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Greek and Latin Roots

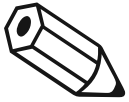
| | | | |
|---|----|---|-----|
| mob, mot, mov (move)..... | 7 | aud, son, phon (sound; to hear) | 79 |
| grad, gress (step)..... | 11 | tact, tang, tag, tig (touch) | 83 |
| Review Test | 15 | Review Test | 87 |
| pos (to place; put)..... | 16 | clud, clus, claus (to close)..... | 88 |
| sed, sid, sess (to sit; settle) | 20 | spond, spons, spous (promise; answer for; pledge) | 92 |
| Review Test | 24 | Review Test | 96 |
| log (word; idea; reason; speech)..... | 25 | pot, pos, val (power; to be strong) | 97 |
| ono, nym, onym (word; name) | 29 | cit, civ, poli, polis, polit (citizen; city; state) .. | 101 |
| Review Test | 33 | Review Test | 105 |
| tain, ten, tent (hold) | 34 | fac, fic, fect, fict (make; do) | 106 |
| fer (to carry; bear; bring together)..... | 38 | mim, sembl, simil, simul (copy; imitate; to make like; together) | 110 |
| Review Test | 42 | Review Test | 114 |
| cap (take; seize)..... | 43 | leg, lect (law; choose; gather; select; read) .. | 115 |
| pel, puls (drive; driven; force) | 47 | ord (order) | 119 |
| Review Test | 51 | Review Test | 123 |
| pend (hang; weigh; pay) | 52 | men, min, mon (to think; remind; advise; warn) | 124 |
| stat (stay; position; to know) | 56 | cred, fid (believe; trust)..... | 128 |
| Review Test | 60 | Review Test | 132 |
| cogn, sci (to know; knowledge) | 61 | pass, path, pat (feeling; emotion; suffering) .. | 133 |
| sens, sent (feel; be aware) | 65 | dur, firm (to harden; hold out; last; make firm; strengthen)..... | 137 |
| Review Test | 69 | Review Test | 141 |
| duc, duct (lead; take; bring) | 70 | Answer key | 142 |
| flu, flux (to flow)..... | 74 | | |
| Review Test | 78 | | |

Introduction

Many students are good decoders—they know how to read a word by sounding out its parts. But often their comprehension of the word’s meaning is not as strong. Vocabulary knowledge is an important part of reading comprehension. Research has shown that actively involving students in learning word meanings improves students’ comprehension. In fact, improved vocabulary strengthens all areas of literacy—listening, speaking, reading, and writing.

Since increasing and developing students’ vocabulary will improve their overall literacy skills and reading comprehension, research recommends teaching students the parts of words. Over 60 percent of all English words have Greek or Latin roots. They are the chunks that contain the essential core meaning of the words students read. Too often, students skip words they do not know as they are reading. This reduces their understanding of the text. For this reason, students need to learn how to break down the meaningful parts of unknown words. As early as second grade, some state writing standards require that students begin to use their knowledge of roots, prefixes, and suffixes to determine the meanings of words. *More Greek and Latin Roots* follows the same easy-to-use format as *Greek and Latin Roots*, and introduces students to 30 new roots and their meanings to support their growing vocabulary.

Use the activities in *More Greek and Latin Roots* to teach your students how to “dissect” and comprehend multisyllabic words, not just decode them. The activities in this resource incorporate all areas of literacy to maximize the transfer of vocabulary into your students’ oral language, writing, reading, and comprehension.



Each lesson has four activity pages to teach students new vocabulary:

- A take-home **Word List** that includes the part of speech and definition
- A set of hands-on **Vocabulary Sort** cards students can use to match words and definitions for independent practice
- A set of **Read-Around Review** game cards for small-group interaction, review, and application
- A **Vocabulary Quiz** with multiple choice and fill-in-the blank formats to assess and extend students’ learning

Getting Started

Planning and Scheduling

Repetition and review are important factors when learning something new. Incorporate ongoing review activities and games into your everyday curriculum to support vocabulary learning. Ideally, your students will over-learn these roots, so that they become second nature to them. As students become comfortable with “dissecting” and defining word parts, their ability to understand and use larger words will increase. Watch for students to start using the vocabulary you teach in their speech and in their writing!

Adopt the motto “New, New, Review” in your classroom. Because this motto is key to the success of building vocabulary that will transfer to all areas of literacy, *More Greek and Latin Roots* has been designed to support this structure. After every two Greek and/or Latin root lessons, there is a review test. This serves as an easy reminder that ongoing review opportunities are critical to the transfer of learning.

Teach one root each week. This will lead to a three-week teaching cycle. For example, you would teach a new root week 1, a new root week 2, and review the two roots during week 3. The review tests included in the book for each pair of roots will make this schedule easy to follow. Read the information on pages 5 and 6 for directions on how to implement each activity. Use the following Suggested Weekly Plan to help you organize and guide your teaching of Greek and Latin roots and new vocabulary.



Suggested Weekly Plan

- Day 1: **Introduce vocabulary** in a pocket chart.
 - Play a **game** with the new words (see page 6).
 - Pass out **Word Lists** to students.
- Day 2: **Review vocabulary** in the pocket chart.
 - Play a **game** with the vocabulary words (see page 6).
 - Play **Vocabulary Sort**.
- Day 3: **Review vocabulary** in the pocket chart.
 - Use the **Read-Around Review** game cards with small groups.
- Day 4: **Review vocabulary** in the pocket chart.
 - Play a **game** with the vocabulary words (see page 6).
 - Optional: Have **students make up questions** they think will be on the vocabulary quiz.
- Day 5: **Review vocabulary** in the pocket chart.
 - Have students take the **Vocabulary Quiz**.

Teaching a Lesson

Word List (Days 1-5)

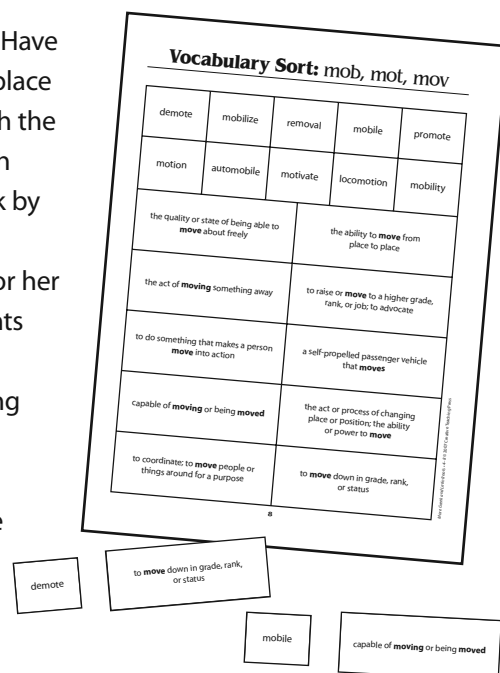
Each lesson begins with a list of ten vocabulary words containing the Greek or Latin root that is the focus for the lesson. The part of speech and the definition are included for each word. Make two copies of the word list for each student. Have students keep one copy at school and take the second copy home so that they can practice learning the words with their families. Follow the steps below to introduce each set of vocabulary words.

- Type each word in a large font. Print and mount the words on a piece of 12" × 18" (30.5 × 46 cm) construction paper—four words to a sheet. Do the same for each definition. Cut apart words and definitions to create individual cards.
- Display only the words in the pocket chart. Read each word and have students repeat it so their pronunciation is correct. After students have had the opportunity to pronounce the words correctly several times, invite them to write the words on the board or in a notebook with the correct syllable breaks.
- Read one definition at a time so that students can apply logic and deduction to figure out which word it defines. Place the correct definition next to the word.
- Display these enlarged word cards in a pocket chart for hands-on manipulation and practice throughout the week. At the end of each week, place the cards together on a ring and neatly store them in a hanging shoe organizer that has clear pockets. Invite students to play games with the cards independently or with partners. This will be a valuable resource during the review week in your teaching cycle.

Vocabulary Sort (Day 2)

Following the Word List of root words and definitions is a list of the same ten words and definitions mixed up and arranged in their own cut-apart slips of paper. This activity is intended to provide hands-on practice with the words.

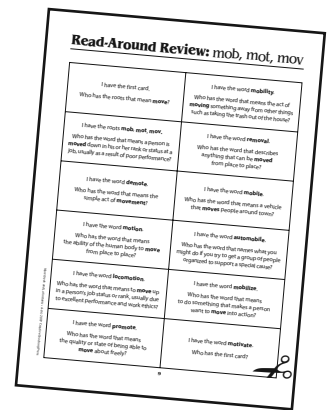
- Copy a class set of Vocabulary Sort cards on card stock. Have students carefully cut apart the words and definitions, place them in a mailing envelope, and label the envelope with the Greek or Latin root. Have students independently match the words and definitions. Ask them to check their work by referring to their Word List.
- Give each student a large manila envelope to store his or her individual Vocabulary Sort card envelopes. Have students add sets of cards to this collection all year long. Invite students to use their sets of Vocabulary Sort cards during weeks you are preparing for review tests. This will give students the opportunity to match all of the words and definitions they have learned. This review will challenge students to strengthen their vocabulary as they use words learned in previous lessons.



Read-Around Review (Day 3)

This set of cut-apart cards includes the word definitions for all ten words presented in a practical context. Many of the definitions have been reworded to encourage students to think and apply what they have learned about the meanings of words. Use these cards to play an interactive game with your students.

- Copy a set of cards on card stock for each small group of three or four students. Cut apart the cards and laminate them. Place each set of cards in an envelope and write the heading *Read-Around Review* at the top. Label the envelope with the matching Greek or Latin root (e.g., *mob, mot, mov*).
- Give each group a set of cards. Ask students to divide the cards equally among the group members. Have students silently read their cards several times. Discuss any questions students have before beginning the game. Tell the group that the student who has the clue card that says *I have the first card* will begin the game by reading aloud his or her card. The student whose card has the answer to the clue should read aloud his or her card. Tell students to continue until all cards have been read.



Games (Days 1, 2, 4)

- **VOCABO:** Give each student a blank piece of paper. Have students draw three lines across and three lines down to make a 4×4 grid similar to a tic-tac-toe board. Tell them to write the vocabulary words and roots in any boxes they want as you say the words. Have students designate one box as a “free space.” After students’ boards are filled in, play as you would play BINGO by reading a definition and having students mark the matching vocabulary word or root on their board.
- **What’s the Secret Word?:** Divide the class into two groups. Choose two “contestants” to stand in front of each group. Reveal a secret word to each group. Have contestants take turns calling on volunteers to share one-word clues to help them guess the secret word. Students’ clues will build on one another to narrow down the choices. For an extra challenge, set a time limit. The contestant to guess the word remains at the front of the group, and the student who gave the final clue replaces the other contestant. Repeat play with a new word.
- **Vocabulary Baseball:** Divide the class into two mixed-ability teams and designate four places in the room as “bases.” Have each batter decide if he or she wants to attempt a single, double, triple, or home run, and then have the opposing team choose a word. To hit a single, the batter tells the definition of the word. To hit a double, the batter tells the definition and the part of speech. To hit a triple, the batter tells the root and its meaning. To hit a home run, the batter tells the definition, part of speech, and uses the word correctly in a sentence. All students get a turn before teams switch places.

Assessment (Day 5)

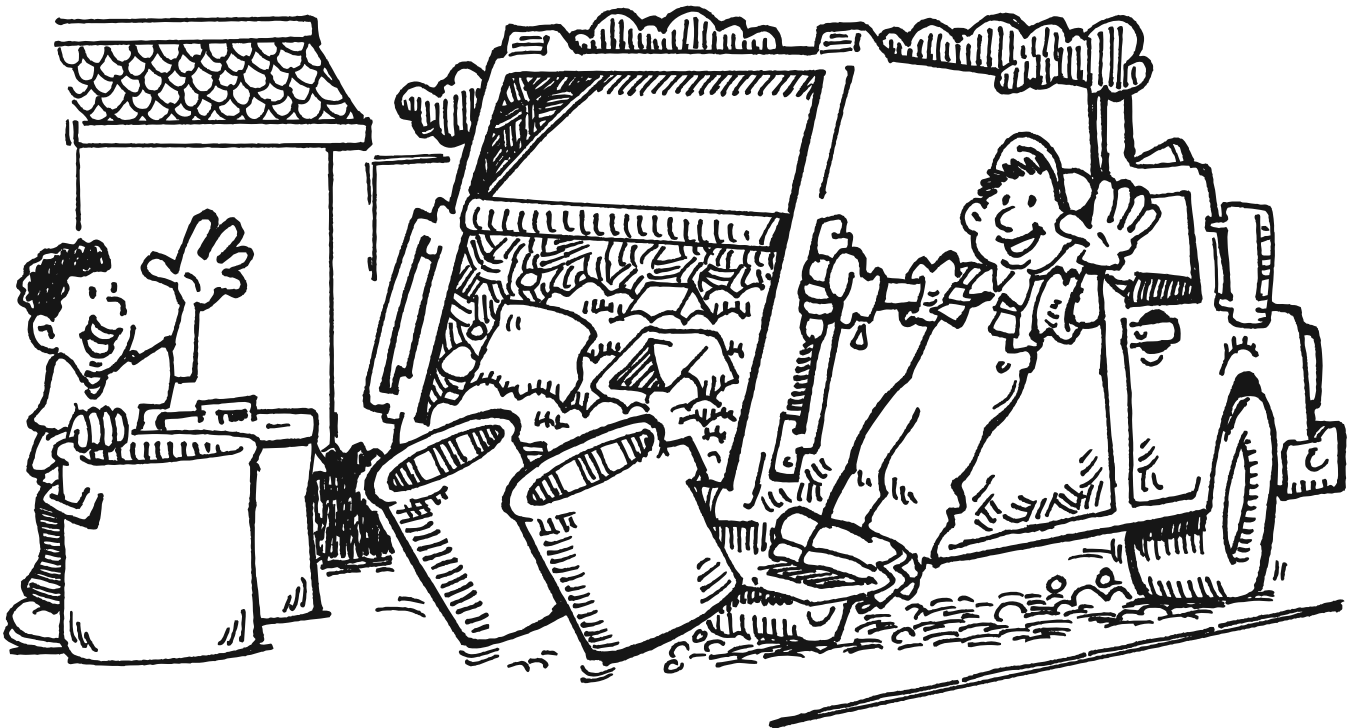
- **Vocabulary Quiz:** Use the 15-question quiz at the end of each lesson to assess students’ learning. The quizzes include multiple choice and fill-in-the-blank questions to help prepare students for standardized tests.
- **Review Test:** A 15-question review test follows every two lessons. Each test assesses students’ knowledge using a fill-in-the-blank format.

Word List: mob, mot, mov = move

Vocabulary

Definitions

| | |
|----------------|---|
| automobile (n) | a self-propelled passenger vehicle that moves |
| demote (v) | to move down in grade, rank, or status |
| locomotion (n) | the ability to move from place to place |
| mobile (adj) | capable of moving or being moved |
| mobility (n) | the quality or state of being able to move about freely |
| mobilize (v) | to coordinate; to move people or things around for a purpose |
| motion (n) | the act or process of changing place or position; the ability or power to move |
| motivate (v) | to do something that makes a person move into action |
| promote (v) | to raise or move to a higher grade, rank, or job; to advocate |
| removal (n) | the act of moving something away |



Vocabulary Sort: mob, mot, mov

| | | | | |
|---|------------|---|------------|----------|
| demote | mobilize | removal | mobile | promote |
| motion | automobile | motivate | locomotion | mobility |
| the quality or state of being able to move about freely | | the ability to move from place to place | | |
| the act of moving something away | | to raise or move to a higher grade, rank, or job; to advocate | | |
| to do something that makes a person move into action | | a self-propelled passenger vehicle that moves | | |
| capable of moving or being moved | | the act or process of changing place or position; the ability or power to move | | |
| to coordinate; to move people or things around for a purpose | | to move down in grade, rank, or status | | |

Read-Around Review: mob, mot, mov

| | |
|--|--|
| <p>I have the first card.</p> <p>Who has the roots that mean move?</p> | <p>I have the word mobility.</p> <p>Who has the word that means the act of moving something away from other things, such as taking the trash out of the house?</p> |
| <p>I have the roots mob, mot, mov.</p> <p>Who has the word that means a person is moved down in his or her rank or status at a job, usually as a result of poor performance?</p> | <p>I have the word removal.</p> <p>Who has the word that describes anything that can be moved from place to place?</p> |
| <p>I have the word demote.</p> <p>Who has the word that means the simple act of movement?</p> | <p>I have the word mobile.</p> <p>Who has the word that means a vehicle that moves people around town?</p> |
| <p>I have the word motion.</p> <p>Who has the word that means the ability of the human body to move from place to place?</p> | <p>I have the word automobile.</p> <p>Who has the word that names what you might do if you try to get a group of people organized to support a special cause?</p> |
| <p>I have the word locomotion.</p> <p>Who has the word that means to move up in a person's job status or rank, usually due to excellent performance and work ethics?</p> | <p>I have the word mobilize.</p> <p>Who has the word that means to do something that makes a person want to move into action?</p> |
| <p>I have the word promote.</p> <p>Who has the word that means the quality or state of being able to move about freely?</p> | <p>I have the word motivate.</p> <p>Who has the first card?</p> |

Vocabulary Quiz: mob, mot, mov

Shade in the bubble for the correct word.

- 1 Keith was having a hard time getting excited about going to the gym. "What does he need?"
 (A) **mobility** (B) **motivation** (C) **motion** (D) **promotion**
- 2 What are simple movements such as raising or clapping your hands called?
 (A) **motions** (B) **promotions** (C) **demotions** (D) **motivation**
- 3 Which word below describes a cell phone or MP3 player?
 (A) **mobile** (B) **mobility** (C) **demotion** (D) **automobile**
- 4 Mr. Wilcox was late to work on too many days so his boss considered doing *this* to him.
 (A) **mobilizing** (B) **promoting** (C) **motivating** (D) **demoting**
- 5 Ashley was planning to get all of her friends to join her in the protest. "What does she need to do to her friends?"
 (A) **demote** (B) **promote** (C) **mobilize** (D) **remove**
- 6 Lucas purchased a new hybrid car that gets the best mileage of any car in its class. "What did Lucas purchase?"
 (A) **automobile** (B) **motivation** (C) **mobility** (D) **motion**
- 7 After Linda broke her leg, she lay in bed with her leg in a sling for three weeks. "What did she not have?"
 (A) **motivation** (B) **demotions** (C) **automobile** (D) **mobility**
- 8 When you finish the school year with outstanding grades you will be moved to the next grade. "Which word below describes what will happen to you?"
 (A) **promoted** (B) **motivated** (C) **mobilized** (D) **demoted**
- 9 It was painful when the dentist took out Nick's back molar. "What did the dentist do to the molar?"
 (A) **motivated** (B) **demoted** (C) **promoted** (D) **removed**
- 10 People who have Parkinson's disease may develop problems with which ability?
 (A) **demotion** (B) **promotion** (C) **locomotion** (D) **removal**

Write the correct word on the line so that the sentence makes sense and sounds grammatically correct.

- 11 Leslie was given two _____ due to her hard work and dedication to the company.
- 12 Sarah announced her plans to _____ the participants for the rally.
- 13 Self-_____ helps students be more successful than being rewarded with money or items for good grades.
- 14 The disruptive student was _____ from the classroom.
- 15 Workers with bad attitudes are often _____, so they make less money and have less important positions.