Title: Getting to the Root of It - Part 1

Object	Objectives										Time frame to Complete									
The student will recognize and understand a variety of root words and will then use that knowledge to understand a									t 4	45-60 minutes										
variety o	variety of medical terms.									١	NRS EFL									
																4				
Technology	Study / Life skills	EL-Civics	Career Pathways	Police	Paramedic	Fire Rescue	Medical Asst.	EKG / Cardio	Phlebotomy	Practical Nursing	Healthcare Admin	Pharmacy Tech	IMT	AMT	HVAC	Welding	Other:			
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Standard(s) Addressed in Lesson

Reading for Understanding

Benchmark(s) Addressed in Lesson

- R.4.3. Apply decoding skills (for example, multi-syllabic words) to read words.
- R.4.4. Apply knowledge of word parts (for example, Greek and Latin roots) to determine word meaning.
- R.4.5. Use context clues (for example, cause and effect and compare and contrast relationships) to determine the meaning of words in texts.

Materials

Reference sheet listing roots, their meanings, and sample words formed with the roots.

Worksheet utilizing words formed from the roots studied.

Paper and pencil or pen.

Learner Prior Knowledge

Basic vocabulary of physiological terms; basic knowledge of the terms *prefix*, *root*, and *suffix*.

Step 1 Distribute list of various roots and their meanings. Lead students in guided practice – think of words that contain the given roots and use a dictionary to find words that fit the roots and meanings; then check to see whether the word's meaning is related to the definition of the root word. Then, the student will provide words that are formed by the remainder of the roots and place those responses on their papers. (If no words can be found for certain root words, provide examples from the reference sheet.)

<u>Step 2</u> Students will then construct original sentences using words that include the studied roots. They should compose one sentence for each root, and sentences should help reveal the meaning of the word. Students should strive to use medical terminology in this exercise.

<u>Step 3</u> Distribute the worksheet. Given sentences utilizing words containing the same roots, students will be able to provide a close definition of each, using root word knowledge. This can be a class exercise or a test.

Assessment/Evidence:

Students will compare their answers to correct answers.

Adaptations for Beginning Students:

Beginning students may use a shorter version of the exercises or may expect a higher number of errors. Such students may also be given extended time.

Adaptations for Advanced Students:

Advanced students will be expected to have few or no errors and may be given a challenging time limit for completing the assignments.

Teacher Reflection/Lesson Evaluation:

Students should easily perceive the importance of knowledge of root words for increasing vocabulary comprehension and improving written and spoken communication as well as reading comprehension.

This lesson was created by Middletown ABLE.

Getting to the Root Worksheet/test

Using the knowledge you have gained from studying Getting to the Root, Part 1, give the meaning of the italicized word(s) on the blank(s) provided and the root from which each derives.

The elderly gentleman	suffered from a <i>cardiac</i> arrest.	
2. After traffic accident,	the woman complained of an <i>acute</i> pain in h	er right side.
3. The young man's tong mouth.	ue was coated, his throat was sore, and he co	omplained of an <i>acrid</i> taste in his
	stic medicine practices are effective alternat	ives to heavy medication.
	fficulties with their <i>auto-immune</i> systems.	
, - ,	ed <i>auditory</i> impairment after the vehicle colli	ded with his bicycle.
7. The researcher investi	gated the <i>curative</i> effects of honey when ap	plied to wounds.
8. The bariatric surgery i	s recommended only for patients who are ex	tremely <i>corpulent</i> .
9. Have you limited your	caloric intake?	
10./11. The elderly gentl that required attention.	eman was given a prescription by his cardiolo	ogist that resulted in a dermatitis
12. The <i>chronic</i> pain was	treated with a new drug.	

15./16 An <i>ir</i>	ncision was ca	refully made in th		
17. The <i>bio</i> յ	osy results hav	ve arrived.		
18./19. We	read an <i>abbre</i>	eviated report of t	he research perfoi	rmed by the Swiss <i>biologi</i>

Root	Meaning	Word(s) formed			
acer, acri	bitter				
acu	sharp				
ali, allo, alter	other				
aud	hear				
aug, auc	increase				
auto	self				
bio	life				
brev	brief				
calor	heat				
cept	take				
chrom	color				
chron	time				
ide, ise	cut, kill				
cord, cor, card,	heart				
corp	body				
cura	care				
cycl	wheel, circle				
deca	ten				
dent, dont	tooth, teeth				
derm	skin				

Root Meaning Word(s) formed

acer, acri bitter acrid

acu sharp acute/acumen

ali, allo, alter other alternate/alternative

aud hear auditory

aug, auc increase augment

auto self auto-immune

bio life biology/biosphere

brev brief brevity

calor heat calorie

cept take accept/inception

chrom color chromosome

chron time chronology

ide, ise cut, kill incision

cord, cor, card, heart cardiac

corp body corpse/corpulent

cura care curative

cycl wheel, circle cyclical

deca ten decade

dent, dont tooth, teeth orthodontist

derm skin dermatitis