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# Introduction

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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 isn’t as strong. All of the research in the area of comprehension agrees that a strong vocabulary is the foundation for reading comprehension. In fact, vocabulary is the foundation of all areas of literacy—listening, speaking, reading, and writing.

Since increasing and developing a student’s vocabulary will improve his or her overall reading comprehension, research recommends teaching students the parts of words. Beginning at grade three the national standards require that students use their knowledge of prefixes and suffixes to determine the meaning of words, and that they use their knowledge of root words to determine the meaning of unknown words within a passage. All words are made up of prefixes, roots, and/or suffixes. They are the meaningful chunks in every word a student reads. Too often, students skip words they don’t know as they are reading. This breaks down their understanding of the text. For this reason, students need to learn how to break down the meaningful parts of unknown words so they won’t skip them. This is especially important for multisyllabic words. By teaching your students how to “dissect” words using the lessons in *Greek and Latin Roots*, they will learn how to comprehend multisyllabic words, not just decode them.

The activities in this resource incorporate all levels of literacy to maximize the transfer of vocabulary into your students’ speech, writing, and reading comprehension.



**Each lesson has four activity pages to teach students new vocabulary and thereby improve their comprehension skills:**

- A take-home **Word List** with parts of speech to study.
- A set of hands-on **Vocabulary Sort cards** to match up for independent practice.
- A set of **Read-Around Review game cards** for small-group review and transfer of what was learned. (The definitions are rewritten in this game, so students have to think and apply what they have learned about the meanings of words. This game combines listening, speaking, and reading.)
- A **Vocabulary Quiz** using test-prep and fill-in-the blank formats that require thinking, reading, and writing. The questions extend students’ learning.

# Getting Started

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## Planning and Scheduling

The most important thing to remember when learning anything is review. Ideally, your students will overlearn these roots, so that they become second nature to them. Your students will become increasingly more confident in their ability to understand larger words as they become more comfortable with “dissecting” words and defining the parts of words. The best part is that students will start using the vocabulary words you teach in their oral language and in their writing! The key is incorporating ongoing review activities and games into your everyday curriculum.

Adopt the motto “New, New, Review” in your classroom. This motto is so key to the success of building vocabulary that will transfer to all areas of literacy that this book is arranged in this exact format. For every Greek and Latin root, there is a review test. This serves as an easy way for you to remember that ongoing review opportunities are critical to the transfer of learning.

Teach one root each week, which 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 this 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 lesson. Use the following Suggested Weekly Plan to help you organize and plan your teaching of Greek and Latin roots and new vocabulary.



### Suggested Weekly Plan

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

## Teaching a Lesson

### Word List (Days 1-5)

Each lesson begins with a word list of ten vocabulary words that contain the Greek or Latin root that is the focus for the lesson. Each list includes the part of speech and the definition for each word. Send these lists home for students to practice reading with their family.

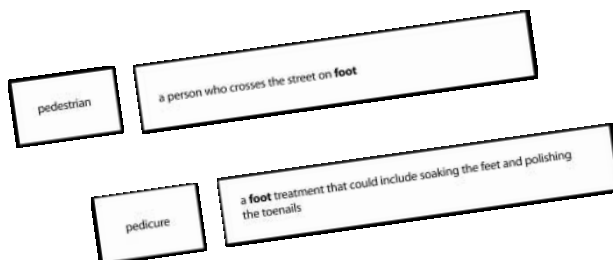
- Introduce, teach, and review each set of vocabulary words by typing each word in a large font size and printing it on a piece of construction paper (quarter sheet of 12" x 18" or 30.5 cm x 46 cm construction paper). Do the same for each definition. Display these enlarged word cards in a large pocket chart for hands-on manipulation and practice. At the end of each week, place the cards together on a ring, and neatly store them in a shoe organizer that has clear pockets. Students can play games with the cards independently or with partners. It will make a big difference in their learning!
- Display only the words in the pocket chart. Read each word, and have students repeat it so their pronunciation is correct. Clap the number of syllables while rereading the words again. Read one definition at a time so students can apply logic and deduction to figure out which word it defines.
- After students have had the opportunity to pronounce the words correctly several times, invite them to write the words on the board with the correct syllable breaks.

### Vocabulary Sort (Day 2)

Following the list of root words and their definitions is a list of the same ten words and definitions mixed up and arranged on 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 construction paper or tagboard, cut apart the words and definitions, and place each set in a resealable plastic bag or small envelope. (You may want to laminate the cards for greater durability.) Have students independently match the words and definitions. Invite them to check their work by referring to their word list.
- Give each student a large envelope to store his or her Vocabulary Sort cards in after taking the quiz for that lesson. Have students add sets of cards to this collection all year long. At least once every two weeks, give students time to match up all of the root words and definitions they have learned. Although this will be challenging, the review will enhance students' vocabulary as they continue to use words they learned in previous lessons.

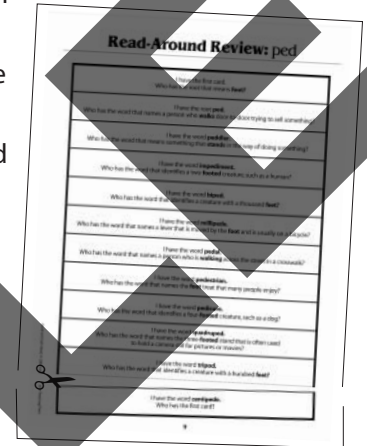
pedestrian	a person who crosses the street on foot
pedicure	a foot treatment that could include soaking the feet and polishing the toenails
pedestal	a block on which to place a statue or other object
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pedestal	a block on which to place a statue or other object



### Read-Around Review (Days 3-4)

This set of cards includes definitions for all ten words that broaden the definition and apply more specifically to a practical context. Use these cards to play an interactive game with your students.

- Copy a set of cards on construction paper or tagboard for each small group of students. Cut apart the cards, and laminate them. Place each set of cards in an envelope, and write the title (e.g., *phono*) on it. Give each group a set of cards so that each student has several cards. Read aloud each student's cards, and then have students silently read their cards at least five times. Discuss each question and corresponding answer so students are familiar and comfortable with all the cards. 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. After the first card is read aloud, have the student with the answer to the clue read aloud his or her card. Tell students to continue until they get back to the first card.



### Games (Days 1, 3, 4, 5)

- **Around the World:** Display the words in a pocket chart, and hold the definitions in your hand. Have students stand in 2–5 lines behind each other. Read a definition. The first student to say the matching word moves to the back of the line. Continue until each student has had several turns. This game is terrific for review weeks when you can use many different sets of root words. (Store cards on rings for easy flipping.)
- **VOCABO:** Give each student a blank piece of paper. Have students draw lines to make a 4 x 4 grid of boxes (three lines across and three lines down). Tell them to write the vocabulary words and roots in any boxes they want as you say the words. Say one word at a time. Have students repeat it. Spell it out for them to write down by syllables. Include words studied in previous lessons for ongoing review. (Students love having a “free space” on their board!) After students' boards are filled in, play as you would play BINGO.
- **Vocabulary Race:** Put all of the words and definitions in a pocket chart. Invite two students to go up to the pocket chart. Give each student half of the definitions or words. Set a timer, and say *GO!* Have the students race to match up all of their words and definitions. Invite the remaining students to sit at their desks and watch for errors.

### Assessment (Day 5)

- **Vocabulary Quiz:** Use the 15-question quiz at the end of each lesson to assess students' learning. The quizzes include fill-in-the-bubble 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-bubble format. Some review tests may contain questions that rely on students to use prior knowledge about prefixes or suffixes to answer. These questions are set apart with an asterisk (\*). These questions can be used to assess students on their understanding of prefixes and suffixes, as extra credit, or as a supplement for more advanced students.

# Word List: ped = foot

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## Vocabulary

## Definitions

biped (n)

a creature with two **feet**

centipede (n)

a creature with 100 **feet**

impediment (n)

something that **stands** in one's way; an obstacle

millipede (n)

a creature with 1,000 **feet**

pedal (n)

a lever that is moved with one's **foot**

peddler (n)

a person who goes from door to door on **foot** trying to sell a product

pedestrian (n)

a person who walks across the street on **foot**

pedicure (n)

a **foot** treatment that could include soaking the feet and polishing the toenails

quadruped (n)

a four-**footed** creature

tripod (n)

a three-**footed** stand often used to balance a camera

# Vocabulary Sort: ped

pedestrian	a three- <b>footed</b> stand often used to balance a camera
millipede	a creature with two <b>feet</b>
peddler	a <b>foot</b> treatment that could include soaking the feet and polishing the toenails
tripod	a lever that is moved with one's <b>foot</b>
pedicure	a four- <b>footed</b> creature
centipede	a person who crosses the street on <b>foot</b>
quadruped	a creature with 1,000 <b>feet</b>
pedal	a person who goes from door to door on <b>foot</b> trying to sell a product
impediment	a creature with 100 <b>feet</b>
biped	something that <b>stands</b> in one's way; an obstacle

# Read-Around Review: ped

I have the first card.  
Who has the root that means **foot**?

I have the root **ped**.  
Who has the word that names a person who **walks** door-to-door trying to sell something?

I have the word **peddler**.  
Who has the word that means something that **stands** in the way of doing something?

I have the word **impediment**.  
Who has the word that identifies a two-**footed** creature, such as a human?

I have the word **biped**.  
Who has the word that identifies a creature with a thousand **feet**?

I have the word **millipede**.  
Who has the word that names a lever that is moved by the **foot** and is usually on a bicycle?

I have the word **pedal**.  
Who has the word that names a person who is **walking** across the street in a crosswalk?

I have the word **pedestrian**.  
Who has the word that names the **foot** treat that many people enjoy?

I have the word **pedicure**.  
Who has the word that identifies a four-**footed** creature, such as a dog?

I have the word **quadruped**.  
Who has the word that names the three-**footed** stand that is often used to hold a camera still for pictures or movies?

I have the word **tripod**.  
Who has the word that identifies a creature with a hundred **feet**?

I have the word **centipede**.  
Who has the first card?



# Vocabulary Quiz: ped

Shade in the bubble for the correct word.

1. Cats and dogs are examples of these.  
 A) quadrupeds    B) bipeds    C) tripods    D) peddlers
2. Janet took her daughter to get one of these so her toes would look pretty for the summer.  
 A) pedestrian    B) pedicure    C) millipede    D) impediment
3. Let's put the camera on this so that it won't wobble as much!  
 A) quadruped    B) peddler    C) pedestrian    D) tripod
4. Most bicycles have two of these that make the wheels turn around.  
 A) pedals    B) peddlers    C) impediments    D) pedestrians
5. Gerald looked through the peek hole in his front door and saw one of these holding a box of candy.  
 A) pedestrian    B) millipede    C) quadruped    D) peddler
6. Did you see Chloe's pet? It must have a thousand legs! It's one of these.  
 A) centipede    B) quadruped    C) millipede    D) biped
7. Logan, Zack, and Ryan are smart. They always look both ways and use crosswalks. What are they?  
 A) peddlers    B) pedestrians    C) centipedes    D) quadrupeds
8. Tanya jumped when she saw one of these crawling across her living room! She's sure it had a hundred legs!  
 A) centipede    B) millipede    C) biped    D) quadruped
9. Although Marissa walked with a limp, she didn't let this \_\_\_\_\_ get in her way.  
 A) impediment    B) pedestrian    C) peddler    D) pedicure
10. Most of these living things walk upright rather than crawling.  
 A) bipeds    B) quadrupeds    C) millipedes    D) peddlers

Write the correct word on the line so the sentence makes sense.

11. Tristan's speech \_\_\_\_\_ lessened every year, so people could hear his words more clearly when he gave his graduation speech.
12. The \_\_\_\_\_ were trying to earn money for their trip.
13. On the road, drivers must always watch out for \_\_\_\_\_.
14. Suzanne had to cut back on her monthly spending, so she could not go to the spa for a \_\_\_\_\_.
15. Rabbits would be classified as \_\_\_\_\_, not \_\_\_\_\_.