



Vocabulary and Reading Comprehension

Teacher's Guide

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Unit 1: Word Parts

Unit 1 presents the concept of words as logical constructions made up of identifiable word parts. Lesson 1 introduces compound words and base words. Recognizing smaller, “easier” words within a longer word is one strategy for discovering word meaning. The second and third lessons introduce specific prefixes and suffixes, respectively, giving students more tools for unlocking the meaning of new words they encounter. The words in this unit have been carefully chosen to have recognizable base words. Lesson 4 introduces Latin and Greek roots that form the base of many English words. Analyzing word structure, then applying what they have learned about the meaning of the word parts, empowers students to figure out unfamiliar words on their own.

Lesson 1—Base Words

Goal: To learn new vocabulary words by breaking long words into base words

WORDS TO KNOW

base word a word that forms the main part of a longer word
compound word a word made up of two base words put together

Lesson 2—Prefixes

Goal: To learn the meanings of prefixes to understand new words

WORD TO KNOW

prefix a word part added to the beginning of a word to make a new word

Lesson 3—Suffixes

Goal: To learn the meanings of suffixes to understand new words

WORD TO KNOW

suffix a word part that is added to the end of a word to make a new word

Lesson 4—Roots

Goal: To learn the meanings of common roots to understand new words

WORD TO KNOW

root a type of word part; a base that is not a stand-alone word itself

Notes on Application Activity in Student Text

Activity	Skills Applied	Product
From Old to New	gathering information, analyzing word parts, synthesizing word parts	list of words

Additional Activity Suggestions

- Write a base word on the board. Ask students to add prefixes and suffixes to the word to make as many words as they can. You can turn this into a contest by dividing the class into small groups and having each keep a list of words the group thinks of.

You may want to use words of particular interest to students, such as music, sport, video, play, and so on. You may prefer to use school-related or content-area words, such as *write*, *read*, *act*, *add*, *learn*, *calculate*, *history*, and *science*.

- Challenge students to list as many words as they can with a particular prefix or suffix. You may have students work in teams, or record the words on the board as students call them out.
- Ask students to create compound words from a list of base words you write on the board.
- Play a round-robin game with the whole class or small groups in which each student has to make a new compound word based on one of the base words of the compound word of the previous student.
- Write some common roots on the board. Have students list words with those roots. To find more words, students may look in a dictionary. If a root occurs at the beginning of a word, students will easily find related words in the dictionary.
- Ask students to find examples in a newspaper of words with certain prefixes, suffixes, bases, or roots. Have students bring in the articles and discuss how the words are used in sentences.

Lesson 4—Roots

Goal: To learn the meanings of common roots to understand new words

WORD TO KNOW

root a type of word part; a base that is not a stand-alone word itself

Notes on Application Activity in Student Text

Activity	Skills Applied	Product
From Old to New	gathering information, analyzing word parts, synthesizing word parts	list of words

Additional Activity Suggestions

- Write a base word on the board. Ask students to add prefixes and suffixes to the word to make as many words as they can. You can turn this into a contest by dividing the class into small groups and having each keep a list of words the group thinks of.

You may want to use words of particular interest to students, such as music, sport, video, play, and so on. You may prefer to use school-related or content-area words, such as *write*, *read*, *act*, *add*, *learn*, *calculate*, *history*, and *science*.

- Challenge students to list as many words as they can with a particular prefix or suffix. You may have students work in teams, or record the words on the board as students call them out.
- Ask students to create compound words from a list of base words you write on the board.
- Play a round-robin game with the whole class or small groups in which each student has to make a new compound word based on one of the base words of the compound word of the previous student.
- Write some common roots on the board. Have students list words with those roots. To find more words, students may look in a dictionary. If a root occurs at the beginning of a word, students will easily find related words in the dictionary.
- Ask students to find examples in a newspaper of words with certain prefixes, suffixes, bases, or roots. Have students bring in the articles and discuss how the words are used in sentences.

TEACHING TIP



To help students remember the difference between a prefix and a suffix, remind them of what they have learned: the prefix *pre-* means “before.” A prefix, therefore, is a word part that comes before the base or root. A suffix, then, is a word part that comes after the base or root.



Differentiation

- If students have difficulty coming up with words based on a list of base words, prefixes, suffixes, and roots, start them off with some examples. You may also have students match words you provide with the appropriate word part rather than ask them to generate words.
- Ask English-language learners about word parts in their native language. Ask them to give examples of words made from various word parts.
- To engage visual learners, ask students to create a word web showing how words that share a word part are related.
- To interest mathematical and visual learners, have a student graph on the board the number of words the class can generate from each prefix, suffix, base, or root.
- Play a guessing game that will appeal to kinesthetic and logical learners. Write several prefixes and suffixes from the book on squares of paper, one word part to a square. Attach a square with tape to each student’s back. Have students ask one another to give them a word using their prefix or suffix, without telling the prefix or suffix. Students should be able to figure out their prefix or suffix after gathering several words. After two minutes of questions, have each student write his or her word part.
- Students who easily come up with words for the various word parts may enjoy extending their vocabulary and word knowledge by researching words that share roots and writing about their findings.

Idea Web

Write your topic in the center circle. Then write details in the smaller circles. Add and delete lines and circles as needed.

