Title: Using Common Word Elements

Objectives Time frame to Complete																						
Students will be able to use prior knowledge, context clues, and electronic resources to determine the meaning of									20 minutes													
uniamiliar words.						N	NRS EFL															
																	4					
Stackable Cert. Documentation	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																						
Read				•																		
 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. R.4.6. Select and use print and electronic reference materials (for example, web search) to determine and clarify word meaning. 																						
Materials																						
Common Word Elements worksheet																						
 Dictionary and/or computer Suggested online dictionaries include <u>http://www.merriam-webster.com/</u> and <u>http://dictionary.cambridge.org/</u> 																						
and <u>http://dictionary.reference.com/</u>																						
Learner Prior Knowledge																						
Students should understand what syllables are and have a basic awareness of word parts (prefixes, suffixes, and																						
root words).																						

Activities

<u>Step 1</u> Survey students about what they do when they encounter words in a text that they don't know (Skip it? Try to figure it out based on the rest of the sentence? See if it is like another word they do know? Sound it out? Look it up?) After they share a few strategies, explain that there are may ways to figure out what words mean – some they have already mentioned – and one that is today's focus, using word parts. Many words are created from common parts of words with specific meanings (prefixes, root words, and suffixes). Understanding common prefixes and root words can help them determine a word's meaning.

<u>Step 2</u> Distribute the list of common prefixes and root words. Explain that prefixes occur at the beginnings of words, suffixes are word endings, and root words are often in the middle or at the beginning. Students review the definitions of the word parts and look at the sample words containing each word element.

<u>Step 3</u> Students then complete the activity on the back of the Common Word Elements worksheet. They should try to determine the meaning of each underlined word based on its word elements and context clues.

<u>Step 4</u> After students make their best predictions about the meanings of the new words, they use a dictionary or a website (online dictionary) to look up the new words and check the definitions and pronunciations.

Assessment/Evidence

Student comprehension of unfamiliar vocabulary words.

Adaptations for Beginning Students

If this lesson is completed with a small group or full class, beginning students could work with partners.

Adaptations for Advanced Students

After completing this assignment, advanced students could write their own sentences that use each new word and use context to make the meanings of the new words clear to readers. In addition, if students are interested in learning about the history of words, an online etymology resource is available at: http://www.etymonline.com/

Teacher Reflection/Lesson Evaluation

This lesson was created by Middletown ABLE.

Common Word Elements

Uni - one	Unique, united, union, unicycle	Bio – life	Biology, biographical, biodiversity			
Bi - two	Bicycle, bikini, bicentennial	Meter/metri – measure	Metric, geometry, odometer			
Tri - three	Triple, tripod, triathlete	Port – carry	Portable, transportation			
Dec - ten	Decade, decimal, decagon	Ped/pod – foot	Pedal, podiatrist, pedestrian			
In/Un – not	Invisible, unhappy, insecure, unbelievable	Therm – heat	Thermal, thermometer, thermos			
Pre – before	Preview, prenuptial, predecessor	Scribe/script – write	Describe, prescribe, subscription, manuscript			
Re – again	Reread, rearrange, reinstate	Graph – writing	Autograph, biography, geography			
Pro – forward, for	Propel, promote, protagonist	Dict – talk	Dictation, predict, contradict			
Anti – against	Antisocial, antibiotics, antibacterial	Chron – time	Chronic, chronicle, synchronize			
Poly – many	Polyhedron, polygamy,	Hydr(o) – water	Hydrant, dehydrated,			
Inter – between	Interview, interrupt, intermediate, international	Phon(o) – sound	Telephone, symphony, polyphonic			
Trans – across	Transatlantic, transport, translate, transformation	<u>Suffixes:</u>				
Dis – apart or not	Disengage, dissect, displeased, disrespect	Ology – study of	Biology, cardiology, geology			
Auto – self	Automatic, automobile, autobiography	Phobia – fear of	Claustrophobia, agoraphobia			

Prefixes:

Root words:

Directions: Use the meanings of the word elements to help you define the underlined words. Write what you think each word means below the sentences.

- 1. Humans and birds are common <u>bipeds</u>.
- 2. Jesse's favorite Olympic event is the <u>decathalon</u>.
- 3. The teacher <u>reiterated</u> the importance of reading directions closely when taking a test.
- 4. It is important to seek help if bitten by a poisonous snake, so that an <u>antidote</u> can be administered before there is a fatal reaction.
- 5. Materials in the compost pile will <u>disintegrate</u> over time.
- 6. Because of Erin's <u>hydrophobia</u>, her family vacations in the mountains rather than at the beach.
- 7. David is the class <u>polyglot</u> because he is fluent in Spanish, Italian, Russian, and English.
- 8. The job of a court reporter is to <u>transcribe</u> all proceedings, motions, and testimonies.
- 9. Marion has her photos arranged in <u>chronological</u> order.
- 10. <u>Intermittent</u> rain showers caused us to move the picnic from the park to the Vicky's house.

Next, use a dictionary or an online dictionary to check and/or correct your definitions and learn how to pronounce each word.

http://www.merriam-webster.com/ http://dictionary.reference.com/ http://dictionary.cambridge.org/

Common Word Elements

Prefixes:

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Directions: Use the meanings of the word elements to help you define the underlined words. Write what you think each word means below the sentences. Sample answers appear in blue.

- Humans and birds are common <u>bipeds</u>. Animals with only two legs (feet)
- Jesse's favorite Olympic event is the <u>decathalon</u>.
 Event comprised of 10 track and field events
- 3. The teacher <u>reiterated</u> the importance of reading directions closely when taking a test. Repeated, said again
- It is important to seek help if bitten by a poisonous snake, so that an <u>antidote</u> can be administered before there is a fatal reaction. <u>Medicine that counteracts a poison</u>
- 5. Materials in the compost pile will <u>disintegrate</u> over time. Break into small pieces
- 6. Because of Erin's <u>hydrophobia</u>, her family vacations in the mountains rather than at the beach. Fear of water
- 7. David is the class <u>polyglot</u> because he is fluent in Spanish, Italian, Russian, and English. Person who is able to speak many languages
- The job of a court reporter is to <u>transcribe</u> all proceedings, motions, and testimonies. Write down an exact copy of something
- 9. Marion has her photos arranged in <u>chronological</u> order. Order in which events occurred
- 10. <u>Intermittent</u> rain showers caused us to move the picnic from the park to the Vicky's house. Sporadic; happening from time to time

Next, use a dictionary or an online dictionary to check and/or correct your definitions and learn how to pronounce each word.

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