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Curriculum Overview

Marcia Henry states, "the greatest benefit from instructional time spent on word study can be gained from exploring roots, prefixes, suffixes, and networks of related words" (quoted in Moats, 2000, p. 74). *Vocabulary Through Morphemes* provides relevant, meaningful vocabulary acquisition skills through this type of word study. It enables students to both expand their current vocabulary and to better understand the unknown words they will encounter in the future. It is a study of structural analysis through morphemes (Greek, Latin, and Anglo-Saxon prefixes, suffixes, and roots). Students learn to analyze the structure of words and to use context clues, networks of related words, and morphemes to find meaning.

Specific Greek, Latin, and Anglo-Saxon morphemes were chosen based on recommendations by Dr. Louisa Moats in *Speech to Print: Language Essentials for Teachers* (2000, p.75). Many of the morphemes are also included in *LANGUAGE !®* by Dr. Jane Fell Greene (1995). English words derived from Latin and Greek roots comprise about 60% of all words used in text.

Vocabulary Through Morphemes is based on the California middle school reading standards for systematic vocabulary development; structural analysis; Greek, Latin, and Anglo-Saxon affixes; analogies; and word relationships. In addition, this curriculum also strongly develops word origins (including etymologies and the history of the English language), shades of meaning, and use of context clues. Furthermore, many of the vocabulary selections are taken from the *The Academic Word List* (Coxhead, 1998), and thus increase comprehension of the formal language used in lectures, texts, and formalized tests.

Although *Vocabulary Through Morphemes* is not strictly a phonetic study, students do learn to decode "chunks" with greater ease. Spelling improves, as well, as guidelines and rules are peppered throughout.

Usage Guidelines

Sequence: Each lesson builds upon the previous ones. It is important to teach the Suffix Study (Part 1) first, as it clarifies parts of speech (e.g., most words ending with the suffix **-ic** are *adjectives*, as in **fantastic**). Follow this with the Prefix Study (Part 2). Prefixes, more than any other morpheme, change the flavor of words (e.g., **deport** is much more negative than **support**). Finally, students master the meaning found in Greek combining forms and Latin roots. Previously taught suffixes and prefixes are integrated into the Roots Study section for a more complete understanding.

Pacing and Timing: Plan for about 20 minutes each day. Practice Pages may be explained during this time and perhaps completed as homework. At a fast clip, the whole curriculum could be completed in three quarters. A more leisurely (and more realistic) approach will take the whole school year. In general, teach one new morpheme each day. Do not teach toward mastery and memorization of each vocabulary word. Rather, provide an understanding of the morphological concept, then move on. The curriculum is recursive; previously taught concepts will be addressed again as review. Occasionally use flash cards, games, etc., to review previously learned affixes and roots.

Optional Games and Activities

Carousel or Tea Parties

Hang up to six blank sheets of newsprint paper or poster paper around the room. Write a different affix, root, or base word at the top of each one. Have students get into groups and move from poster to poster at a prearranged signal (e.g., flash the lights, etc.). Students carry a marker with them and write words that contain that affix, root, or base word. After just one minute, give the signal and have the groups rotate to the next poster. Continue through all the posters.

Option: Write a different word on each poster. Have the tea parties add related words to the page.

Examples: **act, active, actively, activation; react, reacted, reactor.**

Jeopardy!®

A Jeopardy!® grid is provided in the Game Resources Blackline Masters. Suggestions for category headings include:

- "-ive or -age Suffix"
- "Latin Roots"
- "anti- or dis- Prefix"
- "Greek Combining Forms"
- "one who"
- "full of"

Write a clue in each grid square, or have clues prepared to read aloud for each grid square and associated point value. *Example:* Under the heading "-ive or -age Suffix" for 100 points, you could read the clue, "A tendency to sense feelings" (the correct answer would be **sensitive**, not **sensage**). Preselect some squares in the grid to have double-point value.

Morpho-Bingo

Morpho-Bingo grids (3 × 3, 4 × 4, and 5 × 5) are also provided in the Game Resources Blackline Masters. Have students choose from a given list of pre-learned affixes, roots, or base words, and have them write their choices onto their individual Morpho-Bingo grid. Call out definitions that match the morpheme from the choices list.

Relays

Write two different affixes or roots on the board, like **dis-** and **-ment** or **tele** and **bio**. Divide the class into two teams. Within a set time (two to three minutes), team members hurry up to the board—relay-race style, one at a time—and write a word that contains that affix or root. When the timer goes off, the team that has the most correct, related words wins. *Example:* **-ship: friendship, courtship, companionship.**

Blackboard Boggle®

Draw a large square grid (three squares across by three squares down) on the board. Write a root or base word in the center of the grid, and then write affixes around it (see example below). Students form two teams. Teams take turns forming words, with a team captain being the scribe at the board. One point is scored for each letter of each word (e.g., the word **react** scores five points).

As in the real Boggle® game, you may not jump over a square. So, in the example below, **actionable** would not be a valid word because the **-ion** square does not touch the **-able** square; nor would **reactionary** be valid.

re-	-ly	-ary
-or	act	-ive
-able	-ate	-ion

Possible example answers: active, actively, action, react, reactive, reaction, reactor, activate

Morpho-Graphic Posters

A Morpho-Graphic prototype page is included in the Game Resources Blackline Masters.

In the upper corner of a piece of poster paper, pencil in a vocabulary word under current study or one previously studied (or, let students choose their own words from a list of options). Each student or student pair gets a different word. Students write the word in large letters, using a different color for the affix(es) and the root or base word. They label each word part (prefix, root/base word, suffix), and denote the meaning of the affix(es) and root/base word. Then, students write a sentence and draw an illustration to go with the diagrammed word.

Pictoscripts

A Pictoscripts prototype page is included in the Game Resources Blackline Masters.

Pictoscripts consist of four boxes to be used for illustrations, and blank lines to be used for writing sentences about the illustrations. Pictoscripts can be used to informally assess a student's understanding of the meaning of vocabulary words, roots, or affixes. Pictoscripts can be used in several ways:

1. Students invent four new words, using their knowledge of word parts (base words, roots, and affixes). They sketch a picture that shows the meaning of the invented word, and then write a sentence that illustrates the meaning and corresponds with the picture.

Example: Students could invent the word **aquaphone**, and draw a picture of a telephone being used by divers under water. They would then write a sentence such as, "Deep-sea divers are excited about the new invention of the aquaphone." (The invented term must be used in the sentence.)

2. Students practice using four new vocabulary words correctly in context. They draw a picture showing the meaning of each word, and then write a sentence that corresponds with the picture.

Example: Students could depict the meaning of a set of four words ending with the suffix **-ship**: **starship, battleship, companionship, citizenship**. The first two pictures would show somewhat simple concrete concepts, and the other two pictures would be more abstract. Then, students would write a corresponding sentence for each picture, using the vocabulary word correctly in the sentence.

3. Students show various derivations of one base word or root.

Example: For the base word **act**, they could illustrate any four of these related phrases: "my favorite activity"; "my favorite actor"; "take action"; "an active game"; "deactivate the bomb"; "enact a comedy." Students would then write a corresponding sentence for each illustration, using the vocabulary phrase in the sentence.

Example: For the root **spect**, students could illustrate any four of these related phrases: "a ghostly specter"; "making a spectacle of himself"; "showing respect to your elders"; "the inspector's white gloves"; "spectacular fireworks display"; "hunting for your spectacles." Students would then write a corresponding sentence for each illustration, using the vocabulary phrase in the sentence.

Note: The Instructional Pages (shown in miniature throughout this manual) are included on the CD-ROM that is bound into the back of the manual.

Anglo-Saxon suffix -y

Standards-Based Objectives

- State the meaning, function (part of speech), and origin of the Anglo-Saxon suffix -y.
- Analyze analogies.
- Use correct spelling conventions when adding the suffix -y to a base word or root.

In Advance

Explain that a suffix is "fixed" in place at the end of a base word or root. Have students partner up, brainstorm, and quick-write a "60-Second List" of words ending with the suffix -y.

Write the word **sandy** on the board. Through questioning, help students deduce that the *noun* **sand** was changed into the *adjective* **sandy** by adding the suffix -y. Help the class deduce what the suffix -y might mean ("characterized by"). So, **sandy** means "characterized by sand."

Using the Instructional Pages

Distribute copies of the *Instructional Pages* for Anglo-Saxon suffix -y or show them as overhead transparencies (find the associated Instructional Pages on the CD-ROM). Explain that -y is one of the most common suffixes and that it originated in Old English, or Anglo-Saxon. Have students read aloud across each row of Table 1. Show how the suffix affects the part of speech, as in changing **rust** (a *noun*) into **rusty** (an *adjective*).

Read Table 2. Analyze the second meaning of the suffix -y.

Give the definition "characterized by slime," and ask for matching words (**slimy**); or "the activity of casting lots" (**lottery**); or "a place for brewing" (**brewery**).

Point out that **mystery** and **fantasy** are abstract nouns also, but they contain Latin roots.

Analogies Section

Explain that an *analogy* is a similarity between two things that are otherwise dissimilar. Read the first analogy. Discuss it. Highlight **chilly** and **wintry** in one color. Highlight **sweater** and **overcoat** in another color. Under **chilly**, write "cold" and under **wintry**, write "even colder." Under **sweater**, write "warm" and under **overcoat**, write "even warmer." Lead students to state that you wear a *warm sweater* when it is **chilly**, and you wear an *even warmer overcoat* when it is **wintry**. In degrees, **wintry** is colder than **chilly**.

Analyze the remaining analogies. Explain the comparisons. (This may be a challenge for some students.)

LESSON 1 INSTRUCTIONAL PAGE

Anglo-Saxon suffix -y

TABLE 1

BASE WORD OR ROOT	SUFFIX -y	MEANING
rust	a rusty nail	"characterized by rust"
oil	an oily rag	"characterized by oil"
draft	a drafty old house	"characterized by a draft"
dirt	two dirty hands	"characterized by dirt"
worth	a worthy cause	"some degree of worth"
ease	an easy test	"some degree of ease"
sun	a sunny day	"some degree of sun"
storm	a stormy evening	"some degree of storm"
summer	a summery day in March	"like summer"
bead	beady little eyes	"like beads"
grub	two grubby , dirty mittens	"like a grub"
dream	a dreamy afternoon	"like a dream"
sneak	a sneaky thief	"inclined to sneak"
laze	a lazy person	"inclined to laze"
drowse	a drowsy , sleepy child	"inclined to drowse"
fidget	a fidgety boy	"inclined to fidget"

So, -y often means "characterized by; like; to some degree; inclined to" (adjective).

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LESSON 1 INSTRUCTIONAL PAGE

TABLE 2

Another Way to Use the Suffix -y

EXAMPLE	MEANING	PHRASE
bakery	"a place for baking"	baking cookies at the bakery
cannery	"a place for canning"	canning tuna at the cannery
laundry	"a place for laundering"	laundrying clothes at the laundry
cookery	"an activity for cooks"	cooking during a basic cookery class
archery	"an activity for archers"	arching the bow during archery class
brewery	"a place for brewing"	building a new brewery

So, -y also means "an activity; a place for an activity" (noun).

Analogies

- **Chilly** is to **sweater** as **wintry** is to **overcoat**.
- **Light** is to **snack** as **hearty** is to **feast**.
- **Foggy** is to **San Francisco** as **windy** is to **Chicago**.

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Using the Practice Page

Photocopy the Anglo-Saxon suffix -y Practice Page in the Practice Pages Blackline Masters.

First, practice doubling the final consonant before adding the suffix -y, as in **fog/foggy** and **drip/drippy**. Then, practice dropping the final silent -e before adding the suffix -y, as in **paste/pasty** and **craze/crazy**. The Practice Page may be assigned as homework.

LESSON 1 PRACTICE PAGE

Anglo-Saxon suffix -y

"characterized by; like; to some degree; inclined to"
(adjective)

Name _____ Date _____

Exercise 1

- Add the suffix -y to each base word.
- If the word ends with a final silent **e**, drop the **e** before adding the suffix -y (**nose = nosy**).
- If the word has one vowel and ends with one consonant, double the final consonant before adding the suffix -y (**sun = sunny**).

Base Word	Add suffix -y
1. paste	<u> </u>
2. nut	<u> </u>
3. fog	<u> </u>
4. rose	<u> </u>
5. boss	<u> </u>
6. heart	<u> </u>
7. might	<u> </u>
8. scare	<u> </u>
9. bat	<u> </u>
10. shine	<u> </u>
11. dream	<u> </u>
12. wrinkle	<u> </u>
13. shade	<u> </u>
14. tingle	<u> </u>
15. grime	<u> </u>
16. grub	<u> </u>
17. simple	<u> </u>
18. flake	<u> </u>

Vocabulary Through Morphemes: Practice Pages • Part 1: Suffix Study • Lesson 1

LESSON 1 PRACTICE PAGE

Anglo-Saxon suffix -y

"characterized by; like; to some degree; inclined to"
(adjective)

Name _____ Date _____

Exercise 1

- Add the suffix -y to each base word.
- If the word ends with a final silent **e**, drop the **e** before adding the suffix -y (**nose = nosy**).
- If the word has one vowel and ends with one consonant, double the final consonant before adding the suffix -y (**sun = sunny**).

Base Word	Add suffix -y
1. paste	pasty
2. nut	nutty
3. fog	foggy
4. rose	rosy
5. boss	bossy
6. heart	heartly
7. might	mighty
8. scare	scary
9. bat	batty
10. shine	shiny
11. dream	dreamy
12. wrinkle	wrinkly
13. shade	shady
14. tingle	tingly
15. grime	grimy
16. grub	grubby
17. simple	simply
18. flake	flaky

Vocabulary Through Morphemes: Practice Pages • Part 1: Suffix Study • Lesson 1

Anglo-Saxon prefix un-

Standards-Based Objectives

- State the meaning, function, and origin of the Anglo-Saxon prefix **un-**.
- Use knowledge of Greek, Latin, and Anglo-Saxon affixes and roots to understand vocabulary.
- Use word- and sentence-clues to determine meaning.
- Clarify word meanings through the use of definition, example, restatement, or contrast.
- Understand and explain "shades of meaning" in related words.
- Spell derivatives correctly by applying the spelling of base words and affixes.

In Advance

Write the words **unkind** and **thoughtless** on the board. Ask students to compare the meanings (they are somewhat similar). Ask students what the suffix **-less** means ("without"). Ask what the prefix **un-** might mean ("not; opposite of"). Ask how the two affixes are similar (both can have a somewhat negative shade of meaning or connotation).

Using the Instructional Pages

Distribute copies of the Instructional Pages or show overhead transparencies. (Find the associated Instructional Pages on the CD-ROM.) Have students read aloud each row of Table 1. Encourage them to study the context clues, base words, and prefixes to determine the word meaning.

Give a few definitions and ask for matching words: "not certain" (**uncertain**); "not easy" (**uneasy**); "opposite of concerned" (**unconcerned**), etc.

Etymology and Word Origins Section

Read and briefly discuss the origins of the prefix **un-** and the word **unkind**.

Synonyms: Shades of Meaning Section

Read the synonyms for the word **unbending**. Have students take turns inserting synonyms into the following sentence and saying it aloud:

"She is (**unbending**, etc.); her mind is set."

Then, have students decide which synonym has the most positive shade of meaning and which synonym has the most negative shade of meaning (answers will vary, but **firm** and **resolute** are more positive than **unbending**). Also, decide which words are more academic or scholarly and which are more common or idiomatic. Do the same exercise with the words **unprincipled** and **uncivil**.

LESSON 2 INSTRUCTIONAL PAGE

Anglo-Saxon prefix un-

"not; opposite of; undo"

TABLE 1

EXAMPLE	MEANING	PHRASE
unkind	"not kind"	an unkind word
unsaid	"not said"	unkind thoughts best left unsaid
unfeeling	"not feeling"	an unfeeling , cold-hearted brute
unsure	"not sure"	unsure of the meaning
unlikely	"not likely"	unlikely to happen
unusual	"not usual"	an unusual event
unseemly	"not seemly"	unseemly , inappropriate behavior
unworthy	"not worthy"	an unworthy attitude
unchanging	"not changing"	an unchanging pattern
uncivil	"not civil"	unmannerly, rude, and uncivil
uncertain	"not certain"	uncertain of its location
unbearable	"not bearable"	an unbearable illness
unacceptable	"not acceptable"	an unacceptable action
unwrap	"undo the wrapping"	unwrap the gift
unbuckle	"undo the buckle"	unbuckle your shoes
unbutton	"undo the button"	unbutton your coat
unravel	"undo the string"	unravel the string
unbelief	"opposite of belief"	a heart that is filled with unbelief
unconcern	"opposite of concern"	heartless unconcern for others
unrest	"opposite of rest"	a period of unrest and anxiety
uncomfortable	"not comfortable"	an uncomfortable chair

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LESSON 2 INSTRUCTIONAL PAGE

Etymology and Word Origins

The prefix **-un** came to us from Old English (Anglo-Saxon), some time before A.D. 1100. At one time, there were at least 1,250 words containing this very common prefix. For example, *unāgin* meant "without beginning." Today, only about 150 of those original Old English words remain, one of which is **unkind** (uncynde).

Synonyms: Shades of Meaning

unbending: firm, unchangeable, uncompromising, resolute, unequivocal, rigid
unprincipled: immoral, unethical, dishonest, thievish, lawless, wicked, evil
uncivil: rude, unmannerly, barbaric, pig-like, unschooled, impolite, crass

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Codify It: Have students copy several of the Instructional Page words into their notebooks, circling the roots or base words and underlining the prefixes and/or suffixes:

un- charit -able

Using the Practice Page

Photocopy the associated Practice Page in the Practice Pages Blackline Masters.

Option: Instead of cutting the words apart and sorting them, highlight positive words with one color and negative words with another.

Student answers may vary; no Answer Key.

LESSON 2 PRACTICE PAGE

Anglo-Saxon prefix un-

"not, opposite of, undo"

Name _____ Date _____

Exercise 1
Cut apart the words and sort them by shades of meaning, or connotation. Which words have a positive connotation? Which have a more negative connotation?

unkind	unhappy	unpolluted	unusual
uncomfortable	unbeatable	unfeeling	unshakeable
unchanging	unable	unbreakable	uncertain
uncaringly	uncivil	unsure	unselfish
unspoiled	unworthy	uneducated	unknown

Headlines Through Morphemes: Practice Pages • Part 2: Prefix Study • Lesson 2
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Greek forms auto, homo

Standards-Based Objectives

- State the meaning and origin of the Greek forms **auto** and **homo**.
- Use knowledge of Greek, Latin, and Anglo-Saxon affixes and roots to understand vocabulary.
- Use word- and sentence-clues to determine meaning.

In Advance

Access Prior Knowledge: Have students partner up and write a “60-Second List” of words containing the Greek combining form **auto**, as in **automatic**.

Using the Instructional Pages

Distribute copies of the Instructional Pages. (Find the associated Instructional Pages on the CD-ROM.) Have students read aloud each row of Tables 1 and 2. Encourage them to study the context clues and word parts to determine meaning. Correct any mispronunciations.

Give a few definitions and ask for matching words from either table: “self-destruct” (**autodestruct**), “written about yourself” (**autobiographical**), “written the same” (**homograph**), etc.

Partner Quiz: Let students study the Instructional Pages for a minute. Then, allow partners to briefly quiz each other on the meanings of these content-area terms.

Codify It: Students copy several of the Instructional Page vocabulary words into their notebooks, circling the Greek combining forms and underlining any affixes. Beneath each word part, they write a brief meaning:

auto	bio	graph	-ic	homo	phone	-s
“self”	“life”	“written”	“relating to; connected with”	“same”	“sound”	“more than one”

LESSON 3 INSTRUCTIONAL PAGE

Greek form auto

“self”

TABLE 1

EXAMPLE	SENTENCE
automatic	Blinking is an automatic reaction.
automobile	The automobile , also called “the horseless carriage,” is self-powered.
autodestruct	The computer will autodestruct , or self-destruct, in five minutes.
automotive	The mechanic went to the automotive shop to buy a new oil filter.
autograph	The author signed her autograph in the front of the book.
autobiography	Did President Clinton write an autobiography of his life?
autism	Sarah’s child suffered from autism and often seemed beyond control.
autopsy	The coroner performed an autopsy to determine the cause of death.
autocrat	That nation is ruled by an autocrat , a dictator who has complete control.
autocratic	Sean’s father was controlling, demanding, and autocratic .
autonomy	David developed autonomy and independence in the Boy Scouts.
autonomous	Her driving became autonomous after hours on the road.

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LESSON 3 INSTRUCTIONAL PAGE

Greek form homo

“same, similar, alike” (also Latin for “man”)

TABLE 2

EXAMPLE	SENTENCE
homographs	Homographs are spelled the same, but differ in meaning or pronunciation (wind and wind).
homophones	Homophones sound the same, but differ in spelling and meaning (night , knight).
homogenous	She lived in a homogenous neighborhood; everyone lived a similar lifestyle.
homogenized	Milk is homogenized so that it is uniformly fluid, with no fatty lumps.
homochromatic	His painting was done in shades of blue; it is homochromatic , or monochromatic.
Homo sapiens	Are Homo sapiens , or human beings, the only human species alive today?
homicide	Homicide is the killing of one’s fellow man or woman.

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Using the Practice Page

Photocopy the associated Practice Page in the Practice Pages Blackline Masters.

Explain the exercise directions. Assign the Practice Page as extended class work or as homework.

Student answers may vary; no Answer Key.

LESSON 3 PRACTICE PAGE

Greek form auto	Greek form homo
------------------------	------------------------

"self" "same, similar, alike"

Name _____ Date _____

Exercise 1
Cut apart these morphemes, and join them together to build words.

homo	auto	astro	therm
geo	auto	aut	auto
auto	auto	homo	crat
nym	graph	-logy	-al
-logy	matic	-ism	de-
struct	bio	graph	homo
cide	phones	-y	-ic

Reinforcing Through Illustration: Practice Page 4 and 5, Math Study Lessons 1
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