

Student Name: \_\_\_\_\_

# The Word Mapping Strategy Student Folder

Goal(s):

1.

My teacher's commitment:

\_\_\_\_\_  
Teacher signature

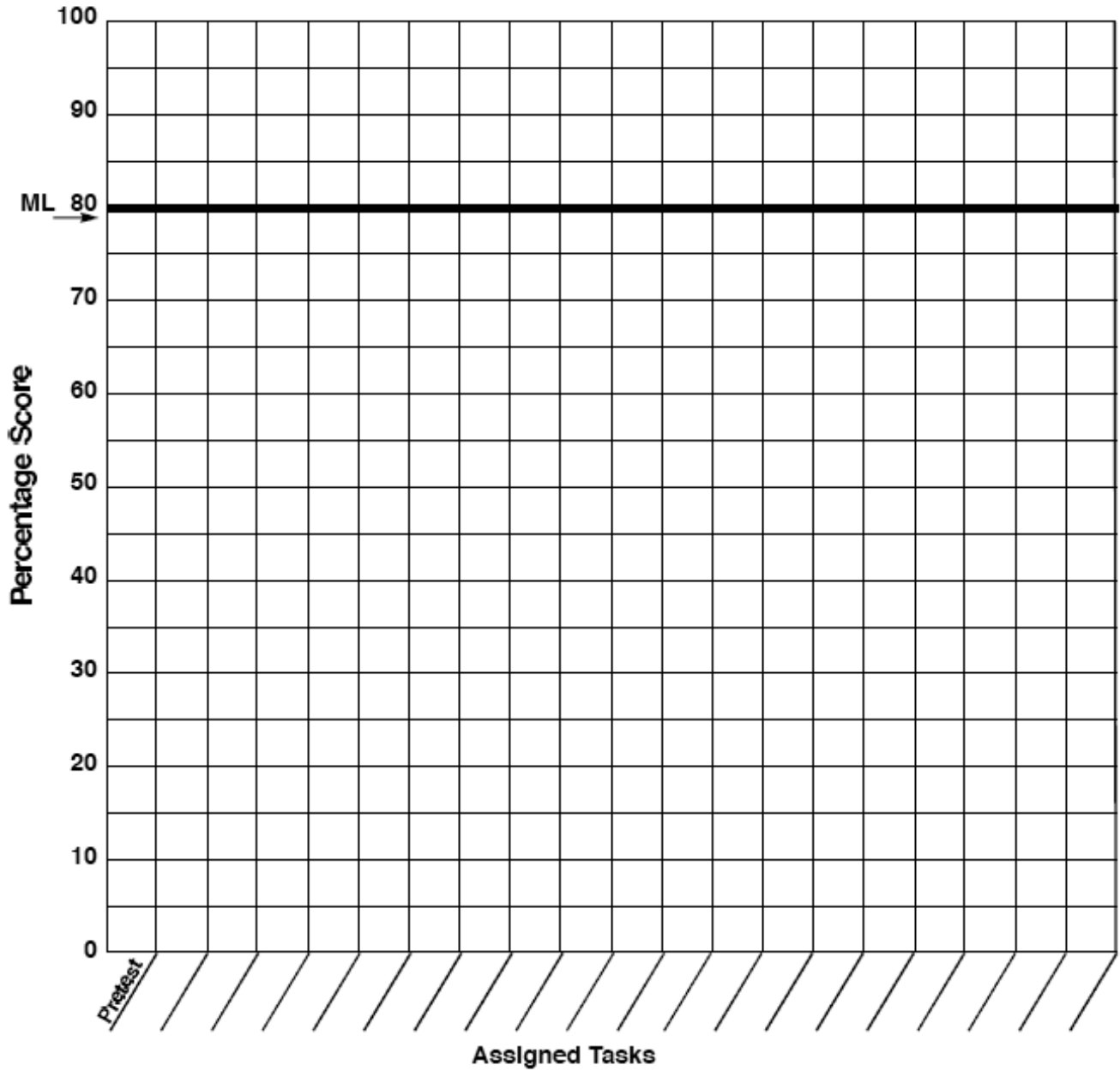
\_\_\_\_\_  
Date

My commitment:

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

# PROGRESS CHART



**KEY:**

— Percentage Correct

ML = Mastery Levels

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.

# MORPHEME

A word part with meaning

# SYLLABLE

- A word part
- That centers on a vowel sound
- That has no meaning

# SYLLABLES

Versus

# MORPHEMES

Unladylike

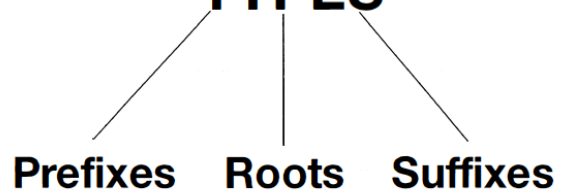
## Syllables

Un la dy like

## Morphemes

Un lady like

# MORPHEME TYPES



# 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

Example:

un | re | lenting

## 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
im-	not, into	imperfect, impossible, implant

## Prefix Definitions List (continued)

Prefix	Meaning	Example Words
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
tri-	three	triad, triangle
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

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	<b>A</b>	<b>B</b>	<b>C</b>
1.	pronounce	decline	extract
2.	unanswered	submit	read
3.	implant	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



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Isolate the Prefix Worksheet #2

**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.	entangle	interstate	asymmetric
2.	ready	disappoint	debug
3.	paragraph	intern	random
4.	automatic	relax	makeshift
5.	diameter	intervene	demote
6.	extreme	deactivate	mistrust
7.	misprint	impurity	repeat
8.	explore	transmit	forewarn
9.	misfit	important	formula
10.	entrap	retreat	mailbox
11.	multipurpose	kennel	disclose

# 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

# SUFFIX TYPES

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

# 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
- Does not change the word's meaning

# 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

Example derivational suffixes that change the part of speech of a word:

Noun to verb: -fy (glory → glorify)  
Verb to noun: -ion (invent → invention)

Adjective to noun: -ness (slow → slowness)  
Adjective to verb: -ize (modern → modernize)

Noun to adjective: -al (recreation → recreational)  
Verb to adjective: -able (drink → drinkable)

Example derivational suffixes that do not change the part of speech of a word:

Noun to noun: -er (the dance → the dancer)  
-ism (Buddha → Buddhism)

## SUFFIX GUIDELINES

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

- fly → flies
- happy → happier
- pretty → prettiest

## SUFFIX GUIDELINES

2. Use consonant doubling when you add “-ing”

run → running

swim → swimming

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

make → making

excite → excitable

mandate → mandatory

celebrate → celebration

## COMPOUND SUFFIX

Two or more suffixes at the end of a word.

help | less | ness

thought | ful | ness

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Word Mapping Notes Sheet #2

1. Suffixes are \_\_\_\_\_ that are at the \_\_\_\_\_ of a word.
2. A word that has the suffix “-able” is \_\_\_\_\_.
3. The two types of suffixes are \_\_\_\_\_ and \_\_\_\_\_.
4. Inflectional suffixes are \_\_\_\_\_ that change the:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_of a word or show \_\_\_\_\_ or \_\_\_\_\_.
5. The suffix “-s” means \_\_\_\_\_ than \_\_\_\_\_.
6. Inflectional suffixes do not change the \_\_\_\_\_ of the word.
7. Derivational suffixes create a different \_\_\_\_\_ of a word so the meaning of the word is \_\_\_\_\_.
8. The three suffixes that are both inflectional and derivational are: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
9. A word that fits the “change ‘y’ to ‘i’ guideline” is \_\_\_\_\_.
10. A word that fits the “consonant doubling guideline” is \_\_\_\_\_.
11. \_\_\_\_\_ suffixes include more than \_\_\_\_\_ suffix at the end of a word.
12. A word with a compound suffix is \_\_\_\_\_.

## 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, -cule	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
-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	sate 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

# Inflectional Suffixes Table

## SUFFIXES FOR CHANGING:

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

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

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	<b>A</b>	<b>B</b>	<b>C</b>
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



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Separate the Suffix Worksheet #2

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

Examples: light | en                      fast | est                      butterfly

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	A	B	C
1.	liquidate	tolerance	strangers
2.	umbrella	strongest	logical
3.	forbearance	fearless	thoroughly
4.	streets	chemist	fundamental
5.	capable	depressed	worth
6.	patronage	nervous	sadness
7.	editor	poetic	baker
8.	poverty	thoughtfully	heatstroke
9.	hopelessness	critical	respectful
10.	reddish	sticky	feebleness
11.	clarity	piano	treatment

# 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

A whole word: Aster

# 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

A whole word: Aster

# MORPHEME RULES

1. A morpheme can have several meanings.

Example:

“in-” means “not”

“in-” means “into” and “within”

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

Examples:

“an-” means “not”

“dis-” means “not”

“im-” means “not”

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

Examples:

“aster” & “astro” mean “star”

“flex” & “flect” mean “bend”

“mit” & “mis” mean “send”

## 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, fit	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)

<b>Root</b>	<b>Meaning</b>	<b>Example Words</b>
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
phil	love	philanthropy, Philadelphia

## Roots Definitions List (continued)

Root	Meaning	Example Words
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, vene, 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
vol	to will	volition, volunteer
volv, volu	to roll	revolve, involve, evolution

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Word Mapping Notes Sheet #3

1. The three types of morphemes are:

P \_\_\_\_\_

R \_\_\_\_\_

S \_\_\_\_\_

2. A root is a word part with \_\_\_\_\_.

3. Roots can be located at the beginning, \_\_\_\_\_ or \_\_\_\_\_ of a word.

4. A root can stand alone as a \_\_\_\_\_ word.

5. Each root gives a word its main \_\_\_\_\_.

6. The root “aster” means \_\_\_\_\_.

7. A word with the root “aster” is \_\_\_\_\_.

8. One morpheme can have several \_\_\_\_\_.

9. Different morphemes can have the same \_\_\_\_\_ but different \_\_\_\_\_.

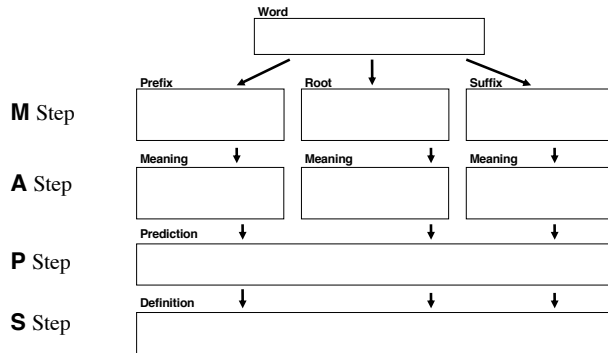
10. Different morphemes can have the same \_\_\_\_\_ but similar \_\_\_\_\_.







# WORD MAP



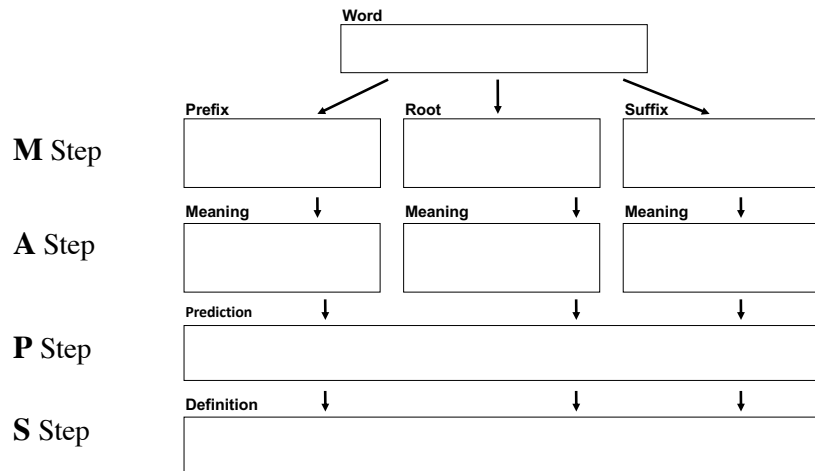
# WORD MAPPING STRATEGY

**M**ap the word parts  
**A**ttack the meaning of each part  
**P**redict the word's meaning  
**S**ee if you're right!

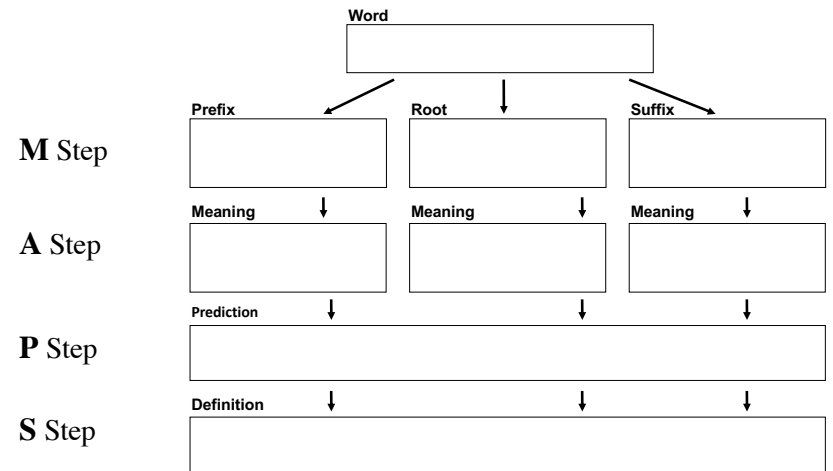
# MEMORY TABLE

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

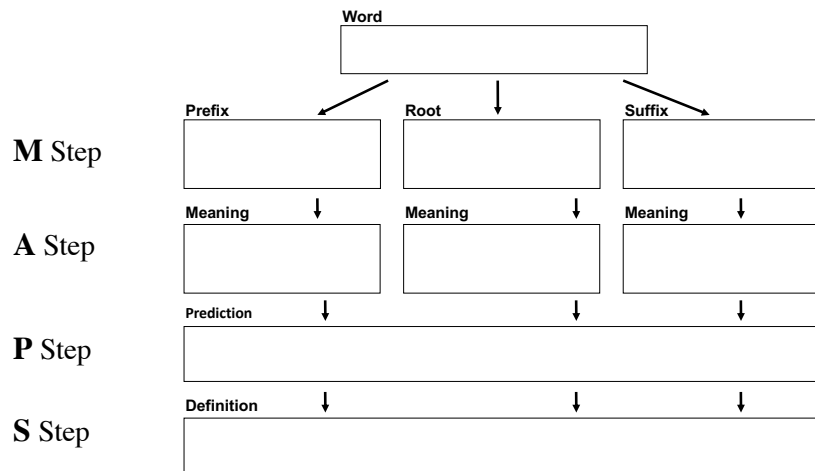
# WORD MAP



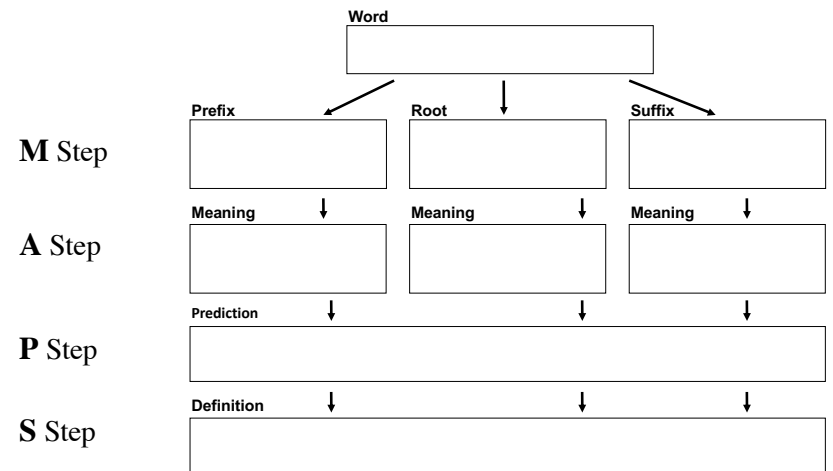
# WORD MAP



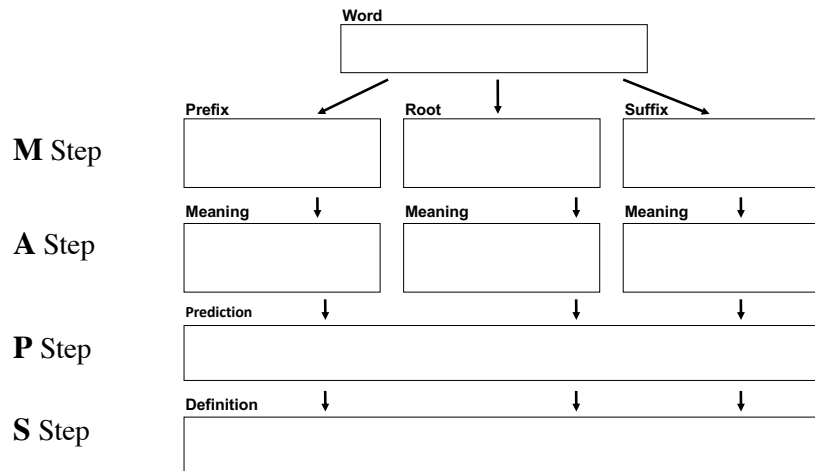
# WORD MAP



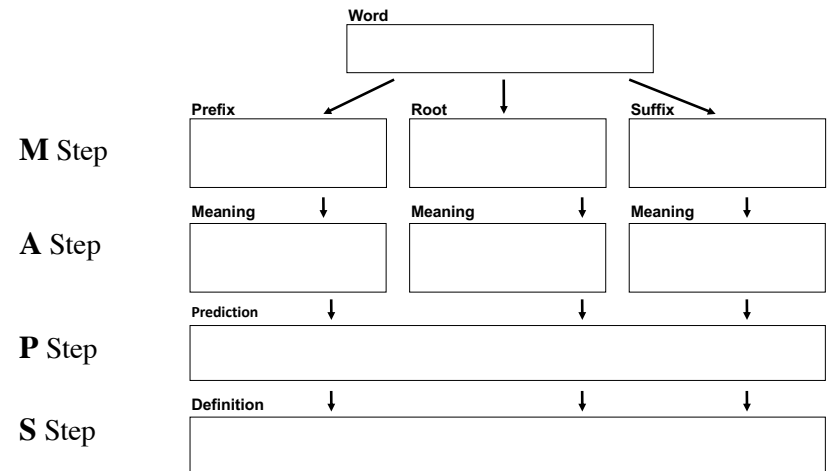
# WORD MAP



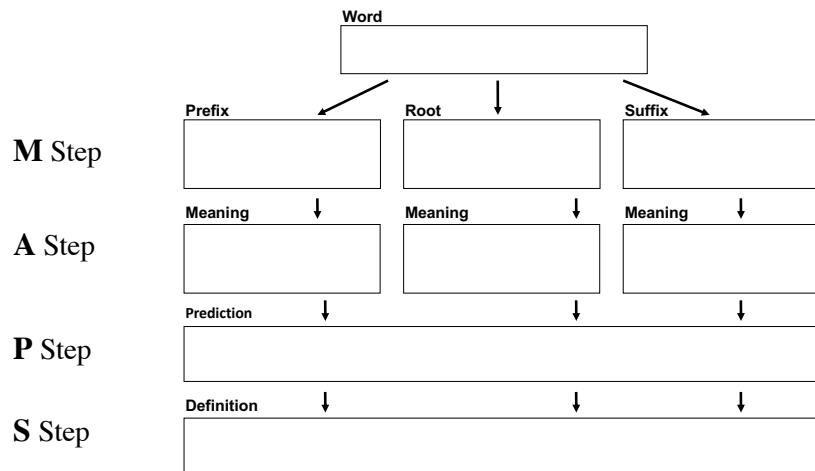
# WORD MAP



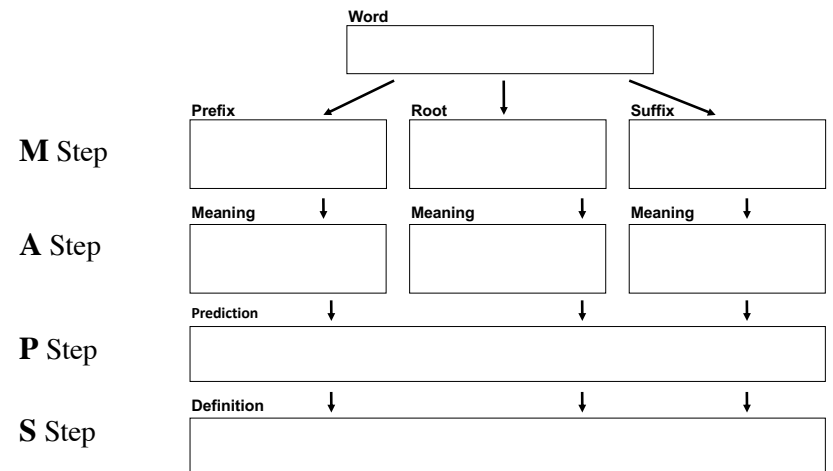
# WORD MAP



# WORD MAP



# WORD MAP



# MEMORY TABLE

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

# MEMORY TABLE

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

# MEMORY TABLE

1. Word Part	2. Word Part Meaning
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# MEMORY TABLE

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

# MEMORY TABLE

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

# MEMORY TABLE

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

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

- |    |               |              |           |            |                          |
|----|---------------|--------------|-----------|------------|--------------------------|
| 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*]

= \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Prefix Lesson 2 Learning Sheet

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

Beautiful scenery makes the Mariana Islands a tropical paradise for tourists. Visitors always leave with a fond memory of a romantic embrace on a moonlit beach. However, they probably know nothing of the suffering of many of the island's inhabitants. The Marianas are protected by U.S. Law from certain labor and immigration laws. This injected new life into the tourism industry. Nonetheless, it also created an opportunity for criminals to exploit and enslave poor workers. The criminals bring thousands of people to work in cramped sweatshop garment factories. They have to work off phony "debts" to employers and traffickers. Some good people have come forward to illuminate these conditions. TV and magazines have exposed members of Congress who are involved in the crimes. They have created unfair laws to protect manufacturers but not workers. Even so, hard implanting in the public mind the idea that such cruel practices exist today on U.S. soil is hard. Reforms are in the works, but the process is slow. Unfortunately, the issue receives very little attention in our country.

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            en | joy            imp

- |    |          |             |         |            |                          |
|----|----------|-------------|---------|------------|--------------------------|
| 1. | entangle | environment | invoke  | empathy    | <input type="checkbox"/> |
| 2. | employee | impudent    | ink     | impervious | <input type="checkbox"/> |
| 3. | inch     | enlighten   | impress | empress    | <input type="checkbox"/> |
| 4. | engender | empire      | ion     | implore    | <input type="checkbox"/> |

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

1. enslave – [*en-* “\_\_\_\_\_” + *slave* “person who is not free”]

= \_\_\_\_\_

2. embrace – [*em-* “\_\_\_\_\_” + *brace* “to hold steady”]

= \_\_\_\_\_

3. inject – [*in-* “\_\_\_\_\_” + *ject* “to throw or put”]

= \_\_\_\_\_

4. implant – [*im-* “\_\_\_\_\_” + *plant* “to place”]

= \_\_\_\_\_

5. illuminate – [*il-* “\_\_\_\_\_” + *luminare* “to light”]

= \_\_\_\_\_

6. involve – [*in-* “\_\_\_\_\_” + *volve* “to roll or turn”]

= \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Prefix Lesson 3 Learning Sheet

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

This morning's paper had a front-page report about a fire at the nearby Willow Brook apartment complex. That explained all the sirens we heard last night. Most of the eight-unit complex was eventually destroyed in the blaze, but everyone got out safely. No one was seriously injured, but one man jumped from his second floor balcony. Paramedics wanted to transport him to the hospital for treatment, but he rejected their offer. Most of the residents lost all their belongings. Some say they will stay with family or friends, but many will stay at a local shelter. One family with sick children will stay in a separate shelter so the illness is not transmitted to other residents. The story in the paper about their misfortune had information for residents and good ideas for those wishing to offer assistance. The story also contained a misprint that was an easily avoidable mistake. It called the apartment complex "Willow Creek" instead of Willow Brook.

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:            trans | plant            mis | cue            red

- |    | <b>A</b>     | <b>B</b>    | <b>C</b> | <b>D</b> |                          |
|----|--------------|-------------|----------|----------|--------------------------|
| 1. | misjudge     | transfusion | replay   | ready    | <input type="checkbox"/> |
| 2. | transmission | resolve     | mistrust | republic | <input type="checkbox"/> |
| 3. | rest         | Missy       | return   | respect  | <input type="checkbox"/> |
| 4. | misrepresent | transplant  | miss     | mistake  | <input type="checkbox"/> |

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

1. misfortune – [*mis*- “\_\_\_\_\_” + *fortune* “luck”]  
= \_\_\_\_\_

2. misprint – [*mis*- “\_\_\_\_\_” + *print* “to put in type”]  
= \_\_\_\_\_

3. transport – [*trans*- “\_\_\_\_\_” + *port* “to carry”]  
= \_\_\_\_\_

4. transmit – [*trans*- “\_\_\_\_\_” + *mit* “to send”]  
= \_\_\_\_\_

5. report – [*re*- “\_\_\_\_\_” + *port* “to carry”]  
= \_\_\_\_\_

6. reject – [*re*- “\_\_\_\_\_” + *ject* “to throw”]  
= \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Prefix Lesson 4 Learning Sheet

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

Environmental inspectors were sent to a closed fertilizer plant this morning. They were called to investigate a foul smell reported by nearby residents. They first descended to the lower floors of the now defunct plant. Within minutes, they discovered that materials left over from the fertilizer production process had spilled from torn bags and were decomposing on the floor. A spokesman for the owner of the property said all of the materials would be tested and disposed of properly. “The smell is offensive,” he said. However, he believes everything remaining on the premises is nontoxic. Controversy surrounded the closing of the plant and the loss of hundreds of jobs. A group of former employees believes that safety regulations passed by the state legislature were designed to shut down the aging plant. Legislators say that theory is nonsense. Now Republicans, Democrats and Independents are currently working together in a nonpartisan effort to lure more industry to the county.

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:            non | partisan            de | fend            note

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
1.	deplane	nontaxable	debt	nontoxic	<input type="checkbox"/>
2.	design	den	nonsense	desk	<input type="checkbox"/>
3.	nonchalant	describe	deport	nonskid	<input type="checkbox"/>
4.	denounce	nonrealistic	Nona	degrade	<input type="checkbox"/>

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

1. decompose – [*de-* “ \_\_\_\_\_ ” + *compose* “to make or create”]  
= \_\_\_\_\_

2. defunct – [*de-* “ \_\_\_\_\_ ” + *funct* “performance”]  
= \_\_\_\_\_

3. descend – [*de-* “ \_\_\_\_\_ ” + *scend* “to climb”]  
= \_\_\_\_\_

4. nontoxic – [*non-* “ \_\_\_\_\_ ” + *toxic* “poisonous”]  
= \_\_\_\_\_

5. nonpartisan – [*non-* “ \_\_\_\_\_ ” + *partisan* “supporter of a party, group”]  
= \_\_\_\_\_

6. nonsense – [*non-* “ \_\_\_\_\_ ” + *sense* “logical”]  
= \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Prefix Lesson 5 Learning Sheet

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

David was so much bigger than his football teammates that players from other high schools wondered if he was overage. He was big but not in very good shape at the start of his senior year. He had spent most of the summer behind a deli counter because he needed money for college. Football training started in August. The coach was tough, but David knew he had to take it easy at first and not overexert himself in the heat. He had trouble with grades during the first weeks of school. His English teacher took points off on a paper because of punctuation problems and footnote numbers that were not superscript. Then he got only partial credit on a chemistry test. His answers were correct, but his equations did not have the right numbers in subscript. He knew he had to make some changes. He decided to submit an application at a fancy restaurant where a friend worked as a waiter. Tips were good, so he could make more money and work fewer hours. He rewrote and corrected his English paper, which impressed his teacher. When he asked if the new version could supersede the first one, his teacher agreed to grade him on the corrected one.

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:            over | time                      sub | ject                      oval

- |    | <b>A</b>   | <b>B</b>   | <b>C</b>     | <b>D</b>   |                          |
|----|------------|------------|--------------|------------|--------------------------|
| 1. | overtime   | subdivide  | superman     | suburb     | <input type="checkbox"/> |
| 2. | subway     | overlap    | overact      | overextend | <input type="checkbox"/> |
| 3. | substitute | supervise  | overslept    | superwoman | <input type="checkbox"/> |
| 4. | supernova  | overworked | subterranean | submerge   | <input type="checkbox"/> |

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

1. overexert – [*over-* “\_\_\_\_\_” + *exert* “to use effort”]  
= \_\_\_\_\_

2. overage – [*over-* “\_\_\_\_\_” + *age* “number of years on earth”]  
= \_\_\_\_\_

3. submit – [*sub-* “\_\_\_\_\_” + *mit* “to send”]  
= \_\_\_\_\_

4. subscript – [*sub-* “\_\_\_\_\_” + *script* “to write”]  
= \_\_\_\_\_

5. superscript – [*super-* “\_\_\_\_\_” + *script* “to write”]  
= \_\_\_\_\_

6. supersede – [*super-* “\_\_\_\_\_” + *sede* “to sit”]  
= \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Prefix Lesson 6 Learning Sheet

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

Jess is 11 years old and lives in Charlotte, North Carolina. His grandparents drove down from Roanoke, Virginia, to watch him act in his school play. They usually take back roads and stop at antique stores, but the forecast called for rain, so they took the interstate highway instead, just to be safe. The play was set at the time of the Revolutionary War, and Jess played George Washington. The first act was about the King’s unfair treatment of the early settlers. The anger and actions of the characters foreshadowed the coming revolution. In between the first and second acts was a musical interlude. The kids in charge of lighting missed a cue. One of the teachers thought he should intervene, but then the lights came up just in the nick of time. Jess’s grandfather asked him what playing the part of one of our forefathers was like. Jess said, “It was revolutionary!”

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:            inter | national            fore | tell            intern

- |    |                 |               |              |              |                          |
|----|-----------------|---------------|--------------|--------------|--------------------------|
| 1. | foresight       | interrupt     | forecast     | interface    | <input type="checkbox"/> |
| 2. | interfere       | forest        | intermediate | forewarn     | <input type="checkbox"/> |
| 3. | intercollegiate | intergalactic | foregone     | foretell     | <input type="checkbox"/> |
| 4. | interact        | foreshadow    | into         | intermittent | <input type="checkbox"/> |

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

1. interstate – [*inter*- “\_\_\_\_\_” + *state* “part of the country”]

= \_\_\_\_\_

2. intervene – [*inter*- “\_\_\_\_\_” + *vene* “to come”]

= \_\_\_\_\_

3. interlude – [*inter*- “\_\_\_\_\_” + *lude* “play”]

= \_\_\_\_\_

4. forefather – [*fore*- “\_\_\_\_\_” + *father* “dad”]

= \_\_\_\_\_

5. forecast – [*fore*- “\_\_\_\_\_” + *cast* “conjecture or calculate”]

= \_\_\_\_\_

6. foreshadow – [*fore*- “\_\_\_\_\_” + *shadow* “an indication or premonition”]

= \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## 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

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

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

1. audible – [*aud* " \_\_\_\_\_ " + *-ible* "able to"]  
= \_\_\_\_\_

2. audition – [*aud* " \_\_\_\_\_ " + *-tion* "act or state of"]  
= \_\_\_\_\_

3. microphone – [*micro-* " \_\_\_\_\_ " + *phon* "sound"]  
= \_\_\_\_\_

4. phonics – [*phon* " \_\_\_\_\_ " + *ic* "like" + *s*]  
= \_\_\_\_\_

5. diction – [*dict* " \_\_\_\_\_ " + *tion* "act or state of"]  
= \_\_\_\_\_

6. prediction – [*pre-* " \_\_\_\_\_ " + *dict* " \_\_\_\_\_ " + *-ion* "act or state of"]  
= \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Root Lesson 2 Learning Sheet

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

Professor Paul's architecture students were involved in an unusual project. They were designing a portable house. The outside walls and roof would be made from local materials. He got the idea after camping for six weeks in Ecuador. That idea began to evolve when he returned to teach in the fall. "Why not use available materials to cover a lightweight, well-designed framework?" he wondered. The structure would have to break down into parts. These needed to be small enough to be packaged, carried, and loaded into various types of vehicles. By October, the students had built several test structures. They decided to import a crate of quaxaca leaves to try them out with the roof designs. Unfortunately, in northern latitudes, quaxaca leaves emit a pungent odor, and so banana leaves were used instead. Wood and metal were the only materials allowed for the project. One student asked what they would do in regions where no large leaves or grasses were available. Professor Paul decided that lightweight cloth and netting would be admissible materials.

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: re port in volve Missy

- |    | <b>A</b>   | <b>B</b>   | <b>C</b>  | <b>D</b>       |                          |
|----|------------|------------|-----------|----------------|--------------------------|
| 1. | support    | revolution | evolution | transmission   | <input type="checkbox"/> |
| 2. | permit     | transport  | emit      | transportation | <input type="checkbox"/> |
| 3. | evolve     | emissary   | export    | remittance     | <input type="checkbox"/> |
| 4. | missionary | volume     | missile   | transmitter    | <input type="checkbox"/> |

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

1. portable – [*port* “ \_\_\_\_\_ ” + *-able* “can, capable of”]

= \_\_\_\_\_

2. import – [*im-* “ \_\_\_\_\_ ” + *port* “ \_\_\_\_\_ ”]

= \_\_\_\_\_

3. evolve – [*e-* “ \_\_\_\_\_ ” + *volve* “ \_\_\_\_\_ ”]

= \_\_\_\_\_

4. involve – [*in-* “ \_\_\_\_\_ ” + *volve* “ \_\_\_\_\_ ”]

= \_\_\_\_\_

5. admissible – [*ad-* “ \_\_\_\_\_ ” + *miss* “ \_\_\_\_\_ ” + *ible* “able or can”]

= \_\_\_\_\_

6. emit – [*e-* “ \_\_\_\_\_ ” + *mit* “ \_\_\_\_\_ ”]

= \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Root Lesson 3 Learning Sheet

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

Not suprisingly, we found a treasure trove of significant and historical items in my grandfather's house after he died. There were boxes full of letters, some between his mother's parents before they were married, that dated back to the 1870s. His father's collection of Civil War artifacts and rare books was displayed in a glass case in his study. His own World War II Navy dress uniform was folded neatly in a box on a shelf in his bedroom closet, along with his medals and lieutenant's insignia. An old-fashioned phonograph sat on a cabinet full of records of mostly big-band music. One record cover even had an autograph from the big-band leader, Count Basie. We were surprised to find a finished manuscript, written by my grandfather but never published. It was his autobiography. Since he is gone now, we all look forward to reading it. On the dedication page was one typed line that said, "For my darling wife, Helen." Below that, in ink and written with a shaky hand, he had inscribed, "Loved you always. Still do. Miss you terribly."

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>sign</u> al	<u>graph</u> ing	Sigmund		
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
1.	signal	topography	inscription	subscribe	<input type="checkbox"/>
2.	graphic	manuscript	design	signature	<input type="checkbox"/>
3.	scripture	scorpion	description	scribble	<input type="checkbox"/>
4.	describe	geography	prescribe	significant	<input type="checkbox"/>

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

1. insignia – [*in* “\_\_\_\_\_” + *sign* “\_\_\_\_\_” + *-ia* “relating to”]  
= \_\_\_\_\_

2. significant – [*sign* “\_\_\_\_\_” + *ific* + *-ant* “thing”]  
= \_\_\_\_\_

3. autograph – [*auto* “self” + *graph* “\_\_\_\_\_”]  
= \_\_\_\_\_

4. phonograph – [*phon* “\_\_\_\_\_” + *o* + *graph* “\_\_\_\_\_”]  
= \_\_\_\_\_

5. inscribe – [*in-* “\_\_\_\_\_” + *scrib* “\_\_\_\_\_” + *e*]  
= \_\_\_\_\_

6. manuscript – [*manu-* “hand” + *script* “\_\_\_\_\_”]  
= \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Root Lesson 4 Learning Sheet

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

A development company has proposed a major construction project. It will add retail space and parking in a very busy area of downtown. Many nearby business owners are not happy with the design. They say shoppers like a variety of small stores. They believe the project's large, boxy structures will detract from that atmosphere. Owners of a dance studio believe the noise and mess from the project will interrupt instruction at their school. Supporters of the project are seeking approval of the city council. Councilman Dave Borkin is familiar with the company's reputation. Company employees once tried to manipulate votes on a large project by the airport. They needed to acquire twenty acres of land to build a plant that manually produces farm chemicals. Opponents proved that the plant would create pollution too close to a residential area. Said Borkin, "When you subtract all the noise and stink and ugliness from the estimated increase in tax revenues, you come out with a minus."

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:                      con struct ion                      man ifest                      mane

- |    | <b>A</b>    | <b>B</b>   | <b>C</b>    | <b>D</b>    |                          |
|----|-------------|------------|-------------|-------------|--------------------------|
| 1. | instruction | manipulate | contract    | detract     | <input type="checkbox"/> |
| 2. | manicure    | distract   | manual      | obstruct    | <input type="checkbox"/> |
| 3. | tractor     | manacle    | structure   | destruction | <input type="checkbox"/> |
| 4. | reconstruct | attract    | manufacture | manuscript  | <input type="checkbox"/> |

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

1. construction – [*con-* "together" + *struct* " \_\_\_\_\_ " + *-ion* "act of"]  
= \_\_\_\_\_
2. instruction – [*in-* " \_\_\_\_\_ " + *struct* " \_\_\_\_\_ " + *-ion* "act of"]  
= \_\_\_\_\_
3. manipulate – [*mani* " \_\_\_\_\_ " + *pul* "full" + *-ate* "cause, make"]  
= \_\_\_\_\_
4. manually – [*manu* " \_\_\_\_\_ " + *-al* "relating to" + *-ly* "like"]  
= \_\_\_\_\_
5. detract – [*de-* " \_\_\_\_\_ " + *tract* " \_\_\_\_\_ "]  
= \_\_\_\_\_
6. subtract – [*sub-* " \_\_\_\_\_ " + *tract* " \_\_\_\_\_ "]  
= \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Root Lesson 5 Learning Sheet

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

F. W. O'Rourke, the talk show host, has written an autobiography. It will surprise many readers and fans. They have never learned of his personal turmoil. Now, he reveals his physical and mental ailments in excruciating detail. Normally, this level of pathos would inspire empathy. However, O'Rourke never paints himself as a sympathetic character. He is cruel to his employees. He makes crude and anonymous attempts to discredit other authors. He describes his agent and publisher in most unflattering terms. He enjoys tricking and embarrassing friends. Early on, readers get a feel for his miscreant nature. In retelling one uncomfortable incident after another, he sounds like a spectator cheering on his own uncivil behavior. His public life has been flush with awards, accomplishments, and society-page events. Nevertheless, through his autobiography, we finally get to inspect his private life. Readers will learn less about a man they thought they knew and more than they might want to know about depression, obsession, ego, and loneliness.

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>spec</u> ific	<u>path</u> etic	cream		
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
1.	credence	aspect	incredible	credentials	<input type="checkbox"/>
2.	speculate	incredulous	apathy	apathetic	<input type="checkbox"/>
3.	telepathy	spectacle	sympathy	miscreant	<input type="checkbox"/>
4.	spectator	empathy	discredit	prospect	<input type="checkbox"/>

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

1. miscreant – [*mis*- “\_\_\_\_\_” + *cre* “\_\_\_\_\_” + *-ant* “one who”]  
= \_\_\_\_\_
2. discredit – [*dis*- “\_\_\_\_\_” + *cred* “\_\_\_\_\_” + *-it*]  
= \_\_\_\_\_
3. inspect – [*in*- “\_\_\_\_\_” + *spec* “\_\_\_\_\_”]  
= \_\_\_\_\_
4. spectator – [*spect* “\_\_\_\_\_” + *at* + *-or* “one who”]  
= \_\_\_\_\_
5. pathos – [*path* “\_\_\_\_\_” + *-os*]  
= \_\_\_\_\_
6. empathy – [*em*- “\_\_\_\_\_” + *path* “\_\_\_\_\_” -*y* “manner of”]  
= \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Root Lesson 6 Learning Sheet

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

Chris and Dennis are woodworkers with big plans to operate their own factory. They want to manufacture wooden furniture and shelving units that are easy to assemble. They want to use hard woods and stains, rather than paint, in order to display the wood grain. They went to the bank to apply for a small business loan. Dennis pitched the idea to the bank officer because of his facile manner of convincing people to go along with his ideas. The bank officer decided to postpone processing the loan. A credit check showed that Dennis had an old unpaid loan. Chris became quite emotional on hearing the news. He was angry that Dennis had not told him about the unpaid loan. He was worried that it would ruin their chances for the business. Dennis started repaying the old loan that very day, and the bank officer told them they should reapply for the business loan in six months. That would also give them time to promote sales of the furniture and shelving they had designed.

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:                      fact ory                      mob ile                      post

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
1.	faction	impose	motivate	motionless	<input type="checkbox"/>
2.	component	factory	face	expose	<input type="checkbox"/>
3.	demote	demotion	factoid	promotion	<input type="checkbox"/>
4.	faculty	motor	proponent	position	<input type="checkbox"/>

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

1. facile – [*fac* “\_\_\_\_\_” + *-ile* “quality or state of”]  
= \_\_\_\_\_

2. manufacture – [*manu* “\_\_\_\_\_” + *fact* “\_\_\_\_\_” + *-ure* “act or process”]  
= \_\_\_\_\_

3. emotional – [*e-* “\_\_\_\_\_” + *mot* “\_\_\_\_\_” + *-ion* “act or state of” + *-al* “relating to”]  
= \_\_\_\_\_

4. promote – [*pro-* “for” + *mot* “\_\_\_\_\_” + *e*]  
= \_\_\_\_\_

5. postpone – [*post* “after” + *pone* “\_\_\_\_\_”]  
= \_\_\_\_\_

6. factory – [*fact* “\_\_\_\_\_” + *-ory* “a place of”]  
= \_\_\_\_\_

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.

- mortals – [*mort* “\_\_\_\_\_” + *-al* “relating to” + *-s* “\_\_\_\_\_”]  
= \_\_\_\_\_
- instructor’s – [*instruct* “\_\_\_\_\_” + *-or* “\_\_\_\_\_” + *-s* “\_\_\_\_\_”]  
= \_\_\_\_\_
- distorts – [*dis-* “\_\_\_\_\_” + *-tort* “to twist” + *-s* “\_\_\_\_\_”]  
= \_\_\_\_\_
- evoked – [*e-* “\_\_\_\_\_” + *vok* “to call” + *-ed* “\_\_\_\_\_”]  
= \_\_\_\_\_
- subverting – [*sub* “\_\_\_\_\_” + *vert* “to turn” + *-ing* “\_\_\_\_\_”]  
= \_\_\_\_\_
- advocating – [*ad* “\_\_\_\_\_” + *voc* “to call” + *-ate* “having to do with” + *-ing* “\_\_\_\_\_”]  
= \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Suffix Lesson 2 Learning Sheet

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

This year, our public radio station sponsored a “beauty” contest. Station employees wanted to encourage listeners to pledge money in support of their favorite candidate. The candidate could be a man, a woman, or an animal. The idea came from Bruce Jackson, a long-time benefactor of the station. Bruce wanted to gain support for the pledge drive. The station needs to purchase a new transformer and a new transmitter to handle high-density broadcasts. In the old days, copper was an adequate conductor of electrical signals. However, optical fiber, which is much daintier than copper wire, has become the preferred medium. The winner of the pledge-drive beauty contest may not be the loveliest lassie in the country. It may not even be the handsomest collie. She or he or it will represent the most dedicated group of the station’s listeners, who will have given the most money.

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

Examples: paint |er visit |or best

	A	B	C	D	
1.	western	professor	brightest	contractor	<input type="checkbox"/>
2.	smallest	shoemaker	lightest	fastest	<input type="checkbox"/>
3.	color	kindest	investor	designer	<input type="checkbox"/>
4.	performer	commander	happiest	jest	<input type="checkbox"/>

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

1. given – [*give* “ \_\_\_\_\_ ” + *-en* “ \_\_\_\_\_ ”]  
= \_\_\_\_\_

2. transformer – [*trans-* “ \_\_\_\_\_ ” + *form* “form or change” + *-er* “ \_\_\_\_\_ ”]  
= \_\_\_\_\_

3. daintier – [*dainty* “ \_\_\_\_\_ ” + *-er* “ \_\_\_\_\_ ”]  
= \_\_\_\_\_

4. benefactor – [*bene-* “ \_\_\_\_\_ ” + *fact* “ \_\_\_\_\_ ” + *-or* “ \_\_\_\_\_ ”]  
= \_\_\_\_\_

5. conductor – [*conduct* “ \_\_\_\_\_ ” + *-or* “ \_\_\_\_\_ ”]  
= \_\_\_\_\_

6. loveliest – [*lovely* “ \_\_\_\_\_ ” + *-est* “ \_\_\_\_\_ ”]  
= \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Suffix Lesson 3 Learning Sheet

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

Nobody doubted the good intentions of the chairman of the Classics Department. After some circumspection, she suggested that the university create a Latin inscription. The idea was to generate some excitement about the one-hundredth anniversary of the Virgil Society. The Latin language had, after all, achieved immortality across time. It was the model of proper diction and rhetoric for educated persons in all European countries. In fact, Latin was the language in which the dean of the chapel delivered the commencement benediction every spring. However, there was a problem. The administrative legal counsel pointed out that using a foreign language would require an amendment to the university’s charter. Thanks to the inventiveness of some graduate students in computer engineering, the problem was solved. They made a laser image that displayed Latin text from one angle and the English translation from a different angle.

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

Examples:	port  <u>able</u>	treat  <u>ment</u>	nibble		
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
1.	promotion	excitement	cleverness	table	<input type="checkbox"/>
2.	clarity	edible	protection	city	<input type="checkbox"/>
3.	description	ion	captivity	internment	<input type="checkbox"/>
4.	humanity	entertainment	inspection	retractable	<input type="checkbox"/>

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

- 1. benediction– [*bene* “good” + *dic* “\_\_\_\_\_” + *-tion* “\_\_\_\_\_”]  
= \_\_\_\_\_
- 2. circumspection– [*circum* “around” + *spec* “\_\_\_\_\_” + *-tion* “\_\_\_\_\_”]  
= \_\_\_\_\_
- 3. excitement– [*ex-* “\_\_\_\_\_” + *cite* “set in motion” + *-ment* “\_\_\_\_\_”]  
= \_\_\_\_\_
- 4. amendment– [*a-* “\_\_\_\_\_” + *mend* “repair or fix” + *-ment* “\_\_\_\_\_”]  
= \_\_\_\_\_
- 5. immortality– [*im-* “\_\_\_\_\_” + *mort* “\_\_\_\_\_” + *-al* “relating to” + *-ity* “\_\_\_\_\_”]  
= \_\_\_\_\_
- 6. inventiveness– [*invent* “\_\_\_\_\_” + *-ive* “\_\_\_\_\_” + *-ness* “\_\_\_\_\_”]  
= \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Suffix Lesson 4 Learning Sheet

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

The pathetic devastation caused by Hurricane Katrina was beyond belief. The scary conditions left most inhabitants of New Orleans in an emotionally damaged state and most commercial property destroyed. Even familial relationships have suffered. Each of the most hopelessly dispossessed citizens got some help. They received government money to pay for resettlement expenses. Other Americans had watched as Katrina carved a swath of destruction halfway up the states of Louisiana and Mississippi. Thanks to their empathy, more aid arrived. Large shipments of food and clothing began to arrive in the stricken areas within days. The monumental problem, as usual, was distribution. After the supplies arrived at the Red Cross headquarters, there was no way to get them out to the thousands of people in need.

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

Examples:	fair   ly	natur   al	hurry	
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
1. lovely	commercial	empathy	sweetly	<input type="checkbox"/>
2. total	fly	formal	comic	<input type="checkbox"/>
3. cheery	financial	illegally	scary	<input type="checkbox"/>
4. loudly	pathetic	cordial	panic	<input type="checkbox"/>

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

- 1. monumental – [*monument* “\_\_\_\_\_” + *-al* “\_\_\_\_\_”]  
= \_\_\_\_\_
- 2. scary – [*scare* “\_\_\_\_\_” + *-y* “\_\_\_\_\_”]  
= \_\_\_\_\_
- 3. pathetic – [*path-* “\_\_\_\_\_” + *et* + *-ic* “\_\_\_\_\_”]  
= \_\_\_\_\_
- 4. hopelessly – [*hope* “\_\_\_\_\_” + *-less* “\_\_\_\_\_” + *-ly* “\_\_\_\_\_”]  
= \_\_\_\_\_
- 5. commercial – [*commerce* “business” + *-ial* “\_\_\_\_\_”]  
= \_\_\_\_\_
- 6. familial – [*famil-* “\_\_\_\_\_” + *-ial* “\_\_\_\_\_”]  
= \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Suffix Lesson 5 Learning Sheet

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

When Marcia told Eric she was leaving for Bali, he was quite simply incredulous. “Do you mean to tell me that you’re just going to take off? You’re leaving me here with three kids, two cats, and a Jack Russell terrier?” Marcia said she felt restless. She’d seen a video showing the natives of the small Indonesian island. The healthy brown-skinned islanders were vivacious artists, musicians, and dancers. “My soul needs a change of scenery. I just want to be carefree for a few weeks,” she told Eric. “Sounds more like careless to me,” he retorted. In his opinion the idea was downright fanciful. Buy an expensive airline ticket and expect it to heal your soul? What was really frightful to Eric was this. He would be eating microwave dinners for days on end. He would have to drive the kids to soccer practice on Sunday mornings. That was a time when his soul needed to be playing golf!

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

Examples:	fair   ly	natur   al	hurry		
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	
1.	spacious	thoughtless	beautiful	hopeless	<input type="checkbox"/>
2.	restless	dutiful	curious	precious	<input type="checkbox"/>
3.	tremendous	enormous	breathless	bountiful	<input type="checkbox"/>
4.	respectful	tireless	luminous	nervous	<input type="checkbox"/>

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

- 1. incredulous – [*in-* “\_\_\_\_\_” + *cred* “\_\_\_\_\_” + *ul* + *-ous* “\_\_\_\_\_”]  
= \_\_\_\_\_
- 2. vivacious – [*viva* “\_\_\_\_\_” + *-ious* “\_\_\_\_\_”]  
= \_\_\_\_\_
- 3. fanciful – [*fancy* “\_\_\_\_\_” + *-ful* “\_\_\_\_\_”]  
= \_\_\_\_\_
- 4. frightful – [*fright* “\_\_\_\_\_” + *-ful* “\_\_\_\_\_”]  
= \_\_\_\_\_
- 5. careless – [*care* “\_\_\_\_\_” + *less* “\_\_\_\_\_”]  
= \_\_\_\_\_
- 6. restless – [*rest* “\_\_\_\_\_” + *-less* “\_\_\_\_\_”]  
= \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Suffix Lesson 6 Learning Sheet

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

Too many words, too many words! As his editor, I first had to applaud Herman on finishing his long and amazing book. Then I had to level with him and dictate that he make changes. He was in an untenable position. Nobody wants to read that many words about whales. If he really had to expatiate that much, he should be working for an encyclopedia, where people go when they need an exhaustive description. Our business was to publish best sellers, and for that you need romance and violence, not philosophical excursions and intangible notions about blubber. To make matters worse, I had to yell to make myself audible. Melville’s ear infection had rendered him nearly stone deaf despite the portable amplification device he pulled into our office on a child’s wagon. It had a retractable hose with a hollowed elk horn attached to one end. That was the part into which I spoke or rather shouted.

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

Examples: believe | able      fest | ive      late

- |    | <b>A</b> | <b>B</b>     | <b>C</b>     | <b>D</b>    |                          |
|----|----------|--------------|--------------|-------------|--------------------------|
| 1. | capable  | prescriptive | congratulate | comfortable | <input type="checkbox"/> |
| 2. | relative | considerable | initiative   | competitive | <input type="checkbox"/> |
| 3. | hive     | agreeable    | incredible   | segregate   | <input type="checkbox"/> |
| 4. | terrible | visible      | table        | exhaustive  | <input type="checkbox"/> |

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

1. untenable – [*un-* “\_\_\_\_\_” + *ten* “to hold, defend” + *-able* “\_\_\_\_\_”]  
= \_\_\_\_\_
2. retractable – [*re-* “\_\_\_\_\_” + *tract* “\_\_\_\_\_” + *-able* “\_\_\_\_\_”]  
= \_\_\_\_\_
3. intangible – [*in* “\_\_\_\_\_” + *tang* “to touch” + *-ible* “\_\_\_\_\_”]  
= \_\_\_\_\_
4. exhaustive – [*exhaust* “\_\_\_\_\_” + *-ive* “\_\_\_\_\_”]  
= \_\_\_\_\_
5. expatiate – [*ex-* “\_\_\_\_\_” + *spati* “spread” + *-ate* “\_\_\_\_\_”]  
= \_\_\_\_\_
6. dictate – [*dict* “\_\_\_\_\_” + *-ate* “\_\_\_\_\_”]  
= \_\_\_\_\_