td>
<td>biologist</td>
</tr>
<tr>
<td>9. astrology</td>
<td>astr(o)</td>
<td>star</td>
<td>astrology</td>
</tr>
<tr>
<td>10. ecology</td>
<td>ec(o)</td>
<td>environment, house</td>
<td>ecology</td>
</tr>
</tbody>
</table>
Fill in the Blanks

Directions: Here are some -ology words. Figure out the words to fill in the blanks. Use the example to help you.

Ex. *Criminology* is the study of crime. A person who does this is called a *criminologist*.

1. *Climatology* means the study of ___________________________. A person who does this is called a ________________________________.

2. *Oceanology* is the study of the ________________. A person who does this is called a ________________________________.

3. *Musicology* is the study of ____________________. A person who does this is called a __________________________________.

4. *Zoology* is the study of animals. A person who does this is called a _____.

Now answer these questions.

5. Which is the study of small living things? biology microbiology

6. *Psyche* is the mind. What is psychology? _________________________

7. Whose job is it to keep track of weather? criminologist climatologist

8. What is mythology? __________________________________________

Fill in the blanks.

9. *ge(o) = earth / geology = _____________________________

10. *bi(o) = life / biology = _____________________________

11. *hydr(o) = water / hydrology = _____________________________

12. *hemat = blood / hematology = _____________________________
Greek Suffixes -ology, = “study of” and -ologist = “studier of, expert in”

Part C: Read and Reason

It’s Greek to Me!

 Directions: Answer the questions by adding -ology and -ologist to these Greek bases.

<table>
<thead>
<tr>
<th>Greek Base</th>
<th>English Meaning</th>
<th>Greek Base</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>anthrop</td>
<td>human being</td>
<td>astr(o)</td>
<td>star</td>
</tr>
<tr>
<td>myth</td>
<td>story</td>
<td>ge(o)</td>
<td>earth</td>
</tr>
<tr>
<td>archae</td>
<td>ancient</td>
<td>the(o)</td>
<td>god</td>
</tr>
<tr>
<td>entom</td>
<td>insect, bug</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Someone who studies long-ago civilizations is an ________________________________.
2. The study of bugs is called __________________________.
3. Someone who studies the stars to predict the future is an __________________________.
4. The study of people and their cultures is ________________________________.
5. The study of religion is called __________________________.
6. Someone who studies rocks, volcanoes, oceans, and other parts of the earth is called a ________________________.
7. The study of ancient civilizations is called ________________________________.
8. The study of stories and legends is called ________________________________.
10. An __________________________ studies insects and bugs.
11. Which of these areas do you think you might like to study? Tell a partner.

DID YOU KNOW? The English word zoo is an abbreviation. It stands for the long phrase, zoological garden or zoological park.

Zoology is the study of animals. People who specialize in zoology are called zoologists. When zoologists plan a zoological garden, they try to include animals from different regions of the world so that people who live in a city can have a chance to see these interesting creatures.

Polar bears, for example, do not live in the continental United States since our climate is too warm. You have to go to a zoo to see a polar bear.

Because a zoo contains so many different animals from all over the world, this same word can suggest a large and confusing collection of people. Have you ever gone to a crowded function that was noisy and disorganized? Have you ever been to a “zoo” of a party where everything was a crowded mess?

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Part D:
Extend and Explore

Crossword Puzzle

Directions: Read the clues and complete the crossword puzzle.

Across
1. the study of climates
4. study of religion
8. the study of old age (Hint: geront means “elderly”)
9. the study of life processes in nature
10. study of the earth

Down
2. study of people (Hint: anthrop means “people”)
3. the study of music
5. the study of blood and blood producing organs (Hint: hemat means “blood”)
6. applied science (Hint: examples include the computer and the Internet)
7. the study of diamonds and other precious stones (Hint: called “gems”)

Greek Suffixes -ology = “study of” and -ologist = “studier of, expert in”
Greek Suffixes -ology,  = “study of”
-ologist = “studier of, expert in”

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 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. Mark an X in the box for each word you match to the clue. If you get four words 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.

<table>
<thead>
<tr>
<th>base means</th>
<th>suffix means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. aquarium</td>
<td>aqu(a) = water</td>
<td>___________</td>
</tr>
<tr>
<td>2. terrarium</td>
<td>terr = earth</td>
<td>___________</td>
</tr>
<tr>
<td>3. library</td>
<td>libr = book</td>
<td>___________</td>
</tr>
<tr>
<td>4. factory</td>
<td>fact = make</td>
<td>___________</td>
</tr>
<tr>
<td>5. laboratory</td>
<td>laborat = work</td>
<td>___________</td>
</tr>
<tr>
<td>6. mortuary</td>
<td>mortu = dead</td>
<td>___________</td>
</tr>
<tr>
<td>7. aviary</td>
<td>avi = bird</td>
<td>___________</td>
</tr>
<tr>
<td>8. lavatory</td>
<td>lavat = wash</td>
<td>___________</td>
</tr>
<tr>
<td>9. auditorium</td>
<td>audit = hear</td>
<td>___________</td>
</tr>
<tr>
<td>10. sanctuary</td>
<td>sanctu = holy, sacred</td>
<td>___________</td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Answering Questions

Directions: Answer the questions using the words in the Word Bank.

1. Where can you find books to check out?
   __________________________________________________________

2. Where are dead people stored before their funerals?
   __________________________________________________________

3. What is another word for “washroom” or “bathroom”?
   _________________________________________________________

4. Where do college students stay and sleep?
   _________________________________________________________

Figure out these words, too.

5. If sol means “sun,” what is a solarium?
   _________________________________________________________

6. If sanit means “health,” what is a sanitarium?
   _________________________________________________________

7. If lavat means “wash,” what is a lavatory?
   _________________________________________________________

Word Bank:
- dormitory
- lavatory
- library
- mortuary
Fill in the Blanks

Directions: Choose words from the Word Bank to fill in the blanks for the following story.

Last week I went with my family to visit the college where my sister will go to school next year. It was an amazing place. First we visited her _________________. We saw the rooms where students sleep. They looked pretty big to me, but my sister is worried about whether she will have room for her _________________. She really loves her fish and she wants to take them to school with her. We even saw the _________________. It has six showers in it!

On the first floor of her dorm is a large _________________. It’s full of sofas and tables. It will be a great place for students to sit on sunny days.

We also took a walk around campus. We went to the _________________. It is ten stories high. I bet it holds thousands of books. We also saw a huge ________________ where my sister will take a class. Mom says several hundred other students will probably be in that class with her.

My sister is interested in science, so we spent time looking at _________________. People were working in some of them, so we couldn’t go in. Our final stop was the ________________ because my sister likes birds almost as much as she likes fish. I saw a hummingbird and an eagle!

We really enjoyed our visit to the college. I can’t wait until I am old enough to go to school there!
Part D: Extend and Explore

It’s Latin and Greek to Me!

Directions: Add -arium, -ary, -orium, or -ory to these Latin and Greek bases. Write what the new words mean.

1. api = bee(s) __________________________
2. apothec = storage ____________________________
3. aqu(a) = water ____________________________
4. dormit = sleep ____________________________
5. gran = grain, wheat ____________________________
6. lavat = wash ____________________________
7. libr = book ____________________________
8. mortu = dead ____________________________
9. sanit = healthy ____________________________
10. sol = sun ____________________________

Which of these “room” or “place” words do you find most interesting? Tell why. ____________________________

____________________________
____________________________
____________________________

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Part E: Go for the Gold!

Word Search

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

APIARY
DORMITORY
LIBRARY

APOTHECARY
GRANARY
MORTUARY
SOLARIAUM

AQUARIUM
LAVATORIY
SANITARIUM

TMJGQFEYKSYHCGO
CUEZWXRAUAILQNNT
SINWSPANENMJWQ
ORKUKWOKIINKQ
SAYTAETKLTWVNG
YLRRVHBDDHKPIDR
XLOYLECOEURZBCCA
MBCICYROTIMRONDN
QUAFNBURMUPTLUA
HUNRSTMSTNTR
YXNRLVLAVERTY
MPCEAQUPRSKUFML
ATEKCUBLYYYYCPXAH
LKVDMQCMBEXCL
DQHGAHXAWVEKHIT
**Part A: Meet the Root**

**Latin Suffixes -or, -er = “someone who does; something that does”**

**Divide and Conquer**

**Directions:** “Divide” words and then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>base</th>
<th>suffix means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. employer</td>
<td>___________</td>
<td>__________</td>
</tr>
<tr>
<td>2. sculptor</td>
<td>___________</td>
<td>__________</td>
</tr>
<tr>
<td>3. actor</td>
<td>___________</td>
<td>__________</td>
</tr>
<tr>
<td>4. computer</td>
<td>___________</td>
<td>__________</td>
</tr>
<tr>
<td>5. teacher</td>
<td>___________</td>
<td>__________</td>
</tr>
<tr>
<td>6. professor</td>
<td>___________</td>
<td>__________</td>
</tr>
<tr>
<td>7. driver</td>
<td>___________</td>
<td>__________</td>
</tr>
<tr>
<td>8. writer</td>
<td>___________</td>
<td>__________</td>
</tr>
<tr>
<td>9. collector</td>
<td>___________</td>
<td>__________</td>
</tr>
<tr>
<td>10. calculator</td>
<td>___________</td>
<td>__________</td>
</tr>
</tbody>
</table>
**Part B: Combine and Create**

**Word Sketches**

**Directions:** Make sketches and write an -er or -or word to go with your picture.

<table>
<thead>
<tr>
<th>A person who dances</th>
<th>A person who rides</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A person who paints</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**DID YOU KNOW?**

Some words we use today to describe things started out by describing people who performed certain tasks. As technology increased, some of these tasks were taken over by machines and special devices: the original computer, for example, was a “person who computes.”
Latin Suffixes -or, -er = “someone who does; something that does”

Unit IV Lesson 19

Poems

Directions: Read the two poems and then answer the questions.

The Who Does What? Poem
A collector and an auditor handle money, and the batter and the dancer swing gracefully, and the professor and the dictator lead successfully, while the actor speaks eloquently.

Questions:
1. Why is this poem titled “The Who Does What? Poem”? ________________________________

2. How are the batter and the dancer similar? ____________________________________________
________________________________________

The Obvious Who Does What? Poem
It’s all in the word, and then move forward. A writer writes.
A director directs. A reader reads.
A driver drives. It’s all in the word, and then move forward. A sculptor sculpts.
A painter paints. A runner runs.

Questions:
1. How does the poem help you understand what each person does?
   ____________________________________________________________________________

2. If we were to add “a teacher” to the above poem, what might the next line be?
   ____________________________________________________________________________
Part D: Extend and Explore

What’s in a Name?

Directions: At one time, people’s jobs often became part of their last names. Here are some last names for people. Use them to figure out what kind of work someone in each of these families once did.

John Carver was a __________________________________________
Mary Weaver was a __________________________________________
Robert Cooper was a __________________________________________
Ruth Miller was a __________________________________________
Tom Sawyer was a __________________________________________
Martha Cutter was a __________________________________________
Nick Baker was a __________________________________________
Alice Thatcher was a __________________________________________
Luis Farmington was a __________________________________________

Now think of some jobs you know. Make up names for people who hold them. Make sure the last name gives enough clues to figure the job out.

_________________________________________ was a _______________________________
_________________________________________ was a _______________________________
_________________________________________ was a _______________________________
_________________________________________ was a _______________________________
_________________________________________ was a _______________________________
_________________________________________ was a _______________________________

Which of all these -er and -or jobs seems most interesting to you? Tell why.

______________________________________________________
______________________________________________________
Crossword Puzzle

Directions: Read the clues and complete the crossword puzzle.

Across
5. one who produces
7. one who works
8. one who acts
9. one who writes

Down
1. one who collects
2. one who makes
3. one who rides
4. one who sculptures
6. one who teaches
10. one who drives
Part A: Meet the Root

**Divide and Conquer**

**Directions:** “Divide” words and then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Base Means</th>
<th>Suffix Means</th>
<th>Word Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>fortify</td>
<td><em>fort</em> = strong</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>petrify</td>
<td><em>petr</em> = stone</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>verify</td>
<td><em>ver</em> = true</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>unify</td>
<td><em>uni</em> = one</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>pacify</td>
<td><em>pac</em> = peace</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>sanctify</td>
<td><em>sanct</em> = sacred, <em>bless</em></td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>testify</td>
<td><em>test</em> = witness</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>horrify</td>
<td><em>horr</em> = frighten</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>magnify</td>
<td><em>magn</em> = big</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>mortify</td>
<td><em>mort</em> = dead</td>
<td>___________</td>
<td>___________</td>
</tr>
</tbody>
</table>
Matching Game

Directions: Match the definitions and the words.

_______ falsify       a. to make peace
_______ fortify       b. to frighten
_______ gratify       c. to make into stone
_______ magnify       d. to make solid
_______ pacify        e. to enlarge; to make big
_______ petrify       f. to make false
_______ solidify      g. to strengthen; to make strong
_______ terrify       h. to please; to make grateful

Part B:
Combine and Create

Latin Suffix -ify = “to make”

DID YOU KNOW?
When a person feels extremely embarrassed in public, sometimes he or she might say, “I was so embarrassed that I thought I would die!” They might also say, “I felt so bad that I wanted to curl up and die!” The Romans called this feeling mortification because the Latin base mort means “to die” (as in words like mortal and immortal). Of course, no one can die from public embarrassment! But when someone feels that bad they say they are mortified.
Making Sense

Directions: Put the correct -ify, -ifier, or -ified word in the blank. Remember that the sentence has to make sense, so choose the word that fits best!

1. The directions were not simple enough for us to follow. We asked the teacher to ___________________ them for us.
2. Did you notify them that we were coming? They said they were not expecting us because they were never ___________________.
3. I pacify a cranky baby with a ___________________.
4. We ___________________ our drinking water with a water purifier.
5. The teacher ___________________ the image with a brand new magnifying glass.
6. The runner ___________________ himself for the race with a hearty breakfast that included milk enriched with Vitamin D fortifiers.
7. Flowers ___________________ a yard wherever they are planted. They are natural beautifiers.
8. The man was sent to prison for making false statements, because it is illegal to ___________________ statements made under oath.
9. The lawyer wants me to ___________________ in court because another ___________________ witness had testified to help the other side.
10. Dogs terrify most cats, but my cat was never ___________________ of dogs.

Now make up three sentences of your own. They should each include one -ify, -ifier, and -ified word. Choose from these words: glorify, dignify, unify, identify, mystify, personify.

1. ___________________
2. ___________________
3. ___________________
Word Search

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

CRUCIFY  DEIFY  FALSIFY
FORTIFY  GRATIFY  MOLLIFY
MORTIFY  PACIFY  PETRIFY
VERIFY

I A T D F S S I U T Y R P T T
Y F I L L O M E Q E F J Y T A
Y F I R E V M W K A I S R U T
E N Q Y N Y B O A F T L E A A
A Y P T T B F F J J R G N M M
C Y I O D F R I O P O R H L F
I Z W R Y O A W E R M A U W Z
S Y L W J S Y D T D T T B O E
H O F B A F D P I C B I T O K
E J D I I T A F G T H F F U G
L C O C R C O J J E Q Y M Y G
G P U A I T I A S X I H B H Z
C R S F R D E X V B D S G J M
C Z Y K E V D P Z R V W O V Y
F X W R N F A L S I F Y V B S
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 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. Mark an X in the box for each word you match to the clue. If you get four words in a row, column, diagonal, or four corners, call out, “Wordo!”
**Part A: Meet the Root**

**Divide and Conquer**

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

<table>
<thead>
<tr>
<th>word</th>
<th>base means</th>
<th>suffix means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
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<td></td>
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<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Why Is It Different?

Directions: Talk with a partner about how these pairs of words are different. Write your ideas on the lines.

biology        biologist

______________________________________________________________
______________________________________________________________
______________________________________________________________

pure        purify

______________________________________________________________
______________________________________________________________
______________________________________________________________

admit        admissible

______________________________________________________________
______________________________________________________________
______________________________________________________________
**Odd Word Out**

**Directions:** Work with a partner. Cross out the word that doesn’t belong in the group of four. On the lines explain why the word doesn’t belong.

<table>
<thead>
<tr>
<th>collectible</th>
<th>insectology</th>
<th>laboratory</th>
<th>zoology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>criminology</th>
<th>debatable</th>
<th>defensible</th>
<th>testify</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>auditorium</th>
<th>director</th>
<th>library</th>
<th>producer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Magic Square

**Directions:** Match the words and definitions. Put the numbers in the correct boxes. If you are correct, all the rows and columns will add up to the same number.

<table>
<thead>
<tr>
<th>TERMS</th>
<th>DEFINITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. collapsible</td>
<td>1. the study of the earth</td>
</tr>
<tr>
<td>B. reproducible</td>
<td>2. one who sculpts</td>
</tr>
<tr>
<td>C. favorable</td>
<td>3. the study of blood</td>
</tr>
<tr>
<td>D. geology</td>
<td>4. to give formal approval</td>
</tr>
<tr>
<td>E. mythology</td>
<td>5. something that is pleasing</td>
</tr>
<tr>
<td>F. aviary</td>
<td>6. to state a strong belief</td>
</tr>
<tr>
<td>G. dancer</td>
<td>7. able to be reproduced</td>
</tr>
<tr>
<td>H. testify</td>
<td>8. the study of ancient myths</td>
</tr>
<tr>
<td>I. ratify</td>
<td>9. able to be collapsed</td>
</tr>
<tr>
<td></td>
<td>10. the study of humans</td>
</tr>
<tr>
<td></td>
<td>11. one who dances</td>
</tr>
<tr>
<td></td>
<td>12. a large enclosure for holding birds</td>
</tr>
</tbody>
</table>

**Magic Number:** ________
Part E: Go for the Gold!

Word Search

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

AUDIBLE
DEFENSIBLE
PRODUCER

AUDITORIUM
INAUDIBLE
READER

BIOLOGY
LABORATORY
TESTIFY

COLLECTIBLE
LIBRARIAN

V P Y M X L P J C O E V C Q E
K X V G F Z M O W Y O I P B G
O B P R O D U C E R I N S Z U
T R K O C L T P G O N O Z E U
R E D A E R O L F T A J C A Y
K A S T L F B I B A U V Y H J
G U X T B V S B B R D O E U E
H D Q U I Z V R S O I X X J L
U I V H S F X A A B B Z N I B
X T J B N T Y R P A L Q L G I
C O L L E C T I B L E S W P D
E R Z V F M O A V K Q L J Q U
M I Y U E R G N R Y P S B T A
J U D P D F P K B E A O M J J
B M W V J B B C G P C C A F X
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 prefixes both mean “many.”

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. multiply</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>2. multivitamin</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>3. polygon</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>4. polytheist</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>5. multicolored</td>
<td>_______</td>
<td>color</td>
</tr>
<tr>
<td>6. multimillionaire</td>
<td>_______</td>
<td>million</td>
</tr>
<tr>
<td>7. multilingual</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>8. polygamist</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>9. polysyllabic</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>10. multimedia</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>
# Word Sorts

**Directions:** Put the words on the charts below.

<table>
<thead>
<tr>
<th>multimillionaire</th>
<th>multitude</th>
<th>multiply</th>
<th>multilateral</th>
</tr>
</thead>
<tbody>
<tr>
<td>polyacid</td>
<td>polychrome</td>
<td>polygon</td>
<td>polypod</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>describes living things</th>
<th>does not describe living things</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>times</th>
<th>physical</th>
<th>big</th>
<th>visionary</th>
</tr>
</thead>
<tbody>
<tr>
<td>shout</td>
<td>end</td>
<td>centipede</td>
<td>auditorium</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>polysyllabic</th>
<th>monosyllabic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DID YOU KNOW?**

In 1756, the word *Polynesia* was invented from two Greek words: *poly* which means “many” and *nesee* which means “island.” It was used to describe a group of islands in the South Pacific Ocean. Why were these islands called *Polynesian*? There are “many” of them—in fact, more than 1,000! The Polynesian Islands form a triangle, with Hawaii, New Zealand, and Easter Island at each corner.
Part C: Read and Reason

Fill in the Blanks

Directions: Choose words from the Word Bank to fill in the blanks for the following sentences.

1. My new kaleidoscope has a ________________ mirror system.
2. I ordered so many scoops of ice cream that the colors melted together and looked ____________ as they dripped onto the floor.
3. Our science teacher told us that ______________ is a phosphoric acid having more than one acid hydrogen atom.
4. She painted her shirt with a ________________ rainbow so that everyone would notice how bright she felt inside.
5. Many ________________ share their good fortune by spending their money to help others.
6. The picture in the math textbook explained that a ________________ is a closed plane figure bound by three or more line segments.
7. Polytheism is a ________________ word due to its many syllables.

Now choose three words you did not use to fill in the blanks above. Write one sentence for each word. Share your sentences with a friend. See if he or she can figure out the poly or multi word you chose.

8. ____________________________________________________________________
9. ____________________________________________________________________
10. ____________________________________________________________________
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. Be careful! Some words start with the same letters.

MULTICOLORED MULTIPLE POLYGON
MULTILATERAL MULTIPLY POLYPOD
MULTILAYERED POLYACID POLYSYLLABIC
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 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. Mark an X in the box for each word you match to the clue. If you get four words in a row, column, diagonal, or four corners, call out, “Wordo!”
Part A:
Meet the Root

Greek Prefix *micro-* = “small”

Divide and Conquer

**Directions:** “Divide” words and then “conquer” them by writing the meaning of the words. Remember that *micro-* means small.

<table>
<thead>
<tr>
<th>Prefix means</th>
<th>Base means</th>
<th>Word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. microbus</td>
<td>bus</td>
<td>___________</td>
</tr>
<tr>
<td>2. microchip</td>
<td>chip</td>
<td>___________</td>
</tr>
<tr>
<td>3. microcosm</td>
<td><em>cosm</em> = world</td>
<td>___________</td>
</tr>
<tr>
<td>4. microfiber</td>
<td>fiber</td>
<td>___________</td>
</tr>
<tr>
<td>5. micromanage</td>
<td>manage</td>
<td>___________</td>
</tr>
<tr>
<td>6. micrometer</td>
<td><em>meter</em> = measure</td>
<td>___________</td>
</tr>
<tr>
<td>7. microphone</td>
<td><em>phone</em> = voice</td>
<td>___________</td>
</tr>
<tr>
<td>8. microscopic</td>
<td><em>scop</em> = examine</td>
<td>___________</td>
</tr>
<tr>
<td>9. microworld</td>
<td>world</td>
<td>___________</td>
</tr>
<tr>
<td>10. microwave</td>
<td>wave</td>
<td>___________</td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Why Small?

Directions: Tell what these words have to do with “small.”

microchip

microscope

microphone

microsurgery

DID YOU KNOW?

The word Micronesia was invented from two Greek words: micro- which means “small,” and nes, which means “island.” It describes over 2,000 “tiny” islands in the Pacific Ocean that were created by volcanic activity that occurred millions of years ago. The Micronesian Islands are spread over three million miles between Hawaii and the Philippines in the North Pacific Ocean.
Story Time

Directions: Read the short story below and then answer the questions.

Have you ever heard the phrase “no two snowflakes are alike”? We know this is true, thanks to a man named Wilson Bentley. He spent his whole life examining and photographing snowflakes in the small town of Jericho, Vermont. As a young boy, Wilson examined snowflakes under a microscope. Although he grew up to be a farmer, Wilson spent years trying to figure out how he could photograph snowflakes by adapting a microscope to a camera. He was one of the first people to use a special camera called a photomicrograph that could take a small (micro-) object and use “light” (photo) to “write” (graph) a picture! In 1885, Wilson Bentley became the first person to capture the beauty of a single snowflake in a picture. During his lifetime, Wilson photographed over 5,000 snowflakes and discovered that no two were exactly the same. Because of his wonderful work with snow crystals, he was known affectionately as “Snowflake Bentley.”

Questions:
1. Photomicrograph is made up of three Greek roots. What are they and what do they mean?

________________________ means __________________________
________________________ means __________________________
________________________ means __________________________

2. How can we be so sure that “no two snowflakes are alike”?

__________________________________________________________________

3. “Snowflake Bentley” found something he loved to do and made it his life’s work. Do you have any hobbies or things you especially like to do? What are they? Could they become your life’s work too?

__________________________________________________________________
Part D: Extend and Explore

Limerick

Directions: Read the following limerick and discuss the definition of *micro*-. Practice the limerick so you can perform it for others in your class.

My microworld is so tiny,  
*microscopic* to the *nth* degree,  
I can hide from all  
even in a wall.  
It takes a microscope to see me!

Writing Definitions

Directions: Choose a *micro*- word for each of these sentences. Then write a definition for the *micro*- word you chose.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>microscope</td>
<td>I think I'll just pop a plate of yesterday's leftovers into my ____________ instead of cooking a big meal.</td>
</tr>
<tr>
<td>microchips</td>
<td></td>
</tr>
<tr>
<td>microwave</td>
<td></td>
</tr>
<tr>
<td>microphone</td>
<td></td>
</tr>
</tbody>
</table>

1. I think I'll just pop a plate of yesterday’s leftovers into my ____________ instead of cooking a big meal.
   Definition: _____________________________________________

2. I could not hear the singer. She needed a better ________________.
   Definition: _____________________________________________

3. Computers are made up of hundreds of _________________.
   Did you know that _________________ can also be implanted in dogs to identify them?
   Definition: _____________________________________________

4. “Snowflake Bentley” was a famous scientist and photographer who examined snowflakes under a _________________.
   Definition: _____________________________________________
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 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. Mark an X in the box for each word you match to the clue. If you get four words in a row, column, diagonal, or four corners, call out, “Wordo!”
### Divide and Conquer

**Directions:** “Divide” words and then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th></th>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>megastore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>megabucks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>megapower</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>megalopolis</td>
<td>polis = city</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>megavitamin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>megastar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>megawatts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>megadose</td>
<td>dose = give</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>megaphone</td>
<td>phone = voice</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>megalomaniac</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part B: Combine and Create

What Do You Know?

Directions: Answer the questions.

1. How are a megaphone and a microphone alike? ____________________________
   ________________________________

2. How are a megaphone and a microphone different? _______________________
   ________________________________

3. What animal could be described as a megapod? (Hint: pod means foot.)
   __________________________________________________________
   __________________________________________________________

4. What animal could be described as a micropod? _______________________
   __________________________________________________________

5. If the doctor changed your medicine from a regular dose to a megadose,
   would you have to take more medicine or less medicine? _______________
   __________________________________________________________

6. Who has more money, someone with bucks or someone with megabucks?
   __________________________________________________________
   __________________________________________________________

7. How do you think the megamouth shark got its name? _______________
   __________________________________________________________
   __________________________________________________________

8. A regular city could be called a metropolis. What is a megalopolis?
   __________________________________________________________
   __________________________________________________________
Part C: Read and Reason

Advice Column

Directions: Fill in the following blanks for the advice column letter and response. Then answer the questions.

Dear Adelia Advice,

My dad won the lottery and told me that we now had “_________________” (megabytes, megabucks), which he said meant that we have large amounts of cash. But I don’t know what all that means. Can you explain it to me?

Your Reader,

Money Matters

Dear Money Matters,

Having lots of money can be a ______________ (megalopolis, megadose) of change. It means that you have so much money that your world changes overnight. So be ready, Money Matters, and be true to yourself while you go through this new change in your life. Money can bring ______________ (megapower, megawatts), and you want to use that power wisely. Be sure to remind your dad of this as he spends his new wealth.

Adelia Advice

Questions:
1. Explain what Adelia Advice means when she tells Money Matters that she should “use her new power wisely.”

2. Can you think of three things you might spend your money on if you won the lottery? Tell what they are and explain why it would be a good way to spend your money.
Solving Riddles

Directions: Answer the riddles. Each one will be a mega- word.

1. I am a computer word.
   My abbreviation is MB.
   My last syllable rhymes with “light.”
   _________________________

2. I am a kind of shark.
   I got my name because my mouth
   is very big.
   _________________________

3. You can talk through me.
   I will make your voice sound louder.
   I am round at both ends.
   My top is much smaller than my bottom.
   _________________________

4. I am a slang word.
   I mean “a lot of money.”
   I have three syllables.
   _________________________
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 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. Mark an X in the box for each word you match to the clue. If you get four words in a row, column, diagonal, or four corners, call out, “Wordo!”
### Divide and Conquer

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

<table>
<thead>
<tr>
<th>word</th>
<th>base adjective</th>
<th>suffix means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<td>2.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
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</tr>
</tbody>
</table>
Part B:
Combine and Create

Unscrambling the Letters

Directions: Unscramble the words.

These words will begin with the *micro-* prefix.
1. A very small ray of light is a _______________________.
   m i a b e m c o r
2. A tiny piece that goes in a computer is a ____________________.
   c c h i i m o p r
3. A very tiny thread is a _________________________.
   b c e f i i m o r r

These words will begin with *mega-* or *megalo-*.
4. A store that sells many, many things is called a _________________.
   a e e g m o r s t
5. Cheerleaders use this device for making their voices sound louder _____________________.
   a e e g h m o n p

Now try these *multi-* or *poly-* words.
6. When I decide that $2 \times 3 = 6$, I am _____________________.
   i i g l l m n p t u y
7. A centipede is a _________________ because it has many feet.
   d l o o p p y
More Writing Riddles

Directions: Go back through the words in this unit. Select three to use to make riddles. Write the riddles. Then see if a classmate can solve them.
**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. Be careful! Some words start with the same letters.

- MEGALOPOLIS
- MICROSCOPIC
- MULTIPLY
- MEGAPHONE
- MULTICOLORED
- POLYGON
- MEGASTORE
- MULTILAYERED
- POLYPOD
- MICROFIBER
- MULTIPLE
- POLYSYLLABIC

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

Directions: Congratulations! You have finished this whole book! Now look back and choose the three 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?