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Teacher Created Materials
# Building Vocabulary from Word Roots

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## Review of “Divide and Conquer”

### Part A:
Meet the Root

### Divide and Conquer

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

<table>
<thead>
<tr>
<th>Prefix means</th>
<th>Base means</th>
<th>Word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. export</td>
<td>out</td>
<td>carry</td>
</tr>
<tr>
<td>2. portable</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. inspect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. invoke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. multivocal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. respect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. subtract</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. autograph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. visible</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>10. unify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Root Bank**

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

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

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

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

1. terrier spectroscopist

2. voice spectator

3. subtract vocabulary

4. trace Mediterranean Sea

5. invoke auditorium
Part C: Read and Reason

What Do You Know?

Directions: Answer the questions.

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

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

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

4. What is the difference between a vocal clue and an auditory clue?
   ________________________________________________________________
   ________________________________________________________________
Part D:
Extend and Explore

Sentence Starters

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

**Word List:**
- detract
- contract
- vocal
- revoke
- terrarium
- terracotta
- spectacular
- spectator
- auditorium
- inaudible
- audible

**Sentences:**

1. While I was trying to __________________________
   ____________________________________________

2. How do you know if __________________________
   ____________________________________________

3. Where in the world can ______________________
   ____________________________________________

4. What would you think about ____________________
   ____________________________________________

5. Why should __________________________________
   ____________________________________________
Part E:
Go for the Gold!

Sixteen Square Wordo

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

### Directional Prefixes

**di-**, **dif-**, **dis-** = “apart, in different directions, not”

### Divide and Conquer

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

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Base</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>disturb</td>
<td>apart</td>
<td>turb = shake, agitate</td>
</tr>
<tr>
<td>direct</td>
<td></td>
<td>rect = straight, guide</td>
</tr>
<tr>
<td>dissolve</td>
<td></td>
<td>solv = break, loosen</td>
</tr>
<tr>
<td>differ</td>
<td></td>
<td>fer = bear, go</td>
</tr>
<tr>
<td>disposal</td>
<td></td>
<td>pos = put</td>
</tr>
</tbody>
</table>

#### LIST B: Negative **dis-**

<table>
<thead>
<tr>
<th>Word</th>
<th>Base</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>dissatisfied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>disqualified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>disapprove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dishonor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>disability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Word Sort

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

<table>
<thead>
<tr>
<th>has a suffix</th>
<th>does not have a suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>distract</td>
<td>disruption</td>
</tr>
<tr>
<td>disruption</td>
<td>dispel</td>
</tr>
<tr>
<td>dislocated</td>
<td>distributor</td>
</tr>
<tr>
<td>disturbence</td>
<td>dissatisfied</td>
</tr>
<tr>
<td>dissatisfied</td>
<td>discourage</td>
</tr>
<tr>
<td>different</td>
<td>disagreeable</td>
</tr>
<tr>
<td>disposal</td>
<td>dismiss</td>
</tr>
<tr>
<td>diversity</td>
<td>dissect</td>
</tr>
<tr>
<td>digest</td>
<td></td>
</tr>
</tbody>
</table>

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

**With the suffix**

- ____________________
- ____________________
- ____________________

**Without the suffix**

- ____________________
- ____________________
- ____________________

**Directional Prefixes**  
- **di-** = “apart, in different directions, not”
Journal Entry

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

Dear Diary,

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

Until then,
Disturbed Derek

Questions:

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

2. In the last sentence, what does disrupted mean? How do you know?
Part D: Extend and Explore

Crossword Puzzle

Directions: Read the clues and complete the crossword puzzle.

Across
1. the state of not believing
2. to get rid of or throw away
3. to drive apart
4. to take apart
5. to tell someone the way to a place
6. to differ in opinion; argue

Down
1. to break the quiet or calm
2. to drive apart
3. to drive apart
4. to tell someone the way to a place
Part E:  
Go for the Gold!

Word Search

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

DISTURBANCE  DIFFER  DISLOCATED
DISTRAC  DIVERT  DISSOLVE
DISRUPT  DIGEST  DISTRIBUTE
DISPOSE  DIRECT  DISMISS

Directional Prefixes *di-, dif-, dis-* = “apart, in different directions, not”
Part A:
Meet the Root

Divide and Conquer

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

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>abnormal</td>
<td>away, from</td>
<td>norm = norm</td>
</tr>
<tr>
<td>abduct</td>
<td>duct</td>
<td>lead</td>
</tr>
<tr>
<td>abrasive</td>
<td>ras</td>
<td>scrape</td>
</tr>
<tr>
<td>absent</td>
<td>(s)ent</td>
<td>be</td>
</tr>
<tr>
<td>abstain</td>
<td>tain</td>
<td>hold</td>
</tr>
<tr>
<td>abrupt</td>
<td>rupt</td>
<td>break</td>
</tr>
<tr>
<td>absorbent</td>
<td>sorb</td>
<td>soak</td>
</tr>
<tr>
<td>avocation</td>
<td>voc</td>
<td>call(ing)</td>
</tr>
<tr>
<td>avert</td>
<td>vert</td>
<td>turn</td>
</tr>
<tr>
<td>aborigine</td>
<td>origin</td>
<td>originate</td>
</tr>
</tbody>
</table>

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

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

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

1. A little bit; a palindrome for “bad”: ___________________________

2. An offer; rhymes with “hid”: ________________________________

3. Small cubes used to play board games: ________________________

4. The regular rise and fall of the ocean: ________________________

5. To become less (e.g., The hurricane winds will _____ soon.): ________________

Secret Word: to give up a high position of power; to resign from being king or queen ____________________________
Advice Column

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

Dear Adelia Advice,

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

Thanks,
Abnormal Abby

Dear Abnormal Abby,

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

Adelia Advice
Word Search

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

ABDICATE  ABDICATE  ABRUPT  ABRUPT  ABSTAIN  ABSTAIN
ABHOR  ABHOR  ABSENT  ABSENT  ABSTRACT  ABSTRACT
ABNORMAL  ABNORMAL  ABSENTEE  ABSENTEE  AVERT  AVERT
ABRASIVE  ABRASIVE  ABSORB  ABSORB

Latin Directional Prefixes
a-, ab-, abs- = “away, from”
Latin Directional Prefixes

*a-, ab-, abs- = “away, from”*

Part E:
Go for the Gold!

Crossword Puzzle

Directions: Read the clues and complete the crossword puzzle.

**Down**

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

**Across**

4. not concrete
5. not present
6. to give up power
7. more than enough
8. a hobby
**Part A: Meet the Root**

**Divide and Conquer**

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

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. supervise</td>
<td>over</td>
<td>vis = see</td>
</tr>
<tr>
<td>2. supermarket</td>
<td></td>
<td>market</td>
</tr>
<tr>
<td>3. surtax</td>
<td></td>
<td>tax = tax</td>
</tr>
<tr>
<td>4. superior</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5. supersize</td>
<td></td>
<td>size</td>
</tr>
<tr>
<td>6. survive</td>
<td></td>
<td>viv = live, alive</td>
</tr>
<tr>
<td>7. surplus</td>
<td></td>
<td>plus = more</td>
</tr>
<tr>
<td>8. supernatural</td>
<td></td>
<td>natural</td>
</tr>
<tr>
<td>9. superman</td>
<td></td>
<td>man</td>
</tr>
<tr>
<td>10. surpass</td>
<td></td>
<td>pass</td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Super Words

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

1. supervise ____________________________________________________
2. supermarket _________________________________________________
3. superbowl ___________________________________________________
4. surface _____________________________________________________

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

Directions: Read the following haiku and answer the questions.

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

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

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

Superman flies high, superior to bad guys,
Unscrambling Clues

**Directions:** Unscramble each of the clue words. Take the letters that appear in circles and unscramble them for the final message.

- HISHEWPUGRYA
- PERUESRPWO
- NIESENRUDNPITTE
- CAESUFR

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Latin Directional Prefixes

*super-, sur- = “on top of, over, above”*
Part E:  
Go for the Gold!

Sixteen Square Wordo

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

**Divide and Conquer**

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

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Base</th>
<th>Word Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>ad-</td>
<td>hes = stick, cling</td>
<td>a substance that sticks or clings to objects</td>
</tr>
<tr>
<td>adhesive</td>
<td>to</td>
<td></td>
</tr>
<tr>
<td>attract</td>
<td>tract = pull, drag</td>
<td></td>
</tr>
<tr>
<td>affect</td>
<td>fect = do, make</td>
<td></td>
</tr>
<tr>
<td>alliteration</td>
<td>liter = letter</td>
<td></td>
</tr>
<tr>
<td>accelerate</td>
<td>celer = swift</td>
<td></td>
</tr>
<tr>
<td>appear</td>
<td>pear = seem</td>
<td></td>
</tr>
<tr>
<td>attach</td>
<td>tach = touch</td>
<td></td>
</tr>
<tr>
<td>aggressive</td>
<td>gress = step</td>
<td></td>
</tr>
<tr>
<td>affirm</td>
<td>firm = firm</td>
<td></td>
</tr>
<tr>
<td>adverb</td>
<td>verb = verb, word</td>
<td></td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Word Ladder

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

1. Write the word address. _____________________________________

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

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

4. Change one letter to make a flower. ________________________________

5. Change one letter to make a facial feature. __________________________

6. Change one letter to make a short letter. ____________________________

7. Change one letter to make a boy’s name. _____________________________

8. Change one letter to make a word that is written above the address on envelopes. ___________________________
Part C: Read and Reason

The Alien

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

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

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

Questions:

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

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________
Unscramble the Words

Directions: Unscramble each of the words.

NEDTAV
DASHINOE
YSDEAVRAR
NUANLA
LECTOALA
BAISCRE
Word Search

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

ADJACENT  ADVERTISE  ADDITION  ADAPT
ADJUST     ADDRESS     ADJECTIVE  ADVERB
ADMIRE     ADmirABLE   ADMIRATION  ADMIT
ADVISE     ADVERSARY   ADVERSITY
Divide and Conquer

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

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

Word Groups

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

- aberration
- abnormal
- admirable

- superb
- adverb
- abstract

- assignment
- dissect
- disposal

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

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

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

**Question:** How is *allocate* used in the above dialogue?

______________________________

How is *alleviate* used?

______________________________

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

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

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

________________________________________________________________________

________________________________________________________________________
**Part D: Extend and Explore**

**Charting Words**

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>-tion, -ion</th>
<th>-al</th>
<th>-or, -er</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dis-</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>addit-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>attract-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word Search

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

ADVANCE       ATTENTION       DISMISS       SUPERVISE
ALLIANCE      ATTRACT         DISOBEY       SUPERIOR
ALLIES        DIRECT          SUPERSTAR
ATTEND        DISAPPEAR

Latin Directional Prefixes
### Divide and Conquer

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

<table>
<thead>
<tr>
<th>Prefix means</th>
<th>Base means</th>
<th>Word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. scribble</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. describe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. script</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. prescribe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. prescription</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. subscribe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. scripture</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8. inscribe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. inscription</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. manuscript</td>
<td>manu- = hand</td>
<td></td>
</tr>
</tbody>
</table>
Word Analysis

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

1. prescription: ____________________________
2. typescript: ______________________________
3. scribble: ________________________________

For hundreds of years, the Bible and Koran were kept alive by men called *scribes*. It was their job to make handwritten copies of these holy texts. These handwritten copies were called *manuscripts*. It wasn’t until the 1450s that a German inventor named Johann Gutenberg used movable metal type to print the first machine-produced version of the Bible. It was printed in Latin! In 1537, the first Koran was printed in Arabic. Over a hundred years later, a Latin version of the Koran was also printed. Today there are only 47 copies of the Gutenberg Bible left. One of them is housed in the Library of Congress in Washington, D.C.
Dear Journal,
As I sit down to transcribe my thoughts, I think back on the day’s events. Gary’s manuscript was exciting, breathtaking. When he showed it to me, I motioned for Matt to meet me next to my locker. It was our first glimpse at Gary’s take on our skating adventures. Matt and I read it with extreme pride, taking in the visual setting of the skatepark and the other scenic descriptions about where our movie would take place. We were filming a short movie for our drama teacher, Mrs. Nieto. She had encouraged us to film something that we felt “strongly connected us to our inner souls.” At least that’s what it said on the assignment sheet. The skatepark and our skating adventures there seemed to appear above each of our heads simultaneously, as if we were each part of a comic strip superhero team with our own thought bubbles. Telepathically, we read each other’s thoughts. “Can we work in teams, Mrs. Nieto?” “Sure,” was her response.
Jake
P.S. — We might want Jerome to join our team too. He was out sick today, but he’s a pretty good skater and comes to the park sometimes.

Questions:
1. What is a manuscript?
2. What does it mean to transcribe your thoughts?
3. What does P.S. stand for? What does it mean?
Solving Riddles

Directions: Work with a partner to answer the riddles.

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

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

3. Babies do this when they try to write. When you look at me, you can’t see letters or numbers. I have two syllables.
Part E: Go for the Gold!

Word Spokes

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

1. Pick one of the words and write two synonyms. ____________  ____________
2. Pick one of the words and write two antonyms. ____________  ____________
3. Pick one of the words and write your own definition. _____________________  
   _____________________________________________________________________
4. Pick one of the words and use it in a sentence. _____________________________
Part A:
Meet the Root

## Divide and Conquer

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

<table>
<thead>
<tr>
<th>Prefix means</th>
<th>Base word means</th>
<th>Word means</th>
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</thead>
<tbody>
<tr>
<td>1. dictator</td>
<td>X</td>
<td></td>
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<tr>
<td>2. prediction</td>
<td></td>
<td></td>
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<tr>
<td>3. edict</td>
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<td></td>
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<tr>
<td>4. verdict</td>
<td>ver- = truth</td>
<td></td>
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<tr>
<td>5. contradict</td>
<td>contra- = against</td>
<td></td>
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<td>6. benediction</td>
<td>bene- = good, well</td>
<td></td>
</tr>
<tr>
<td>7. dictate</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8. jurisdiction</td>
<td>juris- = judge</td>
<td></td>
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<tr>
<td>9. diction</td>
<td>X</td>
<td></td>
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<tr>
<td>10. dictionary</td>
<td>X</td>
<td></td>
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</tbody>
</table>
Part B: 
Combine and Create

Word Analysis

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

1. contradict: _____________________________________________________
2. dictator: _______________________________________________________
3. prediction: _____________________________________________________

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

Story Time

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

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

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

Questions:

1. How is the word **vindictive** used in the story? ______________________________________

2. What is the main **contradiction** in the story? ______________________________________

3. What are your **predictions** about the brother’s need for lunch money and a lunch?


Latin Base **dict** = “say, speak, tell”
Part D: Extend and Explore

Word Chart

Directions: Work with a partner to complete the chart.

<table>
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<tr>
<th></th>
<th>dict</th>
<th>dictory</th>
<th>diction</th>
<th>dicting</th>
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</thead>
<tbody>
<tr>
<td>bene-</td>
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<td>contra-</td>
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<td>in-</td>
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<td>pre-</td>
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</tbody>
</table>

Latin Base *dict* = “say, speak, tell”
Latin Base *dict* = “say, speak, tell”

Part E:  
Go for the Gold!

**Sixteen Square Wordo**

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

**Divide and Conquer**

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

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. compose</td>
<td>_________</td>
<td>__________</td>
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<tr>
<td>2. deposit</td>
<td>_________</td>
<td>__________</td>
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<tr>
<td>3. exposure</td>
<td>_________</td>
<td>__________</td>
</tr>
<tr>
<td>4. compost</td>
<td>_________</td>
<td>__________</td>
</tr>
<tr>
<td>5. pose</td>
<td>X</td>
<td>__________</td>
</tr>
<tr>
<td>6. postal</td>
<td>X</td>
<td>__________</td>
</tr>
<tr>
<td>7. preposition</td>
<td>_________</td>
<td>__________</td>
</tr>
<tr>
<td>8. depose</td>
<td>_________</td>
<td>__________</td>
</tr>
<tr>
<td>9. proposal</td>
<td>_________</td>
<td>__________</td>
</tr>
<tr>
<td>10. composition</td>
<td>_________</td>
<td>__________</td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Solving Riddles

Directions: Answer the riddles with *pos* words.

1. I am a verb. I mean “to make up, to put together, or to create.” I have two syllables and one prefix. ______________________________________________

2. I mean “to rot or decay.” I have two prefixes. I have three syllables. __________

3. I am a verb. I could mean “to put money into a bank.” I have three syllables. ________________________________

4. I am a noun. I am the person who does #1 above. I have three syllables. ______________________________________

5. I am also a noun. I am the thing that results from #1 above. I could also mean the parts that make up something. I have four syllables. ________________

6. I am a verb. I mean “to be against or resist.” I have two syllables. __________________________________________

7. I am a noun. I am the person or team who plays against another. I have four syllables. ____________________________

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

Read the Dialogue

Directions: Read the following dialogue and answer the questions.

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

Shiloh: “Do you suppose Karen knows where we are?”
Derek: “She said she wanted to know about the secret. She will show up if she wants to know. I told her to be here at 3:00.”
Shiloh: “It’s almost 3:00 now. What is the secret?”
Derek: “I hope I’m not imposing, but I want to ask her to the dance on Friday.”
Shiloh: “You’re proposing to ask her to the dance?”
Derek: “That’s my proposal.”

Questions:

1. What does Derek propose to do?

2. What does Derek mean when he says, “I hope I’m not imposing”?

3. Reread Shiloh’s first question and, in context, explain what the word suppose means?
Word Matrix

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

<table>
<thead>
<tr>
<th></th>
<th>pon</th>
<th>pos</th>
<th>posit</th>
<th>pound</th>
</tr>
</thead>
<tbody>
<tr>
<td>com-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>de-</td>
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<td>op-</td>
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<tr>
<td>pro-</td>
<td></td>
<td></td>
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</tbody>
</table>
Part E:  
Go for the Gold!

Word Spokes

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

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

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

3. Pick one of the words and **write your own definition.** _____________________
   _____________________________________________________________________

4. Pick one of the words and **use it in a sentence.** _______________________
   _____________________________________________________________________
   ___________________________
Part A: Meet the Root

Divide and Conquer

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

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. session</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. sedative</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. sediment</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. reside</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. sedentary</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6. intersession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. president</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. residue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. subside</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. supersede</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Pick the Word

Directions: Circle the word that completes each sentence.

1. The White House is the (residence, residue) of the (preside, president) of the United States.

2. Since there were three different speeches during the conference, it was described as a (multisession, session) event.

3. After our math test, the teacher asked us to (assess, obsess) our mistakes and try to correct them.
Part C: Read and Reason

Haiku

Directions: Read the following haiku and answer the questions.

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

Questions:

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

_____________________________________________________________

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

_____________________________________________________________

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

_____________________________________________________________
Part D: Extend and Explore

Fill in the Blanks

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

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

1. __________________________________________
2. __________________________________________
3. __________________________________________
Crossword Puzzle

Directions: Read the clues and complete the crossword puzzle.

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

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

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

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

<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>cursive</td>
<td>X</td>
<td></td>
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<td>2.</td>
<td>cursor</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>course</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>precursor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>current</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>excursion</td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>recurrence</td>
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<tr>
<td>8.</td>
<td>concur</td>
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<tr>
<td>9.</td>
<td>extracurricular</td>
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<td>10.</td>
<td>incur</td>
<td></td>
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</tbody>
</table>
Part B: Combine and Create

Answer the Questions

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

1. What is the *curriculum* in your school? _________________________________
   __________________________________________________________________

2. What is an *extracurricular* activity at your school? ______________________
   __________________________________________________________________

3. What is a *cocurricular* activity at your school? _________________________
   __________________________________________________________________

---

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

Advice Column

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

Dear Adelia Advice,

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

Dreamy David

Dear Dreamy David,

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

Adelia Advice

Questions:

1. What does it mean to have a recurring dream? _______________________________ ______________________________________________________________________

2. Why might Dreamy David call his dream an occurrence? _______________________________ ______________________________________________________________________

3. What does Adelia Advice mean when she says, “Some people, however, think that dreams can be a precursor to something that will happen in our lives”?

__________________________________________________________________________
Word Forms

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

- **current:** _____________________________________________
- **recur:** ______________________________________________
- **occur:** ______________________________________________

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

<table>
<thead>
<tr>
<th>word</th>
<th>prefix</th>
<th>base</th>
<th>suffix</th>
</tr>
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<tbody>
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</tbody>
</table>

Latin Bases *cur, curs, cour, cours = “run, go”*
Part E:  
Go for the Gold!

Sixteen Square Wordo

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

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

<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>
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<td>8.</td>
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<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

Solving Riddles

Directions: Solve the riddles.

1. I am a verb.
   I mean to speak or read aloud so someone can write what is said.
   I have the dict word part.
   I have two syllables.
   ________________________________

2. I am a way of writing with connected letters.
   You probably learned to do this in second or third grade.
   I have the cur word part.
   I have two syllables.
   ________________________________

3. I am a noun.
   I am the result of #1.
   I have the script word part.
   I also have two syllables.
   ________________________________

4. I mean a plan, scheme, or idea to do something.
   I have the pos word part.
   I have three syllables.
   ________________________________

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

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

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

1. Invented Word ___________________ Meaning ________________________
2. Invented Word ___________________ Meaning ________________________
3. Invented Word ___________________ Meaning ________________________

Now trade paragraphs with another team. Circle the invented words. Look at the invented meanings. Do the meanings make sense in the context of the paragraph?
Part D:
Extend and Explore

Word Search

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

COMPOSER  DICTAPHONE  PRESIDENT  SUPPOSE
COURIER  MANUSCRIPT  RESIDENT  VERDICT
COURSE  OPPOSITE  SCRIBBLE  SESSION
CURRENCY  PREDICT

DXTGESSESSIONNHGKN
KOPPOSITEDHPCNC
RELUCOLOMLMYOGT
ANREPMPBPSIHTU
KUCSPYSSBSNPNKL
NISRAUTCIDREATUU
XDUFFSKRRNDEEL
NEHPATCIDERPK
EYACOMPOSERARENG
CAMCURRENYSRV
BRHEDETYNARIFD
SWSDNPRQPSEDIV
UWJAXIKHMSHESV
QCHOJXLZUWHNNSL
TMMXQCTZCEOSTIK
Sixteen Square Wordo

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

Divide and Conquer  

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

<table>
<thead>
<tr>
<th>G or L?</th>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. aquarium</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. hydrant</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. dehydrated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. rehydrate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. aquatic</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. hydrophobia</td>
<td></td>
<td>phobia = fear</td>
<td></td>
</tr>
<tr>
<td>7. aqueduct</td>
<td></td>
<td>duct = lead</td>
<td></td>
</tr>
<tr>
<td>8. hydroplane</td>
<td></td>
<td>plane = wander</td>
<td></td>
</tr>
<tr>
<td>9. hydrogen</td>
<td></td>
<td>gen = produce</td>
<td></td>
</tr>
<tr>
<td>10. hydrometer</td>
<td></td>
<td>meter = measure</td>
<td></td>
</tr>
</tbody>
</table>
Part B: Combine and Create

What Do You Know?

Directions: Answer the questions.

1. Phobia means “fear of.” A person who has aquaphobia is afraid of what?

2. Who would use an aqualung?

3. Where does a hydroplane land?

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

DID YOU KNOW?

The ancient Romans were master builders. Today we still say that “all roads lead to Rome” because the Romans were the first Europeans to build permanent roads. The Romans also built huge aqueducts to bring or lead water from mountains and springs into towns and cities. These aqueducts brought clean water to the people and made a great contribution to public health and hygiene. The first aqueduct was built in 312 B.C. It was named the Aqua Appia for Appius Claudius, the Roman statesman who ordered it to be built.
The ancient Greeks and Romans told many stories about their heroes. Their greatest hero was a man named Hercules. The ancients believed that Hercules made their country a safe place to live by destroying many monsters. It was said that he performed “Herculean labors.”

One of the monsters Hercules destroyed was a water snake named Hydra. Hydra lived in a wet swamp and had many heads. It was so deadly that even its breath could kill. Each time someone cut off one of Hydra’s heads, two more heads would grow back in its place. By the time Hercules arrived, Hydra had so many heads that its breath was deadly indeed!

But according to Greek legend, Hercules destroyed Hydra by using his brains. With a sword in his right hand and a torch in his left, Hercules cut off each of Hydra’s heads and burned its neck so the head would not reappear.

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

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

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

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

3. Explain how the expression “rears its ugly head” comes from the legend of Hercules and Hydra.
Part D:
Extend and Explore

Drawing Words

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

Latin Base *aqua* and Greek Base *hydr(o)* = “water”

aquatic animal   semiaquatic animal   hydroplane   fire hydrant

This is a______________________________.        This is a____________________________.

Latin Base *aqua* and Greek Base *hydr(o)* = “water”
Part E:
Go for the Gold!

Word Skits

Directions: With one or more partners, choose a word from the “Divide and Conquer” activity on page 64. Write the word and its definition on an index card. Now work together to create a skit to show the meaning of the word—without talking!
Show your skit to others. See if they can guess your word.
### Divide and Conquer

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

<table>
<thead>
<tr>
<th></th>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>dentist</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>al dente</td>
<td>al = to (Italian)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>dentures</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>indent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>multidentate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>trident</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>orthodontist</td>
<td>orth = straight</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>odontalgia</td>
<td>alg = pain, ache</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>odontology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>periodontist</td>
<td>peri = around</td>
<td></td>
</tr>
</tbody>
</table>
Part B:  
Combine and Create  

Word Parts  

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

**dentist**  

dent =  

-ist =  

dentist =  

**orthodontist**  

orth- =  straight  

odont =  

-ist =  

orthodontist =  

**trident**  

tri- =  

dent =  

trident =  

---  

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

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

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

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

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

____________________________________________________________________

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

____________________________________________________________________

____________________________________________________________________

3. Where might you find answers to your questions? _______________________

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

 **Bonus:** Find a picture that shows what a real mastodon looked like.
**Part D:**
Extend and Explore

**Word Sort**

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

dentifrice  dentist  trident  periodontics  orthodontist

<table>
<thead>
<tr>
<th>Beginning of Word</th>
<th>Middle of Word</th>
<th>End of Word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Crossword Puzzle

Directions: Read the clues and complete the crossword puzzle.

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

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

Latin Base *dent* and Greek Base *odont* = “tooth, teeth”
**Part A:**

**Meet the Root**

**Divide and Conquer**

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

<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>pedal</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>pedestal</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>centipede</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>expedition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>biped</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>impediment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>pedestrian</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**first base means**  **second base means**  **word means**

<table>
<thead>
<tr>
<th></th>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>tripod</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>podiatrist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>podium</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Word Analysis

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

1. pedal _____________________________________________________________
2. expedition _________________________________________________________
3. podium ___________________________________________________________
4. pedometer ________________________________________________________

**DID YOU KNOW?**

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

Poetry

Directions: Read the following poem and answer the questions.

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

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

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

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

Questions:
1. What does a pioneer do?
   _______________________________________________________________

2. If you see a podiatrist, you probably need help with what?
   _______________________________________________________________

3. Name an animal that is scientifically called a gastropod. Briefly explain their movement.
   _______________________________________________________________
   _______________________________________________________________

4. How does an octopus move through water?
   _______________________________________________________________
Part D: Extend and Explore

Drawing Words

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

- biped: an insect with 1,000 legs
- centipede: a lion
- millipede: a person
- quadruped: an insect with 100 legs
Part E:
Go for the Gold!

Sixteen Square Wordo

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

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

<table>
<thead>
<tr>
<th>Prefix means</th>
<th>Base means</th>
<th>Word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. temporary</td>
<td>X</td>
<td>___</td>
</tr>
<tr>
<td>2. tempest</td>
<td>X</td>
<td>___</td>
</tr>
<tr>
<td>3. tempo</td>
<td>X</td>
<td>___</td>
</tr>
<tr>
<td>4. contemporary</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>5. extemporaneous</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

**first base/ prefix means** | **second base/ suffix means** | **word means**

| 6. chronometer | ___ | *meter* = measure | ___ |
| 7. synchronize  | ___ | ___ | ___ |
| 8. chronic      | X  | ___ | ___ |
| 9. chronology   | ___ | ___ | ___ |
| 10. anachronistic | ana- = back, again | ___ | ___ |

*ana- = back, again*
**Word Sort**

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

<table>
<thead>
<tr>
<th>attempt</th>
<th>temporary</th>
<th>temporal</th>
<th>tempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>temptation</td>
<td>temperamental</td>
<td>contemporary</td>
<td>tempting</td>
</tr>
</tbody>
</table>

**Part B:** Combine and Create

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

Story Time

Questions:

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

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

3. Explain the term lip-synching.
   ___________________________________
   ___________________________________

DID YOU KNOW?

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

Making Words

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

contemporary

Three-Letter Words

Four-Letter Words

Five-letter Words

Words with More Than Five Letters

Latin Base tempor and Greek Base chron(o) = “time”
Word Skits

**Directions:** With one or more partners, choose a word from the “Divide and Conquer” activity on page 79.
Write the word and its definition on an index card. Now work together to create a skit to show the meaning of the word—without talking!
Show your skit to others. See if they can guess your word.
Latin Base *sol* and Greek Base *mon(o) = “alone, only, one”*

### Part A: Meet the Root

**Divide and Conquer**

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

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. solitaire</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. sole</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. solo</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. desolate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. soliloquy</td>
<td>loqu = speak</td>
<td></td>
</tr>
</tbody>
</table>

**first base means**  
**second base means**  
**word means**

| 6. monarchy | arch = rule |            |
| 7. monastery | astery = place |            |
| 8. monotonous | ton = tone |            |
| 9. monochromatic | chrom = color |            |
| 10. monogram | gram = write, letter |            |
Latin Base *sol* and Greek Base *mon(o) = “alone, only, one”*

**Part B:**

**Combine and Create**

**What Do You Know?**

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

1. Could a *monologue* be spoken in a *monotone*?  
   YES  NO
   Why? ____________________________________________________________

2. Who knows more languages?  
   MONOLINGUAL  BILINGUAL
   Why? ____________________________________________________________

3. How many rails does a *monorail* use?  
   ONE  TWO  THREE
   Why? ____________________________________________________________

**DID YOU KNOW?**

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

Read and Answer

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

LOCAL NEWS

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

Questions:

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

2. What does it mean to say something monotonously?

3. Explain how the term solitude is used to intensify this news story.
Part D: Extend and Explore

Make a Sketch

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

Draw a face wearing a monocle.
Draw a sole survivor.
Draw a monorail train.
Draw a solitary person.

Latin Base *sol* and Greek Base *mon(o) = “alone, only, one”
Word Search

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

**Latin Base** *sol* and **Greek Base** *mon(o) = “alone, only, one”*

- DESOLATE
- MONARCH
- MONARCHY
- MONOGRAM
- MONOPOLY
- SOLE
- SOLITAIRE
- SOLO
**Divide and Conquer**

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

<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>
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<td>2.</td>
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<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part B: Combine and Create**

### Syllable Sort

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

<table>
<thead>
<tr>
<th>Three Syllables</th>
<th>Four Syllables</th>
<th>Five or More Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>aquarium</td>
<td>synchronise</td>
<td>monosyllables</td>
</tr>
<tr>
<td>contemporaries</td>
<td>solitaire</td>
<td></td>
</tr>
<tr>
<td>hydrogen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>carbohydrates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pedestrian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pedigree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

__________________  __________________
__________________  __________________
__________________  __________________
__________________  __________________
__________________  __________________

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Part D: Extend and Explore

Crossword Puzzle

Directions: Read the clues and complete the crossword puzzle.

Across
5. loneliness and isolation
7. lasting only a short time (“a _________ solution”)
8. a home for fish

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

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

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

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. rupture</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. eruption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. disruptive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. bankrupt</td>
<td>bank</td>
<td></td>
</tr>
<tr>
<td>5. corruption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. abrupt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. interrupt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. uncorrupted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. uninterrupted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. incorruptible</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Latin Base* *rupt* = “break”
Latin Base *rupt* = “break”

Part B:
Combine and Create

Making and Writing Words

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

Consonants: *d, p, r, s, t, v*  
Vowels: *e, i, u, i*

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

**Secret Word:** what some students can be in class ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
Part C: Read and Reason

What Did They Say?

Directions: Read the following conversation and answer the questions.

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

Mother: “Do you understand what it means to erupt?”

Kathy: “Something explodes or some lava comes up.”

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

Kathy: “Science stuff?”

Mother: “Yes, the natural . . . .”

Kathy: “Mom, just show me where. Come on!”

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

Questions:

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

   _____________________________________________
   _____________________________________________

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

   _____________________________________________
**Word Chart**

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

<table>
<thead>
<tr>
<th>Latin Base</th>
<th>rupt</th>
<th>ruptible</th>
<th>ruption</th>
<th>ruptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bank-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dis-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cor-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

1. _____________________________________________________________
   _____________________________________________________________

2. _____________________________________________________________
   _____________________________________________________________

3. _____________________________________________________________
   _____________________________________________________________

Latin Base *rupt* = “break”
Part E:  
Go for the Gold!

Sixteen Square Wordo

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

**Divide and Conquer**

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

<table>
<thead>
<tr>
<th>Prefix means</th>
<th>Base means</th>
<th>Word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. lecture</td>
<td>X</td>
<td>__________</td>
</tr>
<tr>
<td>2. legible</td>
<td>X</td>
<td>__________</td>
</tr>
<tr>
<td>3. illegible</td>
<td></td>
<td>__________</td>
</tr>
<tr>
<td>4. collect</td>
<td></td>
<td>__________</td>
</tr>
<tr>
<td>5. election</td>
<td></td>
<td>__________</td>
</tr>
<tr>
<td>6. eligible</td>
<td></td>
<td>__________</td>
</tr>
<tr>
<td>7. ineligible</td>
<td>prefix</td>
<td>prefix</td>
</tr>
<tr>
<td>8. lectern</td>
<td>X</td>
<td>__________</td>
</tr>
<tr>
<td>9. legend</td>
<td>X</td>
<td>__________</td>
</tr>
<tr>
<td>10. select</td>
<td>se- = aside, away</td>
<td>__________</td>
</tr>
</tbody>
</table>
Part B: Combine and Create

What Do You Know?

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

1. Is your handwriting LEGIBLE or ILLEGIBLE?
   ___________________________________________________________

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

3. Do ELECTIONS involve SELECTION? YES NO
   ___________________________________________________________

DID YOU KNOW?

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

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

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

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

Thank you and enjoy your day!

Mary James Middle School Administration

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

_________________________________________________________________________

2. What sort of handwriting is illegible?

_________________________________________________________________________

3. When a teacher lectures, what happens?

_________________________________________________________________________

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

_________________________________________________________________________
Part D:
Extend and Explore

Word Search

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

COLLECTOR
LECTERN
RECOLLECT

COLLEGE
LECTURE
ELECT

ELECTION
LEGEND
LEGIBLE

Latin Bases leg, lig, lect = “pick, read”
Part E:  
Go for the Gold!

Word Pyramid

Directions:  Work with a partner to make word pyramids.

Word

LEGEND

Two antonyms

Three synonyms

Definition

Sentence

Word

ELECT

Two antonyms

Three synonyms

Definition

Sentence
# Part A: Meet the Root

## Divide and Conquer

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

<table>
<thead>
<tr>
<th>Prefix means</th>
<th>Base means</th>
<th>Word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. duct</td>
<td>X</td>
<td>__________</td>
</tr>
<tr>
<td>2. conductor</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>3. educate</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>4. abduct</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>5. induct</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>6. deduct</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix means</th>
<th>Prefix means</th>
<th>Base means</th>
<th>Word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. reproduce</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>8. uneducated</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>9. unproductive</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>10. co-producer</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Word Chart

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

<table>
<thead>
<tr>
<th>de-</th>
<th>in-</th>
<th>pro-</th>
<th>re-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Part C: Read and Reason

It’s a Discussion

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

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

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

Questions:
1. What kind of people are dukes and duchesses?
   ____________________________________________________
   ____________________________________________________

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

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

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

ABDUCT  DEDUCE  DEDUCTION  DUCHESS
DUCT     DUKE     EDUCATE     EDUCATION
INDUCE   PRODUCE  REDUCE     REPRODUCE

Latin Bases *duc, duct* = “lead”
Part E: 
Go for the Gold!

Authors and Illustrators

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

legend aquatic dental podiatrist solitary produce deduce educate temporary chronic

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

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

<table>
<thead>
<tr>
<th>Prefix means</th>
<th>Base means</th>
<th>Word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. gradual</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. congress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. transgression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. regression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. aggressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. digress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. egress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. graduate</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10. graduation</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Solving Riddles

Directions: Read and solve the riddles below.

1. I am an adjective (a describing word).
   I mean “little by little.”
   I have three syllables.
   I begin with one of the word parts we are learning this week.
   ______________________

2. I am a person.
   I am someone who starts a fight.
   I have three syllables.
   One of the word parts we are studying this week is in my middle.
   ______________________

3. I am a verb.
   I mean “to go forward.”
   My opposite is “regress.”
   I have two syllables. ______________________

4. I can be written with a capital or a lowercase letter.
   If I am capitalized, I refer to the House and Senate in Washington, D.C.
   In lowercase, I refer to any meeting or convention.
   I have two syllables. ______________________
Part C: Read and Reason

Dialogue

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

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

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

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

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

2. Reread Stewart’s question and explain the meaning of the word regress.
Crossword Puzzle

Directions: Read the clues and complete the crossword puzzle.

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

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

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

#### Divide and Conquer

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

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. structure</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. superstructure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. infrastructure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. construe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>prefix means</th>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. misconstrue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. reconstruct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. indestructible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. uninstructed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word Chart

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

<table>
<thead>
<tr>
<th>Person</th>
<th>Thing</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>construct</td>
<td>construction</td>
<td>instruct</td>
</tr>
<tr>
<td>structure</td>
<td>reconstructed</td>
<td>obstructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>constructor</td>
</tr>
</tbody>
</table>

Latin Bases *stru, struct* = “build”
Part C:  
Read and Reason

Read and Learn

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

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

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

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

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

3. Where might you find an answer to your question?  ________________________________________________________________
   _________________________________________________________________________

4. *Infrastructure* is made up of two Latin roots. What are they and what do they mean?  
   ___________________________ means _____________________________
   ___________________________ means _____________________________
Part D: Extend and Explore

Word Chart

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

<table>
<thead>
<tr>
<th>Latin Bases</th>
<th>struct</th>
<th>struction</th>
<th>structive</th>
</tr>
</thead>
<tbody>
<tr>
<td>con-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>de-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ob-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>recon-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

1. _____________________________________________________________
   _____________________________________________________________

2. _____________________________________________________________
   _____________________________________________________________

3. _____________________________________________________________
   _____________________________________________________________
**Part E: Go for the Gold!**

**Word Spokes**

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

1. Pick one of the words and write **two synonyms.** ____________  ____________
2. Pick one of the words and write **two antonyms.** ____________  ____________
3. Pick one of the words and **write your own definition.** ________________
   ___________________________________________________________________
4. Pick one of the words and **use it in a sentence.** ________________
   ___________________________________________________________________
Divide and Conquer

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

<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></td>
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<td>3.</td>
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<td>4.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part B: Combine and Create

What Do You Know?

Directions: Answer the questions.

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

2. How could you make a structure indestructible?
   __________________________________________________________

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

4. Can an eruption be gradual? Why?
   __________________________________________________________

DID YOU KNOW?

The famous showman Phineas T. Barnum (1810–1891) traveled around America with a large collection of circus animals and other exotic exhibits. He would set up large circus tents and draw enormous crowds of people. One day, his circus tent became overcrowded. More and more people came streaming into the tent, but very few were leaving through any of the exit doors. In order to make the people leave, P.T. Barnum put signs over the exits saying, “This way to the egress.” People thought that the signs were directing them to an especially exotic bird. “Let’s go to the egress,” they exclaimed as they rushed to the exit doors. If all those people had known a little Latin, they would have figured out the trick. Egress is from ex- (out) and gress (step or go). It really means “go out” or “exit”! People ran through the egress only to find themselves outside the circus tent. If they wanted to re-enter, they needed to pay admission a second time.
Write a Story

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>-ing</th>
<th>-ive</th>
<th>-ible</th>
<th>-ion</th>
</tr>
</thead>
<tbody>
<tr>
<td>rupt</td>
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<tr>
<td>struc</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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

1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________
Sixteen Square Wordo

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

#### Divide and Conquer

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

<table>
<thead>
<tr>
<th>base means</th>
<th>suffix means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. democract</td>
<td>dem(o) = people</td>
<td>__________</td>
</tr>
<tr>
<td>2. autocrat</td>
<td>__auto = self</td>
<td>__________</td>
</tr>
<tr>
<td>3. plutocrat</td>
<td>plut(o) = wealth(y)</td>
<td>__________</td>
</tr>
<tr>
<td>4. technocrat</td>
<td>techn(o) = skill</td>
<td>__________</td>
</tr>
<tr>
<td>5. aristocrat</td>
<td>arist(o) = best</td>
<td>__________</td>
</tr>
<tr>
<td>6. democracy</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>7. autocracy</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>8. plutocracy</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>9. technocracy</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>10. aristocracy</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>
Greek Suffixes -cracy = “rule by” and -crat = “ruler, one who believes in rule by”

Part B: Combine and Create

Making and Writing Words

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

1. aristocracy ___________________________ aristocrat
2. democracy ____________________________
3. bureaucracy __________________________
4. technocracy __________________________

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

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

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

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

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

Greek Suffixes -cracy = “rule by” and -crat = “ruler, one who believes in rule by”
### Word Chart

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

<table>
<thead>
<tr>
<th>Type of Organization</th>
<th>Person</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>aristocracy</td>
<td>aristocrat</td>
<td>aristocratic</td>
</tr>
<tr>
<td>autocrat</td>
<td>autocratic</td>
<td>bureaucracity</td>
</tr>
<tr>
<td>bureaucratic</td>
<td>technocracy</td>
<td>technocrat</td>
</tr>
<tr>
<td>technocracy</td>
<td>bureaucrat</td>
<td>technocratic</td>
</tr>
</tbody>
</table>

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

1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________

**DID YOU KNOW?**

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

Word Search

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

ARISTOCRACY  ARISTOCRAT  BUREAUCRACY
BUREAUCRAT  DEMOCRACY  DEMOCRAT
DEMOCRATIC  TECHNOCRAT  UNDEMONOCRATIC

Greek Suffixes -cracy = “rule by” and -crat = “ruler, one who believes in rule by”
Divide and Conquer

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

<table>
<thead>
<tr>
<th></th>
<th>base means</th>
<th>suffix means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. agoraphobe</td>
<td>agora = market place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. acrophobe</td>
<td>acro = height</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. claustrophobe</td>
<td>claust(r)o = closed space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. xenophobe</td>
<td>xen(o) = foreigner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. pyrophobe</td>
<td>pyr(o) = fire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. agoraphobia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. acrophobia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. claustrophobia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. xenophobia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. pyrophobia</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Greek Suffixes -\textit{phobia} = “fear of” and -\textit{phobe} = “one who fears”

Part B: Combine and Create

What Do You Know?

\textbf{Directions:} Answer the questions.

1. Claustrophobia means fear of closed spaces. Would a claustrophobic person be comfortable in a large room? Why?
   
   
   
2. Pyrophobia is fear of fire. Is it good to be a pyrophobe? Why?
   
   
   
3. Ophidophobia is fear of snakes. Are you an ophidophobe? Why?
   
   
   
4. Scopophobia is fear of being seen or watched. Would a scopophobe be a good actor? Why?
   
   
   
\textbf{DID YOU KNOW?}

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

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

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

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

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

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

**Questions:**

1. What do you think is the most interesting information in this passage? Explain why. ____________________________________________________________
2. Triskaidekaphobia is made up of four Greek roots. What are they and what do they mean?
   - ______ means __________________________
   - ______ means __________________________
   - ______ means __________________________
   - ______ means __________________________
3. What would you call “one who fears” the number 13?
   ________________________________________________________________
4. Are you “one who fears” the number 13? Explain why or why not.
   ________________________________________________________________
Part D:
Extend and Explore

What Makes Sense?

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

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

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

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

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

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

If you are afraid of the deadly bite from a rattlesnake’s teeth, you might have _______________________. Either way, you would be called an _________________________.

Greek Suffixes -phobia = “fear of” and -phobe = “one who fears”
Word Search

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

**Words:**
- Agoraphobia
- Claustrophobia
- Hyprophobia
- Xanophobia
- Hydrophobia
- Ophidophobia
- Pyrophobia

**Grid:**

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

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

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

<table>
<thead>
<tr>
<th>Nouns</th>
<th>base means</th>
<th>suffix means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. animation</td>
<td>___________</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>7. dictation</td>
<td>___________</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>8. graduation</td>
<td>___________</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>9. punctuation</td>
<td>___________</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>10. sedation</td>
<td>___________</td>
<td>___________</td>
<td>___________</td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Word Unscramble

Directions: Unscramble the words to fit in the blanks.

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

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

Before I turn in my final writing drafts, I always double-check for [3]__________________ and [4]___________________.


The detective knows how to [5]____________________ her case. She will [7]____________________ other suspects, which will [6]____________________ the guilty person.

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

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

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

Questions:

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

2. In your own words, write a definition for the word *decimate*. Remember that -*ate* is a verb suffix.

3. Now think of an example of *decimation*. You can find one in the passage about ancient Rome or think of one on your own.

4. Do you think the Romans believed a person was “innocent until proven guilty”? Explain your answer.
**Part D: Extend and Explore**

**News Report**

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

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

**Questions:**

1. Explain the meaning of *animated* in the above news report.
   _______________________________________________________________________
_________________________________________________________________________

2. What does it mean to *speculate*? Who is *speculating* in the above report?  
   _______________________________________________________________________
_________________________________________________________________________

3. What are the police *generating*?  
   _______________________________________________________________________
_________________________________________________________________________
Part E:  
Go for the Gold!

Unscramble the Words

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Unscrambled Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIAOETCDU</td>
<td>help us figure out new words.</td>
</tr>
<tr>
<td>VINITISENOAGT</td>
<td>help us figure out new words.</td>
</tr>
<tr>
<td>ROTAIRGINI</td>
<td>help us figure out new words.</td>
</tr>
<tr>
<td>NORAOOTCNIIPRI</td>
<td>help us figure out new words.</td>
</tr>
</tbody>
</table>

**DID YOU KNOW?**

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

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

<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>
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<tr>
<td>10.</td>
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<td></td>
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</tr>
</tbody>
</table>
Part B: Combine and Create

Paragraph Writing

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

- hypnophobia (fear of sleep)
- sedate
- agitation
- investigate

- democracy
- coordination
- democratic
- generate

- eliminate
- agoraphobia (fear of crowds)
- aggravation
- investigate
- investigation
Put it Together

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

____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

© Teacher Created Materials  #10655  Building Vocabulary from Word Roots
Directions: Find the words in the puzzle. Words can be across, down, diagonal, or backwards.

AGORAPHOBIA  AUTOCRATIC  BUREAUCRAT  DEMOCRATIC
EDUCATION  GENERATION  GRADUATE  HYMNOPHOBIA
ILLUMINATION  MOTIVATION  PUNCTUATE

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

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

My Favorite Roots

1. ________________________________
   I like this root because ________________________________

2. ________________________________
   I like this root because ________________________________

3. ________________________________
   I like this root because ________________________________

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

Most Interesting Words

1. ________________________________
   I think this is an interesting word because ________________________________
   ________________________________

2. ________________________________
   I think this is an interesting word because ________________________________
   ________________________________

3. ________________________________
   I think this is an interesting word because ________________________________
   ________________________________

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