Building
VOCABULARY
from Word Roots
Teachercom's Library
Armanaz

Authors
Timothy Rasinski, Nancy Padak, Rick M. Newton, and Evangeline Newton

Teacher Created Materials
## Table of Contents

### Unit I: Compounds and Prefixes
- Lesson 1: Two-Syllable Compound Words ............................................. 4
- Lesson 2: Three-Syllable Compound Words ........................................ 9
- Lesson 3: Prefix *un-* = “not” ............................................................... 14
- Lesson 4: Prefix *re-* = “back, again” ............................................... 19
- Lesson 5: Prefix *pre-* = “before” ...................................................... 24
- Unit I Review ...................................................................................... 29

### Unit II: Latin Prefixes
- Lesson 6: Negative Prefix *in-* = “not” .............................................. 34
- Lesson 7: Negative Prefixes *im-, il-* = “not” ...................................... 39
- Lesson 8: Prefix *ex-* = “out” ............................................................. 44
- Lesson 9: Prefix *sub-* = “under, below” .......................................... 49
- Lesson 10: Prefixes *co-, con-* = “with, together” ............................ 54
- Unit II Review .................................................................................... 59

### Unit III: Essential Latin and Greek Bases
- Lesson 11: Latin Bases *vid, vis* = “see” ............................................. 64
- Lesson 12: Latin Base *port* = “carry” ............................................... 69
- Lesson 13: Latin Bases *fin, finit* = “end, limit, term” .......................... 74
- Lesson 14: Latin Bases *mov, mot, mobil* = “move” ......................... 79
- Lesson 15: Greek Bases *graph, gram* = “write, draw” .................... 84
- Unit III Review .................................................................................... 89

### Unit IV: A Glance at Suffixes
- Lesson 16: Suffix *-less* = “without” ................................................. 94
- Lesson 17: Suffix *-ful* = “full of” ..................................................... 99
- Lesson 18: Suffix *-er* = “more” ........................................................ 104
- Lesson 19: Suffix *-est* = “most” ..................................................... 109
- Lesson 20: Suffix *-ly* = “in a _____ way or manner” ...................... 114
- Unit IV Review ................................................................................... 119

### Unit V: Latin Number Prefixes
- Lesson 21: Latin Number Prefixes *uni-, unit-* = “one” .................... 124
- Lesson 22: Latin Number Prefix *bi-* = “two” .................................... 129
- Lesson 23: Latin Number Prefix *tri-* = “three” ............................... 134
- Unit V Review .................................................................................... 139

---

**Teachercom's Library**

**Armanaz**
### Divide and Conquer

**Directions:** “Divide” two-syllable compound words into two words. Then “conquer” them by writing the meaning of the compound words.

<table>
<thead>
<tr>
<th>base word</th>
<th>base word</th>
<th>compound word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed</td>
<td>room</td>
<td>room for a bed</td>
</tr>
<tr>
<td>1. bedroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. footprint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. mailbox</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. backpack</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. sidewalk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. shoelace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. carsick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. skateboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. tiptoe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. sailboat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Solving Riddles

Directions: Here are some riddles. The answers are compound words.

I am a box. Mail gets put in me.
I am a ________________________________.

I am an animal. I swim in water. My color is gold.
I am a ________________________________.

My second part means a trim. My first part is on your head.
I am a ________________________________.

I am a machine. I fly in the sky.
I am an ________________________________.

I am flat. You can stand on me. I let you skate.
I am a ________________________________.
Advice Column

Directions: Read the following advice column and follow Adelia Advice’s suggestion to think of some other compound words you might already know.

Dear Adelia Advice,

At school, I am having some trouble understanding compound words. What are they?

Your Friend,
Confused Compound

Dear Confused Compound,

Have you ever woken up to a beautiful morning and felt the sun’s light hit your face? (sunlight) Have you ever walked along the beach making prints with your bare feet? (footprints) Have you ever seen a fish that is gold? (goldfish) Do you carry your school books in a pack strapped to your back? (backpack)

Compound words are two words put together to make one word. Most often, they seem to fit together, like the suggestions above.

Your Friend,
Adelia Advice

Can you list compound words you might already know?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**Part D:**
Extend and Explore

**Making Compound Words**

**Directions:** Combine the words at the bottom of the page to make compound words that mean the following:

1. A place for recreation _________________________________
2. Below the earth _____________________________________
3. A friend to have fun with _______________________________
4. Someone on the same side as you________________________
5. Someone you learn with ________________________________
6. A place in a school___________________________________
7. Someone you live with_________________________________
8. A place to sleep ______________________________________

**Words**

bed   class   ground   mate   play   room   team   under
Part E: Go for the Gold!

Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
Part A: Meet the Root

Divide and Conquer

Directions: “Divide” three-syllable compound words into two words. Then “conquer” them by writing the meaning of the compound words.

<table>
<thead>
<tr>
<th>compound base word</th>
<th>base word</th>
<th>base word</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. honeybee</td>
<td>honey</td>
<td>bee</td>
<td>bee that makes honey</td>
</tr>
<tr>
<td>2. loudspeaker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. lawnmower</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. trailblazer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. fingernail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. lowercase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. uppercase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. waterfall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. scorekeeper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. watercolors</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Making and Writing Words

Directions: Look at the clues. Write a word that fits the clue. You can only use the vowels and consonants listed. The special word uses all the letters.

Consonants: b, d, h, r, s Vowels: e, i, o, u

1. Its bed is a nest. (four letters) ___ ___ ___ ___

2. Where we sleep at night (three letters) ___ ___ ___

3. Add one letter to #1 to make more than one bird. ___ ___ ___ ___ ___

4. A small building used to store things (four letters) ___ ___ ___ ___

5. A larger building where people live (five letters) ___ ___ ___ ___ ___

Special Word: the #5 for a #1

___ ___ ___ ___ ___ ___ ___ ___ ___
A Compound Poem

Directions: Read the poem and find all the compound words.

Some words go together
In any kind of weather.
Animals have compounds
That are sometimes nouns.
Bees live in a hive—beehive.
Birds can live in a house—birdhouse.
Honey comes from bees—honeybees.
Honey can come on a comb—honeycomb.
Some words go together
In any kind of weather.
Word Skits

Directions:  With one or more partners, choose a word from “Divide and Conquer” on page 9.
Write the word and its definition on an index card.
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.
Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
**Part A: Meet the Root**

- **Divide and Conquer**

**Directions:** Divide and conquer the words. Remember, *un-* means “not.”

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Base is</th>
<th>Word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. unpacked</td>
<td>not</td>
<td>packed</td>
</tr>
<tr>
<td>2. unbuttoned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. unclean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. unlocked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. unhappy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. unable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. untidy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. unwrapped</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. unchanged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. unequal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Add a Prefix

Directions: The prefix un- can be added to one word in each sentence. Find the word. Write it with the prefix un-. Then rewrite the sentence with the new un-word so that it makes sense.

Part B: Combine and Create

1. Rick is able to walk one mile.
   Un+: ______________________________
   New sentence: _______________________________

2. She had to fold the sheets to put them on the shelf.
   Un+: ______________________________
   New sentence: _______________________________

3. We locked the door when we left the house.
   Un+: ______________________________
   New sentence: _______________________________

4. I wrapped the new puppy with a blanket so he could sleep.
   Un+: ______________________________
   New sentence: _______________________________
Short Story

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

Our basketball team last year was pretty good! After nine games, we were unbeaten and untied. We were unbeatable—until our last game. That’s when our season unraveled. Everything came unglued. We were behind by one point with just ten seconds left. Our star player had the ball and was heading for an easy slam dunk. But his shoe laces were untied. He tripped and fell. Needless to say, he was unable to make that basket that we needed so badly. We finally lost a game. It was such an unusual event that we didn’t know how to act. Some of us cried. Others were stunned. Even our fans felt uneasy about our loss. Although we were unhappy, we all knew we had an unbelievable season—one that we would never forget.

1. What was the team’s final record? ________________________________

2. In this story, what do unraveled and unglued mean? ________________________________

3. Have you ever felt uneasy about something? Describe a time when you felt uneasy. ________________________________

4. Think of an un- word that means the same as “one that we would never forget.” ________________________________
"Timed" Word Trees

**Directions:** Work with a partner to fill the tree with *un-* words. You and your partner are a team. The team that brainstorms the most words and definitions will win!

Follow these directions:
1. Write the prefix *un-* on the tree roots.
2. Write the meaning of *un-* on the trunk.
3. Write as many *un-* words on each branch as you can in two minutes.
4. Trade papers with your partner.
5. On a separate sheet of paper, write the meaning of your partner’s *un-* words. Write as many as you can in two minutes.
6. How many different words and definitions did your team come up with? (If the same word is on both of your trees, count it only once!)
Part E:
Go for the Gold!

Nine Square Wordo

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
### Divide and Conquer

**Part A: Meet the Root**

Prefix *re-* = “back, again”

**Directions:** “Divide” words into prefixes and base words. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th></th>
<th>prefix means</th>
<th>base is</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>repay</td>
<td>back</td>
<td>pay back</td>
</tr>
<tr>
<td>2</td>
<td>reenter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>reread</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>remake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>rebuild</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>recount</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>recharge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>refill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>rewrite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>restate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prefix Clues

Directions: Work with a partner. Make words that start with re- and that have the given letter as the third letter. Make sure the words have something to do with “again.”

1. C: re + ________________________ = _______________________
2. F: re + ________________________ = _______________________
3. P: re + ________________________ = _______________________
4. S: re + ________________________ = _______________________

Directions: Use the words from numbers one through four above. Tell what the words mean. Be sure to use “again.”

5. The word is __________________. It means __________________.
6. The word is __________________. It means __________________.
7. The word is __________________. It means __________________.
8. The word is __________________. It means __________________.

Directions: Fill in the blanks with words that start with re-

9. My sister’s block tower fell down, so she had to ____________________ it.
10. I lost my homework, so I had to ____________________ it.
11. We have so many plants that we need to ____________________ the watering can three times.
12. I lost track of how many baseball cards I have, so now I need to ____________________ them.
Prefix *re-* = “back, again”

**Poem**

**Directions:** Read this short poem about the *re-* prefix several times until you think you can read it with good phrasing and expression.

*Re-* is a prefix that I love to see,
Because it means to do things repeatedly.
I rebuild my fort when it falls down.
I return to the circus each year for the clowns.
I reread my book before taking a test,
And reruns on TV are often the best.
So if you want to do something again and again,
*Re-* is the prefix for you, my friend!

Part C: Read and Reason

Draw a picture of something you always like to “redo.”

Write a sentence that tells why you like to do it “again and again”!
Part D: Extend and Explore

Word Reconstruct

Directions: Read the clues. Write each new word.

- Add two letters (word means “to fix”)
- Change two letters (word means “to stay”)
- Subtract two letters (word means “what comes in a storm”)
- Add one letter (word means “to get into shape”)
- Add two letters (word means “to get yourself ready for another skill”)
- Subtract one letter (word means “to keep or hold back”)
- Subtract three letters (word means “to have run”)

PAIR
Prefix *re-* = “back, again”

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

**Nine Square Wordo**

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
## Divide and Conquer

**Directions:** “Divide” words into prefixes and base words. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th></th>
<th>prefix means</th>
<th>base is</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>preheat</td>
<td>before</td>
<td>heat before</td>
</tr>
<tr>
<td>2</td>
<td>predict</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>premixed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>preshrunk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>presoak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>prejudge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>precook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>prefix</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>prewashed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>prepay</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prefix *pre-* = “before”

Part B: Combine and Create

Odd Word Out

**Directions:** Look at the four words. Write the one that doesn’t belong on the line. Then write how the other words are the same.

<table>
<thead>
<tr>
<th>precook</th>
<th>preheat</th>
<th>premixed</th>
<th>pretest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The word that doesn’t belong is ________________________________ .</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The other words are the same because ________________________________ .</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>prehistoric</th>
<th>preshrink</th>
<th>presoak</th>
<th>prewash</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The word that doesn’t belong is ________________________________ .</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The other words are the same because ________________________________ .</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>premature</th>
<th>premed</th>
<th>premixed</th>
<th>prenatal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The word that doesn’t belong is ________________________________ .</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The other words are the same because ________________________________ .</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** *Pre-* means “before.” Tell what these words mean. Be sure to use “before” in the definition.

4. Prehistoric means ___________________________________________.
5. Prepackage means ___________________________________________.
6. Preshrink means ____________________________________________.
7. Preview means ______________________________________________.
8. Prejudge means _____________________________________________.
Part C: Read and Reason

Poem

Directions: Read the poem in the arrow. Can you write your own poem about pre- by using the words precook, pretest, and preview?

Prefix pre- = “before”

Pre means before.
Prefix, before word to modify its meaning.
Pregame, before the game.
Pre means before.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Word Invention Riddles

Directions: Work with a partner to invent new un-, re-, and pre- words. Follow these directions.

1. Make up words using the prefixes un-, re-, and pre-.
2. Choose one of your invented words to create a riddle.
3. Write the invented word.
4. Write three clues to help others figure it out.
5. One of the clues must describe the meaning of the prefix.
6. Choose one invented word riddle to share with the class. See if they can figure it out!

Here is an example:

Clues:
1. It is an animal that gallops.
2. It gallops before breakfast.
3. It has a long tail.

Invented Word: prehorse

Now you try it!

Clues:
1. ____________________________________________________
2. ____________________________________________________
3. ____________________________________________________

Invented Word: __________________________________________
Part E:  
Go for the Gold!

Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
## 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>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Making New Words

Directions: Can the prefix be added to the base to make a word? If it can, put an X in the box. If it can’t, leave the box blank.

<table>
<thead>
<tr>
<th></th>
<th>pre-</th>
<th>re-</th>
<th>un-</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fold</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>heat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lock</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pack</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>view</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What’s the Difference?

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

<table>
<thead>
<tr>
<th>Word Pair</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>precook</td>
<td>___________________</td>
</tr>
<tr>
<td>recook</td>
<td>___________________</td>
</tr>
<tr>
<td></td>
<td>___________________</td>
</tr>
<tr>
<td>preview</td>
<td>___________________</td>
</tr>
<tr>
<td>review</td>
<td>___________________</td>
</tr>
<tr>
<td></td>
<td>___________________</td>
</tr>
<tr>
<td>refold</td>
<td>___________________</td>
</tr>
<tr>
<td>unfold</td>
<td>___________________</td>
</tr>
<tr>
<td></td>
<td>___________________</td>
</tr>
<tr>
<td>pretest</td>
<td>___________________</td>
</tr>
<tr>
<td>retest</td>
<td>___________________</td>
</tr>
<tr>
<td></td>
<td>___________________</td>
</tr>
</tbody>
</table>
Word Search

**Directions:** Find the words listed below in the word search. Search diagonally, horizontally, vertically, or backwards.

- BACKSTOP
- EYEBALL
- FINGERNAIL
- FIREFIGHTER
- BIRDHOUSE
- LOPSIDED
- PREPAY
- SIDEWALK
- EVERYDAY
- NOSEBLEED
- REFUND
- UNLOCK

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

Directions: Read the clues and complete the crossword puzzle.

Across
2. crooked
4. small, tasty dessert
6. a look ahead
8. to remove clothes from a bag
10. prepare food ahead of time
12. a way to keep warm when sleeping outside

Down
1. a person who saves burning buildings
3. protection for a valuable body part
5. to open a package
7. check the number
9. an orange swimmer
11. used for transportation
Divide and Conquer

Directions: “Divide” each word into a prefix and a base. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base is</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. incorrect</td>
<td>not</td>
<td>correct</td>
</tr>
<tr>
<td>2. inexpert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. inhuman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. insane</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. insincere</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. inflexible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. infirm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. inactive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. incomplete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. informal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Solving Riddles

**Directions:** Solve the riddles with words that begin with *in-*.

1. I mean “wrong.”
   I have three syllables. ____________________________________________

2. I mean “something that is stiff and cannot be bent.”
   An example of me is concrete.
   I have four syllables. ____________________________________________

3. I mean “something you cannot see.”
   My opposite is “visible.”
   I have four syllables. ____________________________________________

4. I mean “something that is not finished.”
   An example of me is a house that doesn’t have a roof.
   I have three syllables. ____________________________
Part C: Read and Reason

“The Indirect (not direct) I’m Sorry”

Directions: Read the poem. Then write a story to describe what happens in the poem. Use prefixes correctly in your story.

I’m in trouble when
Mom calls me “Mister.” Mom says,
“Hey, that’s indecent, Mister.”
“Not decent, Mister, that’s
what you are, Mister.”
I say, “Mom, you’re incorrect!
Not the right answer.”
“Invalid answer, Mister.
Not valid.
Not correct?
Your own mother?”
Yikes, Yikes, I think.
I’m in trouble now.
I add, “Please don’t be indirect.
I don’t get it—
be direct with what you mean, Mom.
What did I do wrong?”

“You, you, you, Mister,
are intolerant.
Not following the rules again.
Not tolerant.”
She sighs, “Inexpert, you are.
Not expert.
Not expert at staying out of trouble,
Mister.”
“Mom,” I stop.
It’s impossible, I think.
Not possible.
“You’re right, Mom,
it was improper of me.
Not right.
Not right at all.”
I sigh, and offer an indirect
“I’m sorry,”
looking at the floor.

Directions: Work with a partner to write out the story that is told in the poem. Use in- words where you can.
Word Pyramid

**Directions:** Choose an *in-* word. Work alone or with a partner to make a word pyramid.
Part E:
Go for the Gold!

Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
### Divide and Conquer

**Directions:** “Divide” words into prefixes and base words. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Base</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>impolite</td>
<td>polite</td>
<td>not polite</td>
</tr>
<tr>
<td>impatient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>illegal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>illogical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>immature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>illegible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>immobile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>illiterate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>immodest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>improper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© Teacher Created Materials Publishing #10653 Building Vocabulary from Word Roots
Part B: Combine and Create

Make-a-Word

Directions: Choose the correct prefix for each of the word definitions below.

Not legible = ____________________________
Not mortal = ____________________________
Not patient = ____________________________
Not perfect = ____________________________
Not legal = ____________________________
Not regular = ____________________________
Not polite = ____________________________
Not pure = ____________________________
Not proper = ____________________________
Fill in the Blanks

Directions: Fill in the blanks for this story with words that make sense.

October 9, 2006

In Westburgh today, an ____________
(immobile, illiterate) bicyclist, who had stopped at the stop sign
on Turner Street, was hit by a car. The driver of the car, a new and
______________ (illegible, inexperienced) driver, said that it was
his first time behind the wheel.

The police report claims that the driver’s stop was ____________
(immodest, illegal). The driver “rolled through” the stop sign.

The driver even admits that his decision was ____________ (illogical,
immodest). He stated, “I did not really think my decision through. I know
it was not very wise. I’m very sorry for my mistake. I’m thankful the
bicyclist is not hurt.”
Word Questions

Directions: Look over the words in “Divide and Conquer” on page 39. Then answer these questions.

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

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

3. Pick out a new word that you think is very hard.
   Write the word. ____________________________________________
   What does it mean? _________________________________________
   Tell why you think it is hard. ________________________________
Nine Square Wordo

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
## Divide and Conquer

**Directions:** Read the word. Find the word units. Write the meaning of each word unit in the blanks. Then write what the whole word means.

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. expire</td>
<td>out</td>
<td>breathe</td>
</tr>
<tr>
<td>2. explode</td>
<td></td>
<td>burst</td>
</tr>
<tr>
<td>3. exhale</td>
<td></td>
<td>blow</td>
</tr>
<tr>
<td>4. export</td>
<td></td>
<td>carry</td>
</tr>
<tr>
<td>5. exclude</td>
<td></td>
<td>shut, close</td>
</tr>
<tr>
<td>6. extend</td>
<td></td>
<td>stretch</td>
</tr>
<tr>
<td>7. expose</td>
<td></td>
<td>put, place</td>
</tr>
<tr>
<td>8. expand</td>
<td></td>
<td>spread</td>
</tr>
<tr>
<td>9. exclaim</td>
<td></td>
<td>shout</td>
</tr>
<tr>
<td>10. expense</td>
<td></td>
<td>pay</td>
</tr>
</tbody>
</table>
Word Forms

Directions: Use other forms of the words to the left to complete the sentences.

1. I put so much air in the balloon that it ___________________.
2. When the cannon fired, we could hear the __________________ from a mile away.

1. Astronauts are ___________________ in outer space.
2. My friend and I ____________________ the old haunted house.

1. The ___________________ date on the milk has passed, so we shouldn’t drink it.
2. Before we go to the store, my dad looks to see if our coupons have _____________________.

1. My teacher says I use too many ______________________ marks in my writing!
2. Our gym teacher _______________________, “Let the games begin!”

Directions: Take the prefix off. Then use the base to make another word with ex-. Here is an example:

Include = in + clude  Word with ex-: exclude
Inhale = __________ + __________  Word with ex-: __________
Import = __________ + __________  Word with ex-: __________
Interior = __________ + __________  Word with ex-: __________
Internal = __________ + __________  Word with ex-: __________
Part C: Read and Reason

Ex Poetry

Directions: Practice the poem with a partner until you can read it well. You can add motions to the poem. Read it out loud. Use the motions.

Ex- means
Out.
So step out,
Shout out!
Out!
Exclaim
Your
Name.
Shout it,
Out!
Say it
Loud!

Ex- means
Out.
So step out,
Shout out!
Out!
Exhale,
Breathe deep,
Let it out!
Breathe in,
Breathe out,
Who-oo-ee!
Ex- means
Out!
Out!
Guessing Game

Directions: Work with a partner to complete these sentences by selecting an ex-word from the list. You and your partner are a team. Together, choose one of the sentences to read out loud, but skip over the ex-word. See if your classmates can guess the missing word.

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 __________________________
   __________________________

Prefix ex- = “out”
Part E: Go for the Gold!

Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, "Wordo!"
## Divide and Conquer

**Directions:** “Divide” each word into a prefix and a base. The meanings of the bases have been provided. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. submarine</td>
<td>under</td>
<td>sea</td>
</tr>
<tr>
<td>2. submerge</td>
<td>plunge</td>
<td></td>
</tr>
<tr>
<td>3. subtract</td>
<td>draw, pull</td>
<td></td>
</tr>
<tr>
<td>4. submit</td>
<td>send</td>
<td></td>
</tr>
<tr>
<td>5. subhuman</td>
<td>human</td>
<td></td>
</tr>
<tr>
<td>6. subtitle</td>
<td>title</td>
<td></td>
</tr>
<tr>
<td>7. subplot</td>
<td>plot</td>
<td></td>
</tr>
<tr>
<td>8. subzero</td>
<td>zero</td>
<td></td>
</tr>
<tr>
<td>9. substandard</td>
<td>standard</td>
<td></td>
</tr>
<tr>
<td>10. subterranean</td>
<td>earth</td>
<td></td>
</tr>
</tbody>
</table>
Replacement Words

Directions: Replace the bold word in each sentence with a word that begins with sub-. Your new sentence might mean something different, but it should still make sense.

1. Let’s go downtown on the bus. _______________________________

2. In math class, we learn to add numbers. ________________________

3. Tomorrow, we will have freezing temperatures. ________________

4. Tigers and leopards are both types of cats. ________________

Directions: Think about the meanings below. Write words that fit the meanings and that begin with sub-.

5. Below zero ________________________________________________

6. Under the surface __________________________________________

7. A boat that can go under the sea _____________________________

8. A system of travel that goes underground ______________________

Directions: Sub- can mean “under” or “below.” Tell how each of these words has something to do with “under” or “below.”

9. Subcommittee ________________________________________________

10. Subfreezing ________________________________________________

11. Subsoil ___________________________________________________

12. Substandard _______________________________________________
Prefix sub- = “under, below”

Part C: Read and Reason

Fill in the Blanks

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

October 6, 2006
Dear Diary,
Today at school we learned how to ____________, which means to reduce one number from another. The answer is a lower number. We also learned about the ____________, an underground rail system. We even watched a movie called The Three Little Pigs, but it had ____________ because the teachers are trying to get us used to Spanish, so they put the words below the picture.
When I got home, I started thinking about my day. So many words with sub- in them. I’ll go back to what I wrote above and reread it to try to figure it all out . . .
Sub must mean “beneath” or “below” or something.
Until tomorrow.

Jane

Word Bank
subcommittee
subdivide
subfreezing
subgroup
submarine
subnormal
subsoil
subspecies
subterranean
subtitles
subtract
subtropical
subway
subzero
**Magic Squares**

**Directions:** Work with a partner to complete the magic sub- squares. If you are right, the “magic number” will be the same if you add across or down.

A. submerge  1 “under” the main heading
B. substitute  2 transportation “under” the ground
C. substandard  3 stand “under” for something else
D. subway  4 transportation “under” the water
E. submarine  5 “under” the usual quality
F. subfreezing  6 dirt layer “under” the grass
G. subsoil  7 push “under”
H. subtropical  8 “under” cold
I. subtitle  9 “under” hot

Magic number: ___________________________
Prefix *sub*- = “under, below”

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

**Nine Square Wordo**

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
# Part A: Meet the Root

## Divide and Conquer

**Directions:** “Divide” each word into a prefix and a base. The meanings of the bases have been provided. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>Prefix means</th>
<th>Base means</th>
<th>Word means</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. conserve</strong></td>
<td><strong>with</strong></td>
<td><strong>save, keep</strong></td>
</tr>
<tr>
<td><strong>2. contract</strong></td>
<td></td>
<td><strong>pull, draw</strong></td>
</tr>
<tr>
<td><strong>3. conduct</strong></td>
<td></td>
<td><strong>lead</strong></td>
</tr>
<tr>
<td><strong>4. convene</strong></td>
<td></td>
<td><strong>come</strong></td>
</tr>
<tr>
<td><strong>5. coauthor</strong></td>
<td></td>
<td><strong>author</strong></td>
</tr>
<tr>
<td><strong>6. cooperate</strong></td>
<td></td>
<td><strong>work</strong></td>
</tr>
<tr>
<td><strong>7. construct</strong></td>
<td></td>
<td><strong>build</strong></td>
</tr>
<tr>
<td><strong>8. convert</strong></td>
<td></td>
<td><strong>turn</strong></td>
</tr>
<tr>
<td><strong>9. concoct</strong></td>
<td></td>
<td><strong>cook</strong></td>
</tr>
<tr>
<td><strong>10. coexist</strong></td>
<td></td>
<td><strong>live</strong></td>
</tr>
</tbody>
</table>
Part B:
Combine and Create

Odd Word Out

Directions: Work with a partner to decide which word in each set doesn’t belong. Cross it out. Then write your reasons on the lines.

- Codefendant cohesive cosponsor coworker
- Coalition collection confer conference
- Conduct collect cosign cozy
Poem

Directions: Practice the poem below several times by yourself and with a partner. Then write a paragraph that tells the main idea of the poem and describes activities that you can do with others.

COOPERATION
Cooperate, cooperate, confer, and convene.
Let’s get together and work as a team.
When we contract to construct and concoct,
We’re coworkers, birds of a feather, in the same flock!
### Matching Definitions

**Directions:** Work with a partner to match these co- and con- words with their definitions.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>concentrate</td>
<td>made from lots of different things</td>
</tr>
<tr>
<td>concoction</td>
<td>live side-by-side</td>
</tr>
<tr>
<td>conduct</td>
<td>pay close attention</td>
</tr>
<tr>
<td>conference</td>
<td>to lead a band</td>
</tr>
<tr>
<td>coauthor</td>
<td>agreement</td>
</tr>
<tr>
<td>coincidence</td>
<td>clot</td>
</tr>
<tr>
<td>coexist</td>
<td>opposite</td>
</tr>
<tr>
<td>coagulate</td>
<td>written by more than one person</td>
</tr>
<tr>
<td>contract</td>
<td>have a meeting</td>
</tr>
<tr>
<td>contrast</td>
<td>happen unexpectedly</td>
</tr>
</tbody>
</table>

Now work with a partner to make up your own matches. Think of words that use the prefixes re-, ex-, or sub-. Choose eight words. Write them in the left column. Write their definitions on one of the lines in the right-hand column. Make sure to mix up the definitions. Then trade papers with a friend and see if you can “make a match” with each other’s lists.

<table>
<thead>
<tr>
<th>___________________________</th>
<th>___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________________________</td>
<td>___________________________</td>
</tr>
<tr>
<td>___________________________</td>
<td>___________________________</td>
</tr>
<tr>
<td>___________________________</td>
<td>___________________________</td>
</tr>
<tr>
<td>___________________________</td>
<td>___________________________</td>
</tr>
<tr>
<td>___________________________</td>
<td>___________________________</td>
</tr>
<tr>
<td>___________________________</td>
<td>___________________________</td>
</tr>
<tr>
<td>___________________________</td>
<td>___________________________</td>
</tr>
<tr>
<td>___________________________</td>
<td>___________________________</td>
</tr>
</tbody>
</table>
Part E:
Go for the Gold!

Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
## Divide and Conquer

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

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

Writing New Words

Directions: Which of these prefixes can you add to the bases? Write the new words on the lines.

Prefixes: in-, im-, il-, ex-, sub-, co-, con-

1. -tract ___________________________________________________
2. -hale ___________________________________________________
3. -clude ___________________________________________________

Select one of the bases above. Work with a partner to make a word web. First, brainstorm all the words you can think of that have that word part. Then group the words together. Finally, make a word web.
Word Ladder: Subtract

Directions: Follow the directions to complete the word ladder below.

1. Write the word subtract. _____________________________________
2. Take off the prefix. _________________________________________
3. Replace one letter to make a word that means “draw over lightly.”
   _______________________________________
4. Remove one letter to make a word that means “a contest.”
   _______________________________________
5. Remove one letter to name a playing card. _____________________
6. Change one letter to complete this drink: lemon ___ ___ ___
7. Change one letter to make the opposite of #1. ____________________
Part D: Extend and Explore

Word Search

Directions: Find the words listed below in the word search. Search diagonally, horizontally, vertically, or backwards.

- COHABIT
- EXPIRE
- IMPOLE
- INTOLERANT
- CONCOCT
- EXPORT
- INCORRECT
- SUBCOMMITTEE
- COORDINATE
- IMMOBILE
- INFINITE
- SUBSTANDARD

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

Crossword Puzzle

Directions: Read the clues and complete the crossword puzzle.

Across
2. to be unfair to a group of people
3. rude
7. not able to move
8. on the outside
9. to mix together
10. not exactly right

Down
1. a transportation vessel that travels under water
2. the problem of not being able to read
4. to work together
5. against the law
6. to go out
7. crazy
### Divide and Conquer

**Directions:** “Divide” words into base words and prefixes. Some of the words do not have prefixes. Identify those words by marking an X in the column. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. visual</td>
<td>__________</td>
<td><strong>see</strong></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>something you see</td>
</tr>
<tr>
<td>2. invisible</td>
<td>__________</td>
<td></td>
</tr>
<tr>
<td>3. video</td>
<td>__________</td>
<td></td>
</tr>
<tr>
<td>4. provide</td>
<td>__________</td>
<td></td>
</tr>
<tr>
<td>5. advisor</td>
<td>__________</td>
<td></td>
</tr>
<tr>
<td>6. evidence</td>
<td>__________</td>
<td></td>
</tr>
<tr>
<td>7. vista</td>
<td>__________</td>
<td></td>
</tr>
<tr>
<td>8. visit</td>
<td>__________</td>
<td></td>
</tr>
<tr>
<td>9. revise</td>
<td>__________</td>
<td></td>
</tr>
<tr>
<td>10. evident</td>
<td>__________</td>
<td></td>
</tr>
</tbody>
</table>
Latin Bases *vid, vis* = “see”

**Part B:**
Combine and Create

**Related Words**

**Directions:** Tell how each of these words has something to do with seeing.

- television ______________________________________________________
  ________________________________________________________________

- visible _________________________________________________________
  ________________________________________________________________

- invisible ______________________________________________________
  ________________________________________________________________

- video game _________________________
  _____________________________________
  _____________________________________
  _____________________________________

**DID YOU KNOW?**

When television was first invented, it had no name. The word *television* was formed by putting together the Greek root *tele-* which means “from afar,” with the Latin base *vis*, which means to “see.” The invention of television lets us “see” things that are happening far away (from afar). The word *television* comes from both Greek and Latin. Because its roots are in two languages, we call it a “hybrid” word!
Dear Diary,

My__________________________ (advisor, supervise) at school today said that I must start to
________________________ (visualize, television) my future.

He asked me what I like to study. I like to do
________________________ (videoart, visit), where I can record things and play them back. Someday, I want
to learn how to make movies to create my own
________________________ (vision, visor) of how I see the world. I also like to watch_________________________
(video camera, television), and play_________________________
(videogames, video screens), but that is after school for fun!
Word Clues

**Directions:** Read the clues, and then write the correct words.

A. A six-letter word that means “seeing” or “sight.”

B. Add a two-letter prefix to make a new word that means “seeing again.” This might describe a piece of your writing that you changed.

C. Take off the prefix from B. Add a new one that has four letters and two syllables. Make a word that names something to watch.

D. Take off the prefix from C. Add a new one that has five letters and two syllables. Make a word that means “overseeing” or “being the boss of others.”
Part E:
Go for the Gold!

Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
Part A: Meet the Root

Divide and Conquer

Directions: “Divide” words into base words and prefixes. Not all words in the list have a prefix. Identify those words by marking an X in the column. Then “conquer” them by writing the meaning of the words.

<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></td>
<td></td>
</tr>
<tr>
<td>3. porter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. import</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. portal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. portage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. deport</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Word Chart

Directions: Fill in the chart with as many *port* words as you can that start with each of these prefixes.

<table>
<thead>
<tr>
<th>de-</th>
<th>im-</th>
<th>ex-</th>
<th>trans-</th>
</tr>
</thead>
</table>

**DID YOU KNOW?**

The word *portage* comes to us from French explorers who came to North America over 500 years ago. When these explorers moved from rivers to land, they “portaged” (carried) their canoes between bodies of water. Originally, the word portage was from Latin and described ancient Roman soldiers who were exploring the country of France, which they had conquered. It is interesting to see how “portable” the Latin base *port* has become. The Romans “carried” it to France, and the French “carried” it to the New World!
The Harbor

Directions: Read the short story below and circle every word that has *port* in it. (Hint: There are 11 of them!) Then answer the questions that follow.

Look at all the hustle and bustle in the harbor. Ships are docking in the port and unloading all their imported goods. Porters are dashing about and carrying their wares to ships that will export them to other countries. A bus has transported some people from the city down to the dock. Some of the people need support from the driver as they get off the bus with portable luggage that is hard to carry. Before they can board the ship, they must stop and check their luggage at the gate. They do not check their important papers, however, because they keep them in portfolios, which they tuck under their arms. A reporter is taking notes on this busy scene. She will present her report of the busy harbor on the television news that night.

1. What is the difference between *import* and *export*? __________________________

2. Write one sentence that describes the word *portfolio*. Make sure you include the word *carry*. __________________________

3. Use the words *transport* or *transportation* in a sentence of your own.

   __________________________

4. Bonus: Native Americans “portaged” their canoes from one river to another. What do you think *portage* means? __________________________
Part D:
Extend and Explore

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.

- reporter
- television
- explode
- submarine
- export
- concentrate
- exhale
- revisit
- support
- untidy

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.
Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
Part A: Meet the Root

Divide and Conquer

Directions: “Divide” words into base words and prefixes. Not all words will have a prefix. Identify those words by marking an X in the column. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Base</th>
<th>Word Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>finish</td>
<td>X</td>
<td>end</td>
</tr>
<tr>
<td>final</td>
<td></td>
<td></td>
</tr>
<tr>
<td>refinish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unfinished</td>
<td></td>
<td></td>
</tr>
<tr>
<td>finale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>infinite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>define</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>refine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>confine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Latin Bases *fin, finit* = “end, limit, term”

Part B: Combine and Create

**Sorting Words**

**Directions:** Work with a partner to cross out the word that doesn’t belong. Write your reasons on the lines.

- refine  explain  polish

- infinite  endless  closed

- first  final  last

**DID YOU KNOW?**

Because a piece of property has boundary lines, the base *fin* can mean a specific area contained within the “end” lines. If you are *confined* to your room, you are forced to live “within” (con) the “ends” of the contained space. Did you realize that when we *define* a word, we are really putting “down” the “limits” of its meaning?
Part C:
Read and Reason

Directory Delight

Directions: Read the short story below and answer the questions that follow.

WOW! My dictionary has finally arrived! It looks so fine on my shelf. I ordered it from the Internet because it looked so fine in the ad. I can now define any word I see, even if I don’t know it. With my new dictionary, I can find any definition I need. I can even find out if the word has a prefix or Latin base—and what they mean! The dictionary tells me interesting stories about words that I can share with my friends. In fact, I’m confident that my vocabulary will soon become infinite, and I will no longer have to confine myself to asking other people for the definition of words I do not know. Don’t get me wrong: My vocabulary is already quite fine, but with my dictionary, I can refine it even more.

1. Why did the student select this dictionary? _______________________

2. What do you think refined means in this context? _________________

3. Have you ever refined something you said or wrote?

4. What do you think confine myself means in this context? ___________
Latin Bases *<em>fin, finit</em> = “end, limit, term”*

**Part D:**
Extend and Explore

**Word Chart**

**Directions:** Work with a partner to put these words on the chart where they belong.

<table>
<thead>
<tr>
<th>definite</th>
<th>finance</th>
<th>finch</th>
<th>find</th>
<th>final</th>
</tr>
</thead>
<tbody>
<tr>
<td>finery</td>
<td>finicky</td>
<td>finite</td>
<td>infinity</td>
<td>indefinite</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>has to do with end or limit</th>
<th>does not have to do with end or limit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DID YOU KNOW?**

When we process things, we start with large pieces and work them down to smaller sizes. The grains on a piece of sandpaper, for example, begin large and coarse. Then they are made smaller for the “medium” grade. At the “end” of the process, the grains are smooth and “fine.” The word *fine* in English therefore means “in good condition” because the “end” of processing has been reached. When I *finish* homework and have done a good job, I think my work is fine. We can be in fine health and enjoy a fine meal.

But we can make fine things even better. We can take fine grains of sugar and make them fine “again” by *refining* them! When we *refine* things, we remove all impurities! Manufacturers remove impurities in a *refinery*. You can have fine manners and if you polish them again and again, you can even become a “refined” lady or gentleman!

The words *infinite* and *infinity* refer to things so large that they have “no” (negative prefix *in-*) “end.” Outer space, for example, extends endlessly. Outer space is infinite because it extends into infinity. The word *infinitesimal*, though, means things that are so tiny they are difficult to measure and see. There seems to be “no” (negative prefix *in-*) “end” to an infinitesimal fraction of a second because it is “endlessly” small.
Part E:  
Go for the Gold!  

Nine Square Wordo

Directions:  This game is like Bingo.  First, choose a free box and mark it with an X.  Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
**Part A: Meet the Root**

**Latin Bases** *mov, mot, mobil* = “move”

**Divide and Conquer**

*Directions:* “Divide” words into base words and prefixes. Some words may not have prefixes. Identify those words by marking an X in the column. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th></th>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>motion</td>
<td><em>X</em></td>
<td>move</td>
</tr>
<tr>
<td>2.</td>
<td>mobile</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>3.</td>
<td>remove</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>4.</td>
<td>motor</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>5.</td>
<td>remote</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>6.</td>
<td>motivate</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>7.</td>
<td>demotion</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>8.</td>
<td>promotion</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>9.</td>
<td>movement</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>10.</td>
<td>movers</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>
Word Sort

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

mote  motel  mother  motion
motivate  motorist  motorized  motto

<table>
<thead>
<tr>
<th>has something to do with moving</th>
<th>does not have something to do with moving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DID YOU KNOW?

The word motel is a short form of motor hotel. As highways were built across America, more people began to travel. Roadside hotels were built so that travelers would have a place to spend the night. These motor hotels became known as motels because they were designed for people “on the move”!
Part C: Read and Reason

Story Time

Directions: Read the following stories and answer the questions.

Davey felt unmotivated to do his homework. So he decided to ride his motorcycle to the store. The motion of the bike made him feel free as he glided through the air without a helmet (which his mother always wanted him to wear).

Question:
What do you think mot means in the story above? ____________________  ____________________  ____________________  ____________________

I was sitting in my family room, watching TV and flipping channels with the remote when the new soda commercial came on TV. The commercial was promotional in nature and went out of its way to claim that the soda was better tasting than before. Before it was over, I changed the channel to a new sports show for water enthusiasts—a motorboat race down the Mississippi River.

Question:
How is mot used in the above story? _____  ______________________________________  ____________________  ______________________________________

Question:
Which mot word in the story do you like the best? Explain why. ____________________  ______________________________________  ______________________________________
## Charting Words

**Directions:** Work with a partner to fill in the chart. Some boxes may have more than one word. Some boxes may be blank.

<table>
<thead>
<tr>
<th></th>
<th>-mote</th>
<th>-motion</th>
<th>-ed</th>
<th>-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>com-</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>de-</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>pro-</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>re-</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part E:
Go for the Gold!

Nine Square Wordo

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
Unit III Lesson 15
Greek Bases *graph, gram* = “write, draw”

Part A: Meet the Root

**Divide and Conquer**

**Directions:** “Divide” words into base words and prefixes. Some words may not have prefixes. Write an X on the line if the word does not have a prefix. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Base</th>
<th>Word Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>graph</td>
<td>draw</td>
<td>a drawing that represents information</td>
</tr>
<tr>
<td>autograph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>biography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>telegram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>phonograph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>graphite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>diagram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>photograph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>autobiography</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fill in the Blanks

*Directions*: Tell about the people who have these jobs. Use these words:

biography, biographer, calligraphy, calligrapher, stenography, stenographer

I write for a living. It takes me a very long time to write something because I use very fancy and beautiful letters.

I am a ________________________________.

My job is called ________________________________.

I also write for a living. Sometimes I work in offices, but I also work in the courts. My job is to take down everything that everyone says. I need to write very quickly and in narrow (Greek *steno-*) columns.

I am a ________________________________.

My job is called ________________________________.

I write for a living too. I must do a lot of research before I write. My job is to write down the story of someone’s life.

I am a ________________________________.

My job is called writing a ____________.
Fill in the Blanks

Directions: Fill in the blanks with words that make sense.

On a trip to Hollywood, I ran into a couple of celebrities. I asked each of them for an
________________ (paragraph, autograph). One
celebrity told me that his ____________ (biographer, phonograph), the guy who writes about his life, was coming out with a new
_________________________ (biography, stenography) about him, and I should
pick it up. Another one told me that I was truly getting a ____________
(geography, graphic) lesson traveling out here from Ohio.

DID YOU KNOW?
The word paragraph originally referred to a P-shaped letter that was placed in the margin of a text as a sign for the printer to indent at that spot. The Greek prefix para- means “alongside.” A paragraph was therefore originally just a mark “written” (graph) “alongside” (para-) the text, telling the printer where to indent.
Greek Bases *graph, gram = “write, draw”*

**Unit III Lesson 1**

**Greek Bases**

*graph, gram = “write, draw”*

**Part D:**

**Extend and Explore**

**Letter Scramble**

**Directions:** Unscramble the words to fit in the story. Write the unscrambled word on the correct line.

1. A A G H O P R T U
2. A B I G H O P R Y
3. A A A G H P P R R S
4. A B E G H I O P R R

When I am a famous baseball player, people will want my (1)_________________. I know that some players charge money for these, but I won’t. I will be happy that people want them.

I also plan to have someone write my (2)_________________. Right now, this would only be a few (3)_________________ long, but that’s because I’m still a child. When I get to be a famous baseball player, my (4)_________________ will have lots more to tell about.

Think of five *graph* or *gram* words. Scramble one on each line. Then trade with a neighbor and try to unscramble each other’s words!

1. Word is _______________________________________
2. Word is _______________________________________
3. Word is _______________________________________
4. Word is _______________________________________
Part E:  
Go for the Gold!

Nine Square Wordo

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
Divide and Conquer

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

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

Directions: Unscramble the letters to make words that go in the sentences.

I can use the (1) ________________ to change channels on my (2)__________________.

These two words can describe something that can be moved.

(3) _____________________ (4) ______________________

It seems like there are an (5)____________________ number of solutions to my (6)____________________ game.

I am (7)___________________ to do well with my writing (8)____________________.

Here are some more words. Work with a partner to make sentences and scrambles on a separate piece of paper. Then give them to other students to solve.

<table>
<thead>
<tr>
<th>definite</th>
<th>motion</th>
<th>visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>invisible</td>
<td>final</td>
<td>porter</td>
</tr>
</tbody>
</table>

Answer the questions and explain why.

Is 10,000 a finite or infinite number? finite infinite

Why: __________________________________________________________

Is a house mobile or immobile? mobile immobile

Why: __________________________________________________________

Is a speck of dust visible or invisible? visible invisible

Why: __________________________________________________________

Does the United States import and export goods? yes no

Why: __________________________________________________________
Fill in the Blanks

Directions: Read the story and fill in the blanks with words from the Word Bank.

The United States ____________ and __________ many goods every year, carrying them into and out of the country on a regular basis on different ____________ vehicles.

During the peak season of Christmas, the ____________ are crowded with merchandise, especially toys. Every ____________ ends up working longer hours and getting ready for the big rush.
Word Skits

Directions: Work with a partner.
First, pick a word.
Then write it on an index card. Write what it means, and write an example of when you might see it.
Tell classmates what root you have used.
Then act out the example of when you might see the word. See if your classmates can guess the word.

Words: television motorcycle reporter definite
Part E: Go for the Gold!

Word Search

Directions: Find the words listed below in the word search. Search diagonally, horizontally, vertically, or backwards.

CONFINE DEFINE DIAGRAM
EMOTION FINAL INFINITE
MOBILE MOTOR PARAGRAPH
PROMOTE REPORTER

Unit III Review
### Divide and Conquer

**Directions:** “Divide” words into base words and suffixes. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th></th>
<th>base is</th>
<th>suffix means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>wireless</td>
<td>wire</td>
<td>without a wire</td>
</tr>
<tr>
<td>2.</td>
<td>hopeless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>powerless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>joyless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>endless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>homeless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>worthless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>painless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>colorless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>seedless</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part A:**

**Meet the Root**

**Suffix -less = “without”**

- meet
  - mean
    - means
  - feet
  - feet
  - beats
  - teeth
  - feet
  - feet
  - feats

**Building Vocabulary from Word Roots**

© Teacher Created Materials Publishing
Word Sort

Directions: Look at these groups of words. Find the one that doesn’t belong. Explain why.

hitless   homeless   hopeless
The word__________________________________ doesn’t belong because___________________________________________________________

hopeless   shameless   wireless
The word__________________________________ doesn’t belong because___________________________________________________________

seedless   sleepless   sugarless
The word__________________________________ doesn’t belong because___________________________________________________________
**LOCAL NEWS**

IN BRIEF (MORE IS LESS)

Today, in Unhappyville, ________________ citizens protested at city hall. Their main complaint is there are no programs to help find them homes. Harvey Powerless says, “Life seems ________________ when no one wants to help.” And, even though the struggle seems ________________ (with no end in sight), Powerless goes on to say, “I feel like the people will start to listen when they hear of our problems. I don’t think people know how they can help. I want to tell them.”

**Questions**

1. What does it mean if someone is homeless? __________________________

2. What are three things Harvey Powerless can do to help homeless citizens feel hopeful? __________________________
Solving Riddles

Directions: Solve the riddles. (Hint: All answers will end in -less.)

1. I am a feeling that happens when you huff and puff.
   You would feel like me if you ran very fast for a long time.
   I have ten letters but only three vowels.
   ______________________________________________________________________

2. I mean “very, very still.”
   I mean “without moving.”
   I have three syllables.
   ______________________________________________________________________

3. I describe what you would be if you stayed up all night.
   I have one vowel used three times.
   I also have the letter s used three times.
   ______________________________________________________________________

Part D: Extend and Explore

Suffix -less = “without”
Part E: Go for the Gold!

Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
## Divide and Conquer

**Directions:** “Divide” words into base words and suffixes. Then “conquer” them by writing the meaning of the new word.

<table>
<thead>
<tr>
<th>base is</th>
<th>suffix means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. colorful</td>
<td>color</td>
<td>full of</td>
</tr>
<tr>
<td>2. joyfull</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. playful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. hateful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. wonderful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. truthful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. powerful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. wasteful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. beautiful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. hopeful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Find and Replace

Directions: Replace the underlined words in each sentence with one word that ends in -ful.

1. My new coat is full of color.
   ________________________________

2. When I play with my baby sister, I am full of care.
   ________________________________

3. The salad we made for dinner was full of flavor.
   ________________________________

4. After the storm, we saw a rainbow that was full of beauty.
   ________________________________
Part C: Read and Reason

Conversation Words

Directions: Fill in the blanks for this conversation with the words that make sense. Then read it out loud with a friend. Make sure to read your part with expression!

Steve: Hey Jessica! How are you today?

Jessica: I’m pretty good. Well, to be ___________ (truthful, wasteful), I’m feeling great.

Steve: Do you find it ___________ (stressful, joyful) thinking about our upcoming math test?

Jessica: I’m feeling pretty good about it. But it’s always good to be cautious. I should be ___________ (wonderful, careful) about what I say. I feel ___________ (hopeful, painful) that I’ll be relaxed since I’ve been doing my homework.

Steve: Are you going to study?

Jessica: Of course! I want to make sure I do well, and being ___________ (shameful, faithful) about my studying will help me feel good and have fun with it.
Describing Words

Directions: Work with a partner. First, think of three things that these words can describe. Then write a sentence about your reasons.

1. Powerful
   __________________
   __________________
   __________________
   These things are powerful because _______________________________
   ______________________________________________________________

2. Colorful
   __________________
   __________________
   __________________
   These things are colorful because ________________________________
   ______________________________________________________________

3. Playful
   __________________
   __________________
   __________________
   These things are playful because _________________________________
   ______________________________________________________________

4. Wonderful
   __________________
   __________________
   __________________
   These things are wonderful because _______________________________
   ______________________________________________________________
Part E:  
Go for the Gold!

Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
## Divide and Conquer

**Directions:** “Divide” words into base adjectives and suffixes. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>base adjective</th>
<th>suffix means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>smarter</td>
<td>smart</td>
<td>more smart than another</td>
</tr>
<tr>
<td>quicker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>smaller</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prettier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>earlier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>greater</td>
<td></td>
<td></td>
</tr>
<tr>
<td>richer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>poorer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>busier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>saltier</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Suffix -er = “more”

Part B:
Combine and Create

Spelling Practice

Directions: When a word ends in y, change the y to an i before adding -er. For example, “more easy” = easier. Make -er words from these words that end in y. Then write a sentence using each word.

1. Ugly _____________________________
   Sentence _____________________________
   ______________________________________
   ______________________________________

2. Angry ____________________________
   Sentence _____________________________
   ______________________________________
   ______________________________________

3. Early _____________________________
   Sentence _____________________________
   ______________________________________
   ______________________________________

4. Roomy ___________________________
   Sentence _____________________________
   ______________________________________
   ______________________________________

5. Pretty ____________________________
   Sentence _____________________________
   ______________________________________
   ______________________________________
The Knight of the Round Table felt even ________________ after he defeated the dragon Red Beard. And he reflected back on how he had slayed the savage beast.

First, he had walked _______________ and _______________ into the dragon’s cave. And as he approached _______________ and _______________, he began to hear the dragon breathing deeply. Slow and steady. Slow and steady.

But then the dragon’s breath became ________________. The knight knew he was in trouble. He brought out his bow and arrow. He fit the arrow into the notch and pulled the string back.

He watched as the arrow rose _______________ and _______________ into the air, finally going down and landing in the ________________. He closed his eyes.
Word Sort

Directions: Sometimes -er means “more,” and sometimes it doesn’t (-er means “more” only when attached to an adjective). Put each word on the chart where it belongs.

batter  deeper  driver  faster  harder  higher
greater  maker  rider  runner  slower  worker

<table>
<thead>
<tr>
<th>-er means “more”</th>
<th>-er doesn’t mean “more”</th>
</tr>
</thead>
</table>

Choose an -er word from your chart. Make a word pyramid based on that -er word, but don’t fill in the top line. Start with two antonyms and work your way down.

Word

Two Antonyms

Three Synonyms

Definition

Sentence

Trade pyramids with a friend and see if you can each figure out the -er word from the clues. Write the -er word on the top line.
Part E:
Go for the Gold!

Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
Part A: Meet the Root

Divide and Conquer

Directions: “Divide” words into base adjectives and suffixes. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>base adjective</th>
<th>suffix means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>wisest</td>
<td>wise</td>
<td>most</td>
</tr>
<tr>
<td>prettiest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>quickest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>slowest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>smartest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>laziest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bravest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>richest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>angriest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>happiest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Descriptive Words

Directions: Work with a partner. Write three words ending in -est that could describe:

a person
1. ______________________________
2. ______________________________
3. ______________________________

a rock
1. ______________________________
2. ______________________________
3. ______________________________

an animal
1. ______________________________
2. ______________________________
3. ______________________________

a tree
1. ______________________________
2. ______________________________
3. ______________________________
Adelia’s Advice

Directions: Choose words from the Word Bank to fill in the blanks for the following letter written to advice columnist, Adelia Advice.

Dear Adelia Advice,

I met the __________ runner the other day at my cross country meet. He ran faster than anyone on our team, or on any of the other teams. Our coach called him the __________ runner of all time.

So here’s my question. I am not the __________ runner on our team, but I could improve. I practice everyday and even get up during the __________ hours of the morning so I can run before school.

What other advice would you have for me to become a better runner? What is your __________ advice?

Concerned Runner

Word Bank:
- angriest
- bravest
- deepest
- earliest
- fastest
- hardest
- greatest
- soonest
- wisest
- slowest
Part D:
Extend and Explore

Word Sort

Directions: Sometimes -est means “most.” Sometimes it doesn’t (-est means “most” only when it is attached to adjectives). Put these words on the correct side of the chart.

<table>
<thead>
<tr>
<th>best</th>
<th>fastest</th>
<th>greatest</th>
<th>hardest</th>
<th>highest</th>
<th>longest</th>
<th>nearest</th>
</tr>
</thead>
<tbody>
<tr>
<td>nest</td>
<td>pest</td>
<td>poorest</td>
<td>rest</td>
<td>test</td>
<td>west</td>
<td>zest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-est means “most”</th>
<th>-est doesn’t mean “most”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose an -est word from your chart. Make a word pyramid based on that -est word, but don’t fill in the top line. Start with two antonyms and work your way down.

Word: __________________

Two antonyms: ___________  ___________

Three synonyms: ___________  ___________  ___________

Definition: ____________________________________________

Sentence: ______________________________________________

Trade pyramids with a friend and see if you can each figure out the -est word from the clues. Write the -est word on the top line.
Suffix -est = “most”

Part E:  
Go for the Gold!

Nine Square Wordo

Directions:  This game is like Bingo.  First, choose a free box and mark it with an X.  Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
### Divide and Conquer

**Directions:** “Divide” words into base adjectives and suffixes. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>base adjective</th>
<th>suffix means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>slowly</td>
<td>slow</td>
<td>in a slow manner</td>
</tr>
<tr>
<td>merrily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>happily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wisely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>quickly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>softly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>carefully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheaply</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lazily</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**How Many Ls?**

**Directions:** Work with a partner to complete the chart. Think about the spelling of each word when an *-ly* is added to the end.

<table>
<thead>
<tr>
<th>beautiful</th>
<th>careful</th>
<th>cheap</th>
<th>fatal</th>
<th>free</th>
</tr>
</thead>
<tbody>
<tr>
<td>gentle</td>
<td>manual</td>
<td>perfect</td>
<td>secret</td>
<td>soft</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>with <em>-ly</em> (has one l)</th>
<th>with <em>-ly</em> (has two l's)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suffix *-ly* = “in a ___ way or manner”**
Part C: Read and Reason

Poetry Reading

Directions: Practice reading the following poem with expression. Then answer the questions.

Break it down.
Know the sound.
Move toward
The definition
Of the word.

Beautifully,
Beautiful,
Beauty,
All mean
The same thing,
Basically.

Carefully,
Careful,
Care,
All mean
The same thing,
Basically.

Questions:
1. How does the addition of -ly change the words in the above poem?

2. Choose one of the -ly words and write a definition.
Guess the Word

Directions: Work with a partner to complete these sentences using an -ly word from the list below. You and your partner are a team. Together choose one of the sentences to read out loud, but skip over the -ly word. See if your classmates can guess the missing word.

- greatly  gently  quietly  laughingly  cheaply
- painlessly  secretly  perfectly  frankly
- immediately  beautifully  favorably  gladly

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!

Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
Divide and Conquer

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

<table>
<thead>
<tr>
<th>word</th>
<th>base adjective</th>
<th>suffix means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing New Sentences

Directions: Look at the underlined word. Make the change. Write a new sentence.

1. My brother is careless with his toys.
   Drop the -less. ____________________________________________
   Add -ful. ________________________________________________
   New sentence: ____________________________________________
   Add -fully. ______________________________________________
   New sentence: ____________________________________________

2. The baby thinks her toy bear is silly.
   Add -er (Hint: Be careful with the y). _______________________
   New sentence: ____________________________________________
   Change the -er to -est. ____________________________________
   New sentence: ____________________________________________

3. Thank you for the beautiful coat. This is a very thoughtful gift.
   Drop the -ful. ____________________________________________
   Add -less. ______________________________________________
   New sentence: ____________________________________________
Part C: Read and Reason

Fairy Tale Writing

Directions: Work with a partner to write a fairy tale. First, think about the topic of your story. What will it be about? Next, go back through “Divide and Conquer” for lessons 16–20 and choose a -less, -ful, -er, -est, and -ly word that you can use in your story. Then write the story using the outline below. Make sure you use at least one -less, -ful, -er, -est and -ly word.

Once upon a time _______________________________________________________
____________________________________________________________________
One day ______________________________________________________________
____________________________________________________________________
Then _________________________________________________________________
____________________________________________________________________
Finally, _______________________________________________________________
____________________________________________________________________
and so they ___________________________________________________________
____________________________________________________________________

Now trade stories with another team. Read each other’s story. Find the -less, -ful, -er, -est, and -ly words in their story, and write them on the blanks below.

____________________  _____________________  ______________________
____________________  _____________________  ______________________
____________________  _____________________  ______________________
____________________  _____________________  ______________________
**Word Chart**

**Directions:** Work with a partner to complete the chart. Some boxes will remain blank. (Hint: Be careful with words ending in -y.)

<table>
<thead>
<tr>
<th></th>
<th>-less</th>
<th>-ful</th>
<th>-er</th>
<th>-est</th>
<th>-ly</th>
</tr>
</thead>
<tbody>
<tr>
<td>care</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quick</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>happy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>slow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word Search

Directions: Find the words in the puzzle. Search diagonally, horizontally, vertically, or backwards. Be careful! Some words start the same.

ANGRIER ANGRIEST BEAUTIFUL BEAUTIFULLY
CAREFUL CAREFULLY CARELESS CARELESSLY
SAFELY SAFER SAFEST TASTEFUL
TASTELESS
### Divide and Conquer

**Directions:** “Divide” words into two parts. There is a Latin number prefix and a base. The bases have been given to you. (Words that do not have a base have an X.) Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. uniform</td>
<td>one</td>
<td><em>form</em> = shape</td>
</tr>
<tr>
<td>2. unify</td>
<td>___</td>
<td><em>fy</em> = make</td>
</tr>
<tr>
<td>3. unicorn</td>
<td>___</td>
<td><em>corn</em> = horn</td>
</tr>
<tr>
<td>4. union</td>
<td>___</td>
<td>X</td>
</tr>
<tr>
<td>5. unit</td>
<td>___</td>
<td>X</td>
</tr>
<tr>
<td>6. unique</td>
<td>___</td>
<td>X</td>
</tr>
<tr>
<td>7. unicycle</td>
<td>___</td>
<td><em>cycle</em> = wheel</td>
</tr>
<tr>
<td>8. unisex</td>
<td>___</td>
<td><em>sex</em> = gender</td>
</tr>
<tr>
<td>9. unison</td>
<td>___</td>
<td><em>son</em> = sound</td>
</tr>
<tr>
<td>10. universe</td>
<td>___</td>
<td><em>vers</em> = turn</td>
</tr>
</tbody>
</table>
Solving Riddles

Directions: Solve the word riddles. Each word will start with uni-.

1. I am clothes.
   Many people wear me to work, but I always look the same. Firefighters wear me. ____________________

2. I am a pretend animal.
   I have one horn.
   I mean “one of a kind.” ____________________

3. I have the letters qu in me.
   I mean “original.”
   I rhyme with “you sneak.” ____________________

4. I am a country.
   I am in North America.
   I have 50 states. ____________________

DID YOU KNOW?

We arrange large numbers in columns. In numbers with three figures, the first column on the left-hand side is for the “hundreds,” the second column is for the “tens,” and the third column is for the “units.” The “units” in math are for numbers 0 through 9. These are the “ones” because we need only one number to express them! In the number 763, which is the “unit” number?
Part C: Read and Reason

Fill in the Blanks

Directions: Fill in the blanks for this story of third grader Julio Gonzales who recently moved from Mexico to America. Then answer the questions.

My name is Julio Gonzales. I moved from Mexico to the \[ ] (Unison States, United States) of America. I am in the third grade at a private school. At the private school, the children wear a \[ ] (uniform, unit) that consists of black pants and blue shirts. All the boys wear ties, and the girls wear either black pants or black skirts. Soon, I will travel back to Mexico, and all of my family members will get together for a party. We have this family get-together each year, and it is called the Gonzales Family \[ ] (unify, reunion).

Now, write back to Julio and tell him about yourself. Where do you live? Do you wear a uniform to school? If you do, what does it look like? Does your family have a reunion every year?

Dear Julio,

______________________________

______________________________

______________________________

Dear Julio,

______________________________

______________________________

______________________________

Dear Julio,

______________________________

______________________________

______________________________

Dear Julio,

______________________________

______________________________

______________________________
Finish the Sentence

Directions: Work with a partner to find the correct uni- or unit- word for each sentence. First use what you know to try and figure out any words that are difficult. Then check the dictionary to see how you did. (Hint: One word will be used twice!)

1. The soldiers paraded while dressed in full ________________.
2. This week’s ________________ is about number words.
3. A cycle with only one wheel is called a ________________.
4. Men and women get haircuts together at a ________________ salon.
5. The school choir was singing in perfect ________________.
6. The earth and planets revolving together are part of the ________________.
7. In American history, the original 13 colonies joined together to form the ________________ States.
8. No two people look exactly alike, because each person on earth is ________________.
9. A bull has two horns, but a ________________ only has one.
10. The clown almost fell off his ________________ at the circus.

Word Bank
- universe
- unit
- unison
- united
- uniform
- unicycle
- unisex
- unique
- unicorn
Part E:
Go for the Gold!

Nine Square Wordo

**Directions:** This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
### Divide and Conquer

**Directions:** “Divide” words into two parts. There is a Latin number prefix and a base. The bases have been given to you. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bicycle</td>
<td>two</td>
<td><em>cycl</em> = wheel</td>
</tr>
<tr>
<td>2. biannual</td>
<td><em>annu</em> = year</td>
<td>___________</td>
</tr>
<tr>
<td>3. bimonthly</td>
<td><em>month</em> = month</td>
<td>___________</td>
</tr>
<tr>
<td>4. bisect</td>
<td><em>sect</em> = cut</td>
<td>___________</td>
</tr>
<tr>
<td>5. bilingual</td>
<td><em>lingu</em> = language</td>
<td>___________</td>
</tr>
<tr>
<td>6. binoculars*</td>
<td><em>ocul</em> = eye</td>
<td>___________</td>
</tr>
<tr>
<td>7. bifocal</td>
<td><em>foc</em> = focus</td>
<td>___________</td>
</tr>
<tr>
<td>8. bicolor</td>
<td><em>color</em> = color</td>
<td>___________</td>
</tr>
<tr>
<td>9. biweekly</td>
<td><em>week</em> = week</td>
<td>___________</td>
</tr>
<tr>
<td>10. biped</td>
<td><em>ped</em> = foot</td>
<td>___________</td>
</tr>
</tbody>
</table>

*In the word **binoculars**, an *n* is placed after **bi-** to make the word easier to pronounce.*
Part B: Combine and Create

Fill in the Blanks

Directions: Fill in the blanks with a word that starts with *bi*.

1. My house is all on one level. Sam’s house has two levels. His house is called a ___________________ house.

2. We went to the air show. We saw lots of airplanes. My favorites were the ones with two sets of wings. My mom said they are called __________________.

3. My little sister used to ride a tricycle. She’s old enough now to ride a two-wheeler. On Saturday, she is going to get her first ________________.

4. My grandmother recently got new glasses. With her new lenses, she can focus on things close up and on things far away. She got her first pair of ________________.

5. We use a telescope to look at the stars and other things that are very far away. But birdwatchers prefer to use ________________.

6. Maria’s parents came to the United States from Mexico. They speak perfect English and have not forgotten their Spanish. Maria’s household is ________________.
Today my mom and dad told me that I will start to receive an allowance on my birthday. Next week, I will be 12 years old! Dad said that I will get my allowance ________________, or every second week. Mom said that on my birthday I will have a great “two-wheel” surprise. I bet they are going to give me a ________________. Even though I think 12 is pretty old, Mom and Dad told me that our country, the United States of America, is very, very old. They said we had a big ________________ celebration when the United States turned 200 years old, but I wasn’t even born then!

Questions:
1. Pick out a word that you already know the meaning of. Write the word. What does it mean? __________________________

2. Pick out a word you do not know. Write the word. Divide it into parts. What do you think it means? (Remember that bi- means “two.”) __________________________

3. Now look the word up in your dictionary and see whether you figured out the meaning. If you didn’t, write the correct meaning here. If you did, use the word in a sentence.

__________
Word Sort

**Directions:** Sometimes *bi-* means “two,” but sometimes it doesn’t. Which one of these words means “two” and which does not? Put these on the chart in the correct columns.

<table>
<thead>
<tr>
<th><em>bi-</em> means “two”</th>
<th><em>bi-</em> doesn’t mean “two”</th>
</tr>
</thead>
<tbody>
<tr>
<td>bilevel</td>
<td>bicycle</td>
</tr>
<tr>
<td>biweekly</td>
<td>bifocals</td>
</tr>
<tr>
<td>bison</td>
<td>biggest</td>
</tr>
<tr>
<td>bite</td>
<td>bill</td>
</tr>
<tr>
<td>bitten</td>
<td>biplane</td>
</tr>
<tr>
<td>bid</td>
<td>bifold</td>
</tr>
</tbody>
</table>

**DID YOU KNOW?**

In 1976, there was a huge birthday party for the United States of America that lasted for a whole year! It was a “Bicentennial Celebration.” Can you figure out how old the United States was? Yes, 200 years old! How old will the United States be for the Tricentennial Celebration in 2076? Here’s a hint: *tri-* means “three.”
Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
### Divide and Conquer

**Directions:** “Divide” words into two parts. There is a Latin number prefix and a base. The bases have been given to you. Then “conquer” them by writing the meaning of the words.

<table>
<thead>
<tr>
<th>prefix means</th>
<th>base means</th>
<th>word means</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. triangle</td>
<td>three</td>
<td>angle = angle</td>
</tr>
<tr>
<td>2. tripod</td>
<td>pod = foot</td>
<td></td>
</tr>
<tr>
<td>3. trio</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>4. tricolor</td>
<td>color = color</td>
<td></td>
</tr>
<tr>
<td>5. trident</td>
<td>dent = tooth, teeth</td>
<td></td>
</tr>
<tr>
<td>6. triple</td>
<td>ple = fold, multiply</td>
<td></td>
</tr>
<tr>
<td>7. triplets</td>
<td>ple = fold, multiply</td>
<td></td>
</tr>
<tr>
<td>8. triplex</td>
<td>ple = fold, multiply</td>
<td></td>
</tr>
<tr>
<td>9. triathlon</td>
<td>athl = contest</td>
<td></td>
</tr>
<tr>
<td>10. trifocals</td>
<td>foc = focus, hearth</td>
<td></td>
</tr>
</tbody>
</table>
Solving Riddles

**Directions:** Solve the word riddles. Each answer will begin with *tri*-.

1. I am a two-dimensional figure.
   I have three corners or angles and three sides.
   I also have three syllables. ________________________________

2. I have pedals.
   Young children ride me.
   I have three wheels. ________________________________

3. I happen in baseball.
   I don’t happen very often.
   I happen when a team gets three outs on one play.
   I am two words. ________________________________

4. I am a stand for a camera.
   I have three “feet” or “legs.”
   I only have two syllables. ________________________________

5. We are three children.
   We were born at the same time.
   ________________________________

6. My name is Neptune.
   I am the Roman god of the sea.
   I use a “three-toothed” fork to catch fish.
   What do you call this three-pronged spear?
   ________________________________
Part C: 
Read and Reason

Fill in the Blanks

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

Today in math class we drew a ________________, a polygon with three sides. We also looked at a _________________ angle that showed how the angles inside the triangle look. Then the math teacher told us we were going to _______________ our knowledge of shapes, meaning that we were going to multiply our math skills by three.

Directions: Answer these questions by taking another look at the words in the Word Bank.

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

2. Pick out a word you are not sure about.
Write the word. ________________________________
Divide it into parts. What do you think it means? (Remember that tri- means “three.”) ________________________________

3. Pick out a word you do not know at all.
Write the word. ________________________________
Divide it into parts. What do you think it means? (Remember that tri- means “three.”) ________________________________

Word Bank
- triangle
- triangular
- triathlon
- tricolor
- tricycle
- trio
- triple
- triple-decker
- triple play
- triplane
- triplet
- triplicate
- tripod
- trisect
Part D: Extend and Explore

Word Sort

Directions: Sometimes *tri-* means “three.” Sometimes it doesn’t. Put these words on the chart where they belong.

<table>
<thead>
<tr>
<th>trinket</th>
<th>trip</th>
<th>triplet</th>
<th>trifocal</th>
<th>trifle</th>
<th>tricycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>tribe</td>
<td>tricolor</td>
<td>trim</td>
<td>trick</td>
<td>trio</td>
<td>triple</td>
</tr>
</tbody>
</table>

*tri-* means “three”  
*tri-* doesn’t mean “three”

DID YOU KNOW?

The Roman god of the sea was named Neptune. He had long hair like seaweed and always carried a harpoon, a large pole with three prongs. The Romans called this weapon a trident because it had three (*tri-*) “teeth.” Neptune used his trident to harpoon fish and remind all the sea creatures that he was their king.
Part E:  
Go for the Gold!

Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve 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 three words in a row, column, or diagonal, call out, “Wordo!”
Divide and Conquer

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

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

Word Scramble

Directions: Unscramble the letters to make words that fit in the blanks.

In the nursery at the hospital, we saw two sets of ____________________________.

E I L P R S T T

Because I am older, I get to trade in my ____________________________ for a ____________________________.

C C E I L R T Y
B C C E I L Y

Nine people are in our singing group, so we call ourselves a ____________________________.

E I L P R T
I O R T
Limericks

Directions: Un- and uni- are two prefixes that can easily be mixed up. Un- means “not” when it is at the beginning of a word. This is negative un- and is always pronounced with a short u. Uni- means “one” when it begins a word. The number uni- is always pronounced with a long u. Read the limerick below. Write the meaning of each un- or uni- word on the lines provided.

Sometimes unhappy is what I feel
Until I unlock a way to heal.
My friends will unite
When I stop a fight,
And the unity makes friendship real.

unhappy means __________________________________________________
unlock means ____________________________________________________
unite means _____________________________________________________
unity means _____________________________________________________
**Part D:**
Extend and Explore

**Word Search**

**Directions:** Find the words in the puzzle. Search diagonally, horizontally, vertically, or backwards. Be careful! Some words start the same way!

<table>
<thead>
<tr>
<th>BIANTNUAL</th>
<th>BICYCLE</th>
<th>BIWEEKLY</th>
<th>TRICYCLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRIPPLE</td>
<td>TRIPLET</td>
<td>UNIFORM</td>
<td>UNISON</td>
</tr>
<tr>
<td>UNIT</td>
<td>UNITED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

My Favorite Roots

1. _______________________________
   I like this root because_________________________________

2. _______________________________
   I like this root because_________________________________

3. _______________________________
   I like this root because_________________________________

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

Most Interesting Words

1. _______________________________
   I think this is an interesting word because _________________________
   _______________________________________________________________

2. _______________________________
   I think this is an interesting word because _________________________
   _______________________________________________________________

3. _______________________________
   I think this is an interesting word because _________________________
   _______________________________________________________________

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