

# Vocabulary Toolkit

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## Spelling-Vocabulary Worksheets

Advanced academic spelling requires knowledge and application of syllable and derivational influences—particularly Greek and Latin influences. Unfortunately, the spellings and pronunciations of these word parts do not always perfectly fit with the English sound-spelling system generalizations. Therefore, it makes sense to study these word parts as sight-spellings. Practicing these sight-spellings to the level of automaticity will not only increase spelling proficiency, but will also assist students to effortlessly pronounce multi-syllabic words.

Memorizing the definitions of the most common Greek and Latin prefixes, roots, and suffixes will exponentially expand student vocabularies. Social studies and science textbooks are filled with words with Greek and Latin word parts. The verbal section of the SAT I is largely comprised of academic words having these word parts. Knowing even one word part of an unknown word greatly enhances the reader's ability to accurately and efficiently use surrounding context clues to figure out the meanings of these words. Students will also increase writing proficiency by applying these prefixes, roots, and suffixes onto existing words in their writing lexicons.

The **Spelling-Vocabulary Worksheets** have been carefully designed to introduce the most useful word parts for your grade-level and accelerated spellers. Students can complete one of these worksheets for homework in about ten to fifteen minutes, with little or no teacher explanation, after the first few worksheets. Each worksheet lists two prefixes, three roots, and two suffixes with a short definition under the **Meaning** column that gives the most-often applicable word meaning. A blank space is provided for the student to write down an **Example** word. The worksheets use the same word parts and follow the same instructional order as the **Spelling-Vocabulary Review** whole-class activity, so teachers can choose to allow students to use the word examples on the overhead transparency or come up with another example from the student's own lexicon. The worksheets list three **Word Scrambles** that put together the word parts introduced above. Unscrambling the word parts into the **Prefix, Root, Suffix, and Unscrambled Word** columns will help students pay attention to and practice the spellings. Finally, the worksheet asks students to list, define, and use each **Unscrambled Word** in a context clue sentence. Using a dictionary for reference will help students to connect the derivational word part meanings to the dictionary entries and thus better understand the derivational influence of the word parts. Showing the meaning of the word in a sentence, using context clues aids memorization.

A **Teacher Resource Page** is included at the beginning of each three worksheets. The **Teacher Resource Page** provides teachers with an **Example** word for each prefix, root, and suffix, the **Unscrambled Word** answer to each **Word Scramble**, and the definition for each **Unscrambled Word**.

## Teacher Resource Page (Worksheets #1, 2, 3)

### Spelling-Vocabulary Worksheet #1

Prefix	Root	Suffix	Definition	Example	Unscrambled Word	Definition
trans			across	transition	transport	-to carry from one place to another
tele			far	telephone		
	mort		death	mortal	mortify	-to cause humiliation
	port		to carry	portable		
	vis		to see	visit	television	-a device that broadcasts visuals
		ion	process or result	companion		
		ify	to make	justify		

### Spelling-Vocabulary Worksheet #2

Prefix	Root	Suffix	Definition	Example	Unscrambled Word	Definition
con			with	convince	instruct	-to educate
in			into	invite		
cap	head		capital	capable		-able to do something
struct	to build		structure			
vert	to turn		vertical	convertible		-able to be changed
	able	to be able	capable			
	ible	to be able	possible			

### Spelling-Vocabulary Worksheet #3

Prefix	Root	Suffix	Definition	Example	Unscrambled Word	Definition
sub			under	submarine	subsist	-to exist
em			in	employ		
	path		feeling	sympathy	mutant	-an organism that has changed genetically
	sist		stand	consist		
	mut		change	mute	empathy	-to understand the feelings of another
		ant	one who	assistant		
		y	when, how, like	happy		



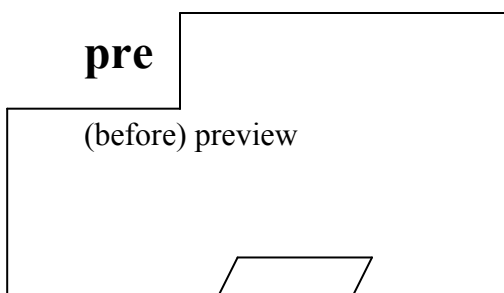
## Sight Spelling-Vocabulary Review

The **Sight Spelling-Vocabulary Review** is a fast-paced whole class instructional spelling and vocabulary activity that follows the same order as the **Spelling-Vocabulary Worksheets**. Using this activity for five minutes a day will provide beneficial spelling-vocabulary instruction for all of your students. First, students will practice correctly recognizing and pronouncing these most often used word parts as sight-syllables. Second, students will practice the sound-symbol correspondences by spelling each. Third, students will practice vocabulary by memorizing meanings and pronouncing the word parts in the context of whole words. The example words that provide the word context should be familiar to most students.

### Teacher Preparation

This activity is designed to use the overhead projector, so you will need to make transparencies of the **Sight Spelling-Vocabulary Review**. The font size is large enough to be seen by most of your students from the back of the room. Arrange student desks so that all students will be able to see the screen as you sit or stand in front of the overhead projector. Turn off only one light so that you can watch student responses.

Make a card with one corner cut off as a rectangle to isolate each word part and cut a bottom flap to more easily slide the card on the transparency.



**Directions:** Spend *no more* than five minutes per day, twice a week, on this activity and your students will reap significant rewards in reading fluency, spelling, and vocabulary.

### Teacher Signals

1. Isolate the word part on the overhead.
2. Cover up the word part and say "Spell."
3. Uncover the word part and say "Check."
4. "(State word part) means (Uncover the definition and example word; then state definition) as in—"

### Whole Group Response

1. Students say the word part out loud.
2. Students spell the word part out loud.
3. Students silently check their spellings.
4. Students say the example word out loud.

## Sight Spelling-Vocabulary Review #1

### Prefixes

trans

(across) transition

tele

(far) telephone

### Roots

mort

(death) mortal

port

(to carry) portable

vis

(to see) visit

### Suffixes

ion

(process or result)  
companion

ify

(to make) justify

## Essential Word Parts

### Most Commonly-Used Prefixes

This list, compiled by White, Sowell, and Yanagihara (*The Reading Teacher*, 42, p. 306), has the twenty most frequently-used prefixes. In fact these prefixes make up 97% of all prefixed words.

<u>Rank</u>	<u>Prefix</u>	<u>Meaning</u>	<u>Rank</u>	<u>Prefix</u>	<u>Meaning</u>
1.	un	not	11.	pre	before
2.	re	again	12.	inter	between
3.	in, im, il, ir	not	13.	fore	in front
4.	dis	away from	14.	de	apart from
5.	en, em	in	15.	trans	across
6.	non	not	16.	super	above
7.	in, im	in	17.	semi	half
8.	over	above	18.	anti	against
9.	mis	not	19.	mid	middle
10.	sub	under	20.	under	too little

### Frequently-Used Roots

<u>Root</u>	<u>Meaning</u>	<u>Origin</u>	<u>Example</u>	<u>Root</u>	<u>Meaning</u>	<u>Origin</u>	<u>Example</u>
aud	hear	Latin	auditorium	mis	send	Latin	mission
astro	star	Greek	astrology	ped	foot	Latin	pedal
bio	life	Greek	biology	phon	sound	Greek	telephone
dict	say	Latin	predict	port	carry	Latin	import
geo	earth	Greek	geography	scrib,	write	Latin	scribble
meter	measure	Greek	thermometer	scrip	write	Latin	scripture
min	little, small	Latin	minimum	spect	see	Latin	inspect
mit,	send	Latin	transmit	struct	build, form	Latin	instruct

Adapted from Stahl, S.A. and Shiel, T.G., *Reading and Writing Quarterly: Overcoming Learning Disabilities*, 8, 223-241

### Fifteen Power Words

These fifteen words have prefixes or roots that are part of over 15,000 words. That is as many words as most student dictionaries! Memorize these words and the meanings of their prefixes and roots and you have significantly improved your vocabulary.

- |                |                     |                  |                     |
|----------------|---------------------|------------------|---------------------|
| 1. inaudible   | (not, hear)         | 8. offer         | (against, carry)    |
| 2. dismiss     | (away from, send)   | 9. inspect       | (in, see)           |
| 3. transport   | (across, carry)     | 10. epilogue     | (upon, word)        |
| 4. unsubscribe | (not, under, write) | 11. antigen      | (against, people)   |
| 5. predict     | (before, say)       | 12. empathy      | (in, feeling)       |
| 6. remit       | (again, send)       | 13. intermediate | (between, middle)   |
| 7. encounter   | (in, against)       | 14. destruction  | (apart from, build) |
|                |                     | 15. superimpose  | (over, in, put)     |

## Still More Common Word Parts

Prefixes	Definition	Example	Student Examples	
<i>of negation</i>				
anti	against	antidote	_____	_____
dys	bad	dyslexic	_____	_____
im	not	impossible	_____	_____
of	against	offense	_____	_____
ult	beyond	ultimate	_____	_____
<i>of position</i>				
acro	high	acrobat	_____	_____
alle	other	allegory	_____	_____
cata	down	catacomb	_____	_____
infra	beneath	infrared	_____	_____
retro	backward	retrospect	_____	_____
se	apart	separate	_____	_____
<i>of size</i>				
cent	hundred	centigram	_____	_____
magn	great	magnificent	_____	_____
milli	thousand	millimeter	_____	_____
mini	small	miniature	_____	_____
omni	all	omnivore	_____	_____
oct	eight	octopus	_____	_____
pan	all	panoramic	_____	_____

## Vocabulary Games

These games will help your students review vocabulary by using the word parts listed in the **Sight Spelling-Vocabulary Review** activity. Both **The Quick Picks Game** and **Put-Togethers** are small group games that use the following **Vocabulary Study Cards**. These cards are arranged in the order presented in the **Sight Spelling-Vocabulary Review** activity, followed by the **Still More Word Parts** list. Simply run off enough copies for each of your students on tag board, laminate, and cut. For the **Vocabulary Challenge Bowl**, you need only the overhead transparencies used with the **Sight Spelling-Vocabulary Review** activity. For the **Word Part Monsters** and **Word Part Puzzles**, students use the **Vocabulary Study Cards**.

### The Quick Picks Game

Divide your students into two groups and select one student as the host. Give the overhead transparencies that you have introduced so far to the host for reference. Then, pass out the **Vocabulary Study Cards** to each student. Have the students spread out their cards and then race to pick up the word part that matches definition that the host announces. The first group with all students to hold up the correct word part wins a point. Note for the host: Many word parts have similar definitions, so try to pick definitions that can be identified by only one word part. Also, it is certainly fair for group members to help each other out.

### Put-Togethers

This game can be played once the teacher has introduced all word parts in the **Sight Spelling-Vocabulary Review** activity. Divide up your accelerated spellers into small groups. Pass out the **Spelling-Vocabulary Study Cards** and have them spread out their cards into prefix, root, and suffix groups. The object of the game is to put together these word parts into real words within a given time period. Students can use connecting vowels. Students are awarded points as follows:

- 1 point for each prefix—root combination
- 1 point for each root—suffix combination
- 2 points for a prefix—root combination that no one else in the group has
- 2 points for a root—suffix combination that no one else in the group has
- 3 points for each prefix—root—suffix combination
- 5 points for a prefix—root—suffix combination that no one else has.

### Vocabulary Challenge Bowl

Divide your accelerated spellers up into two groups and select one student as the host. Give the **Sight Spelling-Vocabulary Review** overhead transparencies that you have introduced so far to the host for reference. Students stand next to their desks. The host flips a coin to determine which group goes first. The host says any word part chosen at random and the first student must define the word part. If the student is unsure of the definition, he or she may use a “lifeline” to ask another group member for assistance, but only once per game. If the student gets the definition correct, he or she remains standing; if incorrect, the student takes a seat and the next word goes to the opposing team. The team with the last student standing wins.

## Context Clues FP BAG SALE Practice

Name \_\_\_\_\_

Four context clue categories will help you figure out unknown vocabulary during reading. These four categories consist of 1. Synonyms 2. Antonyms 3. Logic and 4. Example clues. Read the following story to practice using these context clue categories to define unknown words.

### The Laurho Party

Last Ertoke, just before Christmas, I had the extreme pleasure of attending an important government dinner for Laurho. It was a magnificent party with tasty swenjusa and refreshing drinks. Tinsel, lights, and bulbs decorated the Christmas terraza. The dress was yontuk, not formal, and the ladies enjoyed showing off their new winter goreds.

The highlight of the evening arrived when a westy dressed completely in red, Mrs. Styvault, belted out a medley of show tunes, aided by the brilliant Pierrot, tinkling the ivories on the hoto.

#### Directions

1. Locate each of the following words in the story. Finish the sentence in which the word appears. Next, pronounce the word out loud. Then, use the S A L E S context clue categories to help you define each word.
2. Identify the context clue category, or categories, that helps you arrive at your definition.

<u>Word</u>	<u>Definition</u>	<u>Context Clue Category</u>
Ertoke	_____	_____
Laurho	_____	_____
swenjusa	_____	_____
terraza	_____	_____
yontuk	_____	_____
goreds	_____	_____
westy	_____	_____
hoto	_____	_____

# Vocabulary Steps

Name \_\_\_\_\_

Some vocabulary words only require a *basic understanding*; others require *full understanding*. In order to gain a full understanding of a vocabulary word, follow these steps up the stairway:

<b>Model</b>	<i>full understanding</i>	<b>Example Word</b> <i>democracy</i>
	It's important because...	it's what our levels of government practice
	It's different than _____ because...	a republic because a republic has a Constitution
	It's the same as _____ because...	a republic because both have citizens who are allowed to vote
Examples of it would be...		direct democracy like a club, representative democracy like Student Council
It's an example of the following...	ways decisions are made in governments and organizations.	
<i>basic understanding</i>		

**Directions:** Follow the model and example above to complete the steps to gain *full understanding* of the vocabulary word that is assigned by your teacher.

**Word** \_\_\_\_\_

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