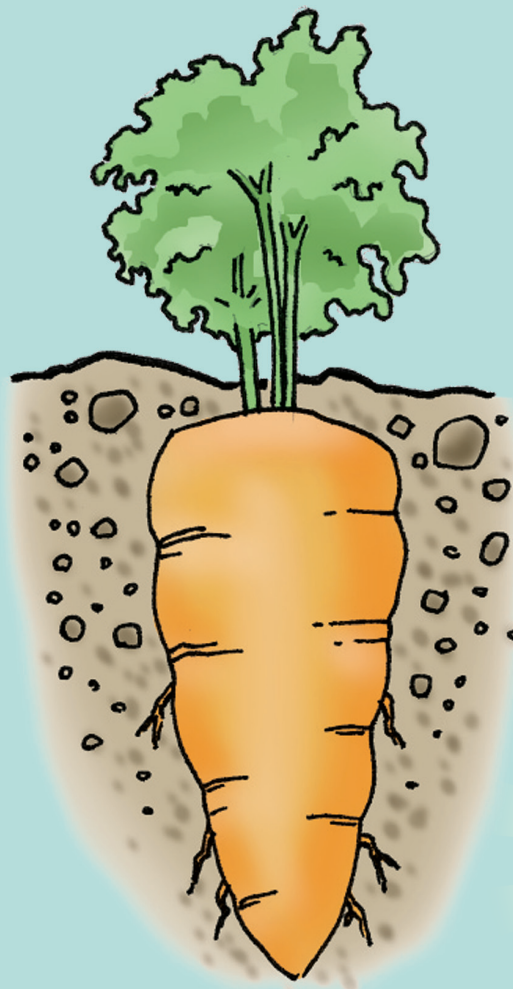


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**Timothy Rasinski, Rick M. Newton,
Evangeline Newton, and Joanna Newton**

Teaching Vocabulary from Word Roots: An Instructional Routine for Elementary Grades



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and
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Program Overview

Building Vocabulary from Word Roots is a systematic approach to word awareness and vocabulary building for students in grades three through eight. Based on the premise that over 90 percent of English words of two or more syllables are of Greek or Latin origin, *Building Vocabulary from Word Roots* teaches essential word strategies that enable students to unlock the meaning of vocabulary words they encounter inside and outside of school. *Building Vocabulary from Word Roots* teaches Greek and Latin prefixes, bases, and suffixes—the semantic units from which the vast majority of English words are derived.

The series consists of six *Teacher's Guides* with accompanying *Guided Practice Books* for students. Every student should have a *Guided Practice Book*, which will be used throughout the entire year. Each part of a lesson can be completed in 10–15 minutes per day, with the entire lesson completed in one week. Since the series is designed to support students with a range of reading and vocabulary levels, teachers can select the activities that will best meet their students' needs. Each lesson offers a variety of activities to choose from.



In Part A (“Meet the Root”), students “divide and conquer” a list of English words as they identify the prefix, base, and/or suffix.



In Part B (“Combine and Create”), students compose English words built from the root.



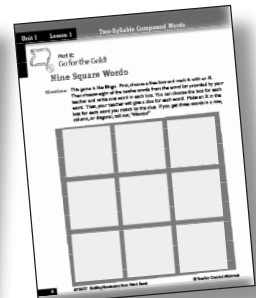
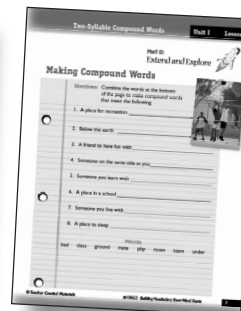
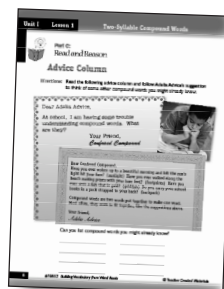
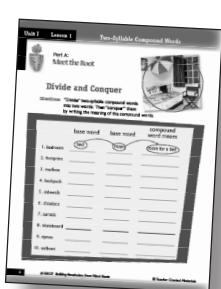
In Part C (“Read and Reason”), students read short paragraphs and poems as they encounter the word parts in context.



In Part D (“Extend and Explore”), students work individually and in groups to create applications for the new vocabulary.



In Part E (“Go for the Gold!”), students enjoy word games as they review the words and concepts for the week.



Program Overview (cont.)

In this program, students are introduced to one new root per week, with daily activities to ensure that students learn the root and the many English words it generates. The *Teacher's Guide* provides a lesson plan and shows each student activity found in the *Guided Practice Book* and on the bonus pages CD. The bonus pages on the CD can be printed in color or in black and white. They can also be projected onto a screen for the students to see, depending on the technology available in your classroom. Read the directions at the top of each page with students and complete the activity together. The *Teacher's Guide* also contains overhead transparencies for some of the lessons. Teach the two-page lesson plan on the first day of the lesson, which should be the same day that Part A is completed.

The *Building Vocabulary from Word Roots* program for each level is designed to fit within a 28-week school year. Each unit is designed for a five-week period, with every sixth week dedicated to review. The final unit of each school year is designed for a three-week period, with a fourth week for review. Thus, the five units for each grade present students with 20–25 essential prefixes, bases, and suffixes. In a typical year, two units are devoted to prefixes, one to suffixes, and two to Latin and Greek bases. Over the six-year curriculum of *Building Vocabulary from Word Roots*, students will master 120–150 classical roots and will be eminently prepared for success in high school and beyond. They will be thoroughly familiar with all the Greek and Latin prefixes, bases, and suffixes of the vocabulary words they will encounter in the post-intermediate grades.

If this program is being used in a summer school setting, parts of lessons can be combined, so that an entire lesson is taught each day. Each lesson takes 50–75 minutes to complete (10–15 minutes per part).

In the Assessment section of the *Teacher's Guide* are two tests that can be used before and after students' experiences with *Building Vocabulary from Word Roots*. The same 20 word parts are on each test. Items focus on knowledge of the meaning of the word parts. The answer key is included.

The *Teacher's Guide* also has a resource section. This section offers resources for teachers and their students to add depth and breadth to the vocabulary study in *Building Vocabulary from Word Roots*.

Assessment

Name _____

Pre-test Directions: Circle the correct answer.

1. A plant that is unable to grow _____. a. will grow b. will not grow c. needs sunlight d. needs water	5. Something that is illogical makes _____. a. no sense b. sense to some people c. sense to almost all people d. sense to everyone
2. A restored car has been _____. a. fixed b. sold c. painted d. old	6. The exterior of a car is _____. a. the inside b. the outside c. the top d. the bottom
3. To get prepaid movie tickets, we must get them _____. a. before we go to the theater b. after we go to the theater c. after we buy treats d. before we buy treats	7. Subfreezing temperatures are _____. a. above freezing b. near freezing c. right at freezing d. below freezing
4. This is an example of inequality: a. two things are equal b. two things are sometimes equal c. two things are almost always equal d. two things are not equal	8. Congealed jelly is _____. a. tasty b. firm c. melted d. eaten up

©Teacher Created Materials #10643 (1/11/16) Building Vocabulary from Word Roots 1



Part A: Meet the Root

Divide and Conquer

Directions: "Divide" words into two parts. There is a Latin number prefix and a base. The bases have been given to you. Then "conquer" them by writing the meaning of the words.



	prefix means	base means	word means
1. triangle	<u>three</u>	<u>angle = angle</u>	<u>a shape with three angles</u>
2. tripod	<u> </u>	<u>pod = foot</u>	<u> </u>
3. trio	<u> </u>	<u>X</u>	<u> </u>
4. tricolor	<u> </u>	<u>color = color</u>	<u> </u>
5. trident	<u> </u>	<u>dent = tooth, teeth</u>	<u> </u>
6. triple	<u> </u>	<u>ple = fold, multiply</u>	<u> </u>
7. triplets	<u> </u>	<u>ple = fold, multiply</u>	<u> </u>
8. triplex	<u> </u>	<u>ple = fold, multiply</u>	<u> </u>
9. triathlon	<u> </u>	<u>athl = contest</u>	<u> </u>
10. trifocals	<u> </u>	<u>foc = focus, hearth</u>	<u> </u>

Part B:
Combine and Create



Solving Riddles

Directions: Solve the word riddles. Each answer will begin with *tri-*.

1. I am a two-dimensional figure.
I have three corners or angles and three sides.
I also have three syllables. _____
2. I have pedals.
Young children ride me.
I have three wheels. _____
3. I happen in baseball.
I don't happen very often.
I happen when a team gets three outs on one play.
I am two words. _____
4. I am a stand for a camera.
I have three "feet" or "legs."
I only have two syllables. _____



5. We are three children.
We were born at the same time.

6. My name is Neptune.
I am the Roman god of the sea.
I use a "three-toothed" fork to catch fish.
What do you call this three-pronged spear?



Part C: Read and Reason

Fill in the Blanks

Directions: Choose words from the Word Bank to fill in the blanks for the following news story. Then answer the questions.

Today in math class we drew a _____, a polygon with three sides. We also looked at a _____ angle that showed how the angles inside the triangle look. Then the math teacher told us we were going to _____ our knowledge of shapes, meaning that we were going to multiply our math skills by three.

Directions: Answer these questions by taking another look at the words in the Word Bank.



Word Bank

triangle
triangular
triathlon
tricolor
tricycle
trio
triple
triple-decker
triple play
triplane
triplet
triplicate
tripod
trisect

1. Pick out a word that you already know the meaning of.

Write the word. _____

What does it mean? _____

2. Pick out a word you are not sure about.

Write the word. _____

Divide it into parts. What do you think it means? (Remember that *tri-* means "three.") _____

3. Pick out a word you do not know at all.

Write the word. _____

Divide it into parts. What do you think it means? (Remember that *tri-* means "three.") _____

Part D:
Extend and Explore



Word Sort

Directions: Sometimes *tri-* means "three." Sometimes it doesn't. Put these words on the chart where they belong.

trinket
tribe

trip
tricolor

triplet
trim

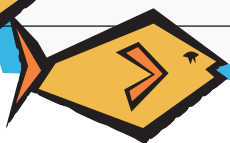
trifocal
trick

trifle
trio

tricycle
triple

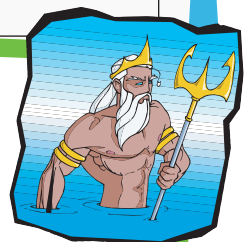
tri- means "three"

tri- doesn't mean "three"



DID YOU KNOW?

The Roman god of the sea was named Neptune. He had long hair like seaweed and always carried a harpoon, a large pole with *three* prongs. The Romans called this weapon a *trident* because it had three (*tri-*) "teeth." Neptune used his trident to harpoon fish and remind all the sea creatures that he was their king.





Part E:
Go for the Gold!

Nine Square Wordo

Directions: This game is like Bingo. First, choose a free box and mark it with an X. Then choose eight of the twelve words from the word list provided by your teacher and write one word in each box. You can choose the box for each word. Then, your teacher will give a clue for each word. Make an X in the box for each word you match to the clue. If you get three words in a row, column, or diagonal, call out, "Wordo!"

Roots Chart

Below is the list of sound/word families taught in
Building Vocabulary, Level 1.

Level 1

Sound/Word Family

-ab	-ink
-ack	-ip
-ad	-it
-ag	-i_e
-ain	-oa
-all	-ob
-am	-ock
-an	-ook
-ank	-op
-ap	-ot
-ar	-ow
-at	-o_e
-a_e	-uck
-ea	-ug
-ed	-um
-ee	-ump
-ell	-un
-er	-unk
-est	
-et	
-ew	
-ick	
-id	
-ight	
-ill	
-im	
-in	
-ing	



Roots Chart

Below is the list of sound/word families, compounds, prefixes, suffixes, and bases taught in *Building Vocabulary*, Level 2.

Level 2

Sound/Word Family

-are
-au/-aw
-ay
-ear/-air
-eer
-eigh
-er
-ie (long e)
-ie (long i)
-ire
-oi
-old
-oll
-olt
-oot (oo sound)
-or
-ore
-ou
-ough
-ought
-ow
-oy
-ue
-ur/-ir
-ure

Compound

air
any
back
every
head
out
rain
show
snow
some
sun



Prefix

bi-
co-
dis-
in-
mis-
pre-
re-
sub-
tri-
un-
uni-

Base

mot/mov
port

Suffix

-ful
-less
-ly

Roots Chart

Below is the list of prefixes, suffixes, and bases explicitly taught in *Building Vocabulary*, Levels 3–11.

Level 3

Prefix

bi-
co-
con-
ex-
il-
im-
in-
pre-
re-
sub-
tri-
un-
uni-
unit-

Suffix

-er
-est
-ful
-less
-ly

Base

fin
finit
gram
graph
mobil
mot
mov
port
vid
vis



Level 4

Prefix

auto-
col-
com-
de-
im-
in-
inter-
mega-
megalo-
micro-
multi-
per-
poly-
pro-
tele-
trans-

Suffix

-able
-arium
-ary
-er
-ible
-ify
-ologist
-ology
-or
-orium
-ory

Base

audi
audit
spec
spect
terr
trac
tract
voc
voice
voke



Level 5

Prefix

a-
ab-
abs-
ad-
di-
dif-
dis-
super-
sur-

Suffix

-ate
-ation
-cracy
-crat
-phobe
-phobia

Base

aqua	odont
chron(o)	ped
cour	pod
cours	pon
cur	pos
curs	posit
dent	rupt
dict	scrib
duc	script
duct	sed
grad	sess
gress	sid
hydr(o)	sol
lect	stru
leg	struct
lig	tempor
mon(o)	



Level 6

Prefix

ambi-
amphi-
ant-
ante-
anti-
circu-
circum-
contra-
contro-
counter-
dia-
ob-
peri-
post-
syl-
sym-
syn-

Base

am(a)	peal
amat	pel
anthrop(o)	pend
bi(o)	pens
cred	phil(o)
credit	puls
dynam	sens
fac	sent
fact	serv
fect	servat
fic	tain
forc	ten
fort	tent
gen	tin
gener	ven
human	vent
miss	vers
mit	vert
nat	vit
natur	viv



Level 7

Prefix

con-
e-
ef-
ex-
hypo-
meta-
para-
per-
se-
sub-
tra-
trans-

Suffix

-ance
-ancy
-ant
-el
-ence
-ency
-ent
-eous
-(ic)ule
-i(c)le
-il
-ious
-le
-(l)et
-ose
-ous

Base

audi	matr(i)
audit	pac
bell	pass
bene	patern
bon	path
cid	pati
cis	patr(i)
clos	photo
clud	plac
clus	scop
dei	sec
divin	sect
found	spec
fund	spect
fus	spic
labor	tact
locut	tang
loqu	tend
luc	tens
lud	tenu
lumin	the(o)
lus	tig
mal(e)	ting
matern	tom



Level 8

Prefix

a-
ad-
an-
di-
dif-
dis-
dys-
epi-
eu-
ev-

Base

cap	pan(t)
capt	past
ced	pastor
ceed	phon
ceive	solut
cept	solv
cess	strain
clin	strict
cub	string
cumb	trac
fail	tract
fall	treat
fals	trud
fault	trus
fer	ver
greg	voc
lat	vok
neo	volu
nov	volut
omni	volv



Level 9

Prefix

ad-
circum-
co-, con-
hyper-
hypo-
sub-
super-
peri-

Base

agr, agrar
andr(o)
anim
cardi(o)
carn
claim, clam
corp, corpor
cryph, crypt(o)
dic, dict
equ
fid, fidel
flu, fluct, flux
fract, frag, frang
gen, gener, genit
gyn(o), gynec(o)
integr
mis(o)
phan, phas, phen
phile, phil(o)
psych(o)
sang, sanguin
secut, sequ
tacit, tic
techn(o)
urb

Suffix

-itude
-ment



Level 10

Prefix

a-, an-
di-, dif-, dis-
ob-
para-

Base

arch, archy
centr
cit, civ
cracy, crat
cri, crit
cycl
duc, duct
erg
gram, graph
ject
judg, judic
log
meter, metr
nomen, nomin, noun
od, (h)od
onym
peal, pel, puls
point, punct, pung
poli, polis
rect, reg
scrib, script
sens, sent
tact, tax
them, thes, thet
top

Suffix

-ism
-ist
-ologist
-ology



Level 11

Prefix

a-, ab-, abs-
ante-
anti-
apo-
in-
in-
meta-
tra, trans-

Base

annu, enni
capit, cipit
chron
cours, cur(r), curs
fer, lat
form
i, it
locut, loqu
main, man(u)
memor
mnem, mnes
morph
mort
nasc, nat
pher, phor
pon, pos, posit, pound
sed, sess, sid
spect, spic
torqu, tort
trac, tract
trop
trud, trus
ven, vent
verb
vers, vert

Suffix

-esce, -escence, -escent



A “Roots” Approach to Vocabulary: Insights from Research

Tim Rasinski, Nancy Padak, Rick M. Newton, Evangeline Newton

Why teach with a roots approach?

- Over 60% of the words students encounter in their reading have recognizable word parts [22].
- Root study gives students the ability to learn many new words independently [11, 20, 28].
- Students learn to make connections among words that are semantically related [23, 28].
- Content area vocabulary is largely of Greek and Latin origin [15, 24].
- Many English language learners speak first languages semantically related to Latin (e.g., Spanish). Enhancing this natural linguistic connection can accelerate these students’ vocabulary growth [9, 13, 17].
- Many words from Greek and Latin roots meet the criteria for “tier two” words and are appropriate for instruction [4, 17].
- Latin and Greek roots have consistent orthographic (spelling) patterns. [3, 26].
- Research suggests that the brain is a pattern detector [12]. It has a strong propensity to detect patterns in its environment. Latin and Greek word roots are linguistic patterns that can help students with the meaning, sound, and spelling of English words.
- Many states are beginning to include a study of derivations in their elementary and middle school literacy standards. The Common Core standards address roots-related learning beginning in kindergarten.
- Young readers’ word instruction is often characterized by a study of word patterns called rimes. A Latin-Greek roots approach is the next logical and developmental [3, 28] step in word learning.

What does research say about using a roots approach?

- The size and depth of elementary students’ vocabulary is associated with proficiency in reading comprehension. Effective vocabulary instruction results in higher levels of reading comprehension [1, 5, 16, 29].
- Morphological analysis is important because it is generative and allows students to make connections among semantically related words or word families [13, 20, 23, 24].
- Developing morphological awareness is an integral component of word learning for young children [7]. In a comprehensive review of 16 studies analyzing the effect of instruction in morphological awareness on literacy achievement, Carlisle [11] observes that “Children learn morphemes as they learn language” (p. 465).
- Many roots and affixes, including those of Latin and Greek origin, can readily be learned in the primary grades [6, 21, 25].
- Teaching Latin and Greek roots is successful in the intermediate grades [1, 10, 17, 18].
- Research in content area vocabulary has demonstrated the effectiveness of teaching Greek and Latin word roots, especially for struggling readers [15, 17].
- Classroom-based studies have demonstrated the effectiveness of teaching word parts and context clues, including in urban areas and for ELL students [2, 13, 17].
- No single instructional method is sufficient. Teachers need a variety of methods that teach word meanings while also increasing the depth of word knowledge [9, 19].
- Students should be immersed in words, with frequent opportunities to use new words in diverse oral and print contexts in order to learn them thoroughly [8].

- Students need to become metacognitively and metalinguistically aware. They must understand and know how to manipulate structural features of language [23].
- Vocabulary instruction must foster “word consciousness” i.e., an awareness of and interest in words [14]. Activities like word exploration (etymology) and word play (puns, riddles) are central to vocabulary development [19].

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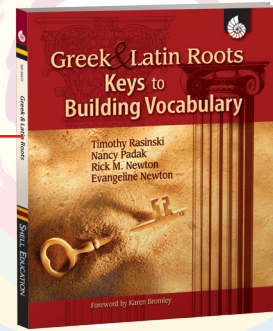
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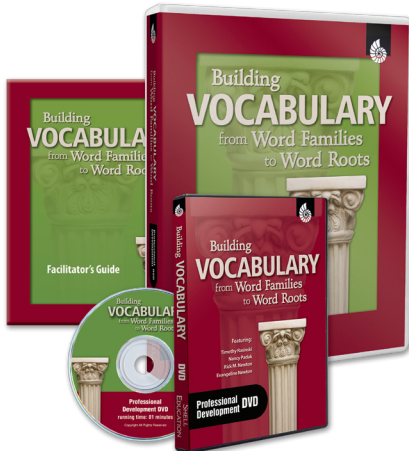
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Greek & Latin Roots in the Common Core Standards

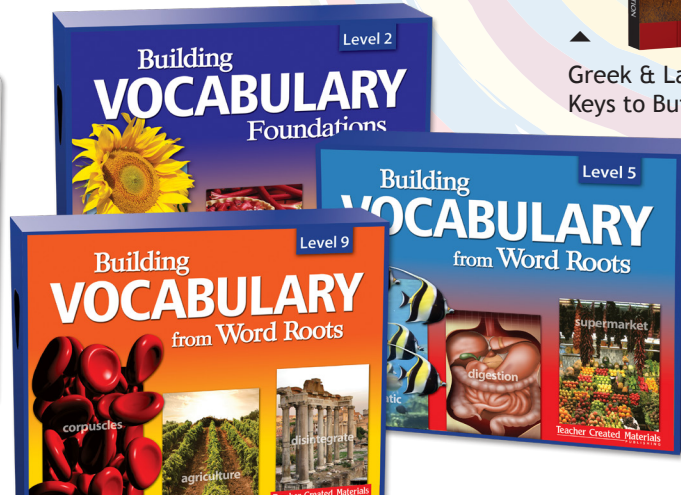
Root-specific standards are located in the “Foundational Skills” and “Language/Vocabulary Acquisition and Use” sections.



▲ Greek & Latin Roots
Keys to Building Vocabulary.



▲ Building Vocabulary Professional
Development DVD: From Word
Families to Word Roots



▲ Building Vocabulary
Foundations & Roots



▲ Practice with Prefixes

Sample standards, grades K–5:

- Use most frequent inflections and affixes as clues to meaning (K)
- Identify common root words (begins at grade 1)
- Use common prefixes and compound words (begins at grade 2)
- Use affixes and root words (begins at grade 3)
- Identify and know meaning of common prefixes and derivational suffixes (begins at grade 3)
- Decode words with common Latin suffixes (begins at grade 3)
- Use combined knowledge of [phonics] and morphology (e.g., roots and affixes) (begins at grade 4)
- Know and use common Greek and Latin roots (begins at grade 4)

Sample standards, grades 6-2:

- Determine or clarify meaning of unknown or multiple meaning words by... analyzing word parts (begins at grade 6)
- Use common, grade appropriate Greek and Latin affixes (begins at grade 6)
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable) (begins at grade 9)
- Acquire and use accurately general, academic, and domain-specific words (begins at grade 9)
- Demonstrate independence in gathering vocabulary knowledge (begins at grade 9)



Greek & Latin Roots in the Common Core Standards

Research shows that the study of “roots” gives students the ability to learn many new words independently by helping them make connections among words and word families.



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DPB50472 \$29.99

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PRACTICE WITH PREFIXES

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BUILDING VOCABULARY EXTENSIONS & CENTER IDEAS

Joanna Newton

Root of the Week: To highlight the base/prefix/suffix/word family your class is studying create a Root of the Week chart. Put a large piece of poster paper in a place where students can reach it with markers next to it. On the day you introduce your new unit write the root on the chart. Invite students to add words with that root to the chart throughout the week. They can add words they find in books, poems, songs, dictionaries, talking to parents, etc., as long as they contain the root being studied. Students write their names next to the words they add. At the end of the unit spend 5-10 minutes going over the chart. Ask each student to tell about the word s/he added, what it means, where they found it and how they would use it. Continue adding words to the chart as they come up. This can be a growing, interactive word wall you use all year.

Poetry: Have students participate in shared/interactive reading activities with poems that feature the root/word family you are studying. Let students find the root/word family in the poem and discuss the new vocabulary. Put the poems in your poetry/fluency center for students to reread. Have students perform favorite poems for Literacy Café.

Run several poems with the root/word family you are studying on overhead transparencies, or laminate. Have students highlight the roots/word families in the poems during independent work stations.

As an extension, have students rewrite an existing poem by changing the prefixes/suffixes in the poem. For example, replace words with the -less suffix with words that have the -ful suffix: A joyless day becomes a joyful day. Students will have to work with vocabulary to create a new poem that makes sense.

Roots Matching Game: On one set of index cards write several bases. On another set write prefixes/suffixes. Students work with buddies, or independently to match the bases with the corresponding prefixes/suffixes. (Cut the cards to look like puzzle pieces so students can self-check their work.)

Word Families Matching Game: On one set of index cards draw pictures of words that have the word families being studied. Write the word under the picture, leaving the word family out. For example, under a picture of a house, write h__se. On another set of cards write the word families being studied. Students work with buddies or independently to match the words with their missing word families. (Cut the cards to look like puzzle pieces so students can self-check their work.)

I'm Merriam Webster! Dictionaries: Have students create their own dictionaries with words they invent. Students use their knowledge of bases, prefixes and suffixes to make up words. They can organize their dictionaries to look like a regular dictionary: alphabetical order, definitions, pronunciation guides etc. This can be an ongoing project that students work on during independent work stations. A sample entry could read: hydrohorse-a horse that gallops on water.

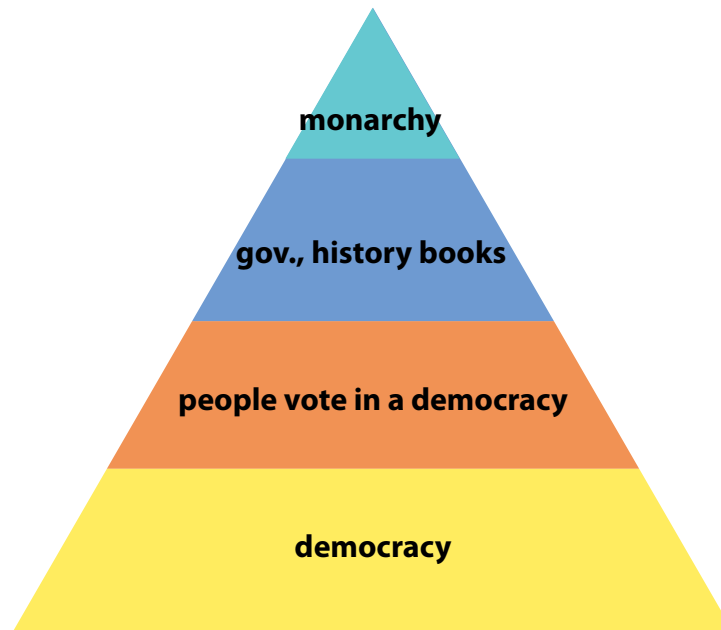
Content Area Connections: When starting a new science/social studies unit pick a base to study that connects to required content-area vocabulary. For example, when studying government study the -cracy suffix, meaning "rule by," or when studying geography focus on the geo root, meaning "earth." Let students play with the root by creating their own words, then use it to launch necessary vocabulary such as democracy, aristocracy etc. Have students create concept wheels around the root.

Roots Cubes: Wrap tissue boxes in plain paper so that they can be used as dice, or use dry-erase dice. On the dice write different roots. On one cube write bases, on another write prefixes and/or suffixes. Working in pairs, students take turns rolling the dice to create words. One student rolls; the other student gives the meaning of the word or uses it in a sentence. Students earn points for correctly using words.

Word Study Notebooks: For teachers not using the student books, have students keep all of their word study work in one interactive notebook. Students can glue all work into their notebooks so they have a vocabulary resource. At the end of word study have students reflect on their learning for the day. Older students can write a sentence about what they did with their word study time and/or what they learned. Younger students can use a checklist. Collect each notebook once a month to check that students are completing tasks regularly.

Word Pyramids: Have students create pyramid posters for words. On the bottom of the pyramid, students write the word, working their way up with the definition, correct usage in a sentence, where the word would occur, synonym, and/or antonym.

Example:

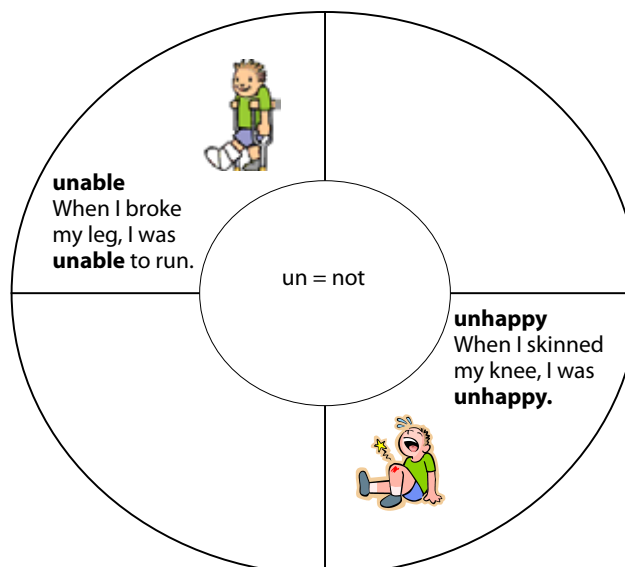


Root Trees: Using a tree diagram, students combine bases, prefixes and suffixes to create words. Students fill the tree with word “fruit.”

Bases Cloze Activities: Create cloze activities in which students have to supply the correct bases. Run them on overhead transparencies or laminate to reuse. Have students work on them during independent work time and swap papers with each other to check for accuracy. Or, have students create their own cloze activities and give to each other solve. A sample might read, Jackie Robinson was in _ _ _ _ ed into the National Baseball Hall of Fame in 1962.

Root Wheels: Write a root in the middle of a circle. Divide the circle into 4, 6 or 8 parts. In each part have students write a word with the root, use the word in a sentence and draw a picture.

Example:



Word Part Scramble: Write several bases, prefixes and suffixes on index cards. Give each student one card. Students walk around the room to connect their word parts to make words. For example, one student has the intro base; another has the duc/duct base. They connect to make the word introduce. As an extension include a set of cards with definitions so that students build words and find their corresponding definitions.

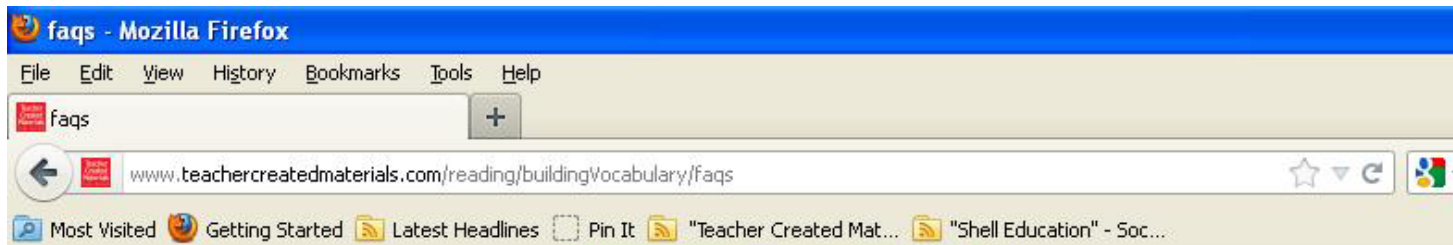
Bases Grids: Using a grid format let students match bases, prefixes and suffixes to form words.

Example:

	tract	duc/duct	cur/curs/cours
a-,ab-,abs-	abstract	abduct	oc
re-	retract	reduce	recur
e-, ex	extract	educate	excursion

Zip Around Games: Play class zip around games with content-area vocabulary. Each student gets a card with two items: 1) a word from one root and 2) the definition of a word from a different root. Students match their cards with the correct definitions. For example, one student has a card that reads: "The period of time in the south that was before the civil war. My base means war." The answer, "antebellum," will be on another student's card. That student will then ask the question on his/her card: "Who has the word for the type of government used in ancient Greece? My root means people." Another student will have the answer "democracy" on his/her card. That student will then ask the next question. This question-answer-question routine continues until all cards have been played. (Note: The person who starts the game only reads the question. If everyone has answered the questions correctly, the person who started should also be the last person to answer.)

Sample Zip around Game	
Democracy The ancient Romans invented these to carry water across the empire. My base means <i>to lead or carry</i> .	Pact This is the temple that the Romans built to honor their gods. My base means <i>all</i> .
Aqueduct This is the type of government in which a king or queen makes the laws. My prefix means <i>one</i> .	Acropolis This is what 2 warring sides of a conflict make when they want to stop fighting. My base means <i>peace</i> .
Monarchy The Native Americans told these types of stories. My base means <i>to read</i> .	Pantheon. South Carolina was the first state to do this in 1860. My base means <i>apart</i> .
Legend. The ancient Greeks used this place to protect Athens from invaders. My base means <i>high</i> .	Secede This is the type of government used in ancient Greece. My base means <i>people</i> .



[Download PDF version of this FAQ](#)

Building Vocabulary Frequently Asked Questions

In our work with teachers implementing *Building Vocabulary (BV)*, we have noticed similar questions and requests for additional information. We developed this FAQ site to provide additional resources for using *BV* and for teaching roots, in general.

— Timothy Rasinski, Ph.D., Nancy Padak Ed.D., Rick M. Newton, Ph.D., Evangeline Newton, Ph.D.

Background

- [Why teach with a roots approach?](#)
- [What does research say about using a roots approach?](#)

A Building Vocabulary FAQ Document can be found at:

<http://www.teachercreatedmaterials.com/reading/buildingVocabulary>



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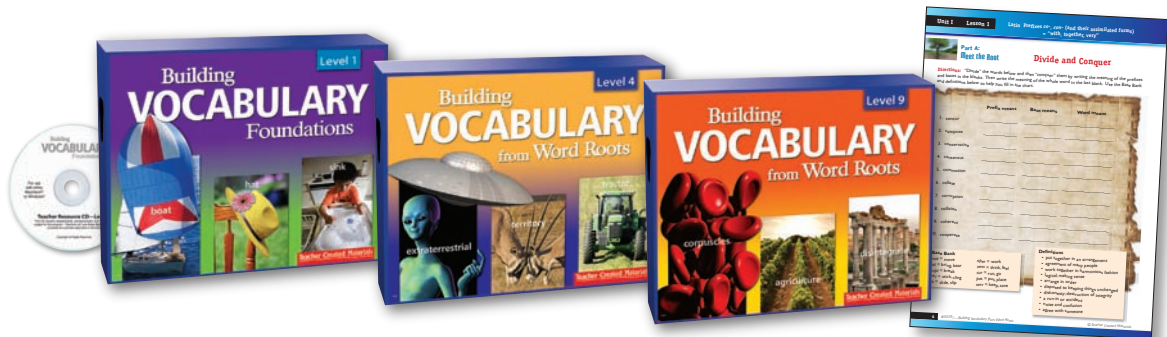
www.timrasinski.com

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- Links to Dr. Rasinski's published research
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- Online store where you can purchase his authored materials

Building Vocabulary

by Timothy Rasinski, Nancy Padak, Rick M. Newton,
and Evangeline Newton • Grades 1–11



Help students unlock the meaning of the words they encounter in the classroom and beyond

- Incorporate a **rigorous and systematic approach to teaching vocabulary** using Greek and Latin prefixes, bases, and suffixes (Levels 1–2 empowers beginning readers to learn words by identifying word parts or word families that share sounds. Students will build vocabulary through the use of poetry, word endings, and simple roots.)
- Build student vocabulary with activities that **break down words** then create new words, **analyze word meanings**, use newly-learned **vocabulary in different contexts**, and **review words through games**

Differentiate instruction

- Meet the needs of all students with **differentiation strategies included** in every lesson plan
- Incorporate **50 bonus activities** to support a variety of learning styles

Implement quickly and easily

- Find everything you need in the **Teacher's Guide**, including detailed notes about words from each root, standards-based connections, and differentiation strategies
- Provide students with their own **student book** filled with full-color activity pages
- Project **transparencies** enhance whole-class instruction

Meet your NCLB goals with a research and standards-based resource

- Based on **Dr. Timothy Rasinski's** extensive and accepted research in literacy
- **Correlated** to the standards in all 50 states

About the authors:

- **Timothy Rasinski, Ph.D.**, Kent State University, is the author of several best selling books and numerous articles on reading education, word study, and reading fluency. His research on fluency was cited by the National Reading Panel in the development of Reading First.
- **Nancy Padak, Ed.D.**, Kent State University, is the Principal Investigator for the Ohio Literacy Resource Center and directs the Reading and Writing Center at Kent State.
- **Rick M. Newton, Ph.D.**, Kent State University, is Emeritus Professor of Greek and Latin.
- **Evangeline Newton, Ph.D.**, University of Akron, is Professor of Literacy Education and Director of the Center for Literacy.

"I find meeting the state standards an easier task while using this program. My students' vocabularies have grown by leaps and bounds this year—they have been able to identify and utilize more words throughout their reading and writing experiences. I wish I had thought of this program myself!"

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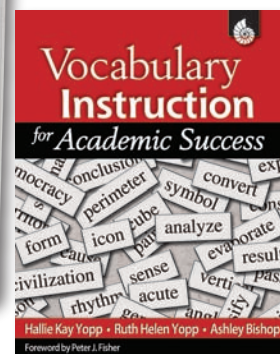
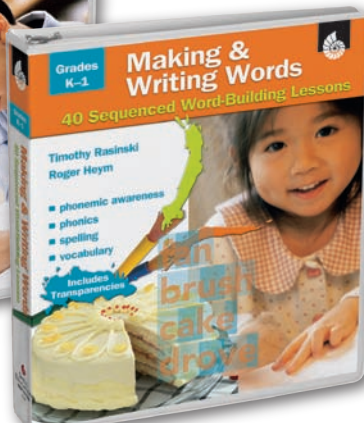
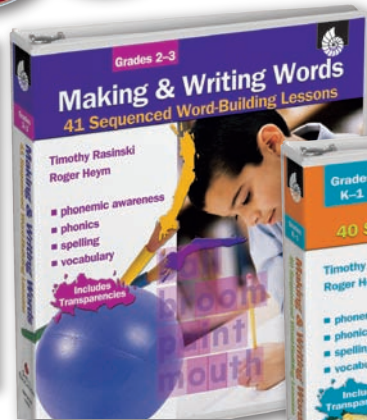
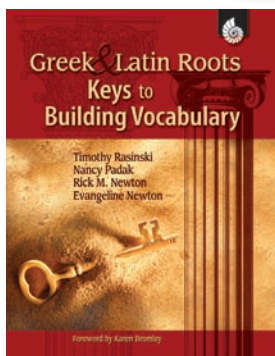
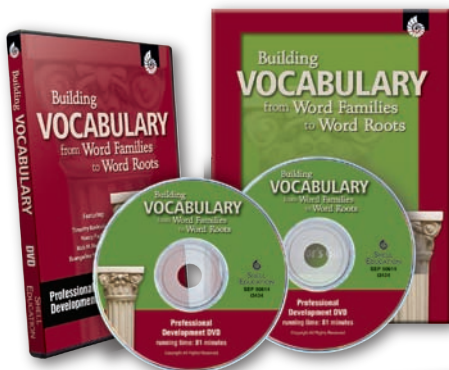
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-  Greek & Latin Roots: Keys to Building Vocabulary
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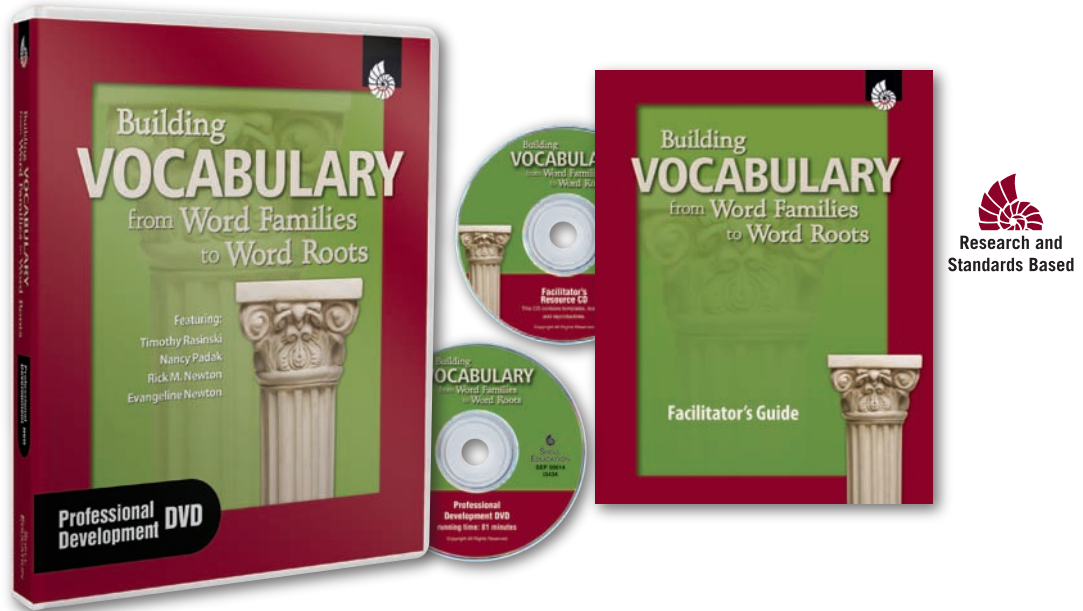
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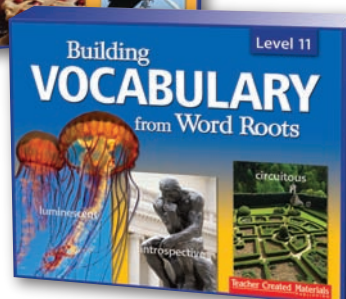
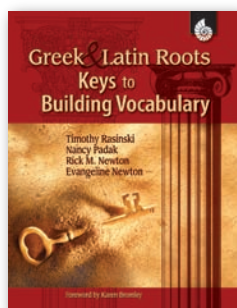
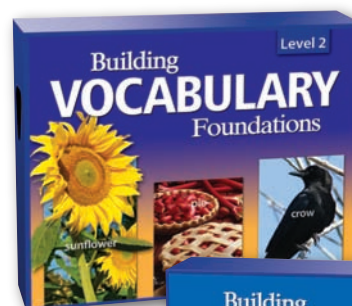
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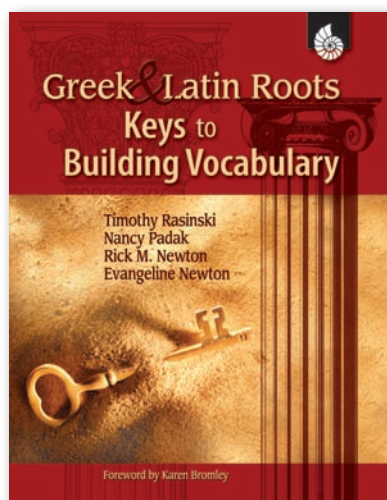


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- Help students develop an appreciation for words while **building their vocabulary**

Research based

- Based on the research of **Timothy Rasinski, Nancy Padak, Rick M. Newton** and **Evangeline Newton**
- Supports the National Reading Panel's critical element of vocabulary as part of the five elements of Reading First

About the authors

- **Timothy Rasinski, Ph.D.** Kent State University, is the author of several best-selling books and numerous articles on reading education, word study, and reading fluency. His research was cited by the National Reading Panel in the development of *Reading First*
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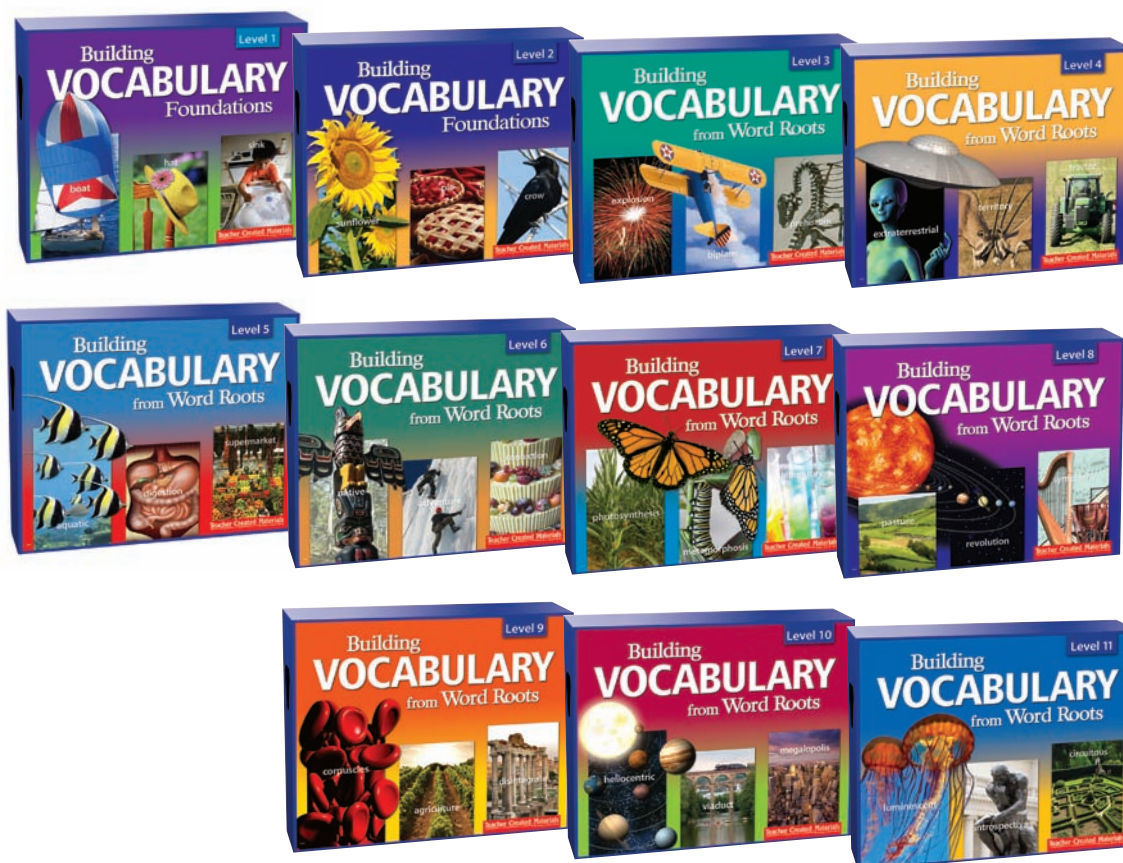
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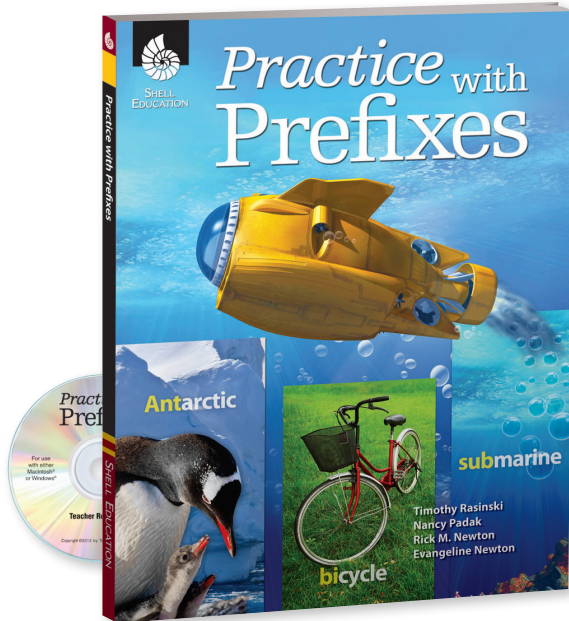


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Levels 3–8



Lesson 5 Negative Prefix *im-* and *il-*

Name: _____ Date: _____

Divide and Conquer Negative Prefix *im-* and *il-*

Directions: Break apart each word below. Write what the prefix means, what the base word is, and select a definition from the Answer Bank below. An example has been done for you.

word	prefix means	base word	definition
1. immature	not	sensitive	
2. impatient			
3. illegal			
4. immortal			
5. imperfect			
6. illegible			
7. impermanent			
8. illiterate			
9. immeasurable			
10. improper			

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Research Based
and Correlated to
State Standards

Classroom Resources

Practice with Prefixes presents the most frequently encountered Latin prefixes in English, as well as introductory Greek prefixes.

- Each lesson provides content explanations, instructional guidelines, and student activities.
- Suggestions for extension activities and assessment** are also included.



Author Focus Timothy Rasinski

Timothy Rasinski, Ph.D., Kent State University, is the author of numerous books and articles on reading education. He is a frequent presenter nationwide. His research on fluency was cited by the National Reading Panel.

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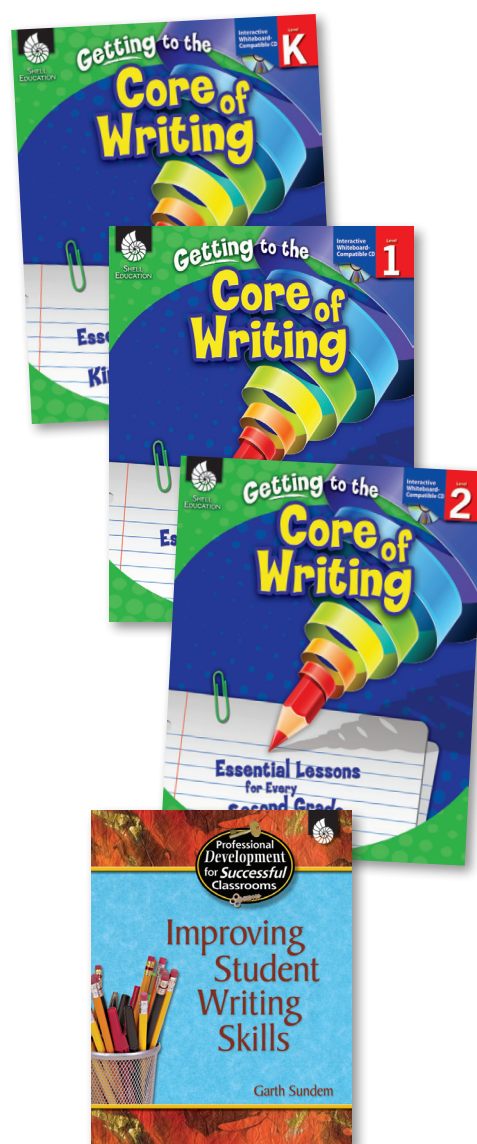
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