

Word Analysis



Set # 1

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
re (again, back)	ject (to throw)	or,er (one who, something that)
pro (forward, for)	ceed, cede (to go)	able, ible (can be)
con (with, together)	tain (to hold)	ing (continuing action)
un (not)	tract (to pull)	

Word Analysis

The Key to Unlocking the Meaning of Words

by Janet Caruthers, Ed. S.

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Table of Contents

Directions	3
My Letter to You	4
Word Analysis Sets #1 - 10	7 - 58
Four Square Activation ((use only if needed))	59
Appendix Ax- Reference Guide (fill in morpheme meanings as you learn them))	60 - 63
Answer Key / Teacher Guide	64 - 110
My Letter to the Teacher -(VERY important to read) A	65 - 67
AppendixxB - Pre, Mid, Post Tests	111

Directions for using this book.

What you need to know!

There are 10 sets of interchangeable morphemes (the smallest unit of letters that has meaning).

A. Each set has 4 parts:

1. CUT-ABLES - a sheet of featured morphemes for that set to show how the words were built;
2. FORM A - a chart of interchangeable morphemes with meanings AND an activity using the morphemes.
3. FORM B - another activity to be done the next day that will revisit the new knowledge
4. FORM C - an assessment

B. You will see a page called Cutable. (I made up the word and am pretty proud of myself. (can be cut)

C. To start each set, cut the cards apart along the cutting lines. Use the cards to make the definition of the word. (You will get the hang of building words after a few sets and probably won't need to use the cut-ables any longer, but they are there if you need them.)

D. DAY 1: cut apart the cutables. Then do FORM A activity. Its more fun to do with a partner (if possible).

E. DAY 2: Review the chart of morphemes and complete FORM B.

F. DAY 3 OR 4: Review the chart of morphemes and do the assessment FORM C.

G. IMPORTANT: Repetition is key to remembering these morphemes. Use flashcards daily. I created a set of e-flashcards for each of the 10 sets that transition automatically. Just start the set and go for it. If you aren't using the e-flashcards, you should make your own on index cards.

H. IMPORTANT: Read the Letter I wrote to you on page 65. Take the pretest before you begin so you will be amazed at how much you learned when you take the post test at the end of this unit of study.

I. If you have a question, email me at janet@vocabulary-builders.com .

Whether you are a student or a teacher,

Please, please, please take the pre-test before going on. If you do, you will be amazed at the end of this course to see how much you' have learned. It is on pages 111-113.

You'll see that there are 3 empty columns. The first is a **pretest**. Where you will show how many morphemes you already know. You will knoww some. Take these tests in ink each time. When you have filled in the ones you know, put it away until after you have finished Set 5 and the review.

After finishing Set 5 and the review, it's time for the **midtest**. This time, you'll fill out the 2nd empty column marked Midtest. Again, use only pen! You'll feel proud of yourself for learning so much. It will be evidence of your learning.

After Set 10 and the review, fill in the last column labeled posttest. You'll be amazed, flabbergasted, so proud of yourself.

Dear Student,

This book provides you with a wonderful opportunity to WOW your family and friends. Really! I do it all the time! You're going to get so good at recognizing parts of words and what those parts mean, that when someone says, "Please hand me that container," you'll be able to say, "Hey, do you know why they call it that?" AND you can tell them. You'll say, "Because **con** means together, **tain** means to hold, and **er** means something that. So a **container** is something that holds stuff together, so it doesn't spill all over." Watch their jaws drop! But then it's hard for me to stop. I say, "Like a **retainer** that you have to wear after you get your braces off. It really means to **hold back** because **re** means back and **tain** means to hold. You know, like you have to wear your retainer to **hold** your teeth **back**, so they will stay straight." I go on and on.

Even better than impressing people is that after going through this book, and learning the "word parts," you'll be able to better understand words you hear or read in books, textbooks, and articles. In fact, by learning these morphemes, you will actually be able to figure out the approximate meanings of **thousands** of words. That should result in higher test grades. Now, that's REALLY great!

This book is about word parts called **morphemes** (prefixes, suffixes, and roots). A morpheme is the smallest unit of letters that has a meaning. You already know that the prefix "un" means "not," right? Well, "un" is a morpheme because it has a meaning, a definition. When you put "un" onto the word "happy," you get "unhappy." The morpheme "un" totally changes the meaning of the base word. This book guides you through learning 110 of the most frequently used morphemes. The more morphemes you know, the easier it will be for you to figure out the meaning of bigger words. For example, if you hear or read a word with "trans" in it, you'll know it has something to do with "across," so a "transcontinental flight" is a flight **across** the continent. By knowing that "trans" means across, you at least have an idea of what the word means, an approximation of the meaning. Lots of times we only need to know an approximation to figure out what the writer is trying to say.

VERY IMPORTANT – Many morphemes have more than one spelling and more than one meaning. I am just giving you the most common one(s) in their most recognizable form. Most are shortened from the original. I'm sure you'll encounter words in your reading or on tests that you won't be able to figure out using only what you have learned in this book. In order to learn all the forms of each morpheme and all the meanings, it would take years of intensive study. Also, sometimes you'll know the meaning of the morpheme, but will have to decide which meaning to use. For example, "**pro**" can mean *forward* or *for*. To decide which of the meanings is right for that word, you have to think of **how** the word is used. Like in the word "projector," "pro" would mean *forward* because a projector throws light *forward*. It wouldn't mean *for*.

The last thing I want you to know is that you **MUST** make a flashcard for each morpheme. Write the morpheme "un" on the front, and the meaning on the back. Just make the flashcards as you

begin learning each set. Many morphemes are repeated in two or more sets, but you only need to make one card for each morpheme. Do it the first time it is introduced. Ex: the suffix ‘able, ible’ is found in several sets, you only make its flashcard when you see it the first time (in Set #1). As you make cards for new morphemes, just add them to the pile. Practice them daily! It won’t take but a couple of minutes, and you could even time yourself. The better you know them, the faster you can say them, and the better you will be at recognizing them in words and knowing what the words mean. Electronic flashcards are included in this bundle. They are neat.

I hope you will enjoy leaning these morphemes. I hope that you are able to understand the meanings of more words and that you can use that knowledge on tests. I hope that you will have fun amazing your friends and family. But most of all, I hope that you will feel **smarter** for having learned all these word parts.

Before each set, there is a chart of cut-able morphemes that are featured in that set. This is a new addition because someone trying to do the Form A activity suggested it. e said it would help him see how the words are built. So I did as he suggested, and he said it really helped him. You cut the cards apart and manipulate them to form the definitions of the words in Form A activity.

Janet Caruthers, Ed. S.

1. **Morpheme** – the smallest component of a word that has a meaning
2. **Affix** – a prefix or a suffix
3. **Prefix** – a letter or letters added to the beginning of a base word to change its meaning
4. **Suffix** – a letter or letters added to the end of a base word to change its meaning and/or function
5. **Root** - a morpheme from which words have been made by the addition of prefixes or suffixes. A root carries most of the meaning of a word. It cannot be broken into smaller parts. It is also called the base.
6. **Free morpheme** – a morpheme that can stand alone, a word (Ex: chair or man. If you put the 2 free morphemes together, chairman, that is a compound word.)
7. **Bound morpheme** – a morpheme that cannot stand alone, it only appears as part of a larger word. Affixes (prefixes and suffixes) are always bound.

This page is **cutable**. *I think I made up a new word!*
 This page **can be** cut.

able, ible
can be

Set # 1

Cut these morphemes apart to form definitions of words in Form A on the next page.

re <i>back</i>	re <i>again</i>	ject <i>to throw</i>
con <i>together</i>	con <i>with</i>	pro <i>forward</i>
ceed, cede <i>to go</i>	able, ible <i>can be</i>	pro <i>for</i>
tain <i>to hold</i>	or, er <i>something that</i>	tract <i>to pull</i>
ing <i>continuing action</i>	un <i>not</i>	or, er <i>someone who</i>
able, ible <i>can</i>		

Name _____

Set # 1

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
re (again, back)	ject (to throw)	or,er (one who, something that)
pro (forward, for)	ceed, cede (to go)	able, ible (can be, can)
con (with, together)	tain (to hold)	ing (continuing action)
un (not)	tract (to pull)	

Many words can be made with just these few morphemes. What do they really mean?
(Ex: **reject** = **to throw back**) Write the meanings of the words below, then see how many more you can make.

1. recede = go back (It's boring being trapped by this flood. I'm glad the waters will **recede** tomorrow.)
2. container = something that holds together (Put the lettuce in the **container** to keep it fresh.)
3. projector = _____ (The **projector** shows the picture up on the screen.)
4. retractable = _____ (The ink won't get on my clothes because this is a **retractable** pen.)
5. rejecting = _____ (I am **rejecting** this offer, so bring me another one.)
6. proceed = _____ (I would like my class to **proceed** to the lunchroom.)
7. containable = _____ (Since this virus is **containable**, it will not infect more people.)
8. retainer = _____ (You have to use a retainer, so that your teeth stay straight.)
9. uncontainable = _____ (YIKES! This illness will spread. It is **uncontainable**!)

Can you make more words? You can use the back to write more words and what they mean.

1. _____ = _____

Name _____

Set # 1 Matching Activity

Match the definition to the morpheme and write the letter in the blank.

- | | |
|----------------------|-----------------------------------|
| 1. ing _____ | A. not |
| 2. re _____ | B. together, with |
| 3. pro _____ | C. to throw |
| 4. retain _____ | D. to go |
| 5. or, er _____ | E. continuing action |
| 6. con _____ | F. to hold |
| 7. concede _____ | G. something that,
someone who |
| 8. tain _____ | H. again, back |
| 9. able, ible _____ | I. to throw forward |
| 10. ceed, cede _____ | J. to pull |
| 11. ject _____ | K. forward |
| 12. project _____ | L. can be, can |
| 13. contactor _____ | M. someone who pulls together |
| 14. un _____ | N. to go with |
| 15. tract _____ | O. to hold back |

Name _____

Word Analysis Test for Set # 1**Directions:** Write the meanings of the following prefixes, suffixes, and roots.

1. con = _____ , _____
2. pro = _____ , _____
3. able, ible = _____ , _____
4. ject = _____
5. re = _____ , _____
6. ceed, cede = _____
7. or, er = _____ , _____
8. tract = _____
9. un = _____
10. ing = _____
11. tain = _____

Directions: Look at the underlined word in each sentence. Write what the word really means in the blanks, so that the sentence makes sense.Ex: That straw is flexible. That straw c____ b____ b____. = That straw can be bent.12. She is unable to read. = She c____ n____ read.13. I reject this book. = I t____ this book b____.14. Proceed to the lunchroom. = G____ f____ to the lunchroom.15. This green goop is uncontainable. =

This green goop c____ n____ b____ h____ t____.

Bonus Question**Directions:** Read this sentence and decide what you think **protracted** means. Circle your answer.
It was a **protracted** argument.

- A. loud
- B. long
- C. silly
- D. quiet

I think **protracted** means _____ because **pro** means f_____ and **tract** means t____ p_____. So the argument would be p_____ f_____ making it loud, long, silly, or quiet.

This page is **cutable**. *I think I made up a new word!*
 This page **can be** cut.

able, ible
can be

Set # 2

Cut these morphemes apart to form definitions of words in Form A on the next page.

ing <i>continuing action</i>	re <i>again</i>	ject <i>to throw</i>
rupt <i>to break</i>	port <i>to carry</i>	flex, flect <i>to bend</i>
inter <i>between</i>	inter <i>among</i>	e <i>out</i>
de <i>down</i>	or, er <i>something that</i>	e <i>out of</i>
de <i>away</i>	cline <i>to lean</i>	or, er <i>someone who</i>
able, ible <i>can</i>	able, ible <i>can be</i>	re <i>back</i>

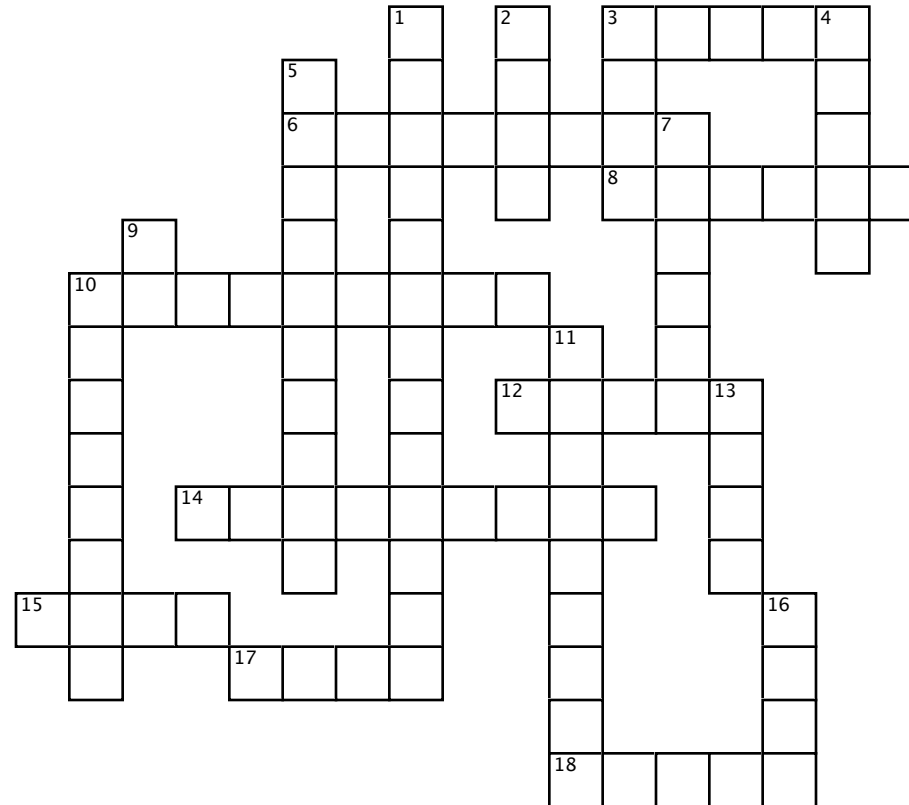
Name _____

Set # 2

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
inter (between, among)	rupt (to break)	ing (continuing action)
de (away, down)	port (to carry)	able, ible (can be, can)
re (again, back)	cline (to lean)	or, er (something that, someone who)
e (out, out of)	flex, flect (to bend)	
	ject (to throw)	

Many words can be made with just these few morphemes. What do they really mean? (Ex: portable = **can be carried**). Write what these words mean, then make more words and tell what they mean on the back of this paper.

1. interrupt = _____ (It is not polite to **interrupt** someone's conversation.)
2. reflector = _____ (It's a good thing that I saw the **reflector** on his bike.)
3. interject = _____ (May I **interject** an idea?)
4. interrupting = _____ (He keeps **interrupting** my conversation.)
5. deport = _____ (I hope they don't **deport** my friend.)
6. deflect = _____ (Superman can **deflect** bullets.)
7. decline = _____ (I really must **decline** the invitation.)
8. recline = _____ (To get a good rest, I simply **recline** in my chair.)
9. eject = _____ (When the DVD is over, please **eject** it from the player.)
10. recliner = _____ (My **recliner** is a great place for a nap.)

Sets 1 & 2**Across**

- 3. to lean
- 6. something that leans back
- 8. to throw down or away
- 10. something that throws forward
- 12. between, among
- 14. something that holds together
- 15. to bend
- 17. can be: can
- 18. to pull

Down

- 1. can not be held together
- 2. to hold
- 3. to go
- 4. to throw out
- 5. continuing to go forward
- 7. to go back
- 9. someone who, something that
- 10. can be carried
- 11. to break between
- 13. to break
- 16. to carry

Name _____

Word Analysis Test for Set # 2**Directions:** Write the meaning of the following prefixes, suffixes, and roots.

1. de = _____ , _____
2. inter = _____ , _____
3. able, ible = _____ , _____
4. ject = _____
5. re = _____ , _____
6. rupt = _____
7. or, er = _____ , _____
8. cline = _____
9. e = _____ , _____
10. ing = _____
11. flex, flect = _____
12. port = _____

Directions: Look at the underlined word in each sentence. In the blanks, write down what the word really means so that the sentence makes sense.Ex: That straw is flexible. That straw c ____ b ____ b _____. = That straw can be bent.

1. When the DVD finishes, please
- eject**
- it from the player.

When the DVD finishes, please t _____ it o _____ of the player.

2. My dad's chair is a
- recliner**
- .

My dad's chair is s _____ t _____ l _____ b _____.

3. That game is
- portable**
- .

That game c _____ b ____ c _____.

4. Light is
- deflectable**
- .

Light c ____ b ____ b _____ a _____.

5. Don't
- interrupt**
- my phone call with my friend.

Don't b _____ b _____ my phone call with my friend.

This page is **cutable**. *I think I made up a new word!*
 This page **can be** cut.

able, ible
can be

Set # 3

Cut these morphemes apart to form definitions of words in Form A on the next page.

ing <i>continuing action</i>	re <i>again</i>	mit <i>to send</i>
scribe, script <i>to write</i>	port <i>to carry</i>	e <i>out of</i>
trans <i>across</i>	in, im <i>not</i>	e <i>out</i>
de <i>down</i>	or, er <i>something that</i>	ex <i>beyond</i>
de <i>away</i>	ex <i>former</i>	or, er <i>someone who</i>
able, ible <i>can</i>	able, ible <i>can be</i>	re <i>back</i>
pre <i>before</i>	ex <i>out</i>	ex <i>out of</i>
in, im <i>in, into</i>	ed <i>shows it already happened</i>	tract <i>to pull</i>

Name _____

Set # 3

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
de (away, down)	scribe, script (to write)	ing (continuing action)
trans (across)	mit (to send)	able, ible (can be, can)
in, im (in, into) (not)	port (to carry)	er, or (something that, someone who)
ex (out, out of, former, beyond)	tract (to pull)	ed (shows it already happened)
e (out, out of)		
pre (before)		

Many words can be made with the morphemes you have learned so far. What do they really mean? (Ex: **reject = to throw back**) Write what these words mean, and then make more words and tell what they mean on another sheet of paper. You can also use prefixes and suffixes from Set 1 and Set 2 to make words.

1. describe = _____ (Please **describe** what you saw on your vacation.)
2. transport = _____ (Do not **transport** fruit from one state to another.)
3. importer = _____ (He has an exciting job as an **importer**.)
4. exporting = _____ (We have been **exporting** car parts for years.)
5. emit = _____ (That fruit can **emit** a bad odor if it is left out too long.)
6. transmit = _____ (You can **transmit** a piece of paper on a FAX line.)
7. transmittable = _____ (That size file is **transmittable** in an email.)
8. prescribe = _____ (Could you **prescribe** some medicine for me?)

Writing Present and Past Tense Roots Morpheme Sets #1 - #3

Root	Present Tense	Past Tense	Examples
ject	to throw	threw	reject = to throw back rejected = threw back
ceed, cede			proceed = proceeded =
tain			contain = contained =
tract			retract = retracted =
rupt			erupt = erupted =
cline			decline = declined =
flex, flect			reflect = reflected =
port			import = imported =
scribe			describe = described =
mit			emit = emitted =

Set 3 Form B – Activities

Name _____

Match the morpheme with its meaning.

- | | |
|---------------------|----------------------------------|
| 1. trans _____ | A. before |
| 2. scribe _____ | B. to pull |
| 3. e _____ | C. to write |
| 4. mit _____ | D. to carry |
| 5. projector _____ | E. to throw |
| 6. port _____ | F. to break between |
| 7. in, im _____ | G. to go |
| 8. tract _____ | H. to bend |
| 9. ex _____ | I. to pull back |
| 10. de _____ | J. forward |
| 11. inter _____ | K. down, away |
| 12. ject _____ | L. to lean |
| 13. cline _____ | M. to hold |
| 14. flex _____ | N. between, among |
| 15. rupt _____ | O. out, out of |
| 16. con _____ | P. sent out |
| 17. ceed _____ | Q. in, into |
| 18. tain _____ | R. out, out of, former, beyond |
| 19. pre _____ | S. together, with |
| 20. retract _____ | T. something that throws forward |
| 21. er, or _____ | U. something that, someone who |
| 22. pro _____ | V. to break |
| 23. ing _____ | W. to send |
| 24. emitted _____ | X. continuing action |
| 25. interrupt _____ | Y. across |

Name _____

Word Analysis Test for Set # 3

1. de = _____ , _____
2. trans = _____
3. in, im = _____ , _____
4. ex = _____ , _____ , _____ , _____
5. e = _____ , _____
6. scribe, script = _____
7. mit = _____
8. port = _____
9. pre = _____
10. tract = _____
11. er, or = _____ who , _____ that
12. ed = _____

Be sure to review turning the root to past or past participle tense if the word ends with “**ed**.” Ex: emitted = **sent** out of

Fill in the blanks with what the word really means.

1. The flu is **transmittable** from one person to another.
The flu c _____ b _____ s _____ a _____ from one person to another.
2. He is an **importer** of fruit.
He is s _____ w _____ c _____ i _____ fruit.
3. That thing is **emitting** a strange sound.
That thing is c _____ to s _____ o _____ a strange sound.
4. Yesterday, our buses **transported** 500 students from school to their homes.
Yesterday, our buses c _____ a _____ 500 students from school to their homes.
5. He had her name **inscribed** on her gold bracelet.
He had her name w _____ i _____ her gold bracelet.
6. We **export** furniture to France.
We c _____ o _____ furniture to France.
7. Is it **describable**?
C _____ it b _____ w _____ d _____ ?

This page is **cutable**. *I think I made up a new word!*
 This page **can be** cut.

able, ible
can be

Set # 4

Cut these morphemes apart to form definitions of words in Form A on the next page.

ing <i>continuing action</i>	tele <i>far</i>	logy <i>the study of</i>
phon <i>sound</i>	cred <i>be believed</i>	auto <i>self</i>
mob <i>to move</i>	in, im <i>not</i>	vis, vid <i>to see</i>
homo <i>same</i>	or, er <i>something that</i>	graph <i>to write</i>
in, im, il, ir <i>not</i>	tele <i>far off</i>	or, er <i>someone who</i>
able, ible <i>can</i>	able, ible <i>can be</i>	bio <i>life</i>
in, im <i>in</i>	in, im <i>into</i>	ed <i>shows it already happened</i>

Set # 4

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
bio (life)	graph (to write)	ing (continuing action)
tele (far, far off)	vis, vid (to see)	able, ible (can be, can)
in, im (in, into)	mob (to move)	er, or (something that, someone who)
in, im, ir, il (not)	cred (to believe)	ed (shows it already happened)
homo (same)	phon (sound)	
auto (self)	logy (a subject of study)	

Many words can be made with the morphemes you have learned so far. What do they really mean? (Ex: **reject** = **to throw back**) Write what these words mean, and then make more words and tell what they mean on the back of this paper. You can also use prefixes and suffixes from Set 1, Set 2, and Set 3 to make words.

1. television = seeing at a distance (Television is very entertaining.)
2. visible = _____ (The planet is **visible** at sunset.)
3. autograph = _____ (May I have your **autograph**?)
4. automobile = _____ (The **automobile** is necessary in today's life.)
5. biology = study _____ (I did my **biology** homework.)
6. telephone = _____ (We heard the **telephone** ringing.)
7. biography = w _____ l _____ (I read the **biography** on Mark Twain.)
8. autobiography = _____ (Mark Twain's **autobiography** was at the book store.)
9. invisible = _____ (Air is **invisible**.)

Name _____

Set #4 Matching Activity

Directions: Match the morpheme with its meaning.

<u>Morpheme</u>	<u>Meaning</u>
1. able, ible _____	A. to write
2. auto _____	B. not
3. bio _____	C. sound
4. ceed _____	D. in, into
5. cline _____	E. can be, can
6. logy _____	F. same
7. er, or _____	G. to see
8. flex _____	H. to move
9. graph _____	I. something that, someone who
10. homo _____	J. life
11. in, im _____	K. self
12. in ,im, il, ir _____	L. far, far off
13. inter _____	M. the study of
14. mob _____	N. across
15. phon _____	O. believe
16. cred _____	P. to pull
17. tele _____	Q. between, among
18. tract _____	R. to lean
19. trans _____	S. to bend
20. vis, vid _____	T. to go

Name _____

Word Analysis Test for Set # 4

<u>Morpheme</u>	<u>Meaning</u>
1. bio _____	A. to write
2. phon _____	B. a subject of study
3. graph _____	C. sound
4. vis, vid _____	D. in, into
5. tele _____	E. believe
6. in, im _____	F. same
7. homo _____	G. to see
8. er, or _____	H. to move
9. auto _____	I. something that, someone who
10. in, im, ir, il _____	J. life
11. able, ible _____	K. self
12. logy _____	L. far, far off, at a distance
13. mob _____	M. not
14. cred _____	N. can be

Directions: Fill in the blanks.

1. A **telephone** helps us hear s_____ from f_____ o_____.
2. An **automobile** is s_____ m_____ ing.
3. Oxygen is **invisible**. Oxygen c_____ n_____ b_____ s_____.
4. What does a **biographer** do? He is s_____ who w_____ l_____.
5. If two words are **homophones**, it means they s_____ the s_____.
6. What does a **television** help us do? It helps us s_____ things that are f_____ o_____.
7. If something is **incredible**, it c_____ n_____ b_____ b_____.
8. **Biology** is the s_____ of l_____.

Name _____

Set # 5

<i>Prefixes</i>	<i>Roots</i>
uni (one)	cycle (circle, wheel)
bi (two)	meter (measure)
tri (three)	lat (side)
peri (around)	log (to say, speak)
dia (across)	
therm (heat)	
centi, cent (hundredth,	
kilo (thousand)	
mono (one, alone)	

1. unicycle = The clown rode a **unicycle**. It has only o_____ w_____.
2. bicycle = The child rode his **bicycle**. It has t_____ w_____.
3. tricycle = The young child rode a **tricycle**. It has t_____ w_____.
4. perimeter = We need to know the **perimeter** of the yard so we can put up a fence. to m_____ a_____.
5. diameter = What is the **diameter** of a large pizza? What is the m_____ a_____?
6. thermometer = Our **thermometer** is on the porch. A **thermometer** m_____ h_____.
7. bilateral = A **bilateral** agreement has just been reached. That means t_____ s_____ talked.
8. kilometer = A **kilometer** is shorter than a mile. A **kilometer** is a th_____ meters.
9. monologue = Mr. Robert's **monologue** was very boring. He was sp_____ a_____.
10. triplets = The **triplets** were all dressed alike. **Triples** are _____ babies born at the same time

This page **can be cut.**

Set # 5

[illegible]

Name _____

Set #5 Activity

<i>Prefix</i>	<i>Root</i>
uni (one)	cycle (circle, wheel)
bi (two)	meter (measure)
tri (three)	lat (side)
peri (around)	log (to say, speak)
dia (across)	
therm (heat)	
centi, cent (hundred, hundredth)	
mono (one, alone)	

A unicycle has o _____ w _____.

Draw a unicycle.

A bicycle has t _____ w _____.

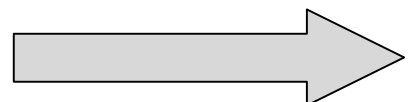
Draw a bicycle.

A thermometer m _____ h _____.

Draw a thermometer.

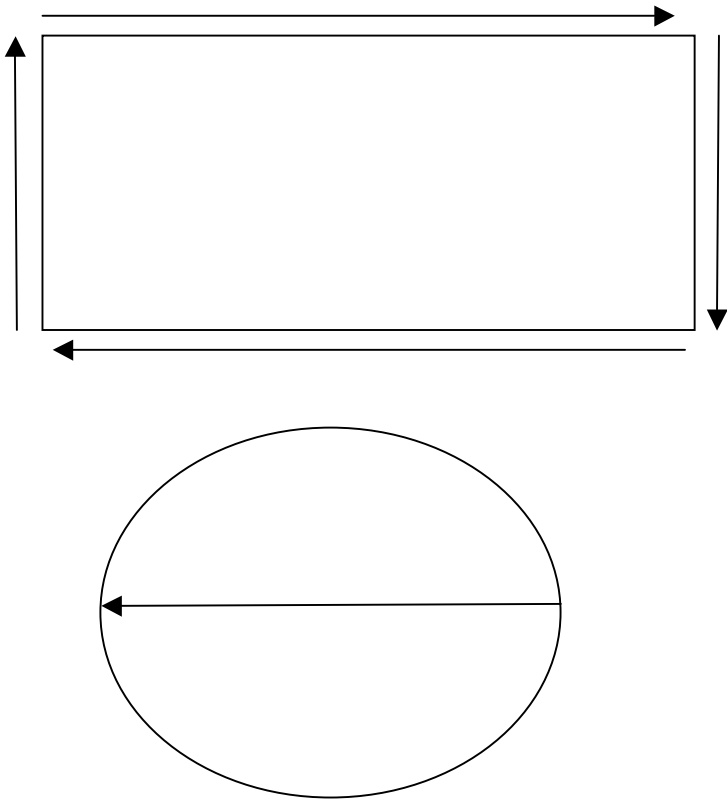
A tricycle has t _____ w _____.

Draw a tricycle.



Name _____

Set #5 Activity



Fill in the blanks. Then draw an arrow from the definition to the correct illustration.

Diameter means m_____ a_____.

Perimeter means m_____ a_____.

Draw what trying to make a bilateral decision would look like.

Draw what trying to make a unilateral decision would look like.

Name _____

Word Analysis Test for Set # 5

<i>Prefixes</i>	<i>Roots</i>
uni _____	cycle _____, _____
bi _____	meter _____
tri _____	lat _____
peri _____	log _____, _____
dia _____	
therm _____	
centi, cent _____, _____	
kilo _____	
mono _____, _____	

1. A **tricycle** has t_____ w_____.
2. **Diameter** means to m_____ a_____.
3. **Perimeter** means to m_____ a_____.
4. Which is more, a **centimeter** or a **kilometer**? A_____ is bigger. I know this because **centi** means _____ and **kilo** means _____.
5. A **bilateral** agreement means _____ sides agree on something.
6. A **trio** would have _____ people singing.
7. If a thermometer says 78 degrees, it means that there is 78 degrees of h_____ in the air.

8. Would it be easier to take care of twins (2 babies) or triplets? _____

Why? _____

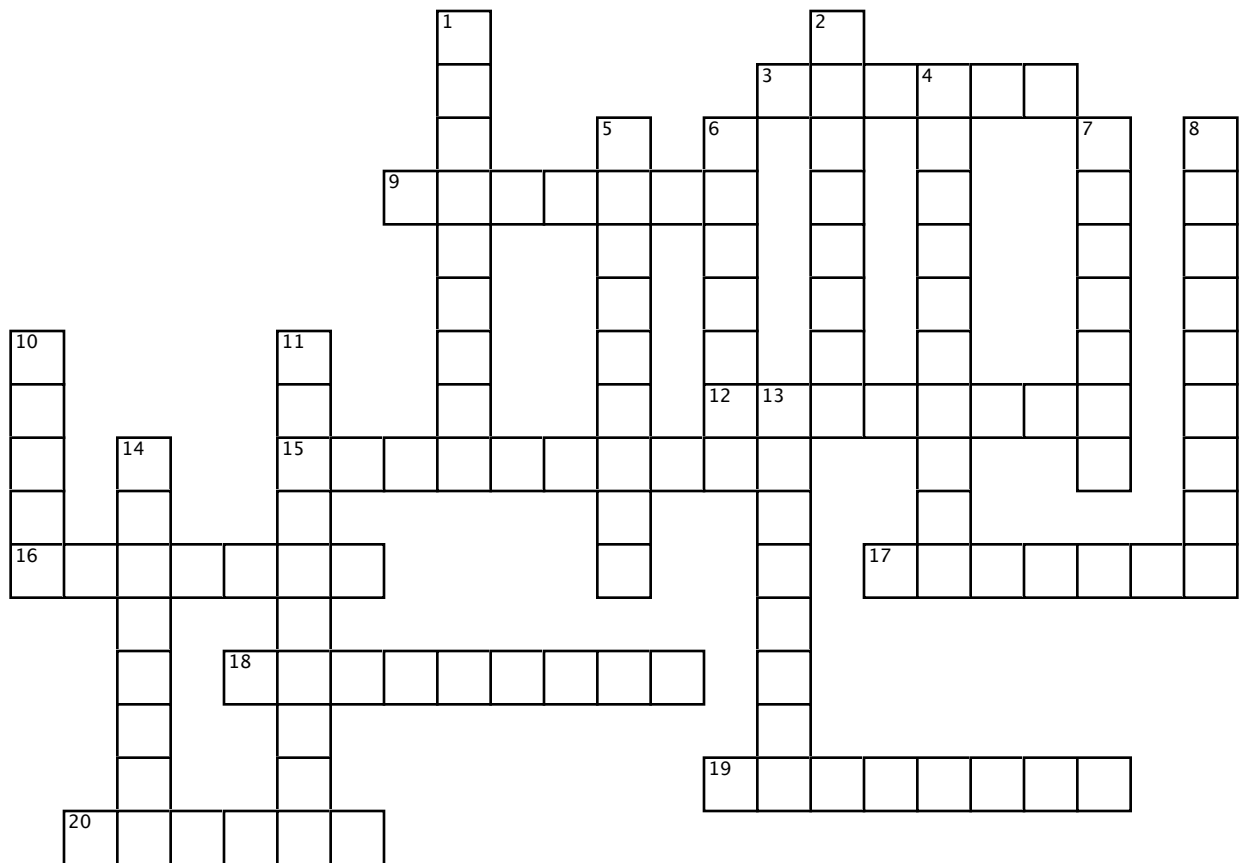
9. Which would be easier to ride a **bicycle** or **unicycle**? _____

Why? _____

10. Which is more fair, a **unilateral** decision or a **bilateral** decision? _____

Why do you think that? _____

Review for Sets #1 - 5



flexible proceed concede retainer eject homophone credible biography monologue
 perimeter detract transmit interstate mobile impossible portable thermos tri-colored
 century decade

Across

- 3. something that can move
- 9. to go with
- 12. believable
- 15. a highway between the states
- 16. a container that keeps things hot
- 17. one hundred years
- 18. one person speaking
- 19. to send across
- 20. ten years

Down

- 1. words that sound the same
- 2. can be carried
- 4. not possible
- 5. the measurement around something
- 6. to pull away
- 7. to go forward
- 8. writing about a life
- 10. throw out
- 11. three colors
- 13. something that holds back
- 14. can be bent

Name _____

Set # 6

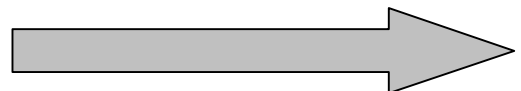
<i>Prefixes</i>	<i>Roots</i>
quad (four)	lat (side)
penta (five)	gon (angle)
hex (six)	
sept (seven)	
oct (eight)	
nove (nine)	
deci, (tenth)	
deca (ten)	
poly (many)	
equi, equa (equal)	
omni (all)	

A polygon has m_____ s_____.
Draw a polygon.

A quadrilateral has f_____ s_____.
Draw a quadrilateral.

A pentagon has f_____ a_____.
Draw a pentagon.

A hexagon has s_____ a_____.
Draw a hexagon.



Set # 6

[illegible]

Name _____

An octagon has e_____ a_____.
 Draw an octagon.

An equilateral triangle has t_____
 e_____ s_____.
 Draw an equilateral triangle.

[The calendar used to have ten months, making September the seventh month. There are different accounts about how it got pushed 2 months ahead. One is that July and August were added to honor Julius Ceasar and Ceasar Augustus.]

September *should be* the _____ month of the year, because **sept** means _____.

October *should be* the _____ month of the year, because **oct** means _____.

November *should be* the _____ month of the year, because **nove** means _____.

December *should be* the _____ month of the year, because **dec** means _____.

Omnipresent means a _____ present (everywhere).

Which is longer, a decade or a century? _____ **How do you know that?** _____

If you were reading a story with some old people in it, and one was described as being an **octogenarain**, his age would be between ____ and ____.

Set 6 Form B – Activity

Name _____

Set #6 Activity

- | | |
|----------------------|----------|
| 1. omni _____ | A. many |
| 2. poly _____ | B. nine |
| 3. nove _____ | C. all |
| 4. sept _____ | D. seven |
| 5. penta _____ | E. equal |
| 6. quad _____ | F. side |
| 7. lat _____ | G. four |
| 8. oct _____ | H. ten |
| 9. gon _____ | I. five |
| 10. equi, equa _____ | J. eight |
| 11. deca _____ | K. angle |
| 12. hex _____ | L. six |

Name _____

Word Analysis Test for Set # 6

<i>Prefixes</i>	<i>Roots</i>
omni _____	lat _____
penta _____	gon _____
deci _____	
deca _____	
oct _____	
quad _____	
sept _____	
poly _____	
equi, equa _____	
cent, centi _____	
hex _____	
nove _____	

1. A **polygon** has m_____ a_____.
2. A **quadrilateral** has f_____ s_____.
3. An **octagon** has e_____ a_____.
4. A **hexagon** has s_____ a_____.
5. A **pentagon** has f_____ a_____.
6. An **equilateral triangle** has t_____ e_____ s_____.
7. How many years is a **decade**? _____ I know this because deca means _____.
8. How many years is a **century**? _____.
9. The **equator** splits the earth into two e_____ parts.
10. **Omnipotent** means _____ powerful.
11. A **decagon** would have t_____ a_____.
12. Is a **decagon** also a **polygon**? _____
Why? _____

13. Any time you read a word with the prefix **oct** it must have something to do with the number _____.

14. How many music notes are in an **octave**? _____
15. If you were reading a story with some old people in it, and one was described as being an **octogenerain**, his age would be between ____ and ____.
16. **Septuplets** are each of _____ children born at the same birth.
17. Put these in order from smallest to largest: penta, nove, oct, deca, quad, hex
_____, _____, _____, _____, _____, _____

This page is **cutable**. *I think I made up a new word!*
 This page **can be** cut.

able, ible
can be

Set # 7

Cut these morphemes apart to form definitions of words in Form A on the next page.

ing <i>continuing action</i>	ure <i>action, process</i>	fract, frag <i>break</i>
ject <i>throw</i>	cred <i>believe</i>	pro <i>forward</i>
gress <i>to go</i>	ly <i>in that way</i>	ver, vert <i>to turn</i>
gress <i>to step</i>	re <i>back</i>	re <i>again</i>
in, im, il, ir <i>not</i>	de <i>down</i>	de <i>away</i>
able, ible <i>can, can be</i>	con, com, col <i>with</i>	ceiv <i>to take, seize</i>
in, im <i>in, into</i>	con, com, col <i>together</i>	e <i>out, out of</i>

Name _____

Set #7

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
pro (forward)	fract, frag (to break)	able, ible (can be, can)
con, col, com, col (with, together)	cred (believe)	ing (continuing)
e (out, out of)	ject (to throw)	ure (action, process)
de (down, away)	gress (to step, to go)	ly (in that way)
in (in, into)	ver ,vert (to turn)	
in, im, il, ir (not)	ceiv (to take, seize)	
re (again, back)		

You can make many words using these morphemes. You can also use morphemes from Sets 1 – 6 to form even more words. Tell what each word really means. You can use the back of this paper to make more words.

1. incredible = _____ be _____ (That circus act was **incredible**.)
2. refract = _____ (Water **refracts** light.)
3. revert = _____ (I hope he doesn't **revert** to his old ways.)
4. quickly = _____ (He did his homework **quickly**, so I'm not sure if he did it right.)
5. regressing = _____ (It is such great news that her illness is regressing.)
6. egress = _____ (A classroom should have at least two ways of **egress**.)



Name _____

Set #7

7. progress = _____ (It is a joy to see how much **progress** you are making on your report.)

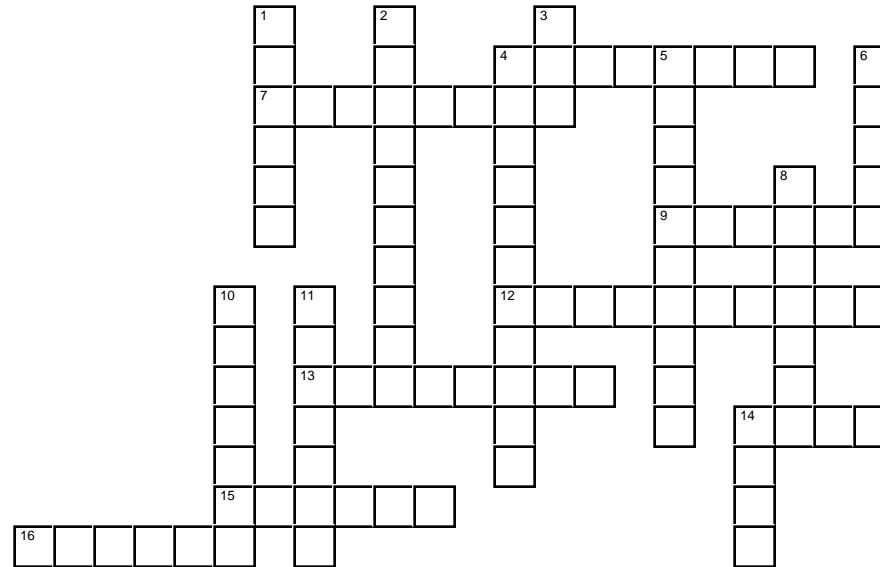
8. conceive = _____ (I don't know how you can **conceive** of such an idea with so few clues.)

9. dejected = _____ (After she got a bad grade on her test, she looked so **dejected**.)

10. deceive = _____ (I don't want to **deceive** you by telling you a half truth.)

Make more words and tell what they mean.

Set # 7 Activity



egress deceive inject credible fracture revert transgress projectable convert incredible receive progress
regressing cred ceiv defrag ure gress

Across

- 4. to step or go forward
- 7. the process or action of breaking
- 9. to step or go out or out of
- 12. to step or go across
- 13. can be believed
- 14. to take or seize
- 15. to turn back
- 16. to throw in or into

Down

- 1. to break down or away
- 2. can not be believed
- 3. action or process
- 4. can be thrown forward
- 5. continuing to step or go back
- 6. to step, to go
- 8. to take back
- 10. to turn together or with others
- 11. to take down
- 14. believe

Name _____

Word Analysis Test for Set # 7

Match the morpheme with its definition

1. ly = _____
2. gress = _____
3. de = _____
4. ure = _____
5. ject = _____
6. e = _____
7. re = _____
8. ceiv = _____
9. in, im, il, ir = _____
10. in = _____
11. ver, vert = _____
12. con, col, com, cor = _____
13. cred = _____
14. ing = _____
15. able, ible = _____
16. fract, frag = _____
17. pro = _____
18. conjecture = _____
19. defrag = _____
20. projectable = _____

- A. to break
- B. believe
- C. to throw
- D. to step, to go
- E. action or process
- F. to take, seize
- G. can be thrown forward
- H. forward
- I. with, together
- J. out, out of
- K. down, away
- L. in, into
- M. not
- N. again, back
- O. can be, can
- P. to break down or away
- Q. continuing
- R. in that way
- S. the process or action of throwing together (usually a thought or idea)
- T. to turn

This page is **cutable**. *I think I made up a new word!*
 This page **can be** cut.

able, ible
can be

Set # 8

Cut these morphemes apart to form definitions of words in Form A on the next page.

phon <i>sound</i>	tract <i>to pull</i>	mini <i>very small</i>
scope <i>something that helps us see</i>	mega <i>large</i>	mid <i>middle of</i>
mega <i>great</i>	mega <i>1 million</i>	cede, ceed <i>to go</i>
mini <i>less</i>	tele <i>far, far off</i>	sub, sur <i>under</i>
pre <i>before</i>	micro <i>small</i>	super <i>above</i>
super <i>beyond</i>	ex <i>out</i>	ex <i>former</i>
ex <i>beyond</i>	dis, dif <i>not</i>	dis, dif <i>apart</i>
dis, dif <i>opposite of</i>	ante <i>before</i>	hyper <i>over</i>

hypo	hyper	ex
<i>under</i>	<i>beyond</i>	<i>out of</i>
sub, sur	sub, sur	
<i>under</i>	<i>close</i>	

Name _____

Set # 8

<i>Prefixes</i>	<i>Roots</i>
mini (very small, less)	cede, ceed (to go)
mega (large, great, 1 million)	scope (something that helps us see)
mid (middle)	tract (to pull)
pre (before)	phon (sound)
ex (out, out of, former, beyond)	
dis, dif (not, apart, opposite of)	
ante (before)	
hyper (over, beyond)	
hypo (under)	
sub, sur (under, close to)	
super (above, beyond)	
micro (small)	
tele (far, far off)	

Use the back of this paper to see how many words you can make using these morphemes and those from sets 1 – 7.



Name _____

Set # 8

1. She shouldn't wear a **miniskirt** to the funeral. It is a s_____ skirt
2. No one could see the **microphone** in his ring. A device for hearing s_____ s_____
3. The moon looks so big through a **telescope**. It is something to h_____ us s_____ f_____
4. He is so famous that his reputation **precedes** him. His reputation g_____ b_____ him.
5. Every time someone comes in, it **distracts** me from my work. It p_____ me a_____.
6. I want you to **exceed** my expectations. I want you to g_____ b_____ my expectaions.
7. You should be asleep before **midnight**. **Midnight** is in the m_____ of the night.
8. That child must be **hyperactive**. He is jumping all over the furniture. The boy is o_____ active.
9. The noun before its pronoun is called an **antecedent**. The **antecedent** g_____ _____ the pronoun.
10. You must **subtract** the number of cookies you ate to see how many are left.
You have to p_____ u_____ the number of cookies.
11. I hate to even look at a **hypodermic** needle. I don't like to think of a needle going u_____ my skin.
12. Your boss is your **superior**. Your boss is a_____ you at work.
13. He will be a **megastar** if he keeps making good movies. He will be a g_____ star.

Name _____

Set # 8 - Activity

Fill in the blanks using the Set 8 chart.

1. m_____ and m_____ are opposites.
2. h_____ and h_____ are opposites.
3. s_____ and s_____ are opposites.
4. “pre” meaning “before” is the synonym of _____.
5. The synonym of “super” is _____.
6. The synonym of “sub” is _____.
7. superhuman = _____ or _____ human
8. subtract = _____
9. submarine = _____
10. distract = _____
11. hyperactive = _____
12. minicomputer = _____
13. midnight = _____
14. antecedent = to _____
15. hypodermic needle= a needle that goes _____ the derm (skin)
16. telescope = _____
17. microscope = _____
18. supercede (variant spelling of supersede) = _____
19. megastar = _____
20. precede = _____

Name _____

Word Analysis Test for Set # 8

Match the morpheme with its definition

1. tele = _____
2. super = _____
3. hypo = _____
4. ante = _____
5. ex = _____
6. mid = _____
7. mini = _____
8. phon = _____
9. mega = _____
10. pre = _____
11. dis, dif = _____
12. hyper = _____
13. cede, ceed = _____
14. sub, sur = _____
15. scope = _____
16. micro = _____
17. tract = _____
18. exceed = _____
19. microscope = _____
20. antecedent = _____

- A. very small
- B. sound
- C. large, great
- D. far, far off
- E. before
- F. over, beyond (_____ active)
- G. to pull
- H. small
- I. under, close to
- J. not, apart, opposite of
- K. before
- L. to go
- M. to go before
- N. to go beyond
- O. something that helps us see
- P. middle
- Q. out, out of, former, beyond
- R. under
- S. something that helps us see small
- T. above, beyond

This page is **cutable**. *I think I made up a new word!*
 This page **can be** cut.

able, ible
can be

Set # 9

Cut these morphemes apart to form definitions of words in Form A on the next page.

y <i>state or quality of</i>	meter <i>measure</i>	able <i>can</i>
able <i>can be</i>	graph <i>to write</i>	en, em <i>within</i>
en, em <i>inside</i>	a <i>not</i>	a <i>without</i>
a <i>on</i>	trans <i>across</i>	cap <i>to take, seize</i>
un <i>not</i>	fer <i>to carry</i>	con <i>together</i>
fer <i>bring</i>	con <i>with</i>	path <i>to feel</i>
path <i>sufferer</i>	syn, sym, syl <i>with</i>	viv, vit <i>to live</i>
viv, vit <i>life</i>	re <i>back</i>	re <i>again</i>

pro	ure	ure
<i>forward</i>	<i>act</i>	<i>result of</i>
pro	spect	in, im
<i>for</i>	<i>to look</i>	<i>in</i>
in, im	photo	er, or
<i>into</i>	<i>light</i>	<i>someone who</i>
er, or	syn, sym, syl	
<i>something that</i>	<i>together</i>	

Name _____

Set #9

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
syn, sym, syl (together, with)	photo (light)	er, or (someone who, something that)
in, im (in, into)	spect (to look)	ure (act, result of)
pro (forward, for)	viv, vit (to live, life)	able (can, can be)
re (again, back)	path (to feel, sufferer)	y (state or quality of)
con (together, with)	fer (to carry, bring)	
trans (across)	cap (to take, seize)	
un (not)	graph (to write)	
a (not, without, on)	meter (to measure)	
en, em (within, inside)		

One way of explaining what “state or quality of” means is that “it is like that” so salty means it is like salt and messy means like a mess. Write what these words really mean.

1. inspect = You should **inspect** your food before you eat it. You should l_____ i_____ it.
2. photographer = He is a wonderful **photographer**. He is s_____ w_____ w_____ w_____ l_____.
3. empathy = She has great empathy for other people. She f_____ w_____ or feels like they do.
4. symmetrical = The two sides of a Valentine’s Day heart are symmetrical. The two sides m_____ the s_____.
5. capture = They will **capture** the wild animal and put it in a zoo. They will d_____ the a_____ of t_____ the wild animal.



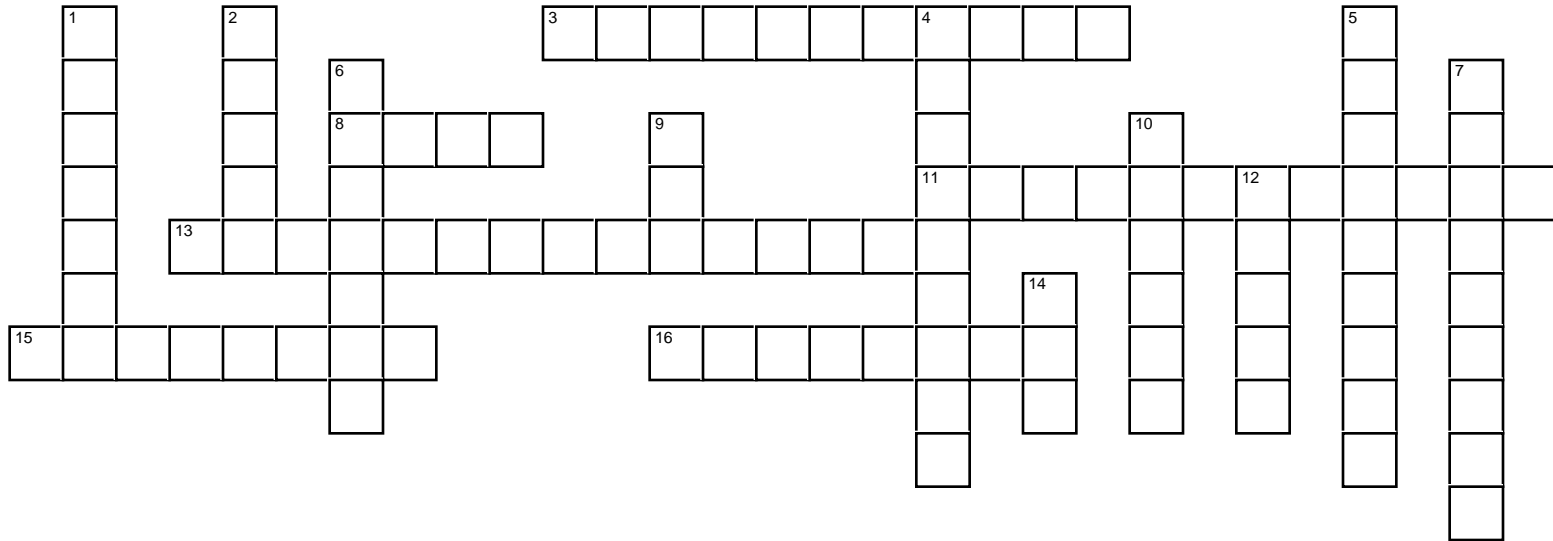
Name _____

Set #9

6. unrevivable = After the frog got hit by the bike, it was **unrevivable**. The poor frog c_____ n_____
l_____ a_____.
7. transferable = Coins are transferable between states. Coins c_____ b____ c_____ a_____ states.
8. prospect = That was a lovely **prospect**. It was something to l_____ f_____ to.
9. asymmetrical = Most people's faces are **asymmetrical**. They are n_____ m_____ t_____
s_____.
10. confer = I must **confer** with my friends before I decide what to do. I must b_____ our ideas
t_____ before I decide what to do.

Make more words and tell what they really mean. You can also use morphemes from sets 1 – 8.

Set # 9 Activity



syn photo ure able nontransferable sympathy empathy capture asymmetrical graphable inspector symmetry refer
confer spectator photographer

Across

- 3. not measuring together (two sides not the same)
- 8. can, can be
- 11. someone who writes with light
- 13. can not be carried across
- 15. the quality of measuring together (measures the same)
- 16. to feel with someone

Down

- 1. to feel within or inside someone (like the same thing happened to you so you know how someone feels)
- 2. light
- 4. someone who looks into something
- 5. can be written
- 6. the act or result of taking
- 7. someone who looks
- 9. act or result of
- 10. to carry or bring together
- 12. to carry something back
- 14. together, with

Name _____

Word Analysis Test for Set # 9

Match the morpheme with its definition

1. conjecture = _____
2. inspect = _____
3. revive = _____
4. confer = _____
5. capture = _____
6. symmetrical = _____
7. asymmetrical = _____
8. prospect = _____
9. spectator = _____
10. transfer = _____
11. empathy = _____
12. photosynthesis = _____
13. viable = _____
14. unviable = _____
15. ungraphable = _____
16. capable = _____
17. refer = _____
18. photo = _____
19. en, em = _____
20. ure = _____

- A. can live
- B. to feel within or inside
- C. someone who looks
- D. act, result of
- E. to look in or into
- F. the act of taking
- G. to carry or bring something back
- H. can not be written
- I. light
- J. to live again
- K. can not live
- L. measures together (the same)
- M. within, inside
- N. to carry or bring together
- O. can be taken
- P. to carry across
- Q. to look forward
- R. to put light together with something else
- S. the process or action of throwing together (usually a thought or idea)
- T. does not measure together (the same)

This page is **cutable**. *I think I made up a new word!*
 This page **can be** cut.

able, ible
can be

Set # 10

Cut these morphemes apart to form definitions of words in Form A on the next page.

ist	tion	ment
<i>a person who practices</i>	<i>state or quality of, result of</i>	<i>state or quality of</i>
ment	ing	sus, sub
<i>action or process</i>	<i>continuing action</i>	<i>from below, under</i>
intra	circum	non
<i>within</i>	<i>around</i>	<i>not</i>
ambi, amphi	mal	bene
<i>both, surrounding</i>	<i>bad, wrong, inadequate</i>	<i>good, well</i>
un	cogn, gnos	dic
<i>not</i>	<i>know</i>	<i>to speak, to say</i>
pend	en	ful
<i>hanging</i>	<i>made of, to make</i>	<i>full of</i>
multi	less	anti
<i>many</i>	<i>without</i>	<i>against</i>
ly	y	y
<i>in that way</i>	<i>state or quality of, full of</i>	<i>inclined to, denoting an action</i>

ness	contra	counter
<i>state or quality of</i>	<i>against</i>	<i>opposite of</i>
ous, ious	pre	mis
<i>full of, characterized by</i>	<i>before</i>	<i>wrong, badly</i>
ian	er	est
<i>relating to, belonging to</i>	<i>more</i>	<i>most</i>
ian	able	spect
<i>living in, practices</i>	<i>can, can be</i>	<i>to look</i>
ian	ab	a
<i>a person or thing that does</i>	<i>away, from</i>	<i>on, not, without</i>

Name _____

Set #10

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
a (on, not, without)	pend (hanging)	en (made of, to make)
ab (away, from)	dic (to speak, to say)	ful (full of)
multi (many)	spect (to look)	less (without)
anti (against)	cogn, gnos (know)	ly (in that way)
contra (against)		y (state or quality of, full of, inclined to, denoting an action)
counter (opposite of)		ness (state or quality of)
pre (before)		ous, ious (full of, characterized by)
mis (wrongly, badly)		ian (relating to, belonging to, living in, a person or thing that does, practices)
bene (good, well)		er, est (more) (most)
mal (bad, wrong, inadequate)		able (can be, can)

Name _____

Set #10

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
un (not)		ist (one who practices)
ambi, amphi (both, surrounding)		tion (state or quality of, result of)
non (not)		ment (state or quality of, action or process)
circum (around)		ing (continuing action)
intra (within)		
sus, sub (from below, under)		

See how many words you can make by combining these prefixes, suffixes, and roots with others in Sets # 1 – 9.

Name _____

Set #10 Activity

1. abnormal = away from normal (Since the snake was purple and pink, it was **abnormal**.)
2. multicolored = _____ (Joseph's coat was **multicolored**.)
3. contradict = _____ (Please don't **contradict** me when I am talking.)
4. ashore = _____ (The passengers had to swim **ashore**.)
5. recognize = _____ (Do you **recognize** that painting?)
6. sharpen = _____ (Before you start your homework, you should **sharpen** your pencil.)
7. woolen = _____ (The **woolen** coat kept me very warm.)
8. hopeful = _____ (When we saw the **hopeful** look in the dog's eyes, we had to feed him.)
9. hopeless = _____ (The situation seemed **hopeless**, so we just gave up.)
10. ambiguous = _____ b_____ (I thought her answer was **ambiguous**, so we still don't know if we can go.)
11. predictable = _____ (That movie was **predictable**, the guy always wins the girl's heart.)
12. colorful = _____ (The room was so **colorful**, it almost hurt my eyes.)
13. colorless = _____ (The book's cover was **colorless**, so it was kind of boring.)
14. misspell = _____ (It can be dangerous if you **misspell** the name of the medicine.)
15. counterclockwise = _____ clockwise (If a clock is broken, it might go **counterclockwise**.)
16. artist = _____ (He will be a famous **artist** someday.)
17. joyous = _____ (A wedding is a **joyous** occasion.)
18. Mexican = l_____ Mexico (His father is **Mexican**.)
19. healthy = _____ (That fruit is very **healthy**.)
20. pending = c_____ (The bank's decision about giving me a loan is **pending**.)
21. malnutrition = _____ nutrition (The children were suffering from **malnutrition** because no one gave them vegetables.)
22. atypical = _____ typical (A horse having a sense of humor is **atypical**.)
23. hyperactive = _____ active (It is difficult for a **hyperactive** child to pay attention.)
24. happiness = the s_____ o_____ b_____ h_____ (He found true **happiness** in his life.)
25. benediction = _____ (The pastor gave the **benediction**, then we left the church.)

Name _____

Word Analysis Test for Set #10

Match the morpheme with its definition

- | | |
|-----------------------|------------------------------|
| 1. ambi = _____ | A. away, from |
| 2. bene = _____ | B. around |
| 3. cogn, gnos = _____ | C. not |
| 4. en = _____ | D. both, surrounding |
| 5. less = _____ | E. know, knowledge |
| 6. ful = _____ | F. against |
| 7. mal = _____ | G. most |
| 8. a = _____ | H. full of, characterized by |
| 9. pre = _____ | I. without |
| 10. non = _____ | J. within |
| 11. ly = _____ | K. made of, to make |
| 12. anti = _____ | L. to take or seize |
| 13. multi = _____ | M. on, not, without |
| 14. pend = _____ | N. to speak or say |
| 15. dic = _____ | O. hanging |
| 16. mis = _____ | P. bad, wrong, inadequate |
| 17. est = _____ | Q. wrongly, badly |
| 18. able = _____ | R. opposite of |
| 19. cept = _____ | S. against |
| 20. counter = _____ | T. good, well |
| 21. ous = _____ | U. before |
| 22. circum = _____ | V. in that way |
| 23. ab = _____ | W. many |
| 24. intra = _____ | X. can be, can |
| 25. contra = _____ | Y. full of |

Name _____

Cumulative Review Sets # 6 – 10**Look in the word bank below and write the correct word in each blank.**

1. If **pend** is part of a word, you should think of something _____.
2. If **oct** is part of a word, it has something to do with _____.
3. If **anti** is part of a word, it has something to do with _____.
4. If _____ is part of a word, it has something to do with _____.
5. If **ceed** is part of a word, it has something to do with _____.
6. If **bene** is part of a word, you should think of something _____.
7. If **mal** is part of a word, you should think of something _____.
8. If **mis** is part of a word, it has something to do with _____.
9. If **con** is part of a word, it has something to do with _____.
10. If **cogn or gnos** is part of a word, it has something to do with _____.
11. If **hyper** is part of a word, it has something to do with _____.
12. If **hypo** is part of a word, it has something to do with _____.
13. If **viv** is part of a word, it has something to do with _____.
14. If **ject** is part of a word, it has something to do with _____.
15. If **multi** is part of a word, you should think of _____.
16. If **cred** is part of a word, it has something to do with _____.
17. If **ambi** is part of a word, it has something to do with _____.
18. If **spect** is part of a word, you should think of _____.
19. If **omni** is part of a word, it has something to do with _____.
20. If **gon** is part of a word, it has something to do with _____.
21. If **dic** is part of a word, it has something to do with _____.
22. If **less** is part of a word, you should think of _____.
23. If **mid** is part of a word, you should think of the _____ of something.
24. If **fract** is part of a word, it has something to do with _____.
25. If **vert** is part of a word, it has something to do with _____.
26. If **equi** is part of a word, you should think of _____.
27. If **re** is part of a word, it has something to do with _____.
28. If **trans** is part of a word, you should think of _____.
29. If **pre** is part of a word, it has something to do with _____.
30. If **able or ible** is part of a word, you should think of _____.

looking
 believing
 before
 breaking
 throwing
 equal
 without
 under
 eight
 hanging
 against
 back or again
 going
 bad
 good
 together or with
 all
 speaking or saying
 across
 many
 can be or can
 both
 turning
 feelings
 living
 angles
 wrongly
 knowing
 over or beyond
 middle

Name _____

4-Square Activation Activity

Use this form to activate new morphemes and words you are learning. Either have someone make copies of it for you or draw the form on a blank piece of paper.

<u>New Morpheme</u>	<u>Meaning</u>
<u>Include the Morpheme in a Word and Draw a Hook Picture</u>	<u>Use the Morpheme in a Sentence</u>

Word Analysis Student Study Guide

If the morpheme is a root, there is no line before or after the morpheme. If the morpheme is a prefix, there is a line after the prefix to show more letters will follow it (re_____). If the morpheme is a suffix, there is a line before the suffix to show that more letters will be in front of it (_____ful). Some morphemes are listed as prefixes and roots.

I used the most common and modern form of the morphemes, because they would be easier for you to recognize in words. (Ex: “cred” not “credere”)

Prefixes change the meaning of a base word. (Ex: happy – unhappy)

Suffixes change the meaning and sometimes the part of speech of a base word. (Ex: imagine is a verb, but imagination is a noun.)

Morpheme	Meaning	Example	What It Really Means
a _____		ashore, aboard atypical	
ab _____		abnormal	
_____able,ible		portable	
ambi _____, amphi _____		ambidextrous	
ante _____		antecedent	
anti _____		antislavery	
auto _____		automobile	
bene _____		benediction	
bi _____		bicycle	
bio _____		biography	
cap _____		capture	
ceed, cede		proceed	
ceiv, cept		receive	
cent _____		century	
centi _____		centimeter	
circum _____		circumnavigate	
cis _____		incision	
cline _____		recliner	
cogn or gnos		recognize	
con _____, col, com, co _____		container	
cred _____		incredible	
cycle _____		bicycle	
de _____		describe	
deca _____		decade	
deci _____		decimeter	
dia _____		diameter	
dic _____		predict	
dis _____, dif _____		disrespect	
e _____		eject	
_____ed		walked	

APPENDIX A – Student Study Guide

em , en		empathy	
en		sharpen woolen	
equi , equa		equilateral,	
er , or		teacher	
er , est		sicker, sickest	
ex		export	
fer		transfer	
flex , flect		flexible reflect	
fract , frag		fragile	
ful		beautiful	
gon		polygon	
grad		gradual, graduate	
graph		homograph	
gress		progress, regress	
hex		hexagon	
homo		homophone	
hyper		hyperactive	
hypo		hypodermic needle	
ian , an ,		humanitarian (adj) American (noun)	
if , ify		purify	
il , im , in , ir		impossible	
in , im		import	
ing		running	
inter		interstate	
intra		intravenous	
ist		artist	
ject		project	
kilo		kilometer	
lat		quadrilateral	
less		homeless	
log , dict		monologue benediction	
logy		biology	
ly		quickly	
mal		malfunction	
mega		megabyte megaphone	
ment		excitement development	
meter		diameter	
micro		microscope	
mid		midnight	
mini		minimize	
mis		misspell	

APPENDIX A – Student Study Guide

mit		emit	
mob		automobile	
mono		monorail	
multi		multicolored	
ness		happiness	
non		nonfat	
nove		November	
ob		object	
oct		octagon	
omni		omnivore	
or, er		tractor teacher	
ous, ious		joyous	
path		sympathy	
pend		pending	
penta		pentagon	
peri		perimeter	
phon		homophone	
photo		photography photosynthesis	
poly		polygon	
port		portable, import	
pre		preheat	
pro		project	
quad, quart		quadrangle	
re		retain	
rupt		interrupt	
scope		telescope	
scrib, script		describe	
sept		September	
ship		citizenship	
spect		inspect	
sub		submarine	
super		supervolcano	
syn, sym, syl		synonym sympathy syllable	
tain		container	
tele		telephone	
therm		thermometer	
tion, sion, ion		imagination	
tract		tractor retract	
trans		transport	
tri		tricycle	
un		unhappy	
uni		unicycle	

APPENDIX A – Student Study Guide

ure		capture	
vert		invert	
vid		video	
vis		invisible	
viv, vit		revive	
___y		salty	

Add More Morphemes

Answer Key / Teacher Guide

Dear Teacher,

I am so excited to be presenting this body of work to you. It has been four years in the making. It's been added to (even this week!), tried with real children, modified, tweaked, and is finally ready! What started out as a concept with five simple charts of interchangeable morphemes (word parts) has been combined with the most recent vocabulary-learning research. Morphemes were **thoughtfully selected**, each was introduced in the **context** of words and sentences, ample activities were developed to **activate** the new information, and finally, student(s) were given plenty of opportunities to **revisit** (review) the new morphemes. It even provides **spaced review**, which is the most effective kind. It is now a book that can make a difference!

Knowing the information in this book will revolutionize your teaching. It will allow you to recognize and seize those countless teachable moments throughout your day. By teaching the morphemes in this book to your student(s), you will forever change the way they think about words. You will give them the key to *unlocking the meaning of words*.

You know how rewarding it is when a child “gets it,” and realizes s/he can figure out something all by herself/himself. That happened to a teacher friend of mine. After learning only a couple of sets of morphemes, a student came up to her and said, “It said here that a girl looked **dejected**. And I figured out that she looked really sad, because she felt thrown down or thrown away.” Now, that girl saw the power of being able to use word parts to figure out the meaning of a new word. She felt **empowered** and **smart**. That should be our goal as parents and as teachers; to empower people, make them feel smart and give them the ability to become independent learners. **This book will absolutely, definitely help you meet that goal.**

This book is not an exhaustive study of Greek and Latin morphemes (word parts). Most morphemes have multiple spellings and multiple meanings. Many have been modified over time. It would take years to learn them all. Instead, this book is a simplified, common-sense approach to learning the most frequently seen and heard morphemes in (from my experience) their most frequently used forms. It is a way for you to empower yourself and your student(s) with the ability to “figure out” the approximate meanings of **thousands** of words. That ability will result in better understanding of what is heard and read, and should result in higher test scores throughout your student(s) lives. Now, that's a powerful gift!

What is in this book?

- 10 sets of morphemes each containing three forms (Form A introduces the morphemes and activates the new knowledge. Form B is an activity that further activates the new knowledge and gives practice using it. Form C is a test.)
- 2 cumulative reviews to revisit the morphemes learned (one after Set #5 and the other after Set #10)
- Appendix A – Teacher Reference Guide – an alphabetical list of all the morphemes presented in this book, their meanings, and a sample word for each
- Appendix B – Pre, Mid, and Posttest form (Copy one for each student before starting.)
- Appendix C – 4-Square Activation form to be used to further activate the morphemes when extra activation and/or practice is needed (Copy many of these.)

(continued)

How to begin?

1. **Read the Student Introduction** in the student edition of *Unlocking the Meaning of Words* with your student(s). This is VERY important for both you and your student(s). Many people tend to skip over introductions, but in this case it is necessary to the success of your mission. Many things I was going to put in this introduction to you, I decided to just put in the student introduction and have you read it with your student(s). So please do not skip this step.
2. **Go over the definitions** of prefixes, suffixes, and roots. (See next page)
3. **Give the Pretest (Appendix B).** You'll notice that there are three blank columns. Have your student(s) work in the first column only, filling in the morphemes s/he already knows (like "un" means "not."). There won't be many filled in. That's the point. It shows each student how little s/he knows before beginning. You collect the forms to be given back later. [After Set #5 give the test form back and have your student(s) fill in the second blank column (Mid-test). S/He will be amazed at how many more morphemes s/he knows at the midpoint. Collect the forms. After Set #10 and the cumulative review, give the form back again (Posttest). Have your students fill in the third column.] Your student(s) will be totally amazed at how much more knowledge has been gained each time. It will be definite proof of knowledge growth. [Why not also take the Pretest, Mid-test and Posttest yourself? Even you will be amazed at how much **you** have learned!]
4. **Do Set #1 Form A** with your student(s).
5. Have your **student(s) fill in the student Study Guide** (found in the back of the student book). By doing this, you are giving your student(s) another opportunity to **activate** the new knowledge. In addition, after completing all the sets, s/he will have all the information learned in a brief 4 pages to be saved and used in the future. That will be a valuable resource.
6. Have your **student(s) make a flashcard** for each morpheme in Set #1. Put the morpheme on the front and the meaning on the back. Many morphemes are repeated in other sets, but your student(s) only needs to make one card for each morpheme. You and your student(s) will continue making flashcards for each new morpheme as it is introduced. Just keep adding flashcards of new morphemes to the pile as each set is introduced. By the time you get to Set #10, you will have 110 flashcards. [If you are a classroom teacher, it is imperative that you make larger flashcards as well, for daily whole class response practice. It's great to let students partner up and go through the flashcards. Repetition is key. I also have electronic flashcards on my site and in this bundle. They're neat, there is a set of e-flashcards for every set and review sets, too. They show the morpheme, give the students a few seconds to answer, then show the answer, and transition to the next morpheme. Just start it up and it goes on its own. Protect it for the class.
7. **Practice with the flashcards EVERY DAY.**
8. After a day or two, **do Set 1 Form B** to activate and revisit the new information.
9. At the end of the week **give Form C (the test)**. Discuss any wrong answers.
10. Repeat steps 4 – 9 each week. Remember to practice the flashcards **daily**.

(continued)

I wish you good learning and good teaching. This is an extremely worthwhile project you are attempting. Please feel free to email me with any questions, comments, success stories, or corrections at janet@vocabulary-builders.com . Also, keep checking the website www.vocabulary-builders.com for tips, information, and additions to this unit of study.

Terms You Need to Know

1. **Morpheme** – the smallest component of a word that has a meaning
2. **Affix** - a prefix or suffix
3. **Prefix** – a letter or letters added to the beginning of a base word to change its meaning
4. **Suffix** – a letter or letters added to the end of a base word to change its meaning and/or function
5. **Root** - a morpheme from which words have been made by the addition of prefixes or suffixes. Roots carry most of the meaning of a word. It cannot be broken into smaller parts. It is also called the base.
6. **Free morpheme** – a morpheme that can stand alone, a word (Ex: chair or man. If you put the 2 free morphemes together, chairman, that is a compound word.)
7. **Bound morpheme** – a morpheme that cannot stand alone, it only appears as part of a larger word. Affixes (prefixes and suffixes) are always bound.

Note: the morpheme “ten” in tenant seems free, but it is not. In the word tenant, the “ten” part is obviously not talking about the number 10, it is derived from the root tenere (to hold), so “ten” in tenant is a bound morpheme. As you see, there are times that you just have to use common sense to decide if a part of a word is an affix, or is that part actually a bound morpheme that has its own meaning. The above is for cautionary purposes, to remind you that you and your student(s) must use common sense when deciding how the word parts fit into the way the writer or speaker is using the word.

*A good idea is to have posters of good feeling words and bad feeling words and morphemes. [Any word with a prefix of “mal” would give you a bad feeling. Any word with a prefix of “bene” would give you a good feeling.]

Name _____

Set # 1 – Answer Key

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
re (again, back)	ject (to throw)	or,er (one who, something that)
pro (forward, for)	ceed, cede (to go)	able, ible (can be, can)
con (with, together)	tain (to hold)	ing (continuing action)
un (not)	tract (to pull)	

Many words can be made with just these few morphemes. What do they really mean?

(Ex: **reject** = **to throw back**) Write the meanings of the words below, then see how many more you can make.

1. recede = to go back (It's boring being trapped by this flood. I'm glad the waters will **recede** tomorrow.)
2. container = something that holds together (Put the lettuce in the **container** to keep it fresh.)
3. projector = something that throws forward (The **projector** shows the picture up on the screen.)
4. retractable = can be pulled back (The ink won't get on my clothes because this is a **retractable** pen.)
5. rejecting = continuing to throw back (I am **rejecting** this offer, so bring me another one.)
6. proceed = to go forward (I would like my class to **proceed** to the lunchroom.)
7. containable = can be held together (Since this virus is **containable**, it will not infect more people.)
8. retainer = something that holds back (You have to use a **retainer**, so that your teeth stay straight.)
9. uncontainable = can not be held together (YIKES! This illness will spread. It is **uncontainable**!)

Can you make more words? You can use the back to write more words and what they mean.

1. _____ = _____
2. _____ = _____

Name _____

Set # 1
Matching Activity – Answer Key

Match the definition to the morpheme and write the letter in the blank.

- | | |
|--------------------------|-----------------------------------|
| 1. ing ____E____ | A. not |
| 2. re ____H____ | B. together, with |
| 3. pro __K____ | C. to throw |
| 4. retain __O____ | D. to go |
| 5. or, er ____G____ | E. continuing action |
| 6. con ____B____ | F. to hold |
| 7. concede ____N____ | G. something that,
someone who |
| 8. tain __F____ | H. again, back |
| 9. able, ible __L____ | I. to throw forward |
| 10. ceed, cede ____D____ | J. to pull |
| 11. ject ____C____ | K. forward |
| 12. project ____I____ | L. can be, can |
| 13. contactor ____M____ | M. someone who pulls together |
| 14. un ____A____ | N. to go with |
| 15. tract ____J____ | O. to hold back |

Name _____

Word Analysis Test for Set # 1 – Answer Key**Directions:** Write the meanings of the following prefixes, suffixes, and roots.

1. con = together , with
2. pro = forward , for
3. able, ible = can be , can
4. ject = to throw
5. re = again , back
6. ceed, cede = to go
7. or, er = someone who , something that
8. tract = to pull
9. un = not
10. ing = continuing action
11. tain = to hold

Directions: Look at the underlined word in each sentence. Write down what the word really means in the blanks so that the sentence makes sense.Ex: That straw is flexible. That straw c _____ b _____ b _____. = That straw can be bent.

12. She is unable to read. = She can not read.
13. I reject this book. = I throw this book back.
14. Proceed to the lunchroom. = Go forward to the lunchroom.
15. This green goop is uncontainable. =
This green goop can not be held together.

Bonus Question**Directions:** Read this sentence and decide what you think **protracted** means. Circle your answer.
It was a **protracted** argument.

- A. loud
- ☒ B. long
- C. silly
- D. quiet

I think **protracted** means long because **pro** means forward and **tract** means to pull. So the argument would be pulled forward making it loud, long, silly, or quiet.

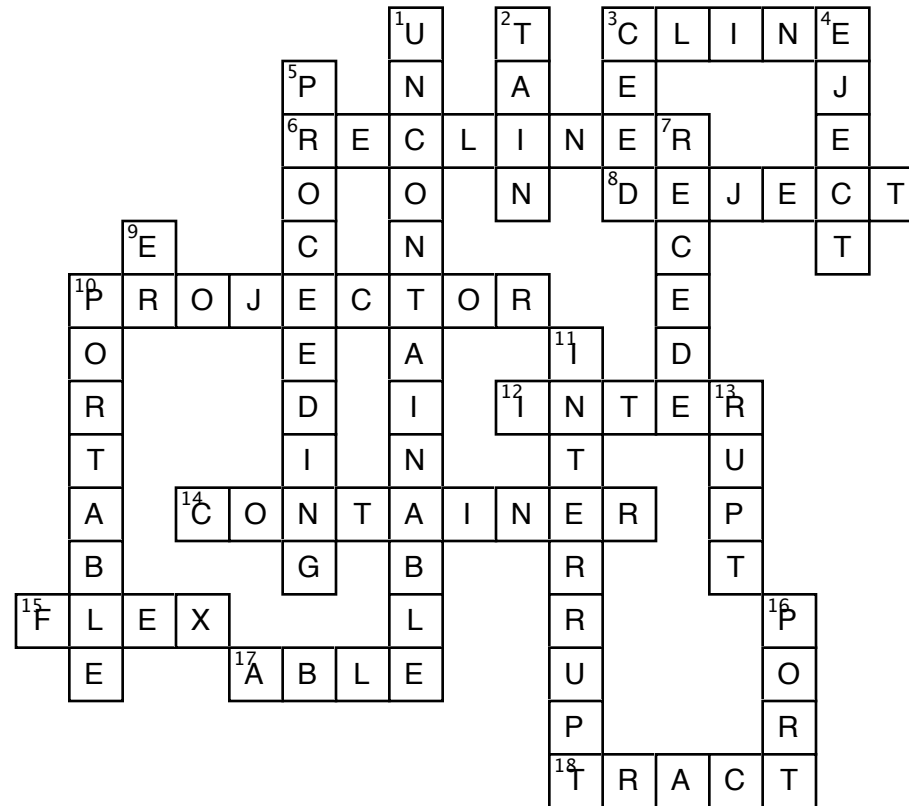
Set # 2 – Answer Key

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
inter (between, among)	rupt (to break)	ing (continuing action)
de (away, down)	port (to carry)	able, ible (can be, can)
re (again, back)	cline (to lean)	or, er (something that, someone who)
e (out, out of)	flex, flect (to bend)	
	ject (to throw)	

Many words can be made with just these few morphemes. What do they really mean? (Ex: portable = **can be carried**). Write what these words mean, then make more words and tell what they mean on the back of this paper.

1. interrupt = to break between (It is not polite to **interrupt** someone's conversation.)
2. reflector = something that bends back (It's a good thing that I saw the **reflector** on his bike.)
3. interject = to throw between (May I **interject** an idea?)
4. interrupting = continuing to break between (He keeps **interrupting** my conversation.)
5. deport = to carry out (I hope they don't **deport** my friend.)
6. deflect = to bend down or away (Superman can **deflect** bullets.)
7. decline = to lean down (I really must **decline** the invitation.)
8. recline = to lean back (To get a good rest, I simply **recline** in my chair.)
9. eject = to throw out or out of (When the DVD is over, please **eject** it from the player.)
10. recliner = something that leans back (My **recliner** is a great place for a nap.)

Sets 1 & 2 - Answer Key

**Across**

- 3. to lean [CLINE]
- 6. something that leans back [RECLINER]
- 8. to throw down or away [DEJECT]
- 10. something that throws forward [PROJECTOR]
- 12. between, among [INTER]
- 14. something that holds together [CONTAINER]
- 15. to bend [FLEX]
- 17. can be: can [ABLE]
- 18. to pull [TRACT]

Down

- 1. can not be held together [UNCONTAINABLE]
- 2. to hold [TAIN]
- 3. to go [CEED]
- 4. to throw out [EJECT]
- 5. continuing to go forward [PROCEEDING]
- 7. to go back [RECEDE]
- 9. someone who, something that [ER]
- 10. can be carried [PORTABLE]
- 11. to break between [INTERRUPT]
- 13. to break [RUPT]
- 16. to carry [PORT]

Word Analysis Test for Set # 2 – Answer Key

Directions: Write the meaning of the following prefixes, suffixes, and roots.

1. de = down , away
2. inter = between , among
3. able, ible = can be , can
4. ject = to throw
5. re = again , back
6. rupt = to break
7. or, er = someone who , something that
8. cline = to lean
9. e = out , out of
10. ing = continuing action
11. flex, flect = to bend
12. port = to carry

Directions: Look at the underlined word in each sentence. In the blanks, write down what the word really means so that the sentence makes sense.

Ex: That straw is flexible. That straw c____ b_ b____. = That straw can be bent.

1. When the DVD finishes, please **eject** it from the player. = When the DVD finishes, please throw it out of the player.
2. My dad's chair is a **recliner**. My dad's chair is something that leans back.
3. That game is **portable**. = That game can be carried.
4. Light is **deflectable**. = Light can be bent away.
5. Don't **interrupt** my phone call with my friend. = Don't break between my phone call with my friend.

Name _____

Set # 3

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
de (away, down)	scribe, script (to write)	ing (continuing action)
trans (across)	mit (to send)	able, ible (can be, can)
in, im (in, into) (not)	port (to carry)	er, or (something that, someone who)
ex (out, out of, former, beyond)	tract (to pull)	ed (shows it already happened)
e (out, out of)		
pre (before)		

Many words can be made with the morphemes you have learned so far. What do they really mean? (Ex: **reject = to throw back**) Write what these words mean, and then make more words and tell what they mean on the back of this paper. You can also use prefixes and suffixes from Set 1 and Set 2 to make words.

1. describe = write down (Please **describe** what you saw on your vacation.)
2. transport = carry across (Do not **transport** fruit from one state to another.)
3. importer = someone who carries in (or into) (He has an exciting job as an **importer**.)
4. exporting = continuing to carry out or (out of) (We have been **exporting** car parts for years.)
5. emit = send out or out of (That fruit can **emit** a bad odor if it is left out too long.)
6. transmit = send across (You can **transmit** a piece of paper on a FAX line.)
7. transmittable = can be sent across (That size file is **transmittable** in an email.)
8. prescribe = written before (Could you **prescribe** some medicine for me?)

Writing Present and Past Tense Roots

Morpheme Sets 1 - 3 Answer Key

Root	Present Tense	Past Tense	Examples
ject	to throw	threw	reject = to throw back rejected = threw back
ceed, cede	to go	went	proceed = to go forward proceeded = went forward
tain	to hold	held	contain = to hold together contained = held together
tract	to pull	pulled	retract = to pull back retracted = pulled back
rupt	to break	broke	erupt = to break out or out of erupted = broke out or out of
cline	to lean	leaned	decline = to lean away, down declined = leaned away, down
flex, flect	to bend	bent	reflect = to bend back reflected = bent back
port	to carry	carried	import = to carry in imported = carried in
scribe	to write	wrote	describe = to write down described = wrote down
mit	to send	sent	emit = to send out or out of emitted = sent out or out of

Set 3 TE Form B – Activities - Answer Key

- | | |
|---------------------|----------------------------------|
| 1. trans __Y__ | A. before |
| 2. scribe __C__ | B. to pull |
| 3. e __O__ | C. to write |
| 4. mit __W__ | D. to carry |
| 5. projector __T__ | E. to throw |
| 6. port __D__ | F. to break between |
| 7. in, im __Q__ | G. to go |
| 8. tract __B__ | H. to bend |
| 9. ex __R__ | I. to pull back |
| 10. de __K__ | J. forward |
| 11. inter __N__ | K. down, away |
| 12. ject __E__ | L. to lean |
| 13. cline __L__ | M. to hold |
| 14. flex __H__ | N. between, among |
| 15. rupt __V__ | O. out, out of |
| 16. con __S__ | P. sent out |
| 17. ceed __G__ | Q. in, into |
| 18. tain __M__ | R. out, out of, former, beyond |
| 19. pre __A__ | S. together, with |
| 20. retract __I__ | T. something that throws forward |
| 21. tract __U__ | U. something that, someone who |
| 22. pro __J__ | V. to break |
| 23. ing __X__ | W. to send |
| 24. emitted __P__ | X. continuing action |
| 25. interrupt __F__ | Y. across |

Name _____

Word Analysis Test for Set # 3 – Answer Key

1. de = down , away
2. trans = across
3. in, im = in , into
4. ex = out , out of
5. e = out , out of , former , beyond
6. scribe, script = to write
7. mit = to send
8. port = to carry
9. pre = before
10. tract = to pull
11. er, or = someone who , something that
12. ed = shows that it has already happened

Be sure to review turning the root to past or past participle tense if the word ends with “**ed**.” Ex: emitted = **sent** out of

Fill in the blanks with what the word really means.

1. The flu is **transmittable** from one person to another.
The flu can be sent across from one person to another.
2. He is an **importer** of fruit.
He is someone who carries in fruit.
3. That thing is **emitting** a strange sound.
That thing is continuing to send out a strange sound.
4. Yesterday, our buses **transported** 500 students from school to their homes.
Yesterday, our buses carried across 500 students from school to their homes.
5. He had her name **inscribed** on her gold bracelet.
He had her name written in her gold bracelet.
6. We **export** furniture to France.
We carry out furniture to France.
7. Is it **describable**?
Can it be written down?

Set # 4

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
bio (life)	graph (to write)	ing (continuing action)
tele (far, far off)	vis, vid (to see)	able, ible (can be, can)
in, im (in, into)	mob (to move)	er, or (something that, someone who)
in, im, ir, il (not)	cred (to believe)	ed (shows it already happened)
homo (same)	phon (sound)	
auto (self)	logy (a subject of study)	

Many words can be made with the morphemes you have learned so far. What do they really mean? (Ex: **reject** = **to throw back**) Write what these words mean, and then make more words and tell what they mean on the back of this paper. You can also use prefixes and suffixes from Set 1, Set 2, and Set 3 to make words.

1. television = seeing far or far off or at a distance (Television is very entertaining.)
2. visible = can be seen (The planet is **visible** at sunset.)
3. autograph = self written (May I have your **autograph**?)
4. automobile = self moving (The **automobile** is necessary in today's life.)
5. biology = the study of life (I did my **biology** homework.)
6. telephone = to hear far or far off or at a distance (We heard the **telephone** ringing.)
7. biography = written life (I read the **biography** on Mark Twain.)
8. autobiography = self written life (Mark Twain's **autobiography** was at the book store.)
9. invisible = can not be seen (Air is **invisible**.)
10. incredible = can not be believed (That meal was **incredible**.)

Name _____

Set #4 Matching Activity – Answer Key

Directions: Match the morpheme with its meaning.

<u>Morpheme</u>	<u>Meaning</u>
1. able, ible ____E____	A. to write
2. auto ____K____	B. not
3. bio ____J____	C. sound
4. ceed ____T____	D. in, into
5. cline ____R____	E. can be, can
6. logy ____M____	F. same
7. er, or ____I____	G. to see
8. flex ____S____	H. to move
9. graph ____A____	I. something that, someone who
10. homo ____F____	J. life
11. in, im ____D____	K. self
12. in ,im, il, ir ____B____	L. far, far off
13. inter ____Q____	M. the study of
14.mob ____H____	N. across
15. phon____C____	O. believe
16.cred ____O____	P. to pull
17. tele ____L____	Q. between, among
18. tract ____P____	R. to lean
19. trans ____N____	S. to bend
20. vis, vid ____G____	T. to go

Name _____

Word Analysis Test for Set # 4 – Answer Key

Directions: Match the morpheme with its meaning.

1. bio J
2. phon C
3. graph A
4. vis, vid G
5. tele L
6. in, im D
7. homo F
8. er, or I
9. auto K
10. in, im, il, ir M
11. able, ible N
12. logy B
13. mob H
14. cred E

Directions: Fill in the blanks.

1. A **telephone** helps us hear sounds from far off.
2. An **automobile** is self moving.
3. Oxygen is **invisible**. Oxygen can not be seen.
4. What does a **biographer** do? He is someone who writes life.
5. If two words are **homophones**, it means they sound the same.
6. What does a **television** help us do? It helps us see things that are far off.
7. If something is **incredible**, it can not be believed.
8. **Biology** is the study of life.

Set # 5

<i>Prefix</i>	<i>Root</i>
uni (one)	cycle (circle, wheel)
bi (two)	meter (measure)
tri (three)	lat (side)
peri (around)	log (to say, speak)
dia (across)	
therm (heat)	
centi, cent (hundredth, hundred)	
kilo (thousand)	
mono (one, alone)	

1. unicycle = The clown rode a **unicycle**. It has only one wheel.
2. bicycle = The child rode his **bicycle**. It has two wheels.
3. tricycle = The young child rode a **tricycle**. It has three wheels.
4. perimeter = We need to know the **perimeter** of the yard so we can put up a fence. to measure around
5. diameter = What is the **diameter** of a large pizza? What is the measure across?
6. thermometer = Our **thermometer** is on the porch. A **thermometer** measures heat.
7. bilateral = A **bilateral** agreement has just been reached. That means two sides talked.
8. kilometer = A **kilometer** is shorter than a mile. A **kilometer** is a thousand meters.
9. monologue = Mr. Robert's **monologue** was very boring. He was speaking alone
10. triplets = The **triplets** were all dressed alike. **Triples** are three babies born at the same time

Name _____

Set #5 Activity

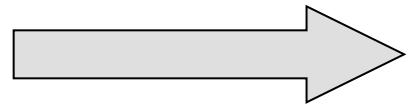
<i>Prefix</i>	<i>Root</i>
uni (one)	cycle (circle)
bi (two)	meter (measure)
tri (three)	lat (side)
peri (around)	log (to say, speak)
dia (across)	
therm (heat)	
centi, cent (hundred, hundredeth)	
kilo (thousand)	
mono (one, alone)	

A unicycle has one circle or wheel .
Draw a unicycle.

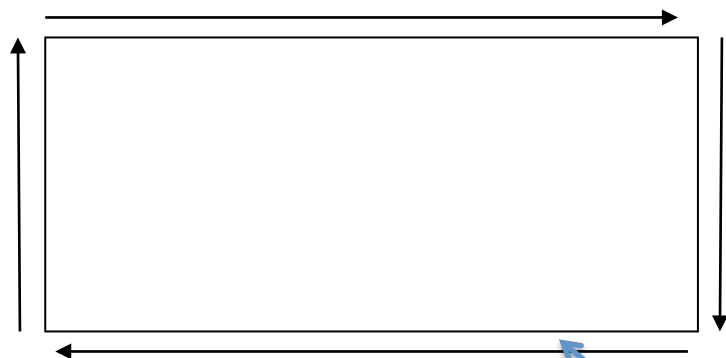
A bicycle has two circles or wheels.
Draw a bicycle.

A tricycle has three circles or wheels.
Draw a tricycle.

A thermometer measures heat.
Draw a thermometer.



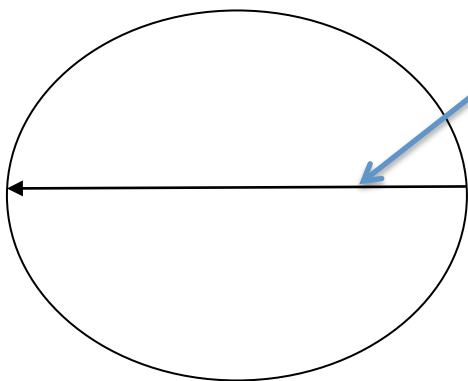
Name _____

Set #5 Activity

Fill in the blanks. Then draw an arrow from the definition to the correct illustration.

Diameter means measure across.

Perimeter means measure around.



Draw what trying to make a bilateral decision would look like.

STUDENTS SHOULD DRAW
TWO PEOPLE TALKING

Draw what trying to make a unilateral decision would look like.

STUDENTS SHOULD DRAW
ONE PERSON THINKING

Name _____

Word Analysis Test for Set # 5 – Answer Key

<i>Prefixes</i>	<i>Roots</i>
uni <u>one</u>	cycle <u>wheel, circle</u>
bi <u>two</u>	meter <u>measure</u>
tri <u>three</u>	lat <u>side</u>
peri <u>around</u>	log <u>to say, speak</u>
dia <u>across</u>	
therm <u>heat</u>	
centi, cent <u>hundred, hundredth</u>	
kilo <u>thousand</u>	

1. A **tricycle** has three wheels.
2. **Diameter** means to measure across.
3. **Perimeter** means to measure around.
4. Which is more, a **centimeter** or a **kilometer**? A kilometer is bigger. I know this because **centi** means hundred or hundredth and **kilo** means thousand.
5. A **bilateral** agreement means two sides agree on something.
6. A **trio** would have three people singing.
7. If a thermometer says 78 degrees, it means that there is 78 degrees of heat in the air.
8. Would it be easier to take care of twins (2 babies) or triplets? twins

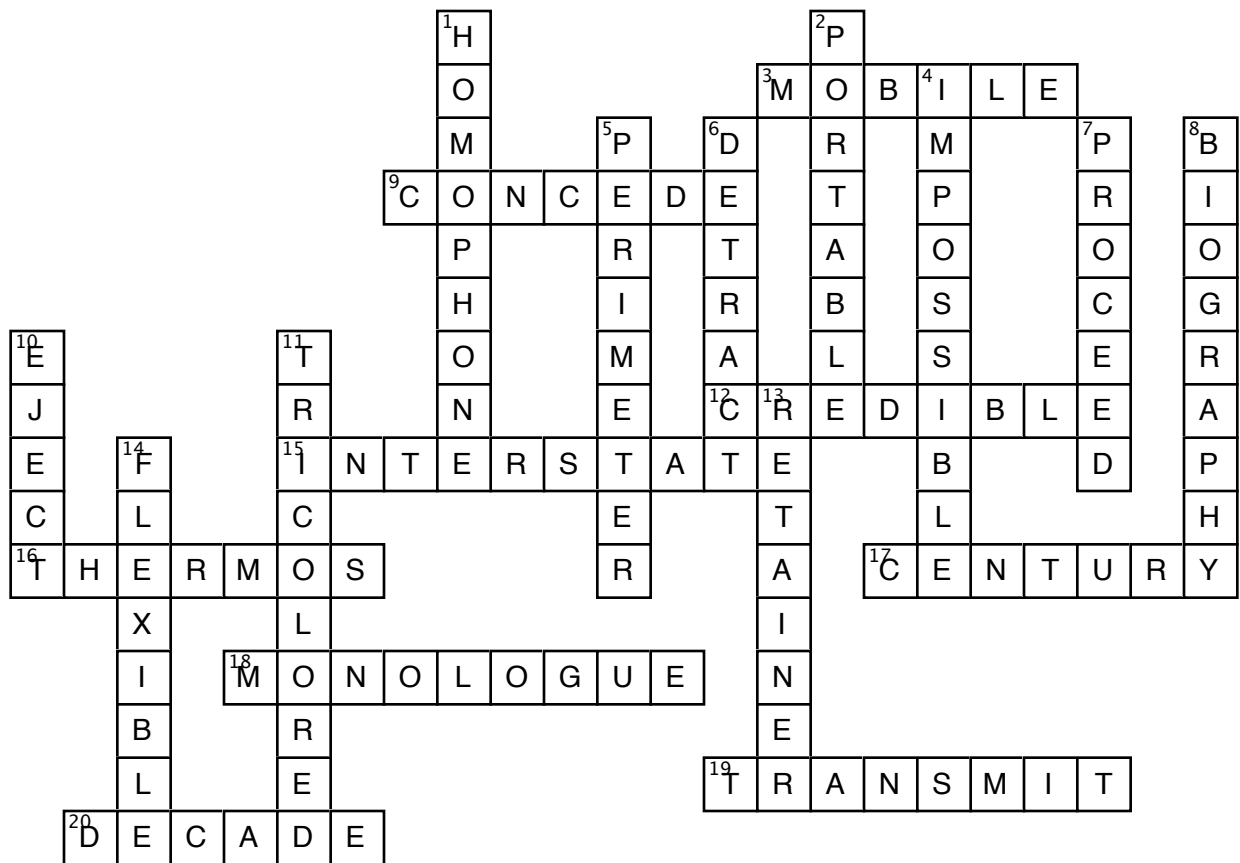
Why? There is more to do for 3 babies than there is for 2 babies.

9. Which would be easier to ride a **bicycle** or **unicycle**? a bicycle

Why? A unicycle only has one wheel. It is harder to balance on one wheel.

10. Which is more fair, a **unilateral** decision or a **bilateral** decision? a bilateral decision
Why do you think that? Sometimes it is not fair if just one person makes a decision. It is better if two people talk it over and make a decision together.

Review for Sets #1 - 5



flexible proceed concede retainer eject homophone credible biography monologue
perimeter detract transmit interstate mobile impossible portable thermos tri-colored
century decade

Across

3. something that can move [MOBILE]
9. to go with [CONCEDE]
12. believable [CREDIBLE]
15. a highway between the states [INTERSTATE]
16. a container that keeps things hot [THERMOS]
17. one hundred years [CENTURY]
18. one person speaking [MONOLOGUE]
19. to send across [TRANSMIT]
20. ten years [DECADE]

Down

1. words that sound the same [HOMOPHONE]
2. can be carried [PORTABLE]
4. not possible [IMPOSSIBLE]
5. the measurement around something [PERIMETER]
6. to pull away [DETRACT]
7. to go forward [PROCEED]
8. writing about a life [BIOGRAPHY]
10. throw out [EJECT]
11. three colors [TRICOLORED]
13. something that holds back [RETAINER]
14. can be bent [FLEXIBLE]

Name _____

Set # 6

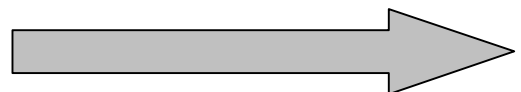
<i>Prefixes</i>	<i>Roots</i>
quad (four)	lat (side)
penta (five)	gon (angle)
hex (six)	
sept (seven)	
oct (eight)	
nove (nine)	
deci (tenth)	
deca (ten)	
poly (many)	
equi, equa (equal)	
omni (all)	

A polygon has many angles.
Draw a polygon.

A quadrilateral has four sides.
Draw a quadrilateral.

A pentagon has five angles.
Draw a pentagon.

A hexagon has six angles.
Draw a hexagon.



Name _____

An octagon has eight angles.

Draw an octagon.

An equilateral triangle has three equal sides.

Draw an equilateral triangle.

[The calendar used to have ten months, making September the seventh month. There are different accounts about how it got pushed 2 months ahead. One is that July and August were added to honor Julius Ceasar and Ceasar Augustus.]

September *should be* the seventh month of the year, because **sept** means seven.

October *should be* the eighth month of the year, because **oct** means eight.

November *should be* the ninth month of the year, because **nove** means nine.

December *should be* the tenth month of the year, because **dec** means ten.

Omnipresent means all present (everywhere).

Which is longer, a **decade** or a **century**? century How do you know that? _____

decade means only 10 and century means 100

If you were reading a story with some old people in it, and one was described as being an **octogenarain**, his age would be between 80 and 89.

Name _____

Set 6 Activity – Answer Key

1. omni ___C___

A. many

2. poly ___A___

B. nine

3. nove ___B___

C. all

4. sept ___D___

D. seven

5. penta ___I___

E. equal

6. quad ___G___

F. side

7. lat ___F___

G. four

8. oct ___J___

H. ten

9. gon ___K___

I. five

10. equi, equa ___E___

J. eight

11. deca ___H___

K. angle

12. hex ___L___

L. six

Name _____

Word Analysis Test for Set # 6

<i>Prefixes</i>	<i>Roots</i>
omni _____	lat _____
penta _____	gon _____
deci _____	
deca _____	
oct _____	
quad _____	
sept _____	
poly _____	
equi, equa _____	
cent, centi _____	
hex _____	
nove _____	

1. A **polygon** has many angles.
2. A **quadrilateral** has four sides.
3. An **octagon** has eight angles.
4. A **hexagon** has six angles.
5. A **pentagon** has five angles.
6. An **equilateral triangle** has three equal sides.
7. How many years is a **decade**? 10 years I know this because deca means 10.
8. How many years is a **century**? 100.
9. The **equator** splits the earth into two equal parts.
10. **Omnipotent** means all powerful.
11. A **decagon** would have ten angles.
12. Is a **decagon** also a **polygon**? yes
Why? A polygon means many angles and 10 angles is many angles.
13. Any time you read a word with the prefix **oct** it must have something to do with the number 8.
14. How many music notes are an **octave**? 8

15. If you were reading a story with some old people in it, and one was described as being an **octogenerain**, his age would be between 80 and 89.

16. **Septuplets** are each of 7 children born at the same birth.

17. Put these in order from smallest to largest: penta, nove, oct, deca, quad, hex

quad, penta, hex, oct, nove, deca

Name _____

Set #7

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
pro (forward)	fract, frag (to break)	able, ible (can be, can)
con, col, com, col (with, together)	cred (believe)	ing (continuing)
e (out, out of)	ject (to throw)	ure (action, process)
de (down, away)	gress (to step, to go)	ly (in that way)
in (in, into)	ver ,vert (to turn)	
in, im, il, ir (not)	ceiv (to take, seize)	
re (again, back)		

You can make many words using these morphemes. You can also use morphemes from Sets 1 – 6 to form even more words. Tell what each word really means. You can use the back of this paper to make more words.

1. incredible = can not be believed (That circus act was **incredible**.)
2. refract = to break (breaks) back (Water **refracts** light.)
3. revert = to turn back (I hope he doesn't **revert** to his old ways.)
4. quickly = in a quick way (He did his homework **quickly**, so I'm not sure if he did it right.)
5. regressing = continuing to go back (It is such great news that her illness is regressing.)
6. egress = to go (to step) out or out of (A classroom should have at least two ways of **egress**.)



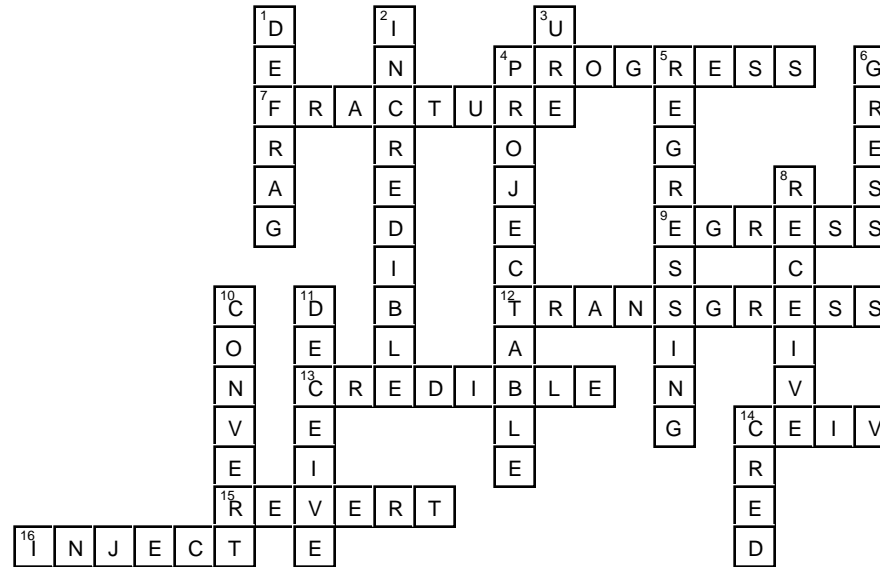
Name _____

Set #7

7. progress = to go forward (It is a joy to see how much **progress** you are making on your report.)
8. conceive = to take together (I don't know how you can **conceive** of such an idea with so few clues.)
9. dejected = to throw down (After she got a bad grade on her test, she looked so **dejected**.)
10. deceive = to take down or away (I don't want to **deceive** you by telling you a half truth.)

Make more words and tell what they mean.

Set # 7 Activity



egress deceive inject credible fracture revert transgress projectable convert incredible receive progress
regressing cred ceiv defrag ure gress

Across

4. to step or go forward [PROGRESS]
7. the process or action of breaking [FRACTURE]
9. to step or go out or out of [EGRESS]
12. to step or go across [TRANSGRESS]
13. can be believed [CREDIBLE]
14. to take or seize [CEIV]
15. to turn back [REVERT]
16. to throw in or into [INJECT]

Down

1. to break down or away [DEFRAG]
2. can not be believed [INCREDIBLE]
3. action or process [URE]
4. can be thrown forward [PROJECTABLE]
5. continuing to step or go back [REGRESSING]
6. to step, to go [GRESS]
8. to take back [RECEIVE]
10. to turn together or with others [CONVERT]
11. to take down [DECEIVE]
14. believe [CRED]

Name _____

Word Analysis Test for Set # 7

Match the morpheme with its definition

- | | |
|----------------------------------|--|
| 1. ly = ___R___ | A. to break |
| 2. gress = ___D___ | B. believe |
| 3. de = ___K___ | C. to throw |
| 4. ure = ___E___ | D. to step, to go |
| 5. ject = ___C___ | E. action or process |
| 6. e = ___J___ | F. to take, seize |
| 7. re = ___N___ | G. can be thrown forward |
| 8. ceiv = ___F___ | H. forward |
| 9. in, im, il, ir = ___M___ | I. with, together |
| 10. in = ___L___ | J. out, out of |
| 11. ver, vert = ___T___ | K. down, away |
| 12. con, col, com, cor = ___I___ | L. in, into |
| 13. cred = ___B___ | M. not |
| 14. ing = ___Q___ | N. again, back |
| 15. able, ible = ___O___ | O. can be, can |
| 16. fract, frag = ___A___ | P. to break down or away |
| 17. pro = ___H___ | Q. continuing |
| 18. conjecture = ___S___ | R. in that way |
| 19. defrag = ___P___ | S. the process or action of throwing
together (usually a thought or idea) |
| 20. projectable = ___G___ | T. to turn |

Name _____

Set # 8

<i>Prefixes</i>	<i>Roots</i>
mini (very small, less)	cede, ceed (to go)
mega (large, great, 1 million)	scope (something that helps us see)
mid (middle)	tract (to pull)
pre (before)	phon (sound)
ex (out, out of, former, beyond)	
dis, dif (not, apart, opposite of)	
ante (before)	
hyper (over, beyond)	
hypo (under)	
sub, sur (under, close to)	
super (above, beyond)	
micro (small)	
tele (far, far off)	

Use the back of this paper to see how many words you can make using these morphemes and those from sets 1 – 7.



Name _____

Set # 8

1. She shouldn't wear a **miniskirt** to the funeral. It is a small skirt
2. No one could see the **microphone** in his ring. A device for hearing small sounds
3. The moon looks so big through a **telescope**. It is something to help us see far
4. He is so famous that his reputation **precedes** him. His reputation goes before him.
5. Every time someone comes in, it **distracts** me from my work. It pulls me away .
6. I want you to **exceed** my expectations. I want you to go beyond my expectaions.
7. You should be asleep before **midnight**. **Midnight** is in the middle of the night.
8. That child must be **hyperactive**. He is jumping all over the furniture. The boy is over active.
9. The noun before its pronoun is called an **antecedent**. The **antecedent** goes before the pronoun.
10. You must **subtract** the number of cookies you ate to see how many are left.
You have to pull under the number of cookies.
11. I hate to even look at a **hypodermic** needle. I don't like to think of a needle going under my skin.
12. Your boss is your **superior**. Your boss is above you at work.
13. He will be a **megastar** if he keeps making good movies. He will be a great star.

Name _____

Set # 8 - Activity

Fill in the blanks using the Set 8 chart.

1. mini and mega are opposites.
2. hypo and hyper are opposites.
3. sub and super are opposites.
4. “pre” meaning “before” is the synonym of ante
5. The synonym of “super” is ex or hyper
6. The synonym of “sub” is hypo.
7. superhuman = above or beyond human
8. subtract = to pull down
9. submarine = under the marine (water)
10. distract = to pull away
11. hyperactive = over active
12. minicomputer = very small computer
13. midnight = middle of the night
14. antecedent = to go before
15. hypodermic needle= a needle that goes under the derm (skin)
16. telescope = something that helps us see far
17. microscope = something that helps us see small or small things
18. supercede (variant spelling of supersede) = to go above and or beyond
19. megastar = large star
20. precede = to go before

Name _____

Word Analysis Test for Set # 8

Match the morpheme with its definition.

- | | |
|--------------------------------|--------------------------------------|
| 1. tele = _____ D _____ | A. very small |
| 2. super = _____ T _____ | B. sound |
| 3. hypo = _____ R _____ | C. large, great |
| 4. ante = _____ E or K _____ | D. far, far off |
| 5. ex = _____ Q _____ | E. before |
| 6. mid = _____ P _____ | F. over, beyond (_____ active) |
| 7. mini = _____ A _____ | G. to pull |
| 8. phon = _____ B _____ | H. small |
| 9. mega = _____ C _____ | I. under, close to |
| 10. pre = _____ K or E _____ | J. not, apart, opposite of |
| 11. dis, dif = _____ J _____ | K. before |
| 12. hyper = _____ F _____ | L. to go |
| 13. cede, ceed = _____ L _____ | M. to go before |
| 14. sub, sur = _____ I _____ | N. to go beyond |
| 15. scope = _____ O _____ | O. something that helps us see |
| 16. micro = _____ H _____ | P. middle |
| 17. tract = _____ G _____ | Q. out, out of, former, beyond |
| 18. exceed = _____ N _____ | R. under |
| 19. microscope = _____ S _____ | S. something that helps us see small |
| 20. antecedent = _____ M _____ | T. above, beyond |

Name _____

Set #9

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
syn, sym, syl (together, with)	photo (light)	er, or (someone who, something that)
in, im (in, into)	spect (to look)	ure (act, result of)
pro (forward, for)	viv, vit (to live, life)	able (can, can be)
re (again, back)	path (to feel, sufferer)	y (state or quality of)
con (together, with)	fer (to carry, bring)	
trans (across)	cap (to take, seize)	
un (not)	graph (to write)	
a (not, without, on)	meter (to measure)	
en, em (within, inside)		

* One way of explaining what “state or quality of” means is that “it is like that” so salty means it is like salt and messy means like a mess. Write what these words really mean. Then see how many more words you can make and write them on the back of this paper.

1. inspect = You should **inspect** your food before you eat it. You should look into it.
2. photographer = He is a wonderful **photographer**. He is someone who writes with light.
3. empathy = She has great empathy for other people. She feels within or feels like they do.
4. symmetrical = The two sides of a Valentine’s Day heart are symmetrical. The two sides measure the same.
5. capture = They will **capture** the wild animal and put it in a zoo. They will do the action of taking.



Name _____

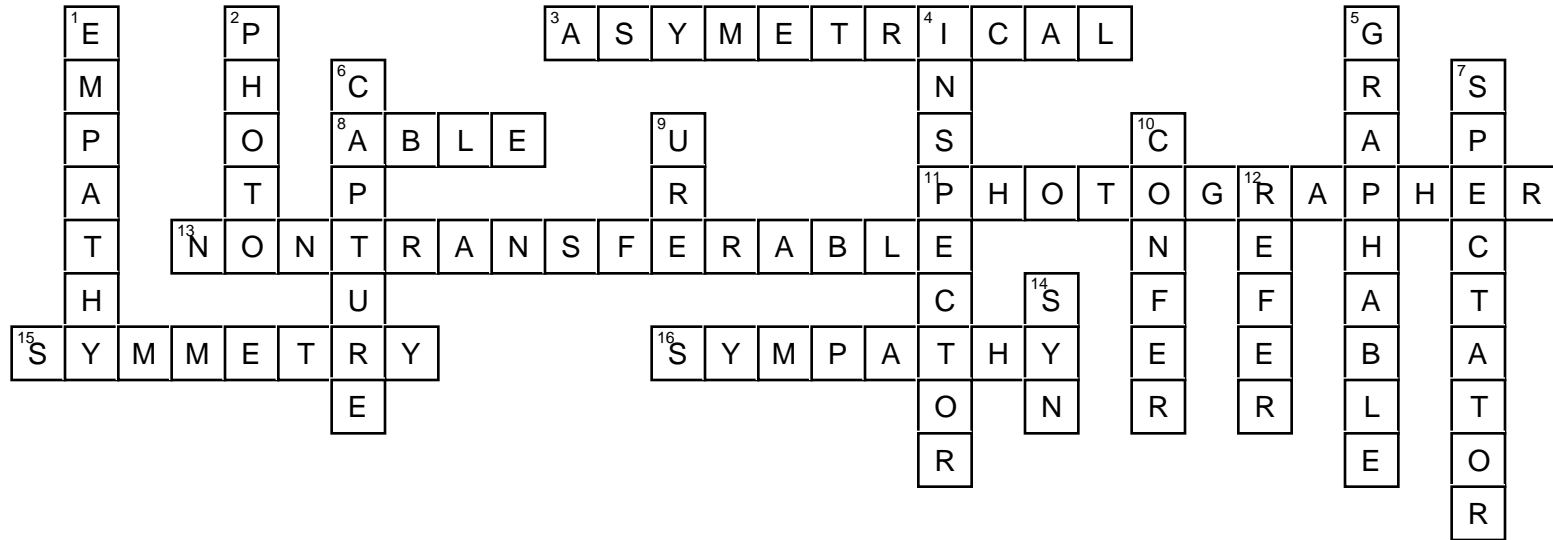
Set #9

6. unrevivable = After the frog got hit by the bike, it was **unrevivable**. The poor frog can not live again.
7. transferable = Coins are transferable between states. Coins can be carried across states.
8. prospect = That was a lovely **prospect**. It was something to look forward to.
9. asymmetrical = Most people's faces are **asymmetrical**. They are not measured the same.
10. confer = I must **confer** with my friends before I decide what to do. I must bring our ideas together before I decide what to do.

Can you make more words and tell what they really mean. You can also use morphemes from sets 1 – 8.



Set # 9 Activity



syn photo ure able nontransferable sympathy empathy capture asymmetrical graphable inspector symmetry refer
confer spectator photographer

Across

3. not measuring together (two sides not the same)
[ASYMETRICAL]
8. can, can be [ABLE]
11. someone who writes with light [PHOTOGRAPHER]
13. can not be carried across [NONTRANSFERABLE]
15. the quality of measuring together (measures the same)
[SYMMETRY]
16. to feel with someone [SYMPATHY]

Down

1. to feel within or inside someone (like the same thing happened to you so you know how someone feels)
[EMPATHY]
2. light [PHOTO]
4. someone who looks into something [INSPECTOR]
5. can be written [GRAPHABLE]
6. the act or result of taking [CAPTURE]
7. someone who looks [SPECTATOR]
9. act or result of [URE]
10. to carry or bring together [CONFER]
12. to carry something back [REFER]
14. together, with [SYN]

Name _____

Word Analysis Test for Set # 9

Match the morpheme with its definition.

1. conjecture = ____S____
2. inspect = ____E____
3. revive = ____J____
4. confer = ____N____
5. capture = ____F____
6. symmetrical = ____L____
7. asymmetrical = ____T____
8. prospect = ____Q____
9. spectator = ____C____
10. transfer = ____P____
11. empathy = ____B____
12. photosynthesis = ____R____
13. viable = ____A____
14. unviable = ____K____
15. ungraphable = ____H____
16. capable = ____O____
17. refer = ____G____
18. photo = ____I____
19. en, em = ____M____
20. ure = ____D____

- A. can live
- B. to feel within or inside
- C. someone who looks
- D. act, result of
- E. to look in or into
- F. the act of taking
- G. to carry or bring something back
- H. can not be written
- I. light
- J. to live again
- K. can not live
- L. measures together (the same)
- M. within, inside
- N. to carry or bring together
- O. can be taken
- P. to carry across
- Q. to look forward
- R. to put light together with something else
- S. the process or action of throwing together (usually a thought or idea)
- T. does not measure together (the same)

Name _____

Set #10

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
a (on, not, without)	pend (hanging)	en (made of, to make)
ab (away, from)	dic (to speak, to say)	ful (full of)
multi (many)	spect (to look)	less (without)
anti (against)	cogn, gnos (know)	ly (in that way)
contra (against)		y (state or quality of, full of, inclined to, denoting an action)
counter (opposite of)		ness (state or quality of)
pre (before)		ous, ious (full of, characterized by)
mis (wrongly, badly)		ian (relating to, belonging to, living in, a person or thing that does, practices)
bene (good, well)		er, est (more) (most)
mal (bad, wrong, inadequate)		able (can be, can)

Name _____

Set #10

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
un (not)		ist (one who practices)
ambi, amphi (both, surrounding)		tion (state or quality of, result of)
non (not)		ment (state or quality of, action or process)
circum (around)		ing (continuing action)
intra (within)		
sus, sub (from below, under)		

See how many words you can make by combining these prefixes, suffixes and roots with others in Sets #1 - #9.

Name _____

Set #10 Activity

1. abnormal = away from normal (Since the snake was purple and pink, it was **abnormal**.)
2. multicolored = many colored (Joseph's coat was **multicolored**.)
3. contradict = to speak or say against (Please don't **contradict** me when I am talking.)
4. ashore = on the shore (The passengers had to swim **ashore**.)
5. recognize = know again (Do you **recognize** that painting?)
6. sharpen = to make sharp (Before you start your homework, you should **sharpen** your pencil.)
7. woolen = made of (The **woolen** coat kept me very warm.)
8. hopeful = full of hope (When we saw the **hopeful** look in the dog's eyes, we had to feed him.)
9. hopeless = without hope (The situation seemed **hopeless**, so we just gave up.)
10. ambiguous = full of both (I thought her answer was **ambiguous**, so we still don't know if we can go.)
11. predictable = can be spoken before (That movie was **predictable**, the guy always wins the girl's heart.)
12. colorful = full of color (The room was so **colorful**, it almost hurt my eyes.)
13. colorless = without color (The book's cover was **colorless**, so it was kind of boring.)
14. misspell = wrongly spelled (It can be dangerous if you **misspell** the name of the medicine.)
15. counterclockwise = opposite of clockwise (If a clock is broken, it might go **counterclockwise**.)
16. artist = one who practices art (He will be a famous **artist** someday.)
17. joyous = full of joy (A wedding is a **joyous** occasion.)
18. Mexican = living in Mexico (His father is **Mexican**.)
19. healthy = full of health (That fruit is very **healthy**.)
20. pending = continuing to hang (The bank's decision about giving me a loan is **pending**.)
21. malnutrition = bad nutrition (The children were suffering from **malnutrition** because no one gave them vegetables.)
22. atypical = not typical (A horse having a sense of humor is **atypical**.)
23. circumspectly = in a looking around way (being aware of what is around you) (He did everything circumspectly.)
24. happiness = the state of being happy (He found true **happiness** in his life.)
25. benediction = quality of saying something good (The pastor gave the **benediction**, then we left the church.)

Name _____

Word Analysis Test for Set #10

Match the morpheme with its definition

- | | |
|-----------------------------|------------------------------|
| 1. ambi = _____D_____ | A. away, from |
| 2. bene = _____T_____ | B. around |
| 3. cogn, gnos = _____E_____ | C. not |
| 4. en = _____K_____ | D. both, surrounding |
| 5. less = _____I_____ | E. know, knowledge |
| 6. ful = _____Y_____ | F. against |
| 7. mal = _____P_____ | G. most |
| 8. a = _____M_____ | H. full of, characterized by |
| 9. pre = _____U_____ | I. without |
| 10. non = _____C_____ | J. within |
| 11. ly = _____V_____ | K. made of, to make |
| 12. anti = _____S_____ | L. to take or seize |
| 13. multi = _____W_____ | M. on, not, without |
| 14. pend = _____O_____ | N. to speak or say |
| 15. dic = _____N_____ | O. hanging |
| 16. mis = _____Q_____ | P. bad, wrong, inadequate |
| 17. est = _____G_____ | Q. wrongly, badly |
| 18. able = _____X_____ | R. opposite of |
| 19. cept = _____L_____ | S. against |
| 20. counter = _____R_____ | T. good, well |
| 21. ous = _____H_____ | U. before |
| 22. circum = _____B_____ | V. in that way |
| 23. ab = _____A_____ | W. many |
| 24. intra = _____J_____ | X. can be, can |
| 25. contra = _____F_____ | Y. full of |

Cumulative Review Sets 6 – 10

Look in the word bank below and write the correct word in each blank.

1. If **pend** is part of a word, you should think of something hanging.
2. If **oct** is part of a word, it has something to do with eight.
3. If **anti** is part of a word, it has something to do with against.
4. If **path** is part of a word, it has something to do with feelings.
5. If **ceed** is part of a word, it has something to do with going.
6. If **bene** is part of a word, you should think of something good.
7. If **mal** is part of a word, you should think of something bad.
8. If **mis** is part of a word, it has something to do with wrongly.
9. If **con** is part of a word, it has something to do with together or with.
10. If **cogn or gnos** is part of a word, it has something to do with knowing.
11. If **hyper** is part of a word, it has something to do with over or beyond.
12. If **hypo** is part of a word, it has something to do with under.
13. If **viv** is part of a word, it has something to do with living.
14. If **ject** is part of a word, it has something to do with throwing.
15. If **multi** is part of a word, you should think of many.
16. If **cred** is part of a word, it has something to do with believing.
17. If **ambi** is part of a word, it has something to do with both.
18. If **spect** is part of a word, you should think of looking.
19. If **omni** is part of a word, it has something to do with all.
20. If **gon** is part of a word, it has something to do with angles.
21. If **dic** is part of a word, it has something to do with speaking or saying.
22. If **less** is part of a word, it means something is without something.
23. If **mid** is part of a word, you should think of the middle of something.
24. If **fract** is part of a word, it has something to do with breaking.
25. If **vert** is part of a word, it has something to do with turning.
26. If **equi** is part of a word, you should think of equal.
27. If **re** is part of a word, it has something to do with back or again.
28. If **trans** is part of a word, you should think of across.
29. If **pre** is part of a word, it has something to do with before.
30. If **able or ible** is part of a word, you should think of can be or can.

looking
believing
before
breaking
throwing
equal
without
under
eight
hanging
against
back or again
going
bad
good
together or with
all
speaking or saying
across
many
can be or can
both
turning
feelings
living
angles
wrongly
knowing
over or beyond
middle

Word Analysis Teacher Reference Guide

If the morpheme is a root, there is no line before or after the morpheme. If the morpheme is a prefix, there is a line after the prefix to show more letters will follow it (re_____). If the morpheme is a suffix, there is a line before the suffix to show that more letters will be in front of it (_____ful). Some morphemes are listed as prefixes and roots.

I used the most common and modern form of the morphemes, because they would be easier for the students to recognize in words (Ex: “cred” not “credere”). Most morphemes have more than one meaning, so again, I chose the one(s) that in my experience, are used the most often.

Prefixes change the meaning of a base word. (Ex: happy – unhappy)

Suffixes change the meaning and sometimes the part of speech of a base word. (Ex: imagine is a verb, but imagination is a noun.)

Be sure that you also teach the past tense of the roots, because if a word ends in “ed”, it must be explained using the past tense form of the root. (Ex: mit = to send, so transmit = to send across and transmitted = sent across)

Morpheme	Meaning	Example	What It Really Means
a	on not, without	ashore, aboard atypical	on the shore not typical
ab_____	from, away	abnormal	away from the normal
able, _____ible	can be, can	portable	can be carried
_____al	relating to	natural	relating to nature
ambi_____, amphi_____	both, surrounding	ambidextrous	can use both hands equally well
ante_____	before	antecedent	to go before
anti_____	against	antislavery	against slavery
_____ate	state or quality of	desperate	state of being in despair
auto	self	automobile	self moving
bene	good, well	benediction	a good statement
bi____	two	bicycle	two wheels
bio	life	biography	written life
cap	to take or seize	capture	act of taking
ceed, cede	to go, yield	proceed	to go forward
cent	hundred	century	100 years
centi_____	one hundredth	centimeter	100 th of a meter
ceiv, cept	to take	receive	to take back
circum	around	circumnavigate	navigate around
cis	to cut	incision	a surgical cut, a mark into a surface
cline	to lean	recliner	something that leans back
cogn or gnos	to know, knowledge	recognize, precognition	to know again to know before
con_____, col, com, co_____	together, with, throughly	container	something that holds together
cred	to believe	incredible	cannot be believed

TE APPENDIX A – Teacher Reference Guide

cycle	wheel, circle	bicycle	two wheels
de _____	down, away	describe	to write down
deca _____	ten	decade	ten years
deci _____	tenth	decimeter	a tenth of a meter
dia _____	across, through	diameter	to measure across
dic _____	to speak, to say	predict	to say or speak before
dis _____	not, apart, opposite of	disrespect distract	not respect, opposite of respect to pull apart
e _____	out, out of	eject	to throw out
_____ ed	shows past tense	walked	walk in the past
em _____, en _____	within, inside	empathy	to feel inside or within
_____ en	to make, made of	sharpen woolen	to make something sharp something made of wool
equi , _____ equa _____	equal	equilateral,	equal sides
_____ er , or	someone who, something that	teacher	someone who teaches
_____ er , _____ est	more, most	sicker, sickest	more sick, most sick
ex _____	out, out of, former, beyond	export	to carry out
fer _____	to carry, to bring	transfer	to carry across
flex, flect	to bend	flexible reflect	can be bent bend back
fract, frag	to break	fragile	easy to break
_____ ful	full of	beautiful	full of beauty
gon	angle	polygon	many angles
grad	step, stage	gradual, graduate	relating to steps or stages to make steps
graph	to write, description	homograph	written the same
gress	to step, to go	progress, regress	to go forward, to go back
hex _____	six	hexagon	six angles
homo _____	same	homophone	same sound
hyper _____	over, beyond	hyperactive	over active
hypo _____	under	hypodermic needle	a needle that goes under the skin
_____ ian , _____ an ,	of, belonging to, living in, a native of, a person or thing that does, practices	humanitarian (adj) American (noun)	belonging to human race Native of America
if, ify	to make	purify	to make pure
il _____, im _____, in _____, ir _____	not	impossible	not possible
in _____, im _____	in, into	import	to carry in
_____ ing	continuing action	running	continuing to run
inter _____	between, among	interstate	between or among the states
intra _____	within	intravenous	within the vein
_____ ist	one who practices	artist	a person who practices art
ject	to throw	project	to throw forward
kilo	thousand	kilometer	1,000 meters
lat	side	quadrilateral	four sides
_____ less	without	homeless	without a home

TE APPENDIX A – Teacher Reference Guide

log, dict	to say, to speak	monologue benediction	one person talking saying good things
logy, ology	a subject of study	biology	the study of life
_____ly	in that way	quickly	in a quick way
mal_____	bad, wrong, inadequate	malfunction	functions badly
mega_____	large, great, one million	megabyte megaphone	a million bytes large or great sound
_____ment	state or quality of action or process	excitement development	state of being excited process of being developed
meter	to measure	diameter	to measure across
micro_____	small	microscope	something that helps us see small thing
mid_____	middle	midnight	middle of the night
mini_____	small, less	minimize	make it smaller or less
mis_____	wrongly, badly	misspell	wrongly spelled
mit, mis	to send, let go	emit	to send out
mob	to move	automobile	self moving
mono_____	one	monorail	one rail
multi_____	many, much	multicolored	many colors
_____ness	state or quality of	happiness	the state of being happy
non_____	not	nonfat	not fattening
nove_____	nine	November	*used to be 9 th month
ob____, of____	against, in the way of, before	object'	to throw against
oct_____	eight	octagon	eight angles
omni_____	all	omnivore omnipotent	eats all (both plants and animals) all powerful
_____or, ____er	something that someone who	tractor teacher	something that pulls someone who teaches
_____ous, ____ious	full of	joyous	full of joy
path	to feel, sufferer	sympathy	feeling with someone
pend	to hang	pending	continuing to hang
penta_____	five	pentagon	five angles
peri_____	around	perimeter	to measure around
phon	sound	homophone	same sound
photo	light	photography photosynthesis	writing with light putting light together with something else
poly_____	many	polygon	many angles
port	to carry	portable, import	can be carried, to carry into
pre_____	before	preheat	heat before
pro_____	forward, for	project	to throw forward
quad, quart	four	quadrangle	four lines
re_____	again, back	retain	to hold back
rupt	to break	interrupt	to break between
scope	something that helps us see	telescope	something that helps us see far
scrib, script	to write	describe	to write down
sept_____	seven	September	*used to be 7 th month

TE APPENDIX A – Teacher Reference Guide

ship	state of being	citizenship	state of being a citizen
spect	to look	inspect	look into
sub	under, close to, from below	submarine	under the marine
super	above, beyond	supersonic	beyond sound
syn, sym, syl	together, with	synonym sympathy syllable	two words that mean the same (togeth to feel with someone sounds spoken together
tain	to hold	container	something that holds together
tang, ting, tact	to touch	contact	to touch together
tele	far, far off, at a distance	telephone	far off sound
therm	heat	thermometer	measures heat
tion, sion, ion	state or quality of, result of	imagination	turns “imagine” into a noun
tract	to pull, drag	tractor retract	something that pulls to pull back
trans	across, change	transport	to carry across
tri	three	tricycle	three wheels
un	not	unhappy	not happy
ure	action, process		
uni	one	unicycle	one wheel
vert	to turn	invert	to turn into
vid	to see	video	something you see
vis	to see	invisible	cannot be seen
vit, viv	to live, life	revival	to live again
y	state or quality of	salty	state of being like salt

- The calendar used to have ten months, making September the seventh month. There are different accounts about how it got pushed 2 months ahead. One is that July and August were added to honor Julius Ceasar and Ceasar Augustus.

Add More Morphemes

APPENDIX B - Pre, Mid, Post Tests

Name _____

Pre, Mid, Post Tests

Morphemes	Pretest Date	Mid-test Date	Posttest Date
	____ / ____	____ / ____	____ / ____
a _____			
ab _____			
_____ able,ible			
ante _____			
anti _____			
auto _____			
bene _____			
bio _____			
cap _____			
ceed, cede			
ceiv, cept			
cis _____			
cline _____			
cogn or gnos			
con __, col, com, co __			
cred _____			
cycle _____			
de _____			
dic _____			
dis ____, dif _____			
e _____			
_____ ed			
em ____, en _____			
_____ en			
_____ er, or			
_____ est, ____ er			
ex _____			
fer _____			
flex, flect			
fract, frag			
_____ ful			
grad _____			
graph _____			
gress _____			
homo _____			
_____ ian, _____ an,			
if, ify			

APPENDIX B - Pre, Mid, Post Tests

il , im , in ,ir			
in , im			
ing			
inter			
intra			
ist			
ject			
lat			
less			
log			
logy			
ly			
mal			
ment			
meter			
mis			
mit			
mob			
ness			
non			
ob			
or, er			
ous, ious			
path			
pend			
phon			
photo			
port			
pre			
pro			
re			
rupt			
scope			
scrib, script			
ship			
spect			
syn, sym, syl			
tain			
therm			
tion, sion, ion			
tract			
un			
vert			
vid, vis			
viv, vit			
y			

APPENDIX B - Pre, Mid, Post Tests

Sizes, Numbers, Amounts, Positions, and Math Words

	/	/	/
ambi _____, amphi _____			
bi _____			
cent _____			
centi _____			
circum _____			
deci, dec _____			
dia _____			
equi, _____ equa _____			
gon _____			
hex _____			
hyper _____			
hypo _____			
kilo _____			
mega _____			
micro _____			
mid _____			
mini _____			
mono _____			
multi _____			
nove _____			
oct _____			
omni _____			
penta _____			
peri _____			
poly _____			
pre _____			
quad, quart _____			
sept _____			
sub _____			
super _____			
tele _____			
trans _____			
tri _____			
uni _____			

Name _____

4-Square Activation Activity

Use this form to activate new morphemes and words you are learning. Either have someone make copies of it for you or draw the form on a blank piece of paper.

<u>New Morpheme</u>	<u>Meaning</u>
<u>Include the Morpheme in a Word and Draw a Hook Picture</u>	<u>Use the Morpheme in a Sentence</u>

Word Analysis

The Key to Unlocking the Meaning of Words

