

The Word Mapping Strategy

Professional Development Guide

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Word Mapping Strategy

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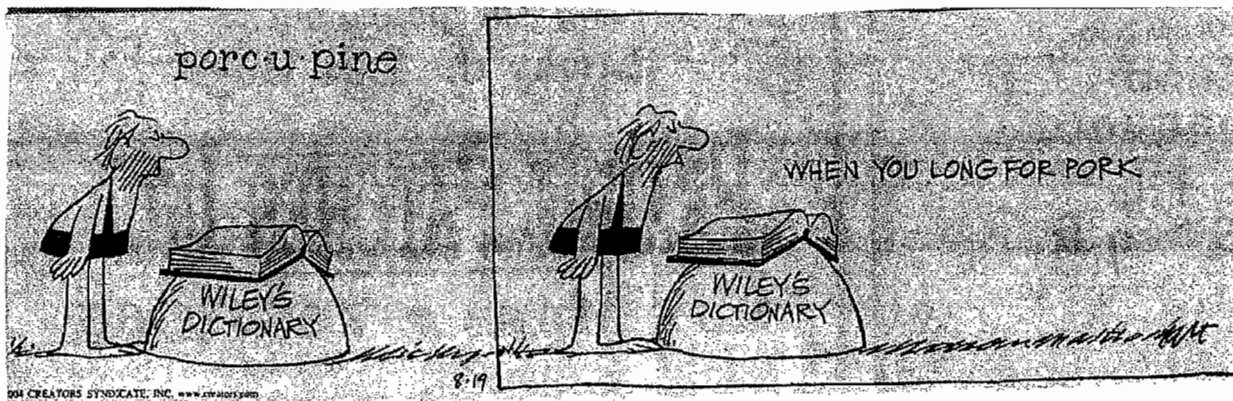
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The Word Mapping Strategy:

Overhead Transparencies

A Strategy...



To Help Students Predict Meanings

Words Encountered

**The average 5th grader
encounters 10,000 new
words in the school year**

Words Learned Per Year

3000

To stay at grade level, students must:

- Learn to recognize many thousands of new words by sight in order to maintain fluency**
- Learn the meaning of thousands of new words**

Many students

- **Have vocabulary deficits**
- **Have not acquired or invented strategies for learning vocabulary**
- **Need to learn the meaning of large numbers of words**

Types of vocabulary strategies

- **Word-specific strategies-**
Students learn each word separately.
- **Generative strategies-**
Students figure out the meaning of words.

How does a generative strategy work?

- Students learn the meaning of *high frequency* prefixes, suffixes, and roots.
- They learn the meaning of roots with large *word families*.
- They apply these meanings when they encounter a new word.

Word Families

**Printed school English
through 8th grade contains
around 88,500 distinct word
families**

**Example: persecute, persecution,
persecuter, persecuting**

The Word Mapping Strategy

Is a generative vocabulary strategy that enables students to figure out the meaning of new words.

Purpose of instruction

- To teach students the meaning of prefixes, suffixes, & roots**
- To teach students to use the Word Mapping Strategy to predict the meaning of new words**
- To enable students to “play” with and become familiar with word patterns**

Rationales

- **Students encounter new words**
 - In textbooks
 - On reading competency tests
- **They are expected to know or guess the meaning of these words**
- **The strategy enables them to interact with words in an active way**

Word Mapping Strategy Results

Performance on Vocabulary Tests

Before Instruction

5%
Correct
Meanings

16%
Prediction

After Instruction

73%
Correct
Meanings

51%
Prediction

Parts of Instruction

- **Part I: Pretest**
- **Part II: Introducing Morphemes and the Strategy**
- **Part III: Practicing the Strategy**
- **Part IV: Posttest**
- **Part V: Ensuring Students Use the Strategy**

Part I: Pretest

- **Administer the Pretest (pp. 118 & 119)**
- **Score the Pretest using**
 - **Evaluation Guidelines (p. 89)**
 - **Student Response Sample (p. 90 & 91)**
 - **Answer Key (p. 187)**

Pretest

Name: _____

Word Mapping Pretest

Directions: Fill in the blanks for each underlined word and its parts. Separate each word by its parts (affixes and roots). Give each part's meaning and then make a prediction as to what the entire word means. There may be more (boxes) than needed for each word.

Example: projectile

Word Parts	pro	ject	ile	
Part Meaning	forward	throw	relating to	
Prediction of Word Meaning	relating to throwing forward			

1. malediction

Word Parts					<input type="checkbox"/>
Part Meaning					
Prediction of Word Meaning					

2. remitter

Word Parts					<input type="checkbox"/>
Part Meaning					
Prediction of Word Meaning					

3. transcribe

Word Parts					<input type="checkbox"/>
Part Meaning					
Prediction of Word Meaning					

4. pathology

Word Parts					<input type="checkbox"/>
Part Meaning					
Prediction of Word Meaning					

5. distortion

Word Parts					<input type="checkbox"/>
Part Meaning					
Prediction of Word Meaning					

Directions: Write the definition of each word below.

Example Word: exploit

Definition: to make use of for one's own advantage or profit

6. portable

7. empathy

8. benediction

9. retractable

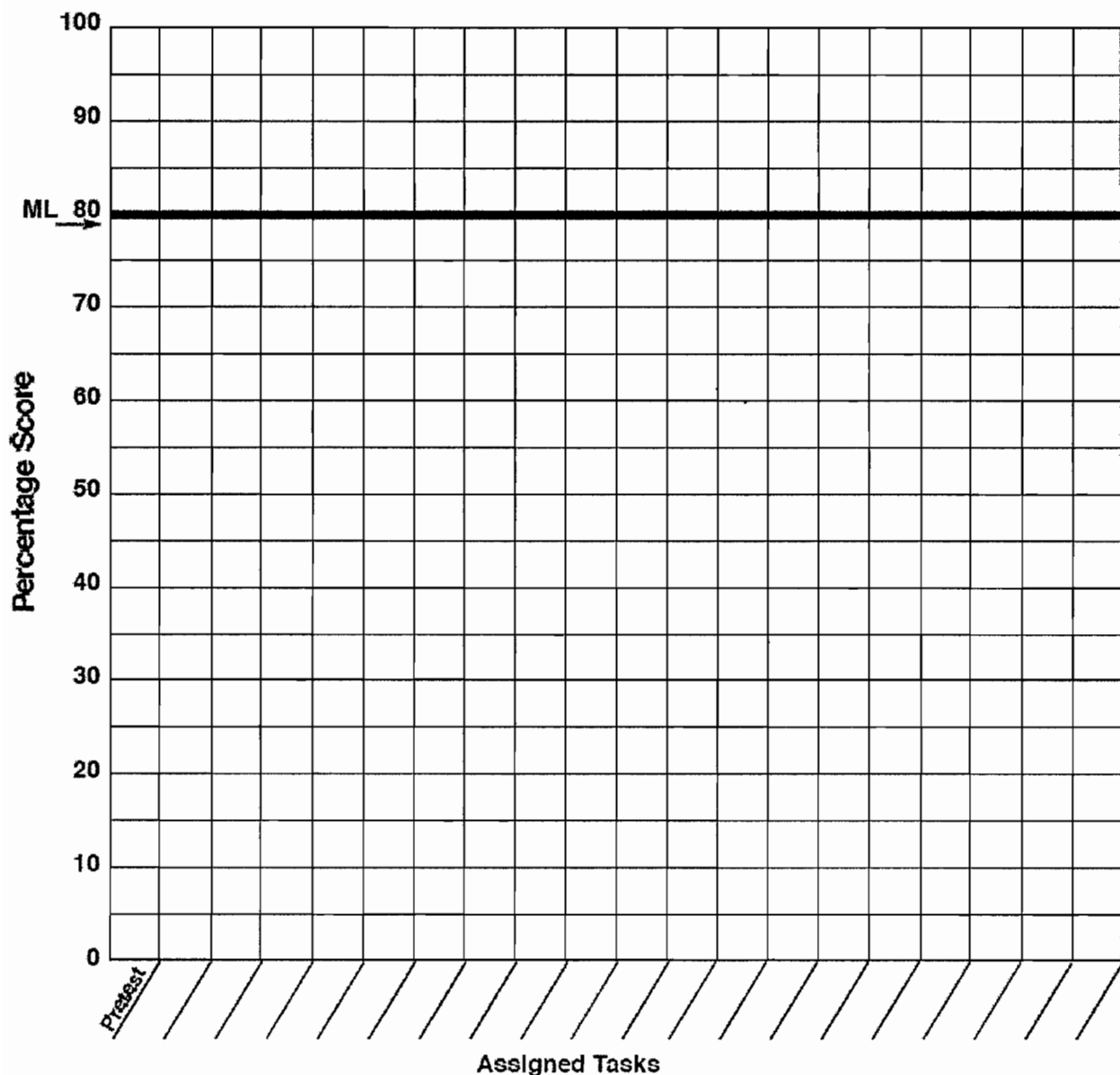
10. illuminate

Progress Chart

WORD MAPPING STRATEGY

Name: _____

PROGRESS CHART



KEY:

- Percentage Correct
- ML = Mastery Levels

Parts of Instruction

- **Part I: Pretest**
- **Part II: Introducing Morphemes and the Strategy**
- **Part III: Practicing the Strategy**
- **Part IV: Posttest**
- **Part V: Ensuring Students Use the Strategy**

Part II: Introducing Morphemes and the Strategy with Four Introductory Lessons

- **Lesson 1: Intro and Prefixes**
- **Lesson 2: Suffixes**
- **Lesson 3: Word Roots**
- **Lesson 4: The Word Mapping Strategy**

Lesson 1: Intro and Prefixes

- **Introduce “word parts”**
- **Define “morphemes”**
- **Contrast “morphemes with syllables”**
- **Introduce 3 types of morphemes**
- **Define “prefix”**
- **Provide examples of “prefixes”**
- **Explain compound prefixes**
- **Conduct practice activities**

Distribute Notes Sheet #1

What is a Morpheme?

MORPHEME

A word part with meaning

Syllable

**A part of a word that
centers on a vowel sound.
It has no meaning.**

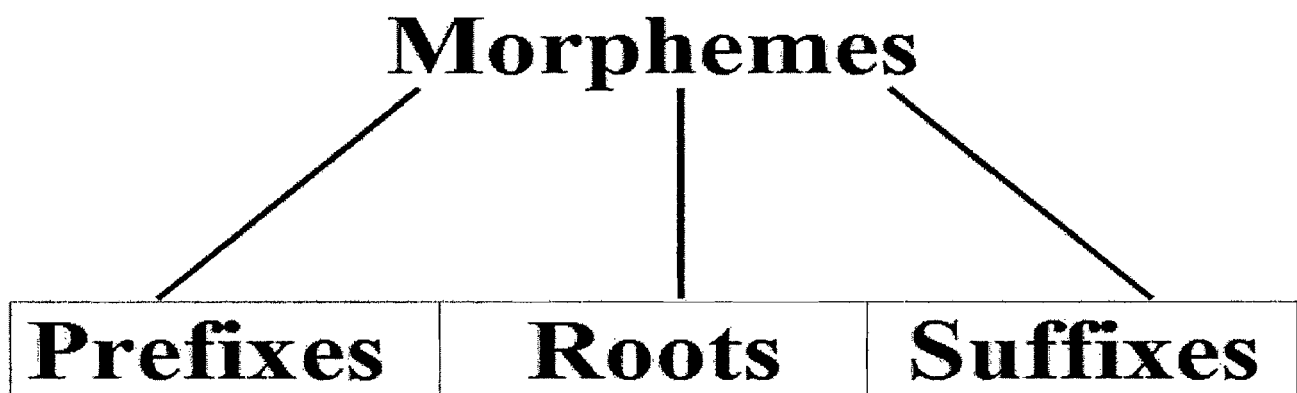
Morphemes vs. Syllables

Unladylike

Syllables: Un la dy like

Morphemes: Un lady like

MORPHEME TYPES



prediction

pre-

dict

-ion

Prefix

- **A word part**
- **Placed at the beginning of a word**
- **That has meaning, and**
- **That changes or adds to the meaning of the word**

re | **cycle**

Compound Prefix

Two or more prefixes at the beginning of a word.

un | re | lenting

Types of practice with prefixes

- **Guided practice
identifying prefixes
(Worksheet #1)**
- **Independent practice
identifying prefixes
(Worksheets #2, 3, 4)**
- **Group oral reading
practice**
- **Paired oral practice**

Mastery

- **Reading 90% of the prefixes aloud correctly**
- **Earning a score above 80% on a worksheet.**

Worksheet Activity

- **Complete the Isolate the Prefix Worksheet #1.**
- **Trade papers, and score the worksheet using the Answer Key on page 189.**

Part II: Introducing Morphemes and the Strategy with Four Introductory Lessons

- **Lesson 1: Intro and Prefixes**
- **Lesson 2: Suffixes**
- **Lesson 3: Word Roots**
- **Lesson 4: The Word Mapping Strategy**

Part II, Lesson 2: Suffixes

- **Define “suffix”**
- **Provide example suffixes**
- **Define “inflectional suffixes”**
- **Define “derivational suffixes”**
- **Explain the Suffix Guidelines**
- **Define compound suffixes**
- **Conduct practice**

Distribute Notes Sheet #2

Suffix

A morpheme that:

- **Is placed at the end of a word and**
- **Affects the word's *form* or *meaning* in some way**

recycl | ing

command | er

Types of Suffixes

- **Inflectional Suffixes**
- **Derivational Suffixes**

Inflectional Suffix

A morpheme that:

- **Is placed at the end of a word, and**
- **Changes the form of the word**
 - **Its number,**
 - **Its point of view,**
 - **Its tense, or**
 - **Shows possession or**
 - **Shows comparison, but**
- **Does not change the word's meaning**

Example Inflectional Suffixes

**-s or -es: Signals for a
plural word**

Dog - Dog | s

Dish - Dish | es

Another Example Inflectional Suffix

**-ed: The signal for past
tense**

Push - Push ed

Create - Created

Inflectional Suffixes

NOUNS		
Inflectional Suffixes	Change	Examples
-s -es	Singular to plural ("Number")	Dog→ Dogs Wish→ Wishes
-'s -s'	No ownership to ownership ("Possession")	John→ John's house Students→ Students' books
VERBS		
-s	First-person singular to third-person singular ("Point of view")	I jump.→ He jumps. I sing.→ She sings.
-ed	Present tense to past tense	I smile.→ I smiled. She smiles.→ She smiled.
-ing	Present tense to present participle	I run.→ I am running. He swims.→ He was swimming.
-en	Present or past tense to past participle	She eats.→ She has eaten. He bit.→ He has bitten.
ADJECTIVES/ADVERBS		
-er	Changing adjectives and adverbs to comparatives	Pretty→ Prettier Fast→ Faster
-est	Changing adjectives and adverbs to superlatives	Pretty→ Prettiest Fast→ Fastest

Derivational Suffix

A morpheme that:

- Is placed at the end of a word,**
- Changes the meaning of the word, and**
- Sometimes changes the part of speech of the word.**

Example Derivational Suffixes That Change the Part of Speech

Noun to verb: glory – glorify

Verb to noun: invent – invention

Adjective to noun: slow – slowness

Adjective to verb: modern –
modern ize

Noun to adjective: recreation –
recreation al

Verb to adjective: drink – drink able

Example Derivational Suffixes That Do Not Change the Part of Speech

Noun to noun:

The dance - The dancer

Buddha – Buddhism

Suffix Guidelines

1. Change “y” to “i” when you add “-es,” “-er,” “-est” and other suffixes starting with a vowel.

fly – fli | es

happy – happi | er

pretty – pretti | est

2. Use consonant doubling when you add “ing”

run – runn | ing

swim – swimm | ing

3. Remove the silent “e” when you add “ing” or other suffixes

make – mak | ing

excite – excit | able

Compound Suffix

Two or more suffixes at the end of a word.

help less ness

thought ful ness

Types of practice with suffixes

- **Guided practice identifying prefixes (Worksheet #1)**
- **Independent practice identifying prefixes (Worksheets #2, 3, 4)**
- **Group oral reading practice**
- **Paired oral practice**

Mastery

- **Reading 90% of the suffixes aloud correctly**
- **A score of 80% or above on a worksheet**

Worksheet Activity

- **Complete the Separate the Suffix Worksheet #1.**
- **Trade papers, and score the worksheet using the Answer Key on page 190.**

Part II: Introducing Morphemes and the Strategy with Four Introductory Lessons

- **Lesson 1: Intro and Prefixes**
- **Lesson 2: Suffixes**
- **Lesson 3: Word Roots**
- **Lesson 4: The Word Mapping Strategy**

Part II, Lesson 3: Roots

- **Define and discuss “root”**
- **Explain Rules for Morphemes**
- **Practice identifying prefixes, suffixes and roots**

Distribute Notes Sheet #3

Root

A morpheme (a word part with meaning) that:

- **Is placed at the beginning, middle, or end of a word.**
- **Sometimes is the whole word.**
- **Gives the word its main meaning.**

Example Root

“Aster” means “star

- At the beginning of a word: Asterisk
- In the middle of a word: Disastrous
- At the end of a word: Disaster
- The whole word: Aster

Morpheme Rules

1. A morpheme can have several meanings.

“in-” means “not” and “into”

2. Morphemes can have the same meaning but different forms.

“an-” means “not”

“dis-” means “not”

“im-” means “not”

3. Morphemes can have the same meaning and similar forms.

“aster” and “astro” mean “star”

“flex” & “flect” mean “bend”

“mit” & “mis” mean “send”

Types of practice with roots

- **Guided practice identifying prefixes, roots, & suffixes (Worksheet #1)**
- **Independent practice identifying prefixes, roots, & suffixes (Worksheets #2, 3, 4)**

Mastery

**A score of 80% or above on
one worksheet**

Worksheet Activity

- **Complete the Identifying Morphemes Worksheet #1.**
- **Trade papers, and score the worksheet using the Answer Key on page 191.**

Part II: Introducing Morphemes and the Strategy with Four Introductory Lessons

- **Lesson 1: Intro and Prefixes**
- **Lesson 2: Suffixes**
- **Lesson 3: Word Roots**
- **Lesson 4: The Word Mapping Strategy**

Part II, Lesson 4: The Word Mapping Strategy

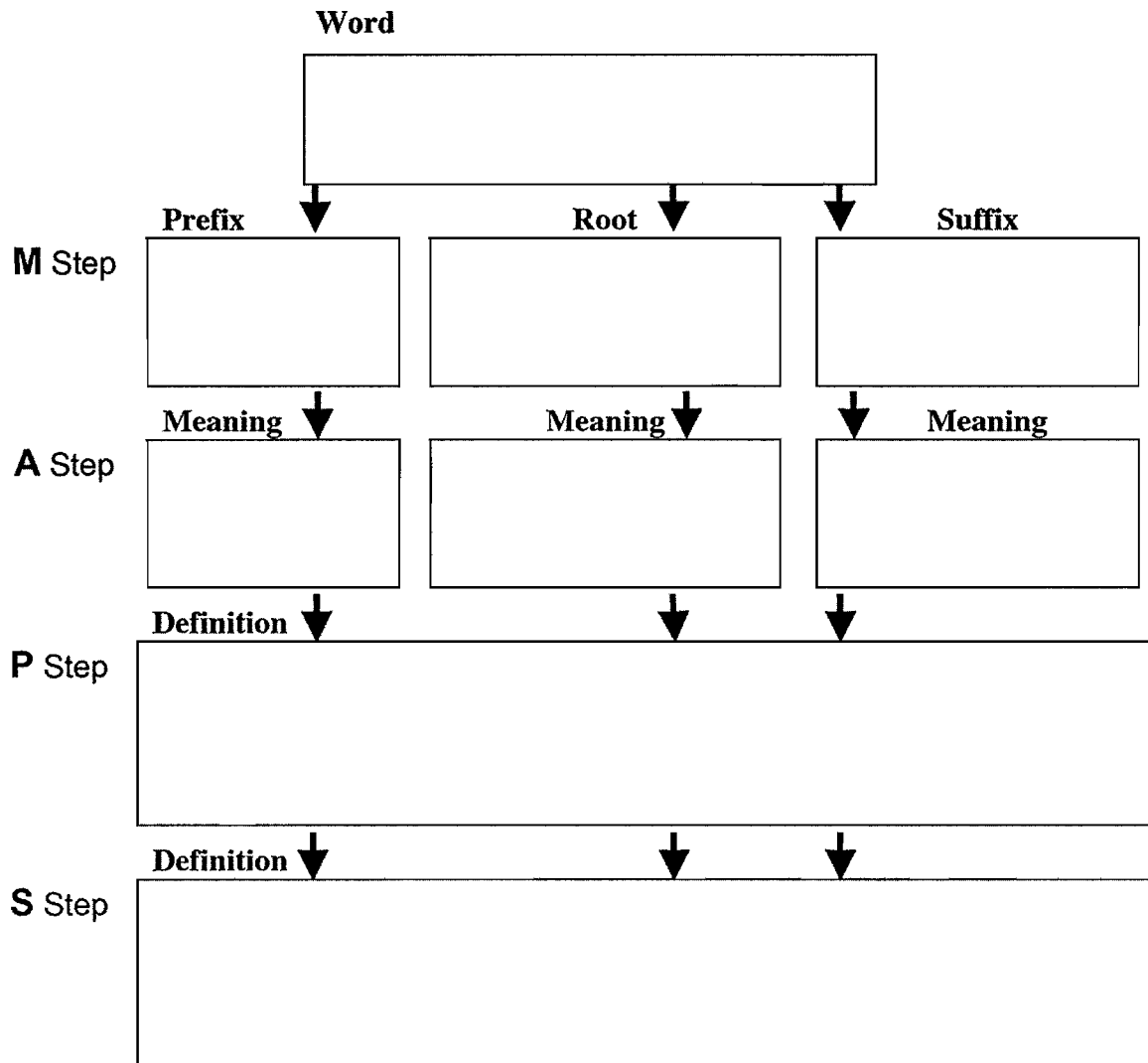
- Introduce the Word Map**
- Describe and model the Word Mapping Strategy steps**
- Introduce the mnemonic device “MAPS”**
- Introduce the Memory Table**
- Describe and model how to use the Memory Table**
- Practice Word Mapping & memorizing morphemes**

Distribute Notes Sheet #4

The Word Map

**A visual device that
prompts students through
the steps of the Word
Mapping Strategy**

Word Map



Word Mapping Strategy

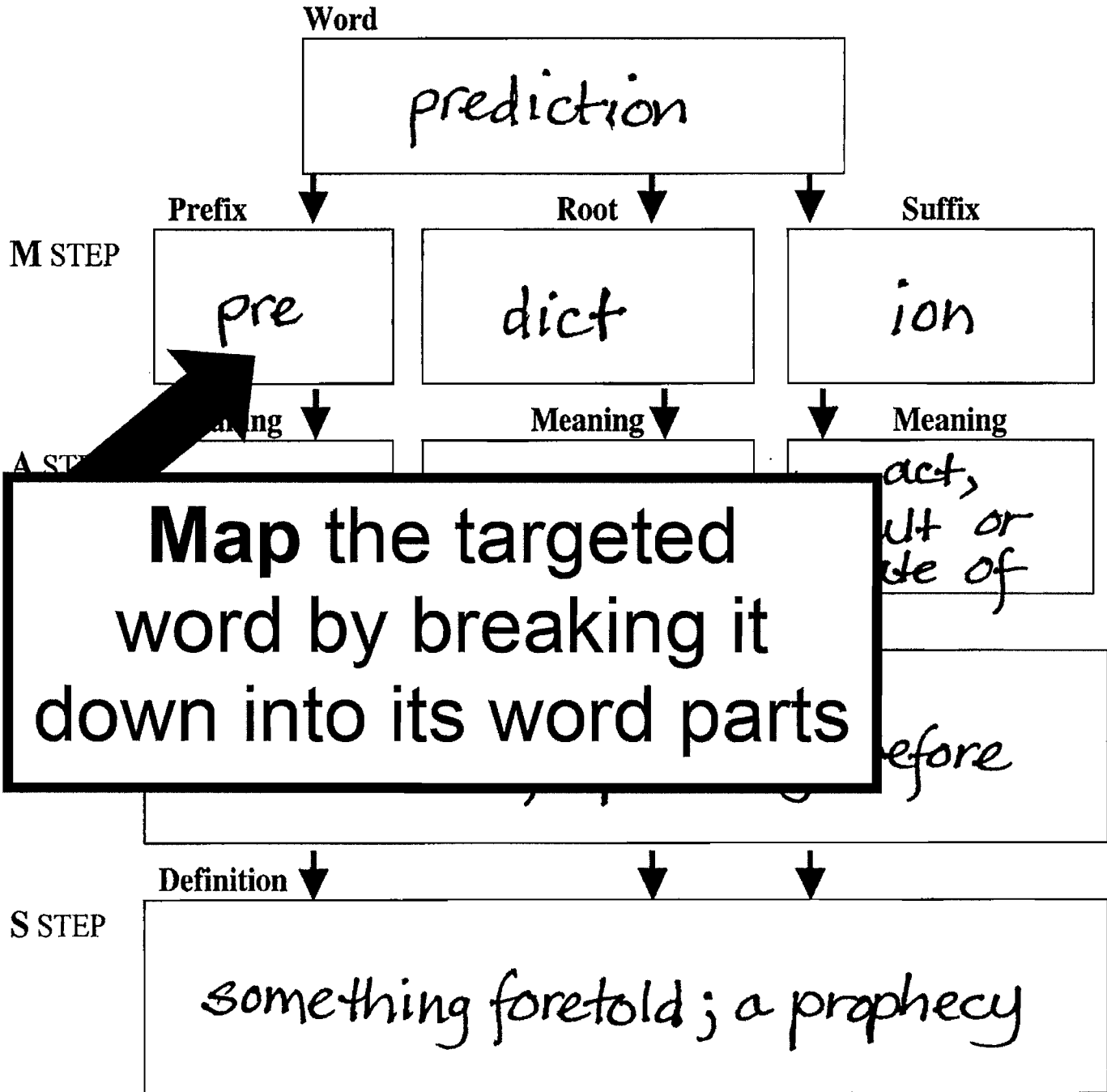
Map the word parts

**Attack the meaning of each
part**

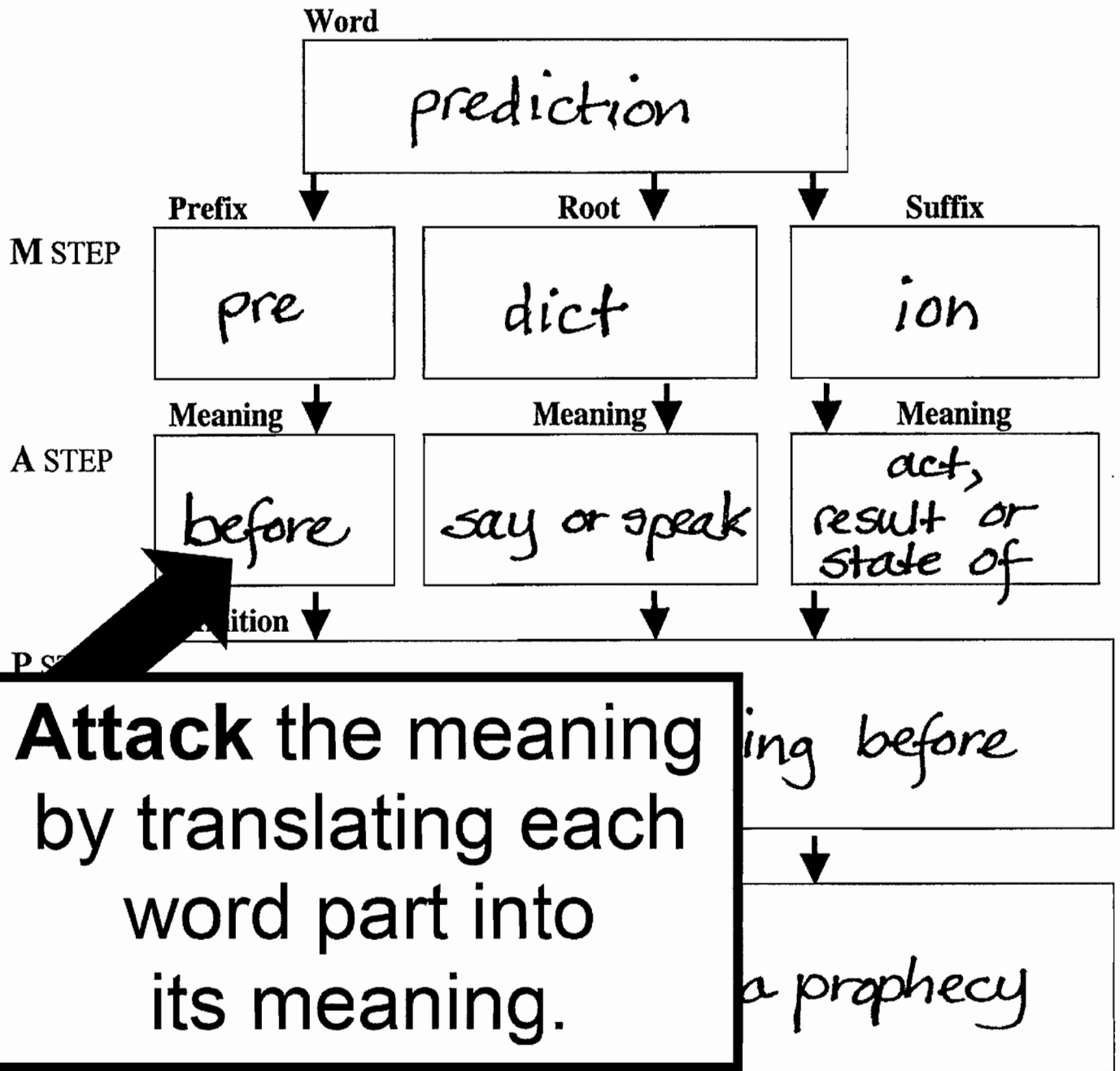
Predict the word's meaning

See if you're right!

Word Map



Word Map



Word Map

Word

prediction

Predict the meaning of the word by putting the word part meanings together

Suffix

ion

Meaning

act,
result or
state of

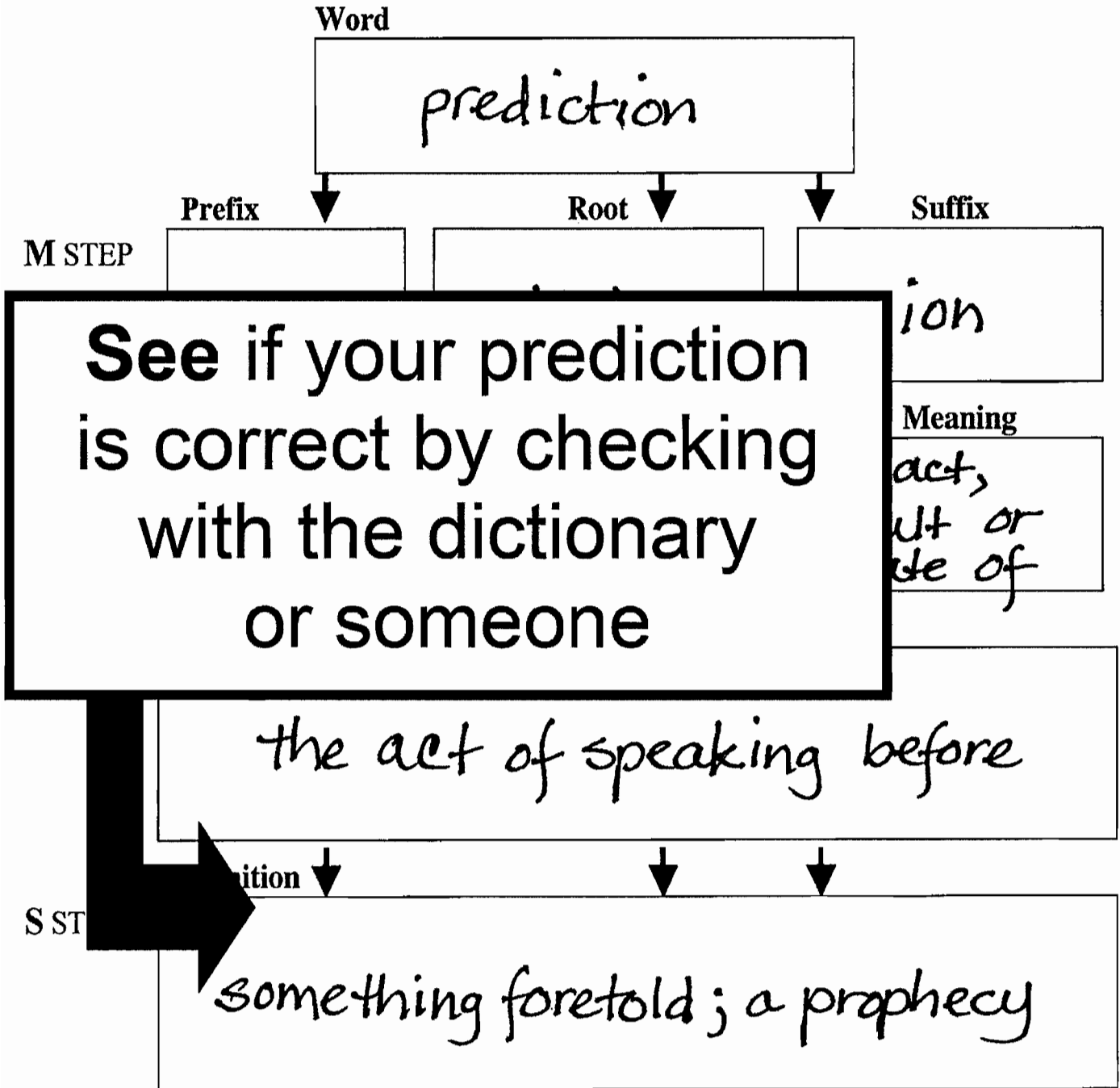
P.S.

the act of speaking before

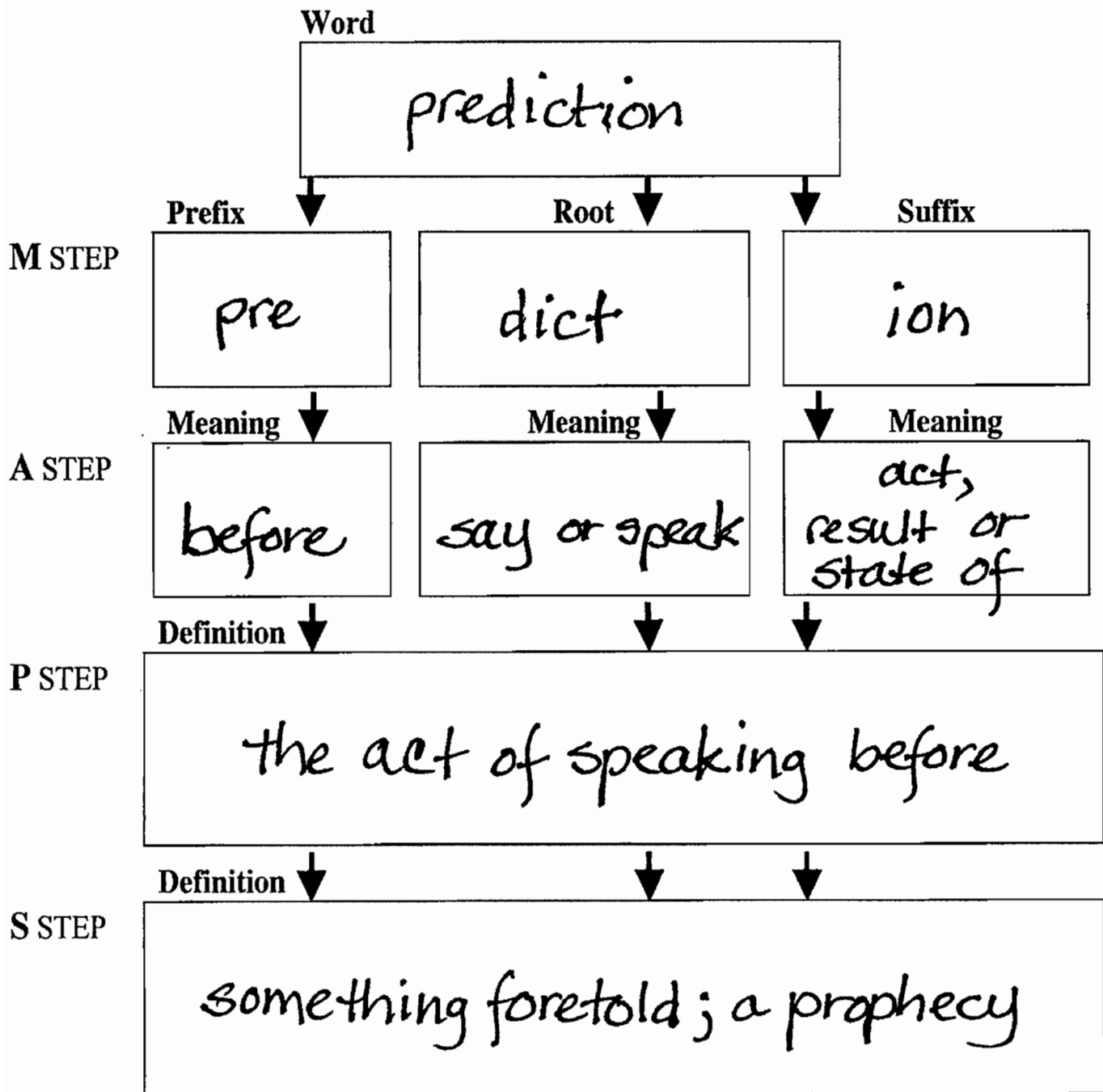
S STEP

something foretold ; a prophecy

Word Map



Word Map



Word Mapping Activity

With your partner, map the following words:

- **Reloaded**
- **Indescribable**
- **Unintentional**


The Memory Table

A memory device used by students to learn the meaning of morphemes.

Memory Table

1. Word Part	2. Word-Part Meaning
3. Memory Word	4. Picture

Example Memory Table

<p>1. Word Part</p> <p>man</p>	<p>2. Word-Part Meaning</p> <p>hand</p>
<p>3. Memory Word</p> <p>manicure</p>	<p>4. Picture</p> 

Memory Table Activity

**With your partner, make a
Memory Table for each of
the following morphemes:**

- **anti-**
- **-ology**
- **mater**

Mastery

**Completion of Word Maps
and Memory Tables as
assigned.**

Parts of Instruction

- **Part I: Pretest**
- **Part II: Introducing Morphemes and the Strategy**
- **Part III: Practicing the Strategy**
- **Part IV: Posttest**
- **Part V: Ensuring Students Use the Strategy**

Part III: Practicing the Strategy

- To teach students the meaning of frequently used morphemes**
- To give the students multiple opportunities to practice parts of the strategy**
- To give the students multiple opportunities to practice the whole strategy**

How?

- **Focus on the use of *high frequency* prefixes, suffixes, and roots.**
- **Focus on roots with large *word families*.**
- **Teach students to use the **Word Mapping Strategy**, a *systematic approach* for predicting word meaning.**

Three Sets of Practice Lessons

(6 in each set)

- **Prefix Practice Lessons**
- **Roots Practice Lessons**
- **Suffix Practice Lessons**

Targeted Words

(six per lesson)

- **Exemplify the targeted morphemes**
- **Can be used in combination with other targeted morphemes**

Generic Practice Lesson Format

- **Introduce the Word Parts Table**
- **Conduct the Paragraph Activity**
- **Conduct the Word-Part Activity**
- **Discuss “tricksters”**
- **Conduct the Prediction Activity**
- **Have the students make Memory Tables**
- **Conduct the Word Mapping Activity**
- **Administer the quiz**

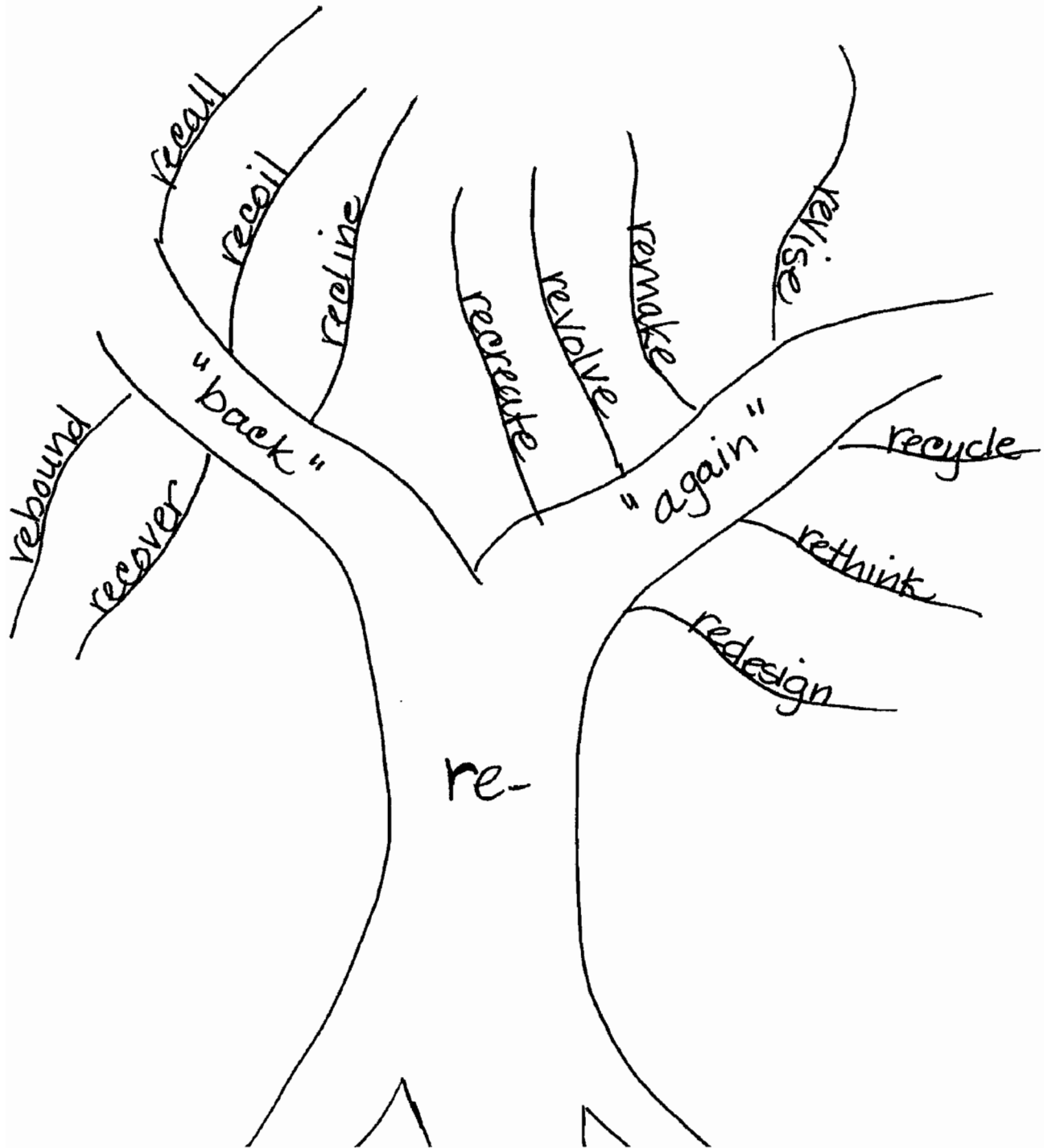
Introduce the Word Parts Table

Prefix	Meaning	Examples
un-	not	<i>unhappy, unanswered, unhealthy</i>
in-, im-, il-, ir-	not	<i>indirect, impossible, illegal, irregular</i>
dis-	not, apart, away	<i>disability, dislocate, discard</i>

The Tree Activity

- **Draw a tree**
- **Write the word part on the trunk**
- **Write one meaning of the word part on each limb**
- **Ask the students for example words to be added as branches**

Example Tree with Example Words



Conduct the Paragraph Activity

Was having five dogs illegal? Shelly was afraid to ask anyone who worked for the city, so her question remained unanswered. She'd never intended on having more than her two cocker spaniels, Lucy and Rufus. However, a friend with a black labrador retriever hit hard times and had to move to a small apartment where pets were not allowed. A coworker found a stray poodle-mix puppy and could not keep it. The owners weren't even looking for him! That broke Shelly's heart. She felt as if he had been discarded, like trash. The last dog was a small spaniel who had been a companion to her mother, who had recently passed away. The dogs all got along well, but they created an unhealthy environment. She indirectly learned that only three dogs were allowed when the local news ran a story about a woman with 40 cats. The cats were discovered by paramedics, who were called by the woman, who had tripped over a cat, fallen, and dislocated her shoulder.

Conduct the Word-Part Activity

Examples: im | polite dis | belief uno

A

B

C

D

1. inactive

illogical

disease

illiterate

2. irresponsible

inhospitable

insane

disrespect

3. disturb

imprint

ill

unlikable

4. discover

insensitive

unmovable

illegible

Discuss Tricksters

Tricksters are words that contain an affix that does not add meaning to the word.

Example: “re” in “read”

Example Table with Tricksters

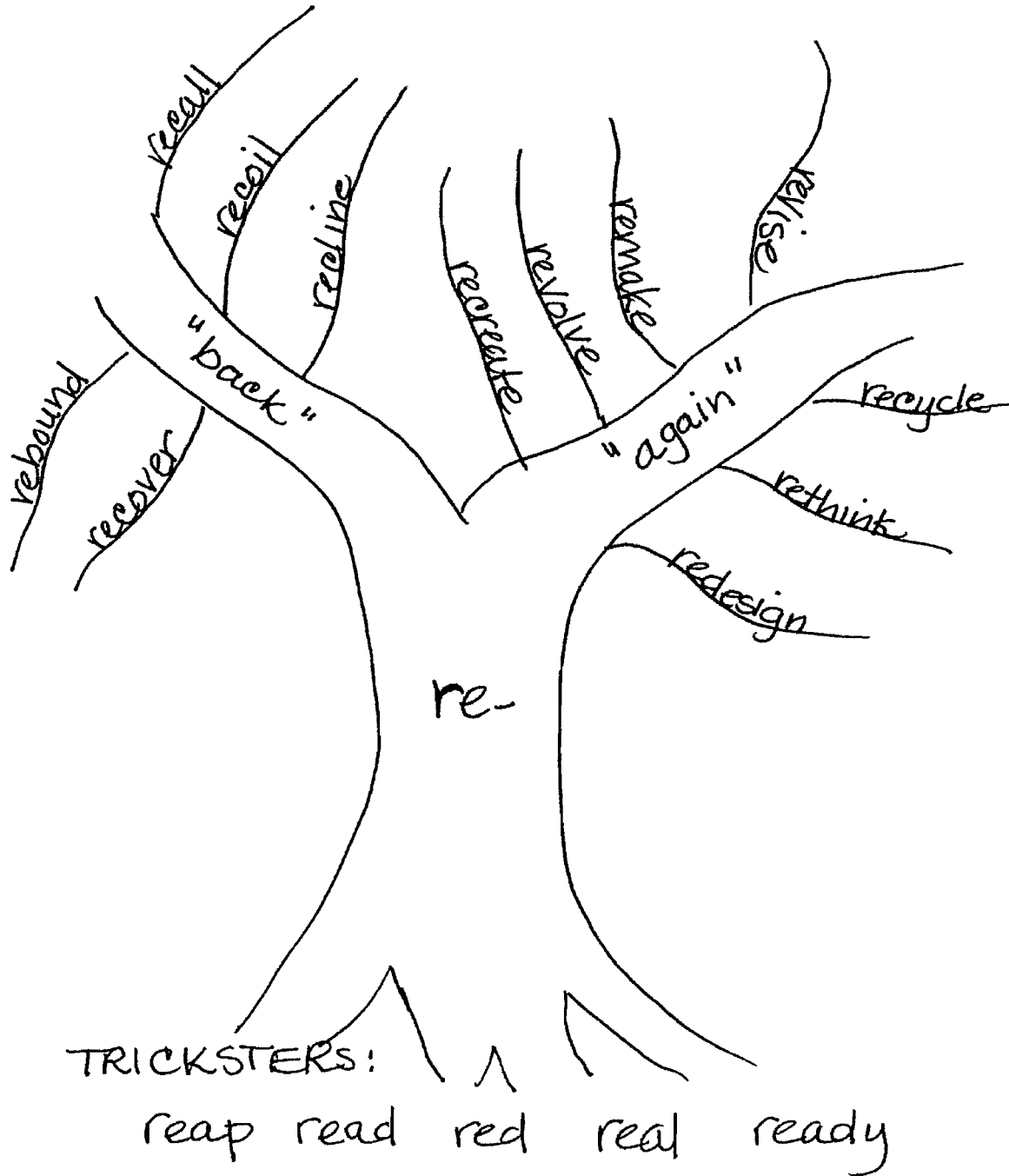
dis-		
<i>apart</i>	<i>not</i>	Tricksters
dislocate dissociate displace disjunction dislodge	disown disorganized disorder dislike disrespect	disc/disk discus dish

Example Table with Tricksters

Word Part: un -

"not"	"opposite of"
unhealthy uneven uneventful unfriendly unhappy unbeaten	unhook unhinge unclose uncloak uncap unclasp
Tricksters: unity union unicorn	

Tree with Tricksters



Conduct the Prediction Activity

1. **unanswered** – [*un-* “_____” + *answered* “responded to”] = _____

2. **unhealthy** – [*un-* “_____” + *healthy* “free of disease”] = _____

3. **indirect** – [*in-* “_____” + *direct* “straight forward”] = _____

4. **illegal** – [*il-* “_____” + *legal* “based on law”] = _____

5. **dislocate** – [*dis-* “_____” + *locate* “to place”] = _____

6. **discard** – [*dis-* “_____” + *card*] = _____

Have the students make Memory Tables for the morphemes emphasized in the lesson

1. Word Part	2. Word-Part Meaning
3. Memory Word	4. Picture

1. Word Part	2. Word-Part Meaning
3. Memory Word	4. Picture

1. Word Part	2. Word-Part Meaning
3. Memory Word	4. Picture

1. Word Part	2. Word-Part Meaning
3. Memory Word	4. Picture

Conduct the Word-Mapping Activity

Three options:

- **Assign the words in the lesson**
- **Assign words derived from the textbook**
- **Assign a passage to be read and words within the passage**

Administer the quiz

Require accountability for:

- Learning the meaning of targeted morphemes**
- Learning the meaning of targeted words**

Quiz

Prefix Quiz 1

Name: _____

Matching: Write the letter of the correct definition in the blank beside each prefix.

- | | |
|---|---------------------|
| <input type="checkbox"/> ___ un- | a. not |
| <input type="checkbox"/> ___ dis- | b. not, apart, away |
| <input type="checkbox"/> ___ in-, im-, il-, ir- | |

Completion: Write the correct definition beside each word.

unanswered:

discard:

unhealthy:

illegal:

indirect:

dislocate:

Sentence: Choose any word from the above list, and use it in a sentence correctly.

Options for Part III

- **Conduct all the activities on one day**
- **Conduct the activities across the week, with the quiz on Friday**

Parts of Instruction

- **Part I: Pretest**
- **Part II: Introducing Morphemes and the Strategy**
- **Part III: Practicing the Strategy**
- **Part IV: Posttest**
- **Part V: Ensuring Students Use the Strategy**

Part IV: Posttest

- **Administer the Posttest (pp. 183 & 184)**
- **Score the Posttest using the**
 - **Evaluation Guidelines (p. 89)**
 - **Student Response Sample (p. 90 & 91)**
 - **Answer Key (p. 187)**

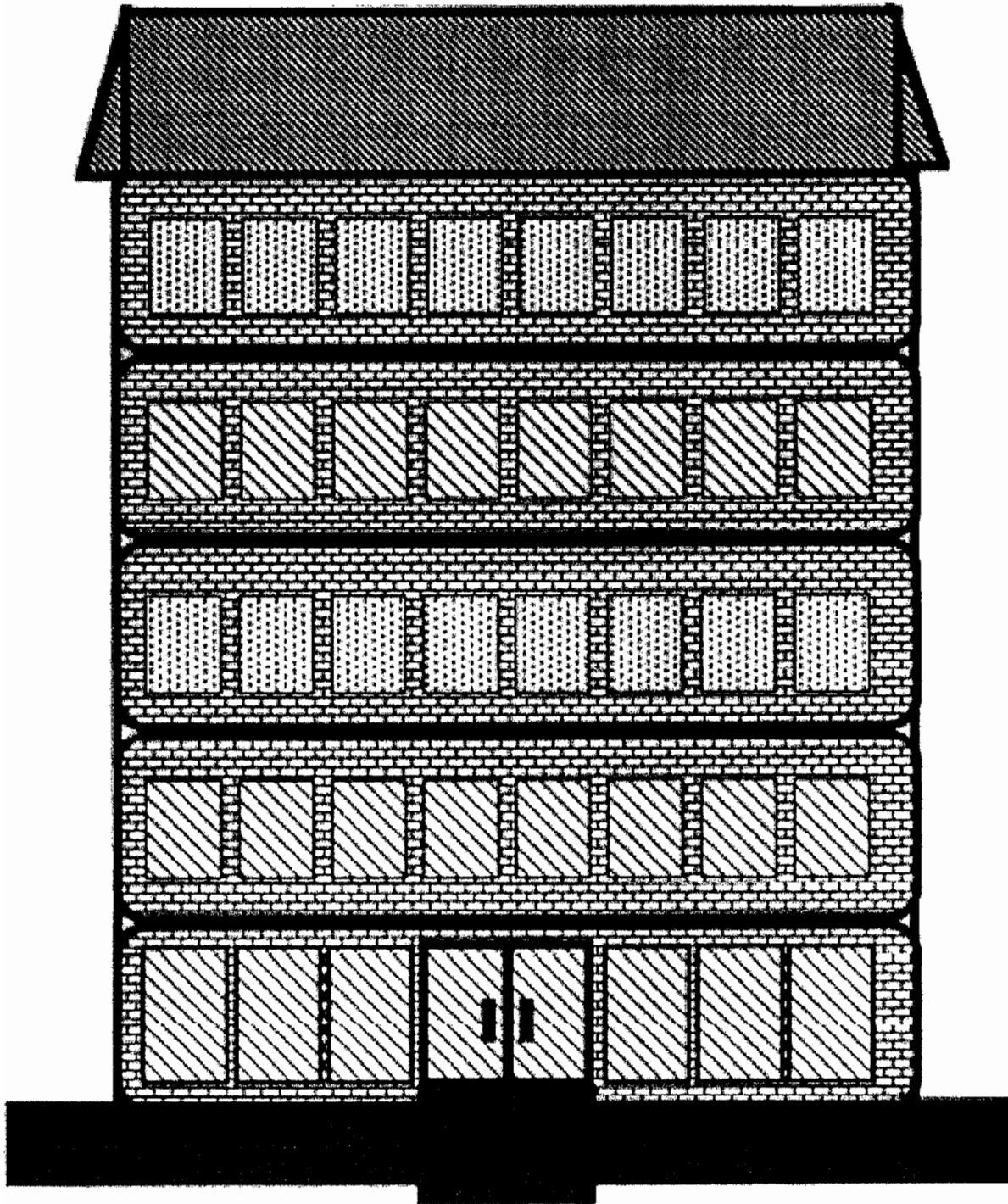
Parts of Instruction

- **Part I: Pretest**
- **Part II: Introducing Morphemes and the Strategy**
- **Part III: Practicing the Strategy**
- **Part IV: Posttest**
- **Part V: Ensuring Students Use the Strategy**

Part V: Ensuring Students Use the Strategy

- **Discuss rationales**
- **Discuss individual effort**
- **Discuss situations**
- **Discuss using the strategy
without a Word Map**
- **Make cue cards**
- **Discuss other cues**
- **Discuss the tool box analogy**
- **Discuss the knowledge base
analogy**
- **Give generalization assignments**

The Knowledge Base Analogy



The Word Mapping Strategy:

Workshop Activities

Name: _____

Word Mapping Pretest

Directions: Fill-in the blanks for each underlined word and its parts. Separate each word by its parts (affixes and roots). Give each part's meaning and then make a prediction as to what the entire word means. There may be more (boxes) than needed for each word.

Example: projectile

Word Parts	pro	ject	ile	
Part Meaning	forward	throw	relating to	
Prediction of Word Meaning	relating to throwing forward			

1. malediction

Word Parts					<input type="checkbox"/>
Part Meaning					
Prediction of Word Meaning					

2. remittor

Word Parts					<input type="checkbox"/>
Part Meaning					
Prediction of Word Meaning					

3. transcribe

Word Parts					<input type="checkbox"/>
Part Meaning					
Prediction of Word Meaning					

4. pathology

Word Parts					<input type="checkbox"/>
Part Meaning					
Prediction of Word Meaning					

5. distortion

Word Parts					<input type="checkbox"/>
Part Meaning					
Prediction of Word Meaning					

Directions: Write the definition of each word below.

Example Word: exploit

Definition: to make use of for one's own advantage or profit

6. portable

7. empathy

8. benediction

9. retractable

10. illuminate

Name: _____ Date: _____

Word Mapping Notes Sheet #1

1. Word parts with meaning are called _____.
2. The morpheme "un-" means _____.
3. Morphemes are different from _____.
4. Syllables are _____ centered on a _____ sound that have no _____.
5. Unladylike has _____ syllables and _____ morphemes.
6. The three types of morphemes are:
P _____
R _____
S _____
7. P _____ are at the beginning of a word.
8. R _____ can be at the beginning, middle or end of a word.
They can be the _____ word.
9. S _____ are at the end of a word.
10. The name of the strategy you will learn is the _____.
11. Prefixes are at the _____ of a word and _____ the meaning of the word.
12. "Re" means _____ or _____.
13. T _____ are words that start with the same letters as _____ but don't really have _____.
14. _____ prefixes include two or more prefixes.

PREFIX DEFINITIONS LIST

Prefix	Meaning	Example Words
a-	not, without	apathy
ab-	away from	abnormal, abduct
abs-	away from	abstain
ad-	to, toward	adjacent, adhere
ambi-	both, around	ambidextrous, ambivalent
an-	not, without	anonymous
ante-	before	antecedent
anti-	against	antisocial
auto-	self	autobiography, automatic
bi-	two, twice	biannual
circum-	around	circumference
co-	with, together	cooperate
col-	with, together	collective
com-	with, together	community
con-	with, together	connect, confide, collaborate
contra-	against	contradict
de-	down, away, from, opposite	descend
dem-	people, citizens	democracy
di-	two, double	dichotomy,
dia-	through, across	diameter, dialysis
dis-	not, apart, away	discomfort, disperse
dys-	badly, ill	dysfunction
e-	out of, from	emit, edict
em-	in, into	embrace
en-	in, into, do or make	enable, envision
epi-	on, above, around	epicenter, epidemic
eu-	well, good	euphoric
ex-	out of, from	exhale, extract
extra-	beyond	extraordinary
extro-	outside, outward	extrovert, extrospection
for-	away, off, wrongly	forbid, forbear
fore-	before, front	forewarn
hetero-	different	heterogeneous
homo-	same	homogeneous
hydro-	water	hydrofoil
hyper-	over, excessive	hyperactive
hypo-	under, less	hypodermic
il-	not, into	illegal, illegible

PREFIX DEFINITIONS LIST

(continued)

Prefix	Meaning	Example Words
im-	not, into	imperfect, impossible, implant
in-	not, into	invisible, inject
inter-	between, among	intervene, interstate
intra-	within	intrastate, intramural
intro-	within, inside	introvert, introduce
ir-	not	irregular, irrational
mal-	bad, evil	malnutrition
male-	bad, evil	malefactor
micro-	small	microscope
mis-	bad, wrong	misbehave, misfortune
mono-	one, single	monologue
multi-	many	multistory, multiracial
non-	not, the opposite of	nonintervention
neuro-	nerve	neurology
ob-	against	object, obstruct
over-	beyond, more	overexert, overslept
pan-	all, every	panorama
para-	beyond, beside	paranormal, paramedic
per-	throughout, completely	persuade, perfect, perforate
peri-	around	perimeter
phot-, photo-	light	photograph, photosynthesis
post-	after	postpone
pre-	before	precede, predict
pro-	for, forward	promote, project
pseudo-	false	pseudonym
re-	again, back	revise, retract, recede, remake
retro-	back	retroactive
semi-	half	semicircle, semiannual
socio-	society, social	sociology, sociopath
sub-	under	submarine
sur-	over, above	surpass
super-	over, above	superscript, superimpose
syl-	with, together	syllable
sym-	with, together	symphony
syn-	with, together	synthesis
tele-	distant, distance	telephone, television
trans-	across, over, beyond	transport, transmit, transcend
ultra-	beyond	ultraviolet
un-	not	unwilling
up-	up	upgrade

Name: _____ Date: _____

Isolate the Prefix Worksheet #1

INSTRUCTIONS: Isolate the prefix in each of the following words that has a prefix. Some of these words do not have prefixes.

Examples: trans port re ply flashlight

	A	B	C
1.	pronounce	decline	extract
2.	unanswered	submit	read
3.	interconnect	imprint	encase
4.	discover	multipurpose	deed
5.	enslave	expose	propel
6.	telepathy	comfort	interstate
7.	inch	misread	forecast
8.	impair	nontoxic	paraphrase
9.	retain	supercharge	Indian
10.	demote	display	adjunct
11.	submarine	monotone	exclaim
12.	dislocate	illuminate	implant

SUFFIX DEFINITIONS LIST

Suffix	Meaning	Example Words
-able	can do, can be done	loveable, obtainable
-age	act of, group of	wreckage, baggage
-al	relating to	manual, natural
-an	having to do with	European
-ana	information having to do with the subject	Americana
-ance	act of	assistance, defiance
-ancy	act of	vacancy
-ant	one who	assistant
-arium	place of	aquarium
-ar	one who, that which	polar, linear
-ary	of, relating to	boundary
-ate	cause, make	separate, advocate
-cle, -clue	small	particle, molecule
-cy	state of being	prophecy, bankruptcy
-dom	quality, state, position	freedom, wisdom
-en**	cause to be or have, made of	heighten, wooden
-ed*	past tense	painted, pleaded
-ence	state of being, quality	confidence
-ency	action, quality, state of being	urgency
-ent	one who	president
-eous	full of, having qualities of	igneous, nauseous
-er**	more, a person or thing performing an act	smarter, reporter
-ery	character, state or condition	snobbery, slavery
-es*	plural (more than one)	glasses
-ese	of or having to do with	Chinese
-ess	female	heiress
-ence	action, quality, state of	confidence
-est*	most	warmest, smartest
-ful	full of	playful; beautiful
-fy	make, cause to be	electrify, horrify
-hood	state of being	childhood
-ia	names of diseases, plants, countries; relating to; derived from	bulimia, Tasmania, insignia
-ial	relating to	facial, commercial
-ian	resembling, belonging to	comedian, amphibian
-ible	able, can do, can be done	visible, responsible
-ic	nature of, like	heroic, poetic
-ice	condition, state, quality	justice, malice
-ify	to make	magnify

SUFFIX DEFINITIONS LIST

(continued)

Suffix	Meaning	Example Words
-il, -ile	quality, state, suited for, capable of	civil, utensil, juvenile
-ing**	belonging to, act of doing. present part.	shilling, cooking
-ion	act or process	solution, rebellion
-ious	full of, having qualities of	gracious, vivacious
-ish	having characteristics of	squeamish, greenish
-ism	the belief in	socialism
-ist	one who, that which	terrorist, pacifist
-itis	inflammation of	appendicitis
-ity	state of, quality	celebrity, clarity, abnormality
-ium	chemical element or group	calcium, magnesium
-ive	causing, making	abusive, exhaustive
-ize	make	emphasize, idolize
-less	without	hopeless, heartless
-log	word	apology
-logy	study of	biology, geology,
-ly	like, resembling	heavenly
-ment	act of, result	amendment
-ness	state, condition	happiness
-ory	a place of	observatory
-ology	study of	psychology, anthropology
-or	one who, that which	doctor, surveyor
-ous	full of, having qualities of	gracious, nervous
-s*	more than one, present tense	gardens, cameras, he runs
-'s*	singular possessive	boy's, dog's
-s'*	plural possessive	boys', dogs'
-ship	state, condition of	friendship
-sion	act, result, state of	immersion
-sis	act, state, condition of	analysis
-tion	act, result, state of	preservation, cancellation
-ty	state of, quality	bounty
-tude	state of, condition	gratitude, aptitude
-ular	relating to	cellular
-ule	small	globule
-ure	state of, act, process	culture, literature, torture
-y	like, characterized by	sleepy, stringy,

*These are inflectional suffixes

** These are both inflectional and derivational suffixes

Name: _____ Date: _____

Separate the Suffix Worksheet #1

INSTRUCTIONS: Separate the suffix in each of the following words that has a suffix.
Some of these words do not have suffixes.

Examples: local|ly infec|tion cottontail

	A	B	C
1.	greenish	apartments	playground
2.	hopeless	pleading	quickly
3.	bravery	taller	gladness
4.	package	carelessness	largest
5.	notebooks	machinist	knighted
6.	patronage	plywood	running
7.	residence	heavenly	confessor
8.	confection	cowardice	stunt
9.	banker	rational	quotation
10.	heroic	tacky	victimize
11.	tactful	natural	cheery

ROOTS DEFINITIONS LIST

Root	Meaning	Example Words
act	do, to act	transact, actor
alter	other	alternate
anni, annu, enni	year	anniversary, annual, centennial
anthrop	human, man	anthropology
aqua, aque	water	aquatic, aquarium
aster, astro	star	asterisk, astronaut
aud	hear	audible, auditorium
bell, belli	war	belligerent, antebellum, rebellion
bene	good/well	beneficial
biblio	book	bibliography
bio	life	biography, biology, antibiotic
breve	short	abbreviate, brief
cap, capt	take, to seize	capture, capacity
ced, ceed, cess	yield, go	precede, proceed, concession
chron	time	chronological, chronic
claus, clos, clud, clus	to close, shut	claustrophobic, closet, conclude, exclusive
cogn, gnos	to know	recognize, diagnosis
cracy, crat	rule or strength	democracy, bureaucrat
cre, cred	believe, trust	incredible, credibility, miscreant
dem	people	democracy, epidemic
dic, dict	speak, say	dictate, predict, dedicate
duc, duct	lead	deduce, conduct
dur, dura	hard, lasting	durable, endure
equ, equi	equal	equate, equity,
fac, fact	make, do	faculty, manufacture
fid, fide	faith, trust	confident, infidelity
flect, flex	bend	reflection, flexible
flu, fluc	flowing	fluently, fluctuate
forc, fort	strong	force, fortify
frag, fract	break	fracture, fragment
frater	brother	fraternal, fraternity
gam	marriage	monogamy, polygamy
gen	family, race, birth	generation, genetic
geo	earth	geology, geography
gram, graph	write, record	telegram, biography
grad, gress	step	gradual, graduate, progression

ROOTS DEFINITIONS LIST

(continued)

Root	Meaning	Example Words
hydr, hydra, hydro	water	hydraulic, dehydrate, hydrogen
ject	throw	reject, projection
jud, judi, judic	judge	judicial
jur,	to swear	jury, justify
labor	work, exertion, toil	collaborate, laboratory, laborious
lect	choose, perceive	lecturer, election
leg	law	legislature, legal
liter	letters	illiterate, literal, alliteration
loc, locat	place	locomotion, locate
locu, loqu	speak	locution, soliloquy
log	word	dialogue, apology
luc, lum, lun	light	lucid, luminous, lunar
magn, maj	great, large	magnify, major, majesty
man, mani, manu	hand	manacle, manicure, manual
mand, mend	order	command, mandate, commendable
mar, mari, mer	sea	marine, maritime, mermaid
mater, matri	mother	maternal, matriarch
med, medi	half, middle, halfway	mediate, mediocre, medium
mem	remember	memorable, commemorate
meter, metri	measure	thermometer, odometer, metric
micro	small, little	microscope
min	small, little	minority, minute
miss, mit, mitt	send	submission, permit, intermittent
mob, mot	move	mobile, promote, motion
mon	warn	premonition
mor, mort	death	mortal
multi	many	multicultural, multiply, multiple
nat	born	native
nov	new	novel, renovate, innovation
nym, onym	word, name	synonym, pseudonym
pater, patr	father	paternal, patriot
path, pathy	feeling, suffering	pathos, sympathy, apathy
ped, pod	foot	pedal, podiatrist
pel, puls	push, drive, urge	compel, propel, repulsive, impulse
pend, pens	hang, weigh	pendant, suspend

ROOTS DEFINITIONS LIST

(continued)

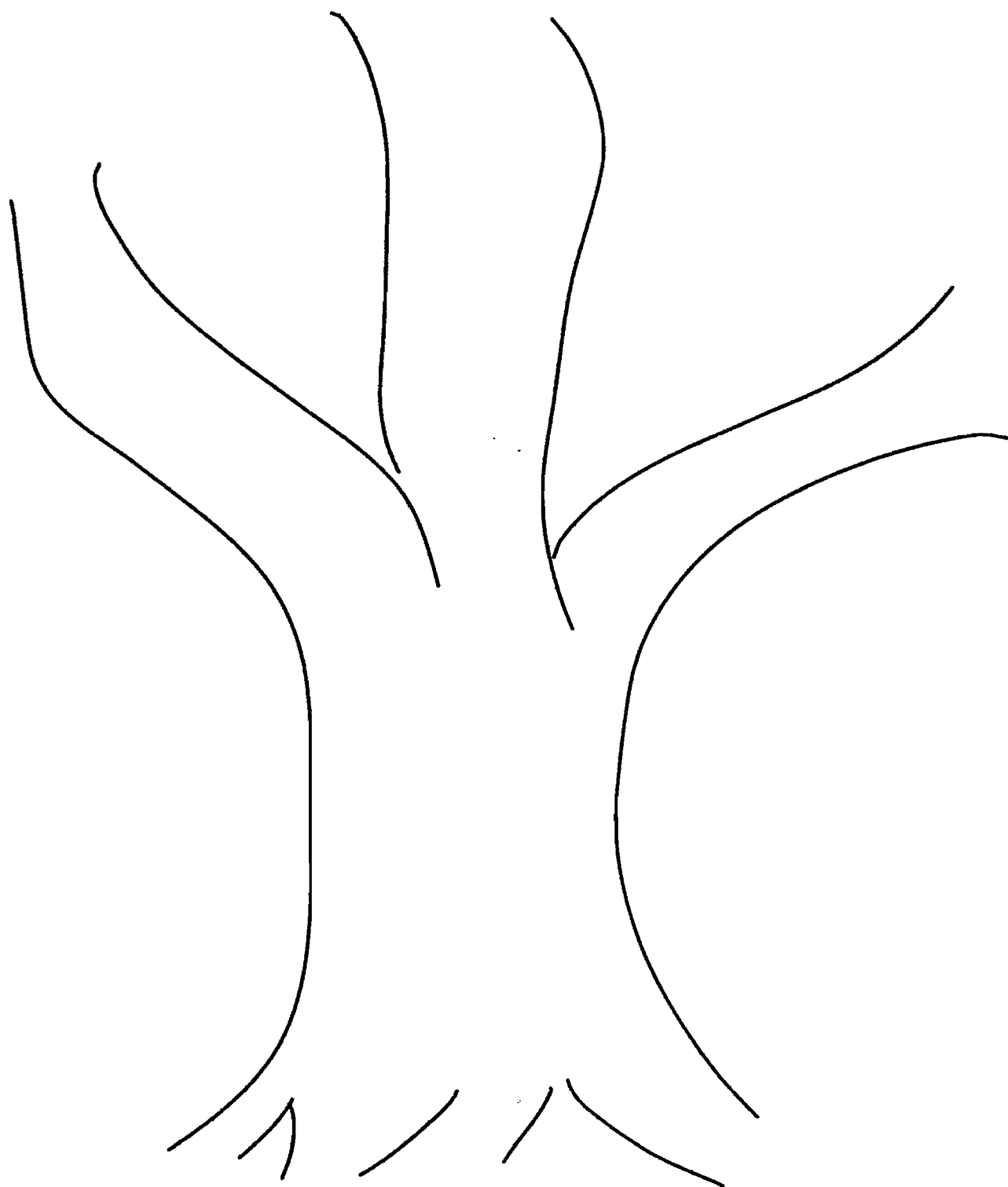
Root	Meaning	Example Words
phil	love	philanthropy, Philadelphia
phobia	fear	claustrophobia
pon, pos	place, put	opponent, impose
phon	sound	symphony, microphone, phonic
pop	people	population, popular
port	carry	portable, transport, import
psych, psycho	soul, spirit, mind	psychology, psychic
que, qui	ask, seek	request, question, inquire
rupt	break	erupt, rupture
scend, scent	climb, leap	ascend, ascent
sci	know	scientific, conscious
scop, scope	see, watch, look at	microscope, telescope
scrib, script	mark	scribble, inscription
sec, sect	cut	dissect, section
secu, sequ	follow	consecutive, sequence
sed, sess, sid	to sit, settle	sediment, obsession, preside
sens, sent	feel, be aware	sensible, dissent
sign	to mark, seal	signature, design
simil, simul	same	simulate, simile, assimilate
solv, solu	loosen	solvent, resolution, absolutely
spec, spect	look	spectator, prospect
spir	breathe	inspire, conspire
spond, spons	to pledge	correspondence, sponsor
struct	build	construct, structure, destruction
tact, tang, tag	touch	contact, intangible
tempo	time	temporary, contemporary
terr	earth, land	territory
therm	heat	thermometer, hypothermia
tort, tors	twist	torsion, torture
tract	pull, draw, drag	extract, attractive, tractor
vac	empty	vacuum, vacant
ven, vent	come, go	intervene
ver, veri	truth	verify
vert, vers	turn	irreversible, versatile
vid, vis	see	visual, evidence
vit, viv	to live, alive	vitamin, revive, vivacious, vital
voc, vok	voice, call	vocal, advocate, evoke
volv, volu	to roll	revolve, involve, evolution

Name: _____ Date: _____

Identifying Morphemes Worksheet #1

INSTRUCTIONS: Isolate the prefix, separate the suffix, and underline the root in each word. Be careful! Many of these words do not have all the parts.

	A	B	C
1.	audible	dictation	maternity
2.	manufacture	phonograph	project
3.	revolve	maritime	airplane
4.	portable	commander	magnitude
5.	hydroplane	grammar	instruct
6.	mortician	dissimilar	microphone
7.	manipulate	sociopath	isometric
8.	empathy	minimal	credible
9.	psychology	audio	fraternity
10.	asteroid	responsive	speculate



PREFIX PRACTICE LESSON 1

1. Introduce the Word Parts Table below. Before class, write it on the board or on an overhead transparency of Cue Card #20. Display and explain the table.

Common Prefixes

Prefix	Meaning	Examples
un-	not	<i>unhappy, unanswered, unhealthy</i>
in-, im-, il-, ir-	not	<i>indirect, impossible, illegal, irregular</i>
dis-	not, apart, away	<i>disability, dislocate, discard</i>

2. Have the students read the sample paragraph at the top of the Lesson 1 Learning Sheet aloud. Ask them to find the targeted prefixes and separate them from the rest of the word with a backwards “L.” Discuss the meaning of each word within the context.

Was having five dogs **illegal**? Shelly was afraid to ask anyone who worked for the city, so her question remained **unanswered**. She'd never intended on having more than her two cocker spaniels, Lucy and Rufus. However, a friend with a black labrador retriever hit hard times and had to move to a small apartment where pets were not allowed. A coworker found a stray poodle-mix puppy and could not keep it. The owners weren't even looking for him! That broke Shelly's heart. She felt as if he had been **discarded**, like trash. The last dog was a small spaniel who had been a companion to her mother, who had recently passed away. The dogs all got along well, but they created an **unhealthy** environment. She **indirectly** learned that only three dogs were allowed when the local news ran a story about a woman with 40 cats. The cats were discovered by paramedics, who were called by the woman, who had tripped over a cat, fallen, and **dislocated** her shoulder.

3. Conduct the practice activity for identifying targeted prefixes. Have the students practice separating the targeted prefix from the rest of the word on the *Lesson 1 Learning Sheet* using a backwards “L.”

- | A | B | C | D |
|--------------------------|----------------------|-------------------|--------------------|
| 1. <u>in</u> active | <u>il</u> logical | <u>dis</u> case | <u>il</u> literate |
| 2. <u>ir</u> responsible | <u>in</u> hospitable | <u>in</u> sane | <u>dis</u> respect |
| 3. <u>dis</u> turb | <u>im</u> print | ill | <u>un</u> likable |
| 4. <u>dis</u> cover | <u>in</u> sensitive | <u>un</u> movable | <u>il</u> legible |

PREFIX PRACTICE LESSON 1 (cont.)

4. Discuss “tricksters.” Create a table or a tree on the board to explore example words with one of the targeted prefixes and potential tricksters. (See the example below.)

dis-		
<i>apart</i>	<i>not</i>	Tricksters
dislocate dissociate displace disjunction dislodge	disown disorganized disorder dislike disrespect	disc/disk discus dish

5. Conduct the practice activity for predicting the meaning of words. Ask the students to complete the third activity on the *Lesson 1 Learning Sheet*.

- unanswered** – [*un-* “not” + *answered* “responded to”] = not responded to
- unhealthy** – [*un-* “not” + *healthy* “free of disease”] = not free of disease
- indirect** – [*in-* “not” + *direct* “straight forward”] = not straight forward
- illegal** – [*il-* “not” + *legal* “based on law”] = not based on law
- dislocate** – [*dis-* “apart” + *locate* “to place”] = to place apart from the usual location; to be apart
- discard** – [*dis-* “away” + *card*] = to throw away; to throw out a playing card

6. Have the students complete a Memory Table for each prefix. Have them write each prefix and its meaning in a table. Then ask the students to choose a Memory Word that really depicts the meaning of each prefix and record it on the table in the Memory Word box. Then have them draw a picture that will help them remember the memory word and its meaning in the Picture box.

Word-Mapping Activities:

Choose one of the following activities.

- 1. Conduct a practice activity predicting the meaning of words.** Write these words on the board: impossible, irregular, and disability. Have the students fill in their Word Maps independently to predict the meaning of these words (there should be one Word Map per word).
- 2. Conduct a practice activity predicting the meaning of words in subject-area content.** Write a few words on the board that you have derived from subject area textbooks in the students’ courses. Have the students practice predicting the meaning of unknown words that have the targeted prefixes.
- 3. Use the Word Map to map out unknown words containing the targeted prefixes in a selected reading.**

Name: _____ Date: _____

Prefix Lesson 1 Learning Sheet

1. Find the targeted prefixes in the paragraph below. Isolate the prefix using a backwards “L.”

Was having five dogs illegal? Shelly was afraid to ask anyone who worked for the city, so her question remained unanswered. She'd never intended on having more than her two cocker spaniels, Lucy and Rufus. However, a friend with a black labrador retriever hit hard times and had to move to a small apartment where pets were not allowed. A coworker found a stray poodle-mix puppy and could not keep it. The owners weren't even looking for him! That broke Shelly's heart. She felt as if he had been discarded, like trash. The last dog was a small spaniel who had been a companion to her mother, who had recently passed away. The dogs all got along well, but they created an unhealthy environment. She indirectly learned that only three dogs were allowed when the local news ran a story about a woman with 40 cats. The cats were discovered by paramedics, who were called by the woman, who had tripped over a cat, fallen, and dislocated her shoulder.

2. Isolate the prefix in each of the following words that has a prefix. Some of these words do not have prefixes. Watch out for tricksters!

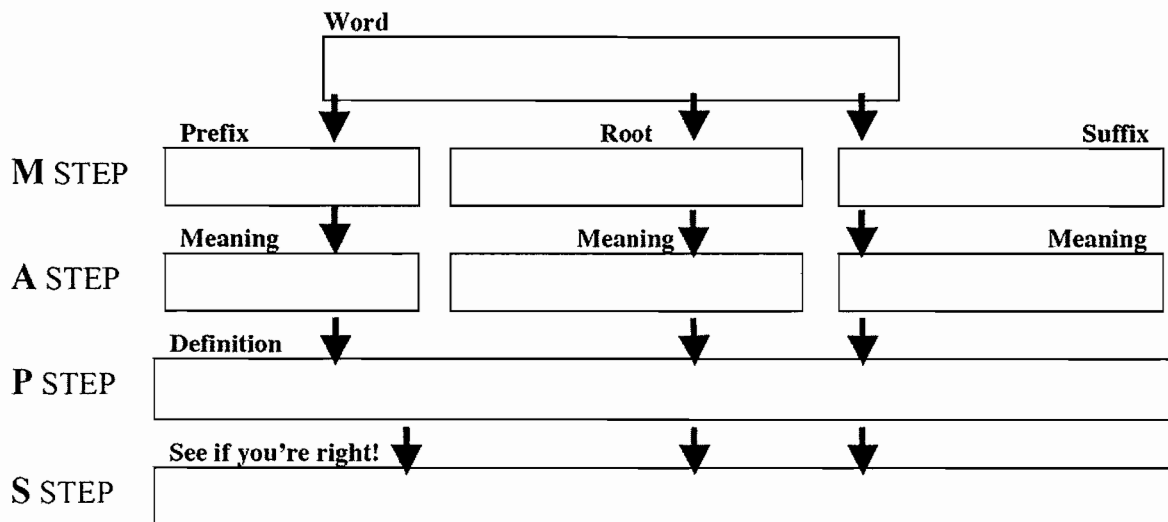
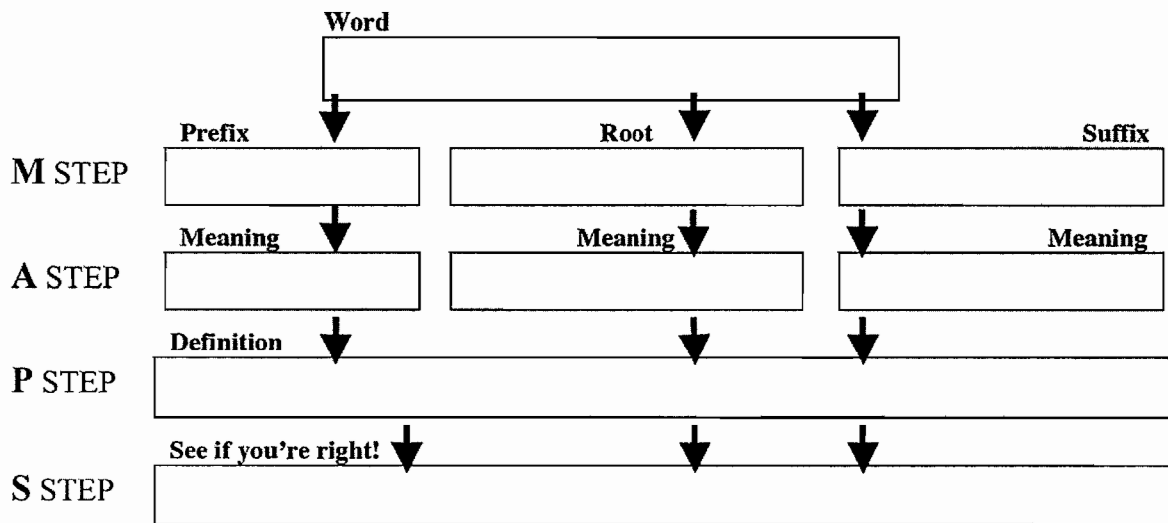
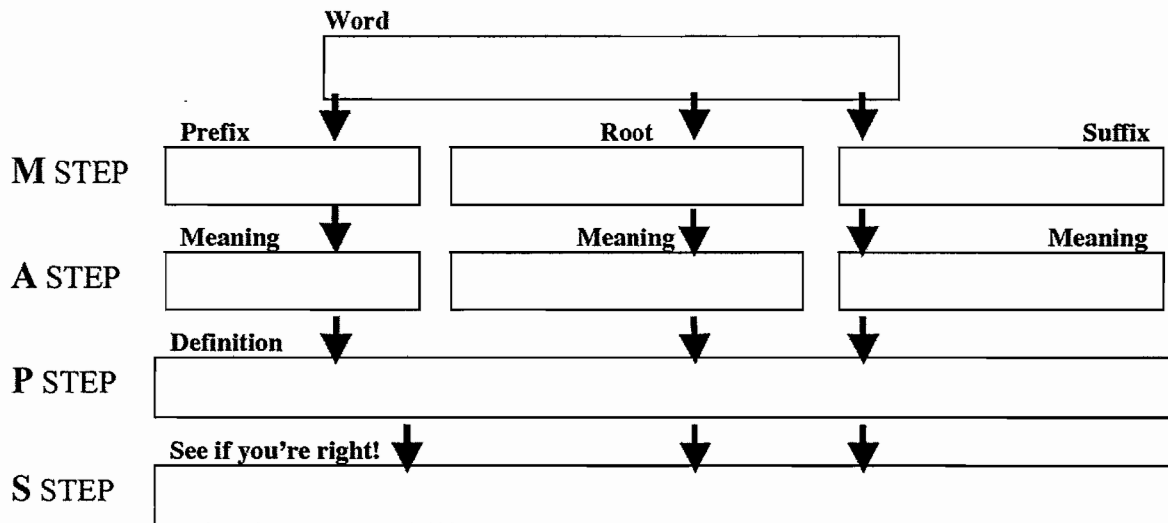
Examples: im | polite dis | belief uno

- | | A | B | C | D | |
|----|---------------|--------------|-----------|------------|--------------------------|
| 1. | inactive | illogical | disease | illiterate | <input type="checkbox"/> |
| 2. | irresponsible | inhospitable | insane | disrespect | <input type="checkbox"/> |
| 3. | disturb | imprint | ill | unlikable | <input type="checkbox"/> |
| 4. | discover | insensitive | unmovable | illegible | <input type="checkbox"/> |

3. Predict the meaning of the following words by filling in the blanks.

1. unanswered – [*un-* “_____” + *answered* “responded to”]
= _____
2. unhealthy – [*un-* “_____” + *healthy* “free of disease”]
= _____
3. indirect – [*in-* “_____” + *direct* “straight forward”]
= _____
4. illegal – [*il-* “_____” + *legal* “based on law”]
= _____
5. dislocate – [*dis-* “_____” + *locate* “place”]
= _____
6. discard – [*dis-* “_____” + *card*]
= _____

WORD MAPS



MEMORY TABLES

1. Word Part	2. Word-Part Meaning
3. Memory Word	4. Picture

1. Word Part	2. Word-Part Meaning
3. Memory Word	4. Picture

1. Word Part	2. Word-Part Meaning
3. Memory Word	4. Picture

1. Word Part	2. Word-Part Meaning
3. Memory Word	4. Picture

Prefix Quiz 1

Name: _____

Matching: Write the letter of the correct definition in the blank beside each prefix.

- | | | |
|--------------------------|------------------------|---------------------|
| <input type="checkbox"/> | ___ un- | a. not |
| <input type="checkbox"/> | ___ dis- | b. not, apart, away |
| <input type="checkbox"/> | ___ in-, im-, il-, ir- | |

Completion: Write the correct definition beside each word.

- unanswered:
- discard:
- unhealthy:
- illegal:
- indirect:
- dislocate:
- Sentence:** Choose any word from the above list, and use it in a sentence correctly.
-
-

The Word Mapping Strategy:

Handouts

The Unit Organizer

NAME _____ DATE _____	4 BIGGER PICTURE	3	NEXT UNIT/Experience
2	1	CURRENT UNIT	1
5	<h2 style="margin: 0;">The Word Mapping Strategy</h2> <p style="text-align: center; margin: 5px 0;"><i>is about</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>by starting with</p> <p>by using</p> <p>Prefixes</p> </div> <div style="text-align: center;"> <p>by using</p> <p>by using</p> <p>Suffixes</p> </div> <div style="text-align: center;"> <p>Predicting and learning the meaning of words.</p> </div> <div style="text-align: center;"> <p>by creating</p> <p>by creating</p> <p>Word Maps</p> </div> <div style="text-align: center;"> <p>by practicing</p> <p>by making</p> <p>The Strategy Steps</p> </div> <div style="text-align: center;"> <p>Memory Tables</p> </div> </div>		
7	UNIT SELF-TEST QUESTIONS		
<p>1) How can you use a word's prefix, root, and suffix to predict its meaning?</p> <p>2) How can you create a memory tool to help you remember a word's meaning?</p>		6	
		UNIT RELATIONSHIPS	

Word Mapping Strategy

Crash Course

The Word Mapping Strategy is best described as a way to figure out the meaning of a word. By using the strategy, you break the word down into its most meaningful parts. You find the prefix, root, and suffix. Then you translate those parts into their meanings. Finally, you blend the meanings together to predict what the definition of the whole word is. The strategy enables you to make your best guess at the meaning of a word. Thus, you can use it while you are reading or when you are taking a vocabulary test. The steps of the strategy are as follows:

- **Map the word parts**
 - ✓ When you come to a word for which you do not know the meaning, stop and find the word parts (prefix, root, & suffix).
 - ✓ Write the word parts into boxes on the first level of the Word Map.
- **Attack the meaning of each part**
 - ✓ Translate each part into its meaning.
 - ✓ Write the definition for each word part in the box below the word part.
- **Predict the word's meaning**
 - ✓ Put together the definitions for the word parts.
 - ✓ Write your prediction of the definition for the word in the box below the definitions of the word parts.
- **See if you're right!**
 - ✓ You might want to check with someone or the dictionary to see if your prediction is correct.
 - ✓ However, when you are taking a vocabulary test, you won't be able to do this step.

Rules about morphemes (word parts with meaning):

- ✓ Some morphemes have more than one meaning.
- ✓ Different morphemes can mean the same thing.
- ✓ Some morphemes appear in different forms and have the same definition.

Keep in mind:

- The meaning of some words cannot be determined by using the Word Mapping Strategy. Sometimes, you just have to memorize the meaning of a word.

LESSON AT A GLANCE

PART I: PRETEST

Supplies Needed:

- | | | | |
|-------|---|-------|---------------------------------------|
| _____ | <i>The Word Mapping Pretest</i> (one per student) | _____ | Pencils and Paper |
| _____ | Answer Key | _____ | Student Folders |
| _____ | <i>Evaluation Guidelines</i> | _____ | <i>Word Mapping Strategy Progress</i> |
| _____ | <i>Student Response Sample</i> | _____ | <i>Charts</i> (one per student) |
| _____ | <i>Example Progress Chart</i> | | |

√	Instructional Steps	Visual Aid
_____	1. Give an advance organizer.	_____
_____	2. Distribute the materials.	<u><i>Pretest</i></u>
_____	3. Give instructions for the pretest.	_____
_____	4. Solicit and answer questions.	_____
_____	5. Instruct the students to begin, and monitor their work.	_____
_____	6. Collect the tests.	_____
_____	7. Score the tests.	<u><i>Eval. Guide.</i></u>
_____	8. Communicate the test results to the students.	<u><i>Prog. Chart</i></u>
_____	9. Explain that the students will be learning a strategy for predicting the meaning of words.	_____

LESSON AT A GLANCE
PART II: INTRODUCING MORPHEMES AND THE STRATEGY
LESSON 1: INTRODUCTION AND PREFIXES

Supplies Needed:

- | | |
|--|---|
| _____ Large writing surface | _____ Overhead projector & screen |
| _____ Appropriate writing implements | _____ <i>Word Mapping Notes Sheet #1</i> |
| _____ <i>Cue Cards #1-6</i> (transparencies) | _____ (one per student, transparency) |
| _____ <i>Isolate the Prefix Worksheets</i> | _____ <i>Word Mapping Notes Answer Key #1</i> |
| _____ #1, #2, #3, and #4 (one per student) | _____ <i>Isolate the Prefix Worksheets Answer Keys</i> (transparencies) |
| _____ Student binders | _____ <i>Prefix Definitions List</i> (one per student) |
| | _____ Pencils and paper |

✓	Instructional Steps	Visual Aid
_____	1. Give an advance organizer.	_____
_____	a. State the purpose of this lesson.	_____
_____	b. State your expectations.	Notes Sheets
_____	2. Introduce and define “word parts.”	_____
_____	3. Define “morphemes.”	CC#1
_____	4. Contrast “morphemes” with “syllables.”	CC#2, #3
_____	5. Introduce the three types of morphemes.	CC#4
_____	6. Introduce the <i>Word Mapping Strategy</i> .	_____
_____	7. Introduce and define prefixes.	CC#5
_____	8. Introduce the <i>Prefix Definitions List</i> .	<i>Prefix List</i>
_____		<i>Prefix Def. List</i>
_____	9. Explain prefixes within prefixes.	<i>Prefix List</i>
_____	10. Caution the students about “tricksters.”	_____
_____	11. Explain compound prefixes.	CC#6
_____	12. Practice isolating prefixes.	<i>Isolate #1</i>
_____	13. Conduct independent practice.	<i>Isolate #2</i>
_____	14. Conduct group oral reading practice.	<i>Prefix Def. List</i>
_____	15. Conduct paired practice.	<i>Prefix Def. List</i>
_____	16. Conduct individual oral reading checks.	<i>Prefix Def. List</i>
_____	17. Give a post-organizer.	_____
_____	a. Summarize the lesson.	_____
_____	b. Preview the next lessons.	_____
_____	18. Solicit and answer questions.	_____

LESSON AT A GLANCE
PART II: INTRODUCING MORPHEMES AND THE STRATEGY
LESSON 2: SUFFIXES

Supplies Needed:

- | | |
|---|--|
| _____ Large writing surface | _____ Overhead projector/screen |
| _____ Appropriate writing implements | _____ <i>Word Mapping Notes Sheet #2</i> |
| _____ <i>Suffix Definitions List</i> | _____ <i>(one per student,</i> |
| _____ <i>(one per student)</i> | _____ <i>transparency)</i> |
| _____ <i>Separate the Suffix Worksheets #1, #2,</i> | _____ <i>Inflectional Suffix List</i> |
| _____ <i>#3, and #4 (one per student)</i> | _____ <i>(one per student)</i> |
| _____ <i>Separate the Suffix Worksheets Answer</i> | _____ <i>Student binders</i> |
| _____ <i>Keys</i> | _____ Pencils and paper |
| _____ <i>Cue Cards #4, 7-13</i> | _____ <i>Notes Sheet #2 Answer Key</i> |

√	Instructional Steps	Visual Aid
_____	1. Review.	_____
_____	2. Provide an advance organizer.	_____
_____	a. Provide a link to previous learning.	_____ <i>CC#4</i>
_____	b. State the purpose of this lesson.	_____
_____	c. State your expectations.	_____ <i>Notes Sheets</i>
_____	3. Define "suffix."	_____ <i>CC#7</i>
_____	4. Introduce the <i>Suffix Definitions List</i> .	_____ <i>Suffix Def. List</i>
_____	5. Define the inflectional suffixes.	_____ <i>Inflectional List</i>
_____		_____ <i>CC# 8, 9</i>
_____	6. Define derivational suffixes.	_____ <i>CC# 10, 11</i>
_____	7. Explain the Suffix Guidelines.	_____ <i>CC# 12A, 12B</i>
_____	8. Explain compound suffixes.	_____ <i>CC# 13</i>
_____	9. Practice separating suffixes.	_____ <i>Separate W #1</i>
_____	10. Conduct independent practice.	_____ <i>Separate W #2</i>
_____	11. Conduct group oral reading practice.	_____ <i>Suffix Def. List</i>
_____	12. Conduct paired practice.	_____ <i>Suffix Def. List</i>
_____	13. Conduct individual oral reading checks.	_____ <i>Suffix Def. List</i>
_____	14. Give a post-organizer.	_____
_____	a. Summarize the lesson.	_____
_____	b. Preview the next lessons.	_____
_____	15. Solicit and answer questions.	_____

LESSON AT A GLANCE
PART II: INTRODUCING MORPHEMES AND THE STRATEGY
LESSON 3: WORD ROOTS

Supplies Needed:

- | | |
|---|---|
| _____ Large writing surface | _____ Overhead projector/screen |
| _____ Appropriate writing implements | _____ <i>Roots Definitions List</i> |
| _____ <i>Cue Cards #4, 14-16</i> | _____ (one per student, one transparency) |
| _____ <i>Identifying Morphemes Worksheets</i> | _____ <i>Pencils and paper</i> |
| _____ #1-4 | _____ Student binders |
| _____ <i>Identifying Morphemes Worksheets</i> | _____ <i>Word Mapping Notes Sheet #3 Answer</i> |
| _____ <i>Answer Keys</i> | _____ <i>Key</i> |
| _____ <i>Word Mapping Notes Sheet #3</i> | |
| _____ (one per student) | |

√	Instructional Steps	Visual Aid
_____	1. Review.	_____
_____	2. Give an advance organizer.	_____
_____	a. Recap the previous lessons.	_____ <i>CC#4</i>
_____	b. State the purpose of this lesson.	_____
_____	c. State your expectations.	_____ <i>Notes Sheets</i>
_____	3. Define "root."	_____ <i>CC#14, 15</i>
_____	4. Introduce the <i>Roots Definitions List</i> .	_____ <i>Roots Def. List</i>
_____	5. Explain how words are created.	_____
_____	6. Explain the usefulness of roots.	_____
_____	7. Explain the Rules for Morphemes.	_____ <i>CC#16</i>
_____	8. Give instructions for identifying morphemes.	_____ <i>Identify Morph.</i>
_____	9. Start the practice activity.	_____ <i>Worksheet #1</i>
_____	10. Circulate among the students as they work.	_____
_____	11. Conduct oral reading checks.	_____
_____	12. Have the students put their work in their binders.	_____
_____	13. Give a post-organizer.	_____
_____	a. Summarize the lesson.	_____
_____	b. Preview the next lesson.	_____
_____	14. Solicit and answer questions.	_____

LESSON AT A GLANCE
PART II: INTRODUCING MORPHEMES AND THE STRATEGY
LESSON 4: THE WORD MAPPING STRATEGY

Supplies Needed:

- | | |
|--------------------------------------|--|
| _____ Large writing surface | _____ <i>Word Mapping Notes Sheet #4</i> |
| _____ Appropriate writing implements | _____ <i>Notes Sheet #4 Answer Key</i> |
| _____ <i>Cue Cards #4, 17-19</i> | _____ Student binders |
| _____ <i>Word Maps</i> | _____ Pencils and paper |
| _____ <i>Memory Tables</i> | |

√	Instructional Steps	Visual Aid
_____	1. Review.	_____
_____	2. Give an advance organizer.	_____
_____	a. Recap the previous lessons.	CC# 4
_____	b. State the purpose of this lesson.	_____
_____	c. State your expectations.	_____
_____	3. Describe and model the Word Mapping Strategy.	CC#17, 18 <i>Notes Sheets</i>
_____	4. Introduce the mnemonic device "MAPS."	CC# 18
_____	5. Give instructions for the Word Mapping Activity.	<i>Word Maps</i>
_____	6. Start the activity.	_____
_____	7. Circulate and provide help and feedback.	_____
_____	8. Describe how to use Memory Tables.	CC# 19
_____	a. Demonstrate filling in the "Word Part" box.	CC# 19
_____	b. Demonstrate filling in the "Word Meaning" box.	CC# 19
_____	c. Demonstrate filling in the "Memory Word" box.	CC# 19
_____	d. Demonstrate filling in the "Picture" box.	CC# 19
_____	e. Demonstrate self-testing.	_____
_____	9. Give instructions for the Memory Table activity.	<i>Memory Tables</i>
_____	10. Start the activity.	_____
_____	11. Circulate and provide help and feedback.	_____
_____	12. Conduct oral reading checks.	_____
_____	13. Have the students hand in their work.	_____
_____	14. Give a post-organizer.	_____
_____	a. Summarize the lesson.	_____
_____	b. Preview the next lesson.	_____
_____	15. Solicit and answer questions.	_____

LESSON AT A GLANCE
PART III: PRACTICING THE STRATEGY

Supplies Needed:

- | | |
|-------------------------------------|--|
| _____ Large writing surface | _____ Pencils and Paper |
| _____ Writing implements | _____ Student Folders |
| _____ Blank <i>Word Parts Table</i> | _____ Blank <i>Word Maps</i> |
| _____ One of the Practice Lessons | _____ <i>Quiz</i> that corresponds to the lesson |
| _____ <i>Student Learning Sheet</i> | _____ <i>Quiz Answer Key</i> |
| _____ Blank <i>Memory Tables</i> | |

√	Instructional Steps	Visual Aid
_____	1. Introduce the <i>Word Parts Table</i> .	<u><i>Word Parts Table</i></u>
_____	2. Conduct the paragraph activity.	<u><i>Learning Sheet</i></u>
_____	3. Conduct the word-part activity.	<u><i>Learning Sheet</i></u>
_____	4. Discuss “tricksters.”	<u><i>Learning Sheet</i></u>
_____	5. Conduct the prediction activity.	<u><i>Learning Sheet</i></u>
_____	6. Have the students make <i>Memory Tables</i> (or cards).	<u><i>Memory Tables</i></u>
_____	7. Conduct the Word Mapping Activity.	<u><i>Word Maps</i></u>
_____	8. Optional Activity: Have the students create LINCS cards or LINCS Tables.	<u><i>LINCS Tables</i></u>
_____	9. Give the quiz.	<u><i>Quiz</i></u>

LESSON AT A GLANCE

PART IV: POSTTEST

Supplies Needed:

_____	<i>The Word Mapping Posttest</i> (one per student)	_____	Pencils and Paper
_____	Answer Key	_____	Student Folders
_____	<i>Evaluation Guidelines</i>	_____	<i>Word Mapping Strategy Progress</i>
_____	<i>Student Response Sample</i>	_____	<i>Charts</i> (one per student)
_____	<i>Example Progress Chart</i>		

√	Instructional Steps	Visual Aid
_____	1. Give an advance organizer.	_____
_____	2. Distribute the materials.	<u>Posttest</u>
_____	3. Give instructions for the posttest.	_____
_____	4. Solicit and answer questions.	_____
_____	5. Instruct the students to begin, and monitor their work.	_____
_____	6. Collect the tests.	_____
_____	7. Score the tests.	<u>Eval. Guide.</u>
_____	8. Communicate the test results to the students.	<u>Prog. Chart</u>
_____	9. Explain that the students will be learning to use the strategy in a variety of settings and with a variety of materials.	_____

LESSON AT A GLANCE

PART V: ENSURING STUDENTS USE THE STRATEGY

Supplies Needed:

- | | |
|--|------------------------------|
| _____ Large writing surface | _____ Blank <i>Word Maps</i> |
| _____ Appropriate writing implements | _____ Student's own books |
| _____ <i>Cue Card #22</i> | _____ Tape |
| _____ 3x5 or 4x6 Index Cards | _____ Student Folders |
| _____ Selection of written materials | _____ Pencils |
| _____ Selection of vocab./comprehension items from exams | |

✓	Instructional Steps	Visual Aid
_____	1. Give an advance organizer.	_____
_____	a. Review the previous lesson.	_____
_____	b. State the purpose of this lesson.	_____
_____	c. State your expectations.	_____
_____	2. Discuss rationales for generalizing the strategy.	_____
_____	3. Discuss the importance of individual effort.	_____
_____	4. Discuss situations where the strategy is applicable.	_____
_____	5. Discuss using the strategy without a <i>Word Map</i> .	_____
_____	6. Have the students make Cue Cards.	_____
_____	7. Discuss other cues for strategy use.	_____
_____	8. Discuss the tool box analogy.	_____
_____	9. Discuss the knowledge-base analogy.	<u>CC#22</u>
_____	10. Introduce the generalization assignments.	_____
_____	11. Give instructions for the day's activity.	<u>Word Maps</u>
_____	12. Circulate, monitor, and provide help and feedback.	_____
_____	13. Give a post-organizer.	_____
_____	a. Summarize the lesson.	_____
_____	14. Solicit and answer questions.	_____

Prefix Checklist

- | | | |
|----------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> a- | <input type="checkbox"/> epi- | <input type="checkbox"/> pan- |
| <input type="checkbox"/> ab- | <input type="checkbox"/> eu- | <input type="checkbox"/> para- |
| <input type="checkbox"/> abs- | <input type="checkbox"/> ex- , e- | <input type="checkbox"/> per- |
| <input type="checkbox"/> ad- | <input type="checkbox"/> extra- | <input type="checkbox"/> peri- |
| <input type="checkbox"/> ambi- | <input type="checkbox"/> fore- | <input type="checkbox"/> post- |
| <input type="checkbox"/> an- | <input type="checkbox"/> hetero- | <input type="checkbox"/> pre- |
| <input type="checkbox"/> ante- | <input type="checkbox"/> homo- | <input type="checkbox"/> pro- |
| <input type="checkbox"/> anti- | <input type="checkbox"/> hydro- | <input type="checkbox"/> pseudo- |
| <input type="checkbox"/> auto- | <input type="checkbox"/> hyper- | <input type="checkbox"/> re- |
| <input type="checkbox"/> bene- | <input type="checkbox"/> hypo- | <input type="checkbox"/> retro- |
| <input type="checkbox"/> bi- | <input type="checkbox"/> il- | <input type="checkbox"/> se- |
| <input type="checkbox"/> circum- | <input type="checkbox"/> im- | <input type="checkbox"/> semi- |
| <input type="checkbox"/> co- | <input type="checkbox"/> in- | <input type="checkbox"/> sub- |
| <input type="checkbox"/> col- | <input type="checkbox"/> inter- | <input type="checkbox"/> sur- |
| <input type="checkbox"/> com- | <input type="checkbox"/> intra- | <input type="checkbox"/> super- |
| <input type="checkbox"/> con- | <input type="checkbox"/> intro- | <input type="checkbox"/> syl- |
| <input type="checkbox"/> contra- | <input type="checkbox"/> ir- | <input type="checkbox"/> sym- |
| <input type="checkbox"/> de- | <input type="checkbox"/> mal- | <input type="checkbox"/> syn- |
| <input type="checkbox"/> dem- | <input type="checkbox"/> male- | <input type="checkbox"/> tele- |
| <input type="checkbox"/> di- | <input type="checkbox"/> micro- | <input type="checkbox"/> trans- |
| <input type="checkbox"/> dia- | <input type="checkbox"/> mis- | <input type="checkbox"/> ultra- |
| <input type="checkbox"/> dis- | <input type="checkbox"/> mono- | <input type="checkbox"/> un- |
| <input type="checkbox"/> dys- | <input type="checkbox"/> multi- | <input type="checkbox"/> up- |
| <input type="checkbox"/> em- | <input type="checkbox"/> non- | |
| <input type="checkbox"/> en- | <input type="checkbox"/> ob- | |

Suffix Checklist

- | | | |
|--------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> -able | <input type="checkbox"/> -ess | <input type="checkbox"/> -ize, -ise |
| <input type="checkbox"/> -age | <input type="checkbox"/> -ence | <input type="checkbox"/> -less |
| <input type="checkbox"/> -al | <input type="checkbox"/> -est | <input type="checkbox"/> -log, logy |
| <input type="checkbox"/> -an | <input type="checkbox"/> -ful | <input type="checkbox"/> -logy, -ology |
| <input type="checkbox"/> -ance | <input type="checkbox"/> -fy | <input type="checkbox"/> -ly |
| <input type="checkbox"/> -ancy | <input type="checkbox"/> -hood | <input type="checkbox"/> -ment |
| <input type="checkbox"/> -ant | <input type="checkbox"/> -ial | <input type="checkbox"/> -ness |
| <input type="checkbox"/> -arium | <input type="checkbox"/> -ian | <input type="checkbox"/> -or, -er |
| <input type="checkbox"/> -ate | <input type="checkbox"/> -ible | <input type="checkbox"/> -ous |
| <input type="checkbox"/> -ary | <input type="checkbox"/> -ic, -ical | <input type="checkbox"/> -s |
| <input type="checkbox"/> -cle, -clue | <input type="checkbox"/> -ice | <input type="checkbox"/> -sis |
| <input type="checkbox"/> -cy | <input type="checkbox"/> -ify, -ize | <input type="checkbox"/> -ship |
| <input type="checkbox"/> -dom | <input type="checkbox"/> -ile | <input type="checkbox"/> -tion, -ion, |
| <input type="checkbox"/> -en | <input type="checkbox"/> -ish | <input type="checkbox"/> -sion |
| <input type="checkbox"/> -ence | <input type="checkbox"/> -ism | <input type="checkbox"/> -tude |
| <input type="checkbox"/> -ency | <input type="checkbox"/> -ist | <input type="checkbox"/> -ular |
| <input type="checkbox"/> -ent | <input type="checkbox"/> -it is | <input type="checkbox"/> -ule |
| <input type="checkbox"/> -er | <input type="checkbox"/> -ity, -ty | <input type="checkbox"/> -ure |
| <input type="checkbox"/> -ese | <input type="checkbox"/> -ive | <input type="checkbox"/> -y |

Word Mapping Feedback Checklist

<p>Word Mapping Feedback I like the way you...</p> <p><input type="checkbox"/> Mapped all the word parts <input type="checkbox"/> Attacked the meaning of each part <input type="checkbox"/> Predicted the word's meaning <input type="checkbox"/> Saw if you were right (You were!)</p> <p>If all lines are not checked above, please note feedback suggestions below...</p> <p><input type="checkbox"/> Complete all parts of map <input type="checkbox"/> Correct the meaning of the following part(s): _____ <input type="checkbox"/> Correct the definition for _____</p> <p style="text-align: center;">See me if you need help!</p>	<p>Word Mapping Feedback I like the way you...</p> <p><input type="checkbox"/> Mapped all the word parts <input type="checkbox"/> Attacked the meaning of each part <input type="checkbox"/> Predicted the word's meaning <input type="checkbox"/> Saw if you were right (You were!)</p> <p>If all lines are not checked above, please note feedback suggestions below...</p> <p><input type="checkbox"/> Complete all parts of map <input type="checkbox"/> Correct the meaning of the following part(s): _____ <input type="checkbox"/> Correct the definition for _____</p> <p style="text-align: center;">See me if you need help!</p>
<p>Word Mapping Feedback I like the way you...</p> <p><input type="checkbox"/> Mapped all the word parts <input type="checkbox"/> Attacked the meaning of each part <input type="checkbox"/> Predicted the word's meaning <input type="checkbox"/> Saw if you were right (You were!)</p> <p>If all lines are not checked above, please note feedback suggestions below...</p> <p><input type="checkbox"/> Complete all parts of map <input type="checkbox"/> Correct the meaning of the following part(s): _____ <input type="checkbox"/> Correct the definition for _____</p> <p style="text-align: center;">See me if you need help!</p>	<p>Word Mapping Feedback I like the way you...</p> <p><input type="checkbox"/> Mapped all the word parts <input type="checkbox"/> Attacked the meaning of each part <input type="checkbox"/> Predicted the word's meaning <input type="checkbox"/> Saw if you were right (You were!)</p> <p>If all lines are not checked above, please note feedback suggestions below...</p> <p><input type="checkbox"/> Complete all parts of map <input type="checkbox"/> Correct the meaning of the following part(s): _____ <input type="checkbox"/> Correct the definition for _____</p> <p style="text-align: center;">See me if you need help!</p>

Memory Table Feedback Checklist

<p>Memory Table Feedback I like the way you...</p> <p><input type="checkbox"/> Filled in the Word Part box <input type="checkbox"/> Filled in the Meaning box <input type="checkbox"/> Filled in the Memory Word box <input type="checkbox"/> Filled in the Picture box</p> <p>If all lines are not checked above, please note feedback suggestions below...</p> <p><input type="checkbox"/> Complete all parts of the table <input type="checkbox"/> Correct the _____ box by: _____ <input type="checkbox"/> Other: _____</p> <p>_____ See me if you need help!</p>	<p>Memory Table Feedback I like the way you...</p> <p><input type="checkbox"/> Filled in the Word Part box <input type="checkbox"/> Filled in the Meaning box <input type="checkbox"/> Filled in the Memory Word box <input type="checkbox"/> Filled in the Picture box</p> <p>If all lines are not checked above, please note feedback suggestions below...</p> <p><input type="checkbox"/> Complete all parts of the table <input type="checkbox"/> Correct the _____ box by: _____ <input type="checkbox"/> Other: _____</p> <p>_____ See me if you need help!</p>
<p>Memory Table Feedback I like the way you...</p> <p><input type="checkbox"/> Filled in the Word Part box <input type="checkbox"/> Filled in the Meaning box <input type="checkbox"/> Filled in the Memory Word box <input type="checkbox"/> Filled in the Picture box</p> <p>If all lines are not checked above, please note feedback suggestions below...</p> <p><input type="checkbox"/> Complete all parts of the table <input type="checkbox"/> Correct the _____ box by: _____ <input type="checkbox"/> Other: _____</p> <p>_____ See me if you need help!</p>	<p>Memory Table Feedback I like the way you...</p> <p><input type="checkbox"/> Filled in the Word Part box <input type="checkbox"/> Filled in the Meaning box <input type="checkbox"/> Filled in the Memory Word box <input type="checkbox"/> Filled in the Picture box</p> <p>If all lines are not checked above, please note feedback suggestions below...</p> <p><input type="checkbox"/> Complete all parts of the table <input type="checkbox"/> Correct the _____ box by: _____ <input type="checkbox"/> Other: _____</p> <p>_____ See me if you need help!</p>

FRONT



Map the word parts

Attack the meaning of each part

Predict the word's meaning

See if you're right!



Map the word parts

Attack the meaning of each part

Predict the word's meaning

See if you're right!



Maps

Map the word parts

Attack the meaning of each part

Predict the word's meaning

See if you're right!



Maps

Map the word parts

Attack the meaning of each part

Predict the word's meaning

See if you're right!



Maps

Map the word parts

Attack the meaning of each part

Predict the word's meaning

See if you're right!

BACK

"Reading is
to the
mind what
exercise
is to the
body."

Richard Steele

"Reading
is to the
mind what
exercise
is to the
body."

Richard Steele

"Reading is
to the
mind what
exercise
is to the
body."

Richard Steele

"Reading is
to the
mind what
exercise
is to the
body."

Richard Steele

"Reading
is to the
mind what
exercise
is to the
body."

Richard Steele

Targeted Words

admissible
advocating
amendment
audible
audition
autograph

benediction
benefactor

careless
circumspection
commercial
conductor
construction

daintier
decompose
defunct
descend
detract
dictate
diction
discard
discredit
dislocate
distorts

enslave
embrace
emit
emotional
empathy
evolve
evoked
exhaustive
expatiate
expose

facile
factory
familial

fanciful
forecast
forefather
foreshadow
frightful

given

hopelessly

illegal
illuminate
incredulous
indirect
inject
inscribe
inspect
instructor's
instruction
insignia
intangible
interstate
intervene
interlude
involved
inventiveness
immortality
implant
import
involve

loveliest

manipulate
manually
manufacture
manuscript
microphone
miscreant
misfortune
misprint
monumental
mortals

nontoxic
nonpartisan
nonsense

overexert
overage

pathetic
pathos
phonics
phonograph
prediction
promote
portable
postpone

reject
report
restless
retractable

scary
significant
spectator
submit
subscript
subtract
subverting
superscript
supersede

transformer
transport
transmit

unanswered
unhealthy
untenable

vivacious

Targeted Word Parts

Prefixes

de-
dis-
en-
em-
fore-
in-, im-, il-
in-, im-, il-, ir-
inter-
mis-
non-
over-
re-
sub-
super-
trans-
un-

Roots

aud
cred, cre
dic/dict
fac, fact
graph, gram
man, mani, manu
miss, mit, mitt
mob, mot
path, pathy
phon
pon, pos
port
script, scrib
sign
spect, spec
struct
tract
volv, volu

Suffixes

-able, -ible
-al, -ial
-ate
-ation, ition
-ed
-en
-er, -or
-est
-ful
-ic
-ing
-ion, -tion, -sion
-ity, -ty
-ive, -itive
-less
-ly, -y
-ment
-ness
-ous, -eous, -ious
-s
-s, -es
-'s, -s'

Percentage Tables

<u>No. Correct</u>	<u>%</u>	<u>No. Correct</u>	<u>%</u>	<u>No. Correct</u>	<u>%</u>
1	3%	11	37%	21	70%
2	7%	12	40%	22	73%
3	10%	13	43%	23	77%
4	13%	14	47%	24	80%
5	17%	15	50%	25	83%
6	20%	16	53%	26	87%
7	23%	17	57%	27	90%
8	27%	18	60%	28	93%
9	30%	19	63%	29	97%
10	33%	20	67%	30	100%

<u>No. Correct</u>	<u>%</u>	<u>No. Correct</u>	<u>%</u>	<u>No. Correct</u>	<u>%</u>
1	3%	12	36%	23	70%
2	6%	13	39%	24	73%
3	9%	14	42%	25	76%
4	12%	15	45%	26	79%
5	15%	16	48%	27	82%
6	18%	17	52%	28	85%
7	21%	18	55%	29	88%
8	24%	19	58%	30	91%
9	27%	20	61%	31	94%
10	30%	21	64%	32	97%
11	33%	22	67%	33	100%

<u>No. Correct</u>	<u>%</u>	<u>No. Correct</u>	<u>%</u>	<u>No. Correct</u>	<u>%</u>
1	3%	13	36%	25	69%
2	6%	14	39%	26	72%
3	8%	15	42%	27	75%
4	11%	16	44%	28	78%
5	14%	17	47%	29	81%
6	17%	18	50%	30	83%
7	19%	19	53%	31	86%
8	22%	20	56%	32	89%
9	25%	21	58%	33	92%
10	28%	22	61%	34	94%
11	31%	23	64%	35	97%
12	33%	24	67%	36	100%

CONCEPT DIAGRAM

③ Key Words

- ① CONVEY CONCEPT
- ② OFFER OVERALL CONCEPT
- ③ NOTE KEY WORDS
- ④ CLASSIFY CHARACTERISTICS

Prefix

Morpheme

Always Present

Sometimes Present

Never Present

located at beginning
of a word
Changes the meaning
of a word

Has 2 to 6 letters

Located at the end
of a word
Changes the form of
a word but not
the meaning
Is a whole word

⑤ EXPLORE EXAMPLES

Examples:

re-

un-

dis-

"re" in "read"
"sub" in "subtract"

Nonexamples:

-ing

shoe

-tion

⑥ PRACTICE WITH NEW EXAMPLE

⑦ TIE DOWN A DEFINITION

A prefix is a morpheme (a word part with meaning) that is located at the beginning of a word and changes the meaning of the word.

CONCEPT DIAGRAM

- ① CONVEY CONCEPT
- ② OFFER OVERALL CONCEPT
- ③ NOTE KEY WORDS
- ④ CLASSIFY CHARACTERISTICS

③ Key Words

Suffix

Morpheme

Always Present

located at the end
of the word

Sometimes Present

Changes the form of
the word
Changes the meaning
of the word
Changes the part of
speech of the word

Never Present

located at the
beginning of a
word
Is a whole word
Changes the form and
meaning of the
word

⑤ EXPLORE EXAMPLES

Examples:

-tion
-ing
-ment

Nonexamples:

sub-
aster
un-

"er" in "steer"
"er" in "writer"

⑥ PRACTICE WITH NEW EXAMPLE

⑦ TIE DOWN A DEFINITION

A suffix is a morpheme (a word part with meaning) that is located at the end of a word. It can change the word's form or meaning and sometimes changes its part of speech.

COMPARISON TABLE

② OVERALL CONCEPT
Suffix

- C Communicate targeted concepts
- O Obtain the Overall Concept
- M Make lists of known characteristics
- P Pin down Like Characteristics
- A Assemble Like Categories
- R Record Unlike Characteristics
- I Identify Unlike Categories
- N Nail down a summary
- G Go beyond the basics

① CONCEPT
Inflectional Suffix

① CONCEPT
Derivational Suffix

③ CHARACTERISTICS
Is a morpheme
Is at the end of a word
Changes the form of a word
Does not change the word's meaning
Does not change the part of speech

③ CHARACTERISTICS
Is a morpheme
Is at the end of a word
Does not change the form of word
Changes the word's meaning
Changes the part of speech sometimes

⑤ EXTENSIONS

④ LIKE CHARACTERISTICS
Is a morpheme
Is at the end of a word

⑤ LIKE CATEGORIES
Overall concept
Location

⑥ UNLIKE CHARACTERISTICS
Changes the form of a word
Does not change the word's meaning
Does not change the part of speech

⑥ UNLIKE CHARACTERISTICS
Does not change the form of a word
Changes the meaning of a word
Can change the part of speech of the word

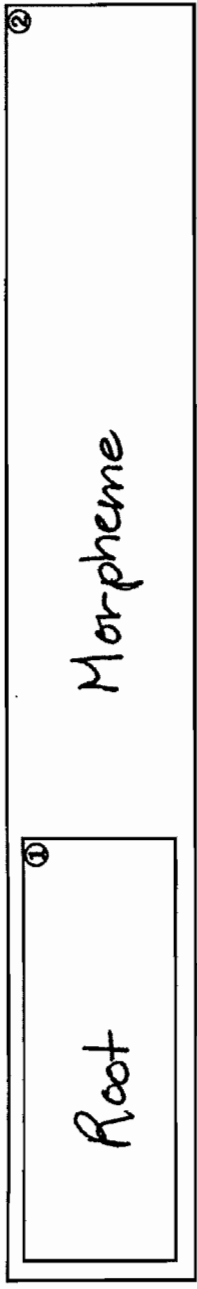
⑦ UNLIKE CATEGORIES
changes:
form
meaning
part of speech

⑧ SUMMARY
Inflectional & derivational suffixes are similar because they are both morphemes and are located at the end of a word. They are different as to whether they change the form, meaning, or part of speech of the word

CONCEPT DIAGRAM

- ① CONVEY CONCEPT
- ② OFFER OVERALL CONCEPT
- ③ NOTE KEY WORDS
- ④ CLASSIFY CHARACTERISTICS

③ Key Words



Always Present	Sometimes Present	Never Present
<p>Gives a word its main meaning</p> <p>Is derived from Latin or Greek languages</p>	<p>located at the beginning, end, or middle of a word</p> <p>Is the whole word</p> <p>Can be combined with prefixes, suffixes, and other roots</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

⑤ EXPLORE EXAMPLES

Examples:

spec

aud

hydro

con

aster

try

Nonexamples:

re -

- ing

- ⑥ PRACTICE WITH NEW EXAMPLE
- ⑦ TIE DOWN A DEFINITION

A root is a morpheme (a word part with meaning) that gives the word its main meaning. It can be located at the beginning, end, or middle of a word, or it can be the whole word. It can be combined with other word parts, like prefixes, suffixes, and roots.

The Word Mapping Strategy:

**Scoring
Exercises**

Name: Catherine

Word Mapping Pretest

Directions: Fill-in the blanks for each underlined word and its parts. Separate each word by its parts (affixes and roots). Give each part's meaning and then make a prediction as to what the entire word means. There may be more (boxes) than needed for each word.

Example: projectile

Word Parts	pro	ject	ile	
Part Meaning	forward	throw	relating to	
Prediction of Word Meaning	relating to throwing forward			

1. malediction

Word Parts	male	dic	tion		<input type="checkbox"/>
Part Meaning	male	dictating			
Prediction of Word Meaning	a male dictating something				

2. remittor

Word Parts	re	mitt	or		<input type="checkbox"/>
Part Meaning	redo	mitten			
Prediction of Word Meaning	redo the mitten				

3. transcribe

Word Parts	trans	cribe			<input type="checkbox"/>
Part Meaning	train	crib			
Prediction of Word Meaning	a crib on a train				

4. pathology

Word Parts	path	ology			<input type="checkbox"/>
Part Meaning	path				
Prediction of Word Meaning	taking a path				

5. **distortion**

Word Parts	dist	or	tion		<input type="checkbox"/>
Part Meaning	distance	or			
Prediction of Word Meaning	going the distance				

Directions: Write the definition of each word below.

Example Word: exploit

Definition: to make use of for one's own advantage or profit

6. **portable**

something you can carry

7. **empathy**

taking the right path

8. **benediction**

something said at the end of church

9. **retractable**

pulling a tractor

10. **illuminate**

putting a light on it

Name: Catherine

Word Mapping Pretest

Directions: Fill-in the blanks for each underlined word and its parts. Separate each word by its parts (affixes and roots). Give each part's meaning and then make a prediction as to what the entire word means. There may be more (boxes) than needed for each word.

Example: projectile

Word Parts	pro	ject	ile	
Part Meaning	forward	throw	relating to	
Prediction of Word Meaning	relating to throwing forward			

1. malediction

Word Parts	male ①	dic ①	tion ①		3
Part Meaning	male	dictating			
Prediction of Word Meaning	a male dictating something				

2. remitter

Word Parts	re ①	mitt ①	or ①		3
Part Meaning	redo	mitten			
Prediction of Word Meaning	redo the mitten				

3. transcribe

Word Parts	trans	cribe			0
Part Meaning	train	crib			
Prediction of Word Meaning	a crib on a train				

4. pathology

Word Parts	path ①	ology ①			2
Part Meaning	path				
Prediction of Word Meaning	taking a path				

5. distortion

Word Parts	dist	or	tion		<input type="checkbox"/>
Part Meaning	distance	or			
Prediction of Word Meaning	going the distance				

Directions: Write the definition of each word below.

Example Word: exploit

Definition: to make use of for one's own advantage or profit

6. portable

something you can carry

7. empathy

taking the right path

8. benediction

something said at the end of church

9. retractable

pulling a tractor

10. illuminate

putting a light on it

Name: Sandra Date: 3/14

Isolate the Prefix Worksheet #1

INSTRUCTIONS: Isolate the prefix in each of the following words that has a prefix. Some of these words do not have prefixes.

Examples: trans|port re|ply flashlight

- | A | B | C |
|------------------|---------------|-------------|
| 1. pronounce | decline | extract |
| 2. un answered | submit | read |
| 3. inter connect | im print | en case |
| 4. discover | multi purpose | deed |
| 5. en slave | expose | propel |
| 6. tele pathy | com fort | inter state |
| 7. in ch | mis read | fore cast |
| 8. im pair | non toxic | para phrase |
| 9. retain | super charge | Indian |
| 10. demote | dis play | ad junct |
| 11. sub marine | mono tone | ex claim |
| 12. dis locate | illu minate | im plant |

Name: Sandra Date: 3/14

Isolate the Prefix Worksheet #1

INSTRUCTIONS: Isolate the prefix in each of the following words that has a prefix. Some of these words do not have prefixes.

Examples: trans|port re|ply flashlight

	A	B	C
1.	pronounce	decline	extract
2.	un answered 0	submit	read 0
3.	inter connect 0	im print	en case
4.	discover	multi purpose 0	deed 0
5.	en slave	ex pose	propel
6.	tele pathy	com fort	inter state
7.	inch 0	mis read	fore cast 0
8.	im pair	non toxic	para phrase 0
9.	retain	super charge	Indian 0
10.	demote 0	display	ad junct
11.	sub marine	mono tone 0	ex claim
12.	dis locate	illu minate 0	im plant

$$\frac{24}{36} = 67\%$$

Name: James Date: 2/11

Separate the Suffix Worksheet #1

INSTRUCTIONS: Separate the suffix in each of the following words that has a suffix. Some of these words do not have suffixes.

Examples: local|ly infec|tion cottontail

- | | A | B | C |
|-----|------------|--------------|------------|
| 1. | greenish | apartments | playground |
| 2. | hopeless | pleading | quickly |
| 3. | bravery | taller | gladness |
| 4. | package | carelessness | largest |
| 5. | notebooks | machinist | knighted |
| 6. | patronage | plywood | running |
| 7. | residence | heavenly | confessor |
| 8. | confection | cowardice | stunt |
| 9. | banker | rational | quotation |
| 10. | herbic | tacky | victimize |
| 11. | tactful | natural | cheery |

Name: James Date: 2/11

Separate the Suffix Worksheet #1

INSTRUCTIONS: Separate the suffix in each of the following words that has a suffix. Some of these words do not have suffixes.

Examples: locally infection cottontail

- | A | B | C |
|-----------------------|------------------------|-----------------------|
| 1. green <u>ish</u> | apartments <u>s</u> 0 | playground <u>s</u> 0 |
| 2. hope <u>less</u> | plead <u>ing</u> | quick <u>ly</u> |
| 3. brav <u>ery</u> | tall <u>er</u> | glad <u>ness</u> |
| 4. packag <u>e</u> | careless <u>ness</u> 0 | larg <u>est</u> |
| 5. notebook <u>s</u> | machin <u>ist</u> | knight <u>ed</u> |
| 6. patronag <u>e</u> | plywood <u>s</u> 0 | runn <u>ing</u> |
| 7. residenc <u>e</u> | heaven <u>ly</u> 0 | confessor <u>s</u> |
| 8. confect <u>ion</u> | coward <u>ice</u> | stunt <u>s</u> 0 |
| 9. bank <u>er</u> | rational <u>s</u> | quotation <u>s</u> |
| 10. her <u>oic</u> 0 | tack <u>y</u> | victim <u>ize</u> |
| 11. tact <u>ful</u> | natural <u>s</u> | cheer <u>y</u> |

$$\frac{26}{33} = 78\%$$

Name: Jackson Date: 12/15

Identifying Morphemes Worksheet #1

INSTRUCTIONS: Isolate the prefix, separate the suffix, and underline the root in each word. Be careful! Many of these words do not have all the parts.

	A	B	C
1.	audible	dictation	maternity
2.	manufacture	phonograph	project
3.	revolve	maritime	airplane
4.	portable	commander	magnitude
5.	hydroplane	grammar	instruct
6.	mortician	dissimilar	microphone
7.	manipulate	sociopath	isometric
8.	empathy	minimal	credible
9.	psychology	audio	fraternity
10.	asteroid	responsive	speculate

Name: Jackson Date: 12/15

Identifying Morphemes Worksheet #1

INSTRUCTIONS: Isolate the prefix, separate the suffix, and underline the root in each word. Be careful! Many of these words do not have all the parts.

	A	B	C
1.	audible 0	dictation 1	maternity 1
2.	manufacture 0	phonograph 1	project 0
3.	revolve 0	maritime 1	airplane 1
4.	portable 1	commander 1	magnitude 0
5.	hydroplane 0	grammar 0	instruct 1
6.	mortician 0	dissimilar 0	microphone 0
7.	manipulate 0	sociopath 0	isometric 0
8.	empathy 1	minimal 0	credible 1
9.	psychology 1	audio 0	fraternity 1
10.	asteroid 1	responsive 0	speculate 1

$$14/30 = 47\%$$

Name: Dain Date: 4/24

Prefix Lesson 1 Learning Sheet

1. Find the targeted prefixes in the paragraph below. Isolate the prefix using a backwards "L."

Was having five dogs illegal? Shelly was afraid to ask anyone who worked for the city, so her question remained unanswered. She'd never intended on having more than her two cocker spaniels, Lucy and Rufus. However, a friend with a black labrador retriever hit hard times and had to move to a small apartment where pets were not allowed. A coworker found a stray poodle-mix puppy and could not keep it. The owners weren't even looking for him! That broke Shelly's heart. She felt as if he had been discarded, like trash. The last dog was a small spaniel who had been a companion to her mother, who had recently passed away. The dogs all got along well, but they created an unhealthy environment. She indirectly learned that only three dogs were allowed when the local news ran a story about a woman with 40 cats. The cats were discovered by paramedics, who were called by the woman, who had tripped over a cat, fallen, and dislocated her shoulder.

2. Isolate the prefix in each of the following words that has a prefix. Some of these words do not have prefixes. Watch out for tricksters!

Examples: impolite disbelief uno

- | | A | B | C | D | |
|----|-----------------------|----------------------|-------------------|--------------------|--------------------------|
| 1. | <u>in</u> active | <u>il</u> logical | <u>dis</u> ease | <u>il</u> literate | <input type="checkbox"/> |
| 2. | <u>ir</u> responsible | <u>in</u> hospitable | <u>ir</u> sane | <u>dis</u> respect | <input type="checkbox"/> |
| 3. | <u>dis</u> turb | <u>im</u> print | ill | <u>un</u> likable | <input type="checkbox"/> |
| 4. | <u>dis</u> cover | <u>in</u> sensitive | <u>un</u> movable | <u>il</u> legible | <input type="checkbox"/> |

3. Predict the meaning of the following words by filling in the blanks.

1. unanswered – [un- "not"] + answered "responded to"
= not responded to

2. unhealthy – [un- "not"] + healthy "free of disease"
= not free of disease

3. indirect – [in- "not"] + direct "straight forward"
= not direct

4. illegal – [il- "not"] + legal "based on law"
= not based on law

5. dislocate – [dis- "not"] + locate "place"
= not placed

6. discard – [dis- "not"] + card
= not carded

Name: Dain Date: 4/24

Prefix Lesson 1 Learning Sheet

1. Find the targeted prefixes in the paragraph below. Isolate the prefix using a backwards "L."

Was having five dogs illegal? Shelly was afraid to ask anyone who worked for the city, so her question remained unanswered. She'd never intended on having more than her two cocker spaniels, Lucy and Rufus. However, a friend with a black labrador retriever hit hard times and had to move to a small apartment where pets were not allowed. A coworker found a stray poodle-mix puppy and could not keep it. The owners weren't even looking for him! That broke Shelly's heart. She felt as if he had been discarded, like trash. The last dog was a small spaniel who had been a companion to her mother, who had recently passed away. The dogs all got along well, but they created an unhealthy environment. She indirectly learned that only three dogs were allowed when the local news ran a story about a woman with 40 cats. The cats were discovered by paramedics, who were called by the woman, who had tripped over a cat, fallen, and dislocated her shoulder.

5

2. Isolate the prefix in each of the following words that has a prefix. Some of these words do not have prefixes. Watch out for tricksters!

- Examples: impolite disbelief uno
- | | A | B | C | D |
|----|-------------------------|----------------------|-------------------|--------------------|
| 1. | <u>in</u> active | illlogical 0 | <u>dis</u> ease | illiterate 0 |
| 2. | <u>ir</u> responsible 0 | <u>in</u> hospitable | <u>in</u> sane | <u>dis</u> respect |
| 3. | <u>dis</u> turb | <u>in</u> print | ill | <u>un</u> likable |
| 4. | <u>dis</u> cover | <u>in</u> sensitive | <u>un</u> movable | <u>il</u> legible |

2
3
4
4

3. Predict the meaning of the following words by filling in the blanks.

- unanswered – [un- " not " + answered "responded to"]
= not responded to 2
- unhealthy – [un- " not " + healthy "free of disease"]
= not free of disease 2
- indirect – [in- " not " + direct "straight forward"]
= not direct 0
- illegal – [il- " not " + legal "based on law"]
= not based on law 2
- dislocate – [dis- " not " + locate "place"]
= not placed 0
- discard – [dis- " not " + card]
= not carded 0

24/33 = 73%

Name: Sierra Date: 11/18

Root Lesson 1 Learning Sheet

1. Find the targeted roots in the paragraph below. Isolate the root by underlining it.

Gracie had always loved to sing but was too shy to sing in front of anyone. Her first-grade teacher thought she could not read very well, but she just hated reading aloud because she had a lisp. Gracie actually loved to read. Her mother had taught her to read at home using phonics. She went to speech therapy at school twice a week. "We shall improve our diction," was the speech teacher's favorite thing to say. Sure enough, as Gracie grew older, her lisp all but disappeared. Her friends encouraged her to audition for the sixth-grade choir. At the last possible moment, she went to the music room. When it was her turn, she barely made a sound. "Gracie dear," said the teacher, "for the choir, one must have an audible singing voice." The teacher handed her a microphone and said, "Here, use this to get started." When Gracie finally sang, her sweet and beautiful voice surprised everyone. "That went way beyond my power to predict!" said the teacher. "You've kept it to yourself all this time!" After that, Gracie loved being in the choir. Also, she sang loudly because singing in a large group was not scary at all.

2. Isolate the root in each of the following words that has a root by underlining it. Some of these words may not have targeted roots.

Examples: aud io pre dict ion phony

- | | A | B | C | D | |
|----|------------------|----------------------|---------------------|-------------------|--------------------------|
| 1. | <u>edict</u> | <u>phonology</u> | <u>dictator</u> | <u>telephone</u> | <input type="checkbox"/> |
| 2. | <u>audiology</u> | <u>contradiction</u> | <u>auditorium</u> | <u>audience</u> | <input type="checkbox"/> |
| 3. | <u>phonics</u> | <u>audacious</u> | <u>dictatorship</u> | <u>dictionary</u> | <input type="checkbox"/> |
| 4. | <u>dictate</u> | <u>phonograph</u> | <u>audible</u> | <u>gryphon</u> | <input type="checkbox"/> |

3. Predict the meaning of the following words by filling in the blanks.

1. audible – [aud " hear " + -ible "able to"]
= able to hear

2. audition – [aud " hear " + -tion "act or state of"]
= the act of hearing

3. microphone – [micro- " little " + phon "sound"]
= little sounds

4. phonics – [phon " sound " + ic "like"]
= like a sound

5. diction – [dict " say or speak " + tion "act or state of"]
= the act of saying or speaking

6. prediction – [pre- " before " + dict " say " + -ion "act or state of"]
= the act of saying something before something else

Name: Sierra Date: 11/18

Root Lesson 1 Learning Sheet

1. Find the targeted roots in the paragraph below. Isolate the root by underlining it.

Gracie had always loved to sing but was too shy to sing in front of anyone. Her first-grade teacher thought she could not read very well, but she just hated reading aloud because she had a lisp. Gracie actually loved to read. Her mother had taught her to read at home using phonics. She went to speech therapy at school twice a week. "We shall improve our diction," was the speech teacher's favorite thing to say. Sure enough, as Gracie grew older, her lisp all but disappeared. Her friends encouraged her to audition for the sixth-grade choir. At the last possible moment, she went to the music room. When it was her turn, she barely made a sound. "Gracie dear," said the teacher, "for the choir, one must have an audible singing voice." The teacher handed her a microphone and said, "Here, use this to get started." When Gracie finally sang, her sweet and beautiful voice surprised everyone. "That went way beyond my power to predict!" said the teacher. "You've kept it to yourself all this time!" After that, Gracie loved being in the choir. Also, she sang loudly because singing in a large group was not scary at all.

5

2. Isolate the root in each of the following words that has a root by underlining it. Some of these words may not have targeted roots.

Examples:	<u>aud</u> io	pre <u>dict</u> ion	phony		
	A	B	C	D	
1.	<u>edict</u>	<u>phonology</u> 0	<u>dictator</u>	tele <u>phone</u>	3
2.	<u>audiology</u>	<u>contradiction</u> 0	<u>auditorium</u>	<u>audience</u>	3
3.	<u>phonics</u>	<u>audacious</u>	<u>dictatorship</u>	<u>dictionary</u>	4
4.	<u>dictate</u>	<u>phonograph</u> 0	<u>audible</u>	<u>gryphon</u>	3

3. Predict the meaning of the following words by filling in the blanks.

1. audible – [aud " hear " + -ible "able to"]
= able to hear 2
 2. audition – [aud " hear " + -tion "act or state of"]
= the act of hearing 2
 3. microphone – [micro- " little " + phon "sound"]
= little sounds 2
 4. phonics – [phon " sound " + ic "like"]
= like a sound 2
 5. diction – [dict " say or speak " + tion "act or state of"]
= the act of saying or speaking 2
 6. prediction – [pre- " before " + dict " say " + -ion "act or state of"]
= the act of saying something before something else 2
- $30/33 = 91\%$

Name: _____ Date: _____

Suffix Lesson 1 Learning Sheet

1. Find the targeted suffixes in the paragraph below. Separate the suffix using an "L."

I was surprised by my driver education instructor's feedback. He was subverting the advice I had received from my brother about parallel parking, which evoked my curiosity. My brother had told me to use the side mirror. My teacher disagreed. He said that the side mirror distorts the image when you back up. That is why you should always use the rearview mirror above the dashboard. The Department of Transportation has been advocating driver education since at least the 1940s. It has been involved with school districts to improve their local driver-education curricula. As State Trooper Stan Krueger told a school assembly, "Angels may be allowed to drive without seatbelts or air bags, but mortals had better use them if they want to stay alive."

2. Separate the suffix in each of the following words that has a suffix. Some of these words do not have suffixes.

Examples: key | s charm | ing empress

- | A | B | C | D | |
|------------------|------------|--------------|------------|--------------------------|
| 1. microphones | inspectors | invented | emitting | <input type="checkbox"/> |
| 2. Ted | detracting | manuscripts | enslaved | <input type="checkbox"/> |
| 3. foreshadowing | discarded | bias | overexerts | <input type="checkbox"/> |
| 4. exposed | rejects | transporting | recess | <input type="checkbox"/> |

3. Predict the meaning of the following words by filling in the blanks.

1. mortals – [mort " dying " + -al "relating to" + -s " more than one "]
= relating to more than one dying

2. instructor's – [instruct " teach " + -or " one who " + -s " possession "]
= one who teaches is possessing something

3. distorts – [dis- " away " + -ort " to twist " + -s " present tense "]
= twists away

4. evoked – [e- " out " + vok " to call " + -ed " past tense "]
= to call out called out

5. subverting – [sub " under " + vert " to turn " + -ing " pres. part. "]
= turning under

6. advocating – [ad " toward " + voc " to call " + -ate " having to do with " + -ing " pres. part. "]
= having to do with calling toward

Name: _____ Date: _____

Suffix Lesson 1 Learning Sheet

1. Find the targeted suffixes in the paragraph below. Separate the suffix using an "L."

I was surprised by my driver education instructor's feedback. He was subverting the advice I had received from my brother about parallel parking, which evoked my curiosity. My brother had told me to use the side mirror. My teacher disagreed. He said that the side mirror distorts the image when you back up. That is why you should always use the rearview mirror above the dashboard. The Department of Transportation has been advocating driver education since at least the 1940s. It has been involved with school districts to improve their local driver-education curricula. As State Trooper Stan Krueger told a school assembly, "Angels may be allowed to drive without seatbelts or air bags, but mortals had better use them if they want to stay alive."

4 + 2

2. Separate the suffix in each of the following words that has a suffix. Some of these words do not have suffixes.

Examples: key | s charm | ing empress

- | A | B | C | D | |
|------------------|----------------|--------------|------------|---|
| 1. microphones | inspectors 0 | invented | emitting | 3 |
| 2. ed 0 | detracting | manuscripts | enslaved | 3 |
| 3. foreshadowing | discarded | bias 0 | overexerts | 3 |
| 4. exposed | rejects | transporting | recess 0 | 3 |

3. Predict the meaning of the following words by filling in the blanks.

1. mortals - [mort " dying " + -al "relating to" + -s " more than one "]
 = relating to more than one dying 3
2. instructor's - [instruct " teach " + -or " one who " + -s " possession "]
 = one who teaches is possessing something 4
3. distorts - [dis- " away " + -ort "to twist" + -s " present tense "]
 = twists away 3
4. evoked - [e- " out " + vok "to call" + -ed " past tense "]
 = to call out called out 3
5. subverting - [sub " under " + vert "to turn" + -ing " pres. part. "]
 = turning under 3
6. advocating - [ad " toward " + voc "to call" + -ate "having to do with" + -ing " pres. part. "]
 = having to do with calling toward 3

$$\frac{35}{40} = 88\%$$