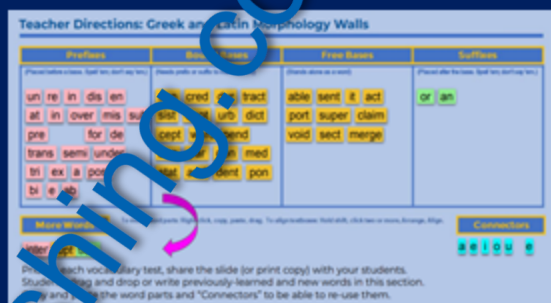


# Comprehensive Vocabulary

## Grade 5



### Slices of the Vocabulary Pie



- Greek and Latin Morphology
- Multiple Meanings
- Figures of Speech
- Word Relationships
- Language Resources
- Academic Language
- Connotations

# Comprehensive Vocabulary Grade 5

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# Comprehensive Vocabulary

## Grade 5

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[https://docs.google.com/presentation/d/18b9YimyUREPDEXR\\_zaqYJbx9hPLMUFoIN\\_kX1qdZEK/copy](https://docs.google.com/presentation/d/18b9YimyUREPDEXR_zaqYJbx9hPLMUFoIN_kX1qdZEK/copy)

## Introduction and Program Overview

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What most teachers notice after careful reading of the Anchor Standards for Language is the expected **breadth, complexity, and depth of instruction** across the grade levels. Obviously, incidental vocabulary acquisition from independent reading won't "teach" the Vocabulary Standards with any degree of fidelity. Nor will introducing a few "story-specific" or "content-specific" words prior to reading a selection from the literature anthology or social studies chapter. Nor will simply passing out "hard word" or "Greek and Latin word parts" weekly lists and testing on Fridays. Not that there is anything necessarily wrong with these approaches to vocabulary development. It's just that none of these approaches, nor any combination thereof, address each of the Vocabulary Standards. So let's familiarize ourselves with the basics.

The Anchor Standards for Language divides vocabulary development among a variety of instructional strands across the grade levels. However, most of the specific Vocabulary Standards are placed in the K-12 Language Strand. The CCSS L.4, 5, 6 Vocabulary Standards specify the following components of vocabulary instruction:

- Multiple Meanings (L.4.a.)
- Greek and Latin Morphology (L.4.a.)
- Language Resources (L.4.c.d.)
- Figures of Speech (L.5.a.)
- Word Relationships (L.5.b.)
- Connotations (L.5.c.)
- Academic Language Words (L.6.0)

**The resources in Comprehensive Vocabulary, Grade 5 are designed to teach each of the grade level Standards.**

### Which Words Should We Teach?

Three Tiers of Words (Common Core Standards Appendix A 32)

Isabel L. Beck, Margaret G. McKeown, and Linda Kucan (2002, 2008) have outlined a useful model for conceptualizing categories of words readers encounter in texts and for understanding the instructional and learning challenges that words in each category present. They describe three levels, or tiers, of words in terms of the words' commonality (more to less frequently occurring) and applicability (broader to narrower). While the term tier may connote a hierarchy, a ranking of words from least to most important, the reality is that all three tiers of words are vital to comprehension and vocabulary development, although learning tier two and three words typically requires more deliberate effort (at least for students whose first language is English) than does learning tier one words.



- Tier One words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.
- Tier Two words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.
- Tier Three words (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

**The resources in the Comprehensive Vocabulary, Grade 5 are designed to teach Tier Two words and Tier Three Words that are domain-specific to English-Language Arts.**

## **Which Words Should We Teach?**

### **Academic Language Words**

Dr. Averil Coxhead, senior lecturer at the Victoria University of Wellington School of Linguistics and Applied Language Studies developed and evaluated [\*The Academic Word List\*](#) (AWL) for her MA thesis. The Academic Word list has been ordered into lists by frequency of use. The list has 570 word families which were selected according to certain criteria:

- The word families must occur in over half of the 28 academic subject areas. “Just over 94% of the words in the AWL occur in 20 or more subject areas. This principle ensures that the words in the AWL are useful for all learners, no matter what their area of study or what combination of subjects they take at tertiary level.”
- “The AWL families had to occur over 100 times in the 3,500,000 word Academic Corpus in order to be considered for inclusion in the list. This principle ensures that the words will be met a reasonable number of times in academic texts.” The academic corpus refers to a computer-generated list of most-frequently occurring academic words.
- “The AWL families had to occur a minimum of 10 times in each faculty of the Academic Corpus to be considered for inclusion in the list. This principle ensures that the vocabulary is useful for all learners.”



## Words Excluded from the Academic Word List

- “Words occurring in the first 2,000 words of English.”
- “Narrow range words. Words which occurred in fewer than 4 faculty sections of the Academic Corpus or which occurred in fewer than 15 of the 28 subject areas of the Academic Corpus were excluded because they had narrow range. Technical or specialist words often have narrow range and were excluded on this basis.”
- “Proper nouns. The names of places, people, countries, for example, *New Zealand*, *Jim Bolger* and *Wellington* were excluded from the list.”
- “Latin forms. Some of the most common Latin forms in the Academic Corpus were *et al*, *etc*, *ie*, and *ibid*.” <http://www.victoria.ac.nz/lals/resources/academicwordlist/information>

## Program Overview

**Vocabulary Worksheets:** The Vocabulary Worksheets have been designed to introduce and reinforce vocabulary through independent practice. Each of the grade-level L. 4, 5, and 6 Vocabulary Standards is addressed in these twice-per-week worksheets: Multiple Meaning Words and Context Clues (L.4.a.); Greek and Latin Word Parts (L.4.a.); Language Resources (L.4.c.d.); Figures of Speech (L.5.a.); Word Relationships (L.5.b.); Connotations (L.5.c.); Academic Language Words (L.6.0). Answers follow. An instructional scope and sequence is provided at the end of this program.

**Vocabulary Study Cards:** Vocabulary flashcards are provided for each of the weekly paired lessons for whole-class review, vocabulary games, and individual practice.

**Vocabulary Tests:** Bi-weekly Vocabulary Tests are provided. The first section of each test is simple matching. The second section of each test requires students to apply the vocabulary in the writing context. Answers follow.

**Syllable Blending, Syllable Worksheets, and Derivatives Worksheets:** Whole class syllable blending “openers” will help your students learn the rules of structural analysis, including proper pronunciation, syllable division, accent placement, and derivatives. Each “opener” includes a Syllable Worksheet and a Derivatives Worksheet for individual practice. Answers follow.

**Context Clues Strategies:** Students learn the FP’S BAG SALE approach to learning the meanings of unknown words through surrounding context clues.

**Vocabulary Acquisition and Use Resources:** Greek and Latin word parts lists, vocabulary review games, vocabulary steps, and semantic spectrums provide additional vocabulary instructional resources.

**Greek and Latin Morphology Walls (Interactive Google Slides Review):** Prior to each vocabulary test, share these drag and drop Google slides to review and expand learning. Students create previously-learned and new words from prefixes, bound bases, free bases, and suffixes. [https://docs.google.com/presentation/d/18b9YimyUREPDExR\\_zaqYJbx9hPLMUfoIN\\_kX1qdZEKM/copy](https://docs.google.com/presentation/d/18b9YimyUREPDExR_zaqYJbx9hPLMUfoIN_kX1qdZEKM/copy)



## Vocabulary Worksheets

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As with any new instructional activity, teachers should walk through the directions and instructional activities of the Vocabulary Worksheets before expecting students to complete the work on their own. Following are two lessons designed to ensure independent success. Odd-numbered worksheets include the same activities, as do even-numbered worksheets.

Display the Vocabulary Worksheet #1 and have students reference their worksheets.

### Multiple Meaning Words

Introduce the two **Multiple Meaning Words**\* and read their definitions out loud. Ask students to use both vocabulary words in their own sentences with context clues that *show* the meanings of the words.\*\* Then read and explain the directions. Next, read the sentences out loud and complete a “think aloud” as you use the context clues to decide which definition number best matches each vocabulary word. Finally, direct students to fill in the definition numbers in the spaces provided.

\* Some Multiple Meaning Words on the Vocabulary Worksheets have minimal accent marks, vowel sound marks, and/or syllable division to assist with pronunciation.

\*\* Use the SALE (Synonym, Antonym, Logic, Example) context clues strategy to identify the context clue categories in the student sentences. If students have not practiced context clue strategies, it may be advisable to teach one or more of the context clue vocabulary lessons.

### Greek and Latin Morphology: Prefixes, Base, and Suffixes

Introduce the two **Greek and Latin Word Parts** and read their definitions out loud. Remind students how prefixes, bases, and suffixes function in words. Then read and explain the first sentence of the directions. Ask students to brainstorm which words they know that include each of the word parts. Write their example words on the board and then direct students to write two choices in the blanks under the “Example Words” column. Remind students that they can consult a dictionary to find example words for the prefixes and bases, but not suffixes because of the alphabetical order of dictionaries. Show students using computers how using the search words “words ending with \_\_\_\_\_” will help them find words including the suffixes.

Now read and explain the second sentence of the directions. Ask students to guess the definition of the word formed from the word parts and write their responses on the board. Encourage students to use the words listed under the “Meaning” column, add their own words, or reverse the order of the word part meanings to make the best sense. Complete sentences are not required.

Each set of four Vocabulary Worksheets includes four paired Greek and Latin word parts. These four word parts are included in the **Greek and Latin Morphology Walls** review as drag and drop Google slides or as print copies. **See previous page for Google slide link.**

Now, display Vocabulary Worksheet #2 and have students reference their worksheets.





## Language Resources: Dictionary and Thesaurus

Locate the Greek and Latin vocabulary word listed under the **Language Resources: Dictionary and Thesaurus** section on the Vocabulary Worksheet in an online dictionary and thesaurus and display each entry for your students.

Read and explain the first set of directions: “Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary áccent, list its part of speech, and write its primary definition. Compare to your definition above.”

- Show students how the dictionary divides the vocabulary word into syllables and direct student to use slashes (/) for these syllable divisions of the Greek and Latin vocabulary words. Point out that the Greek and Latin vocabulary words don't always follow English syllabication rules. (English syllable rules are found in Spelling Resources Appendix B.)
- Show students how the dictionary marks the primary accent and tell them to place the (´) accent mark over the stressed vowel or last vowel in a vowel team for the Greek and Latin vocabulary words. For example, a/boút. Remind students to mark slashes (/) between, *not through*, the letters.
- Show students how the dictionary labels the abbreviated part of speech and instruct students to label the parts of speech for the Greek and Latin vocabulary words in the parentheses which follow. Write these dictionary abbreviations for the parts of speech on the board: n., pron., adj., v., adv., conj., prep.
- Show students how the dictionary lists the primary (first) and secondary definitions (thereafter). Tell your students to write the primary definition for the Greek and Latin vocabulary words in the spaces provided on their Vocabulary Worksheets.
- Compare the primary dictionary definition of the Greek and Latin vocabulary word to the students' definition guesses derived from the Greek and Latin word parts. Point out that the Greek and Latin word parts can provide important clues to the meanings of academic words. However, because words change meanings over time, the word parts aren't always helpful clues to the meaning of a word.

Now explain that the second set of directions requires students to list other words which have a certain relationship to the Greek and Latin vocabulary words. Students must list synonyms, antonyms, or inflected forms of the vocabulary words in the spaces provided.

- **Synonym** \_\_\_\_\_  
Show students the list of synonyms in the dictionary and thesaurus. Explain that a synonym is a word or phrase similar in meaning to that of the vocabulary word.
- **Antonym** \_\_\_\_\_  
Show students the list of antonyms in the dictionary and thesaurus. Explain that an antonym is a word or phrase different in meaning to that of the vocabulary word. Encourage students *not* to use negations to form antonyms on their Vocabulary Worksheets.
- **Inflected Form** \_\_\_\_\_  
Show students the list of inflected forms in the dictionary. An inflected form is a related word with a different root or suffix. An inflected form is listed in boldface after the entry word or as separate entry word before or after the vocabulary word.



## Figures of Speech

Tell students that a figure of speech is a non-literal expression used by a certain group of people. For example, The man walked through the door. Although we say *through the door*, we don't literally mean exactly what we say. *Through the door* is one type of figure of speech known as an idiom. Let students know that they will explore many types of figures of speech in the Vocabulary Worksheets.

Now read and explain the directions. Ask students to share their interpretations or explanations of the figure of speech. After several responses, help clarify and paraphrase as necessary so students can write a concise answer.

## Word Relationships

Tell students that they will be exploring different types of **word relationships** throughout the Vocabulary Worksheets. Introduce the two vocabulary words and read their definitions out loud. Brainstorm how the two vocabulary words are synonymous.

Now read and explain the directions. Ask students to share compound sentences which use one of the vocabulary words in each independent clause along with a connecting transition word or phrase that signals a synonymous relationship between these clauses. For example, *similarly, in the same way, just like, likewise, compared to*. Stress the importance of using context clues to *show* the meanings of the words\* and let students know that they may reverse the order of the vocabulary words in their sentences. After sharing a few sentences, direct students to write one of the compound sentences in space provided.

\* Use the SALE (Synonym, Antonym, Logic, Example) context clues strategy to identify the context clue categories in the student sentences. See pages 179–183 for context clue lessons.

## Connotations: Shades of Meaning

Explain the difference between denotation (dictionary definition) and connotation (definition in context). Introduce the two vocabulary words and read their definitions out loud. Brainstorm how the two vocabulary words have different **shades of meaning** and then compare and contrast the meanings of these words to the two words listed on the Connotation Spectrum. Use a rainbow to describe the concept of a spectrum. Then read and explain the directions. Direct students to write the two vocabulary words in their proper places on the Connotation Spectrum. Review answers and let students to correct errors if necessary.

## Academic Language

Introduce the first **academic language** word and read its definition out loud. Tell students that academic language words are those most often found in their textbooks. Then read and explain the directions. Brainstorm words and phrases which are “Similar to...” the vocabulary word and direct students to write one down in the box. Continue this process with the “Different than...” and “Example, Characteristics, or Picture” descriptions. Finally, direct students to complete the second **academic language** word descriptions on their own. Then review answers.



# Vocabulary Worksheet #1

---

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

### Vocabulary Words    Definitions

- page (n)                    1. One side of a sheet of paper.  
page (v)                    2. To call one's name to come forward.

I saw our name listed on the second page \_\_\_\_ of the reservations, but the hostess never did page \_\_\_\_ us to sit down.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root  | Suffix | Meaning  | Example Word |
|--------|-------|--------|----------|--------------|
|        | nomin |        | name     | _____        |
|        |       | ee     | receiver | _____        |

nominee \_\_\_\_\_

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

nominee ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult the thesaurus to write the best synonyms for the vocabulary word.

Synonym \_\_\_\_\_ Synonym \_\_\_\_\_

## Idioms (non-literal expression used by a certain language group)

**Directions:** As used in the following sentence, interpret or explain the meaning of this idiom: "pins and needles." She was waiting on pins and needles to find out if she won the contest.

\_\_\_\_\_

## Vocabulary Worksheet #2

### Word Relationships: Synonyms

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                                     |
|------------------|---|
| worried (adj)    | Showing stress or concern.                      |
| anxious (adj)    | Feeling nervous about something soon to happen. |

### Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words  | Definitions                |
|-------------------|----------------------------|
| ordinary (adj)    | Common or nothing special  |
| exceptional (adj) | Rare or extremely special. |



### Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |  |
|--|--|
| <b>Vocabulary Word:</b> vary (v)<br><b>Definition:</b> To make one thing different from another. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

|   |  |
|---|--|
| <b>Vocabulary Word:</b> achieve (v)<br><b>Definition:</b> To reach or gain. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

# Vocabulary Worksheet #3

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

### Vocabulary Words    Definitions

- sign (n)                    1. A notice or poster that communicates information.
- sign (v)                    2. To write one's signature.

The graphic designer asked me to sign \_\_\_ the bill for her services after she produced the colorful sign \_\_\_ I had requested.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root | Suffix | Meaning           | Example Words |
|--------|------|--------|-------------------|---------------|
|        | dec  |        | ten               | _____         |
|        |      | ade    | action or process | _____         |
| decade |      |        |                   | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

decade ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form \_\_\_\_\_ Inflected Form \_\_\_\_\_

## Idioms (non-literal expression used by a certain language group)

**Directions:** As used in the following sentences, interpret or explain the meaning of this idiom: "Don't spread yourself too thin." You are already working two jobs, volunteering as a football coach, and tutoring your brother. You can't add on anymore. Don't spread yourself too thin.

\_\_\_\_\_

# Vocabulary Worksheet #4

## Word Relationships: Synonyms

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                           |
|------------------|---------------------------------------|
| skeptical (adj)  | Questioning what's commonly accepted. |
| doubtful (adj)   | Feeling unsure about something.       |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ← Connotation Spectrum. →

| Vocabulary Words | Definitions                     |
|------------------|---------------------------------|
| annoy (v)        | To upset over a period of time. |
| irritate (v)     | To make one angry or impatient. |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |  |
|--|--|
| <b>Vocabulary Word:</b> acquire (v)<br><b>Definition:</b> To gain or take ownership. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

|   |  |
|---|--|
| <b>Vocabulary Word:</b> administer (v)<br><b>Definition:</b> To manage or direct. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |



# Vocabulary Worksheet #5

---

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

### Vocabulary Words    Definitions

- tear (v)                    1. To pull apart into pieces.  
tear (n)                    2. A hole or rip in some material.

She helped me tear \_\_\_\_ open the birthday presents and then stick two of the bows over the tear \_\_\_\_ in the couch.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root     | Suffix | Meaning | Example Words |
|--------|----------|--------|---------|---------------|
|        | aqua(e)  |        | water   | _____         |
|        | duct     |        | carry   | _____         |
|        | aqueduct |        |         | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

aqueduct ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form \_\_\_\_\_ Inflected Form \_\_\_\_\_

## Idioms (non-literal expressions used by a certain language group)

**Directions:** As used in the following sentence, interpret or explain the meaning of this idiom: "talk down to." Most experts advise parents not to talk down to their children. Treating children with dignity and respect will produce better results and keep open communication.

\_\_\_\_\_

## Vocabulary Worksheet #6

### Word Relationships: Antonyms

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                             |
|------------------|---|
| violent (adj)    | Using force to injure, damage, or kill. |
| peaceful (adj)   | Calm or undisturbed.                    |

### Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions                |
|------------------|----------------------------|
| passive (adj)    | Not active or controlling. |
| dynamic (adj)    | Full of energy.            |



### Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |  |
|--|--|
| <b>Vocabulary Word:</b> affect (v)<br><b>Definition:</b> To influence or change. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> appropriate (adj)<br><b>Definition:</b> Suitable or right for the situation. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |





# Vocabulary Worksheet #7

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

### Vocabulary Words    Definitions

- lead (n)                    1. A soft, bright, and silvery metal.  
lead (v)                    2. To be or go first.

Mary found out that her grandmother’s china plates were made with lead \_\_\_ paint, and Mary had to lead \_\_\_ a sad discussion with Gram about how it wasn’t safe to eat off of her plates.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** Write example words which include each word part. Then guess the part of speech and definition of the word formed from these word parts.

| Prefix | Root   | Suffix | Meaning | Example Words |
|--------|--------|--------|---------|---------------|
| op     |        |        | against | _____         |
|        | pos(e) |        | put     | _____         |
| oppose |        |        |         | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

oppose ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult the thesaurus to write the best synonym and antonym for the vocabulary word.

Synonym \_\_\_\_\_ Antonym \_\_\_\_\_

## Idioms (non-literal expression used by a certain language group)

**Directions:** As used in the following sentences, interpret or explain the meaning of this idiom: “broken heart.” The young man is suffering from a broken heart. He heard the news that his girlfriend was not in love with him.

\_\_\_\_\_

# Vocabulary Worksheet #8

## Word Relationships: Antonyms

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                               |
|------------------|---|
| success (n)      | Achievement of a goal.                    |
| failure (n)      | Not achieving or falling short of a goal. |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions                      |
|------------------|----------------------------------|
| blizzard (n)     | A severe snowstorm.              |
| drizzle (n)      | Light rain in fine, misty drops. |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|   |  |
|---|--|
| <b>Vocabulary Word:</b> aspect (n)<br><b>Definition:</b> A specific part or feature of something. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> assist (v)<br><b>Definition:</b> To help or aid another. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |



# Vocabulary Worksheet #9

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

### Vocabulary Words    Definitions

- plain (n)                    1. Simple, undecorated.
- plain (n)                    2. A large flat area with few trees.

In the middle of the huge empty plain \_\_\_\_, a bright red barn and a shiny silver silo stood next to a plain \_\_\_\_ white farmhouse with smoke curling out of a single chimney.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root | Suffix | Meaning | Example Words |
|--------|------|--------|---------|---------------|
|        | mov  |        | move    | _____         |
|        |      | er     | one who | _____         |

mover \_\_\_\_\_

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

mover ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form \_\_\_\_\_ Inflected Form \_\_\_\_\_

## Similes (stated comparisons between two unlike things)

**Directions:** As used in the following sentences, interpret or explain the meaning of this simile: “as busy as a bee” The boy just finished cleaning his room, and now he is taking out the trash. His friend called to ask him to play, but he can’t. He is just as busy as a bee.

\_\_\_\_\_

# Vocabulary Worksheet #10

## Word Relationships: Part to Whole

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                                     |
|------------------|---|
| kilometer (n)    | A unit of measurement equal to 1,000 meters.    |
| meter (n)        | A unit of measurement equal to 100 centimeters. |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions             |
|------------------|-------------------------|
| cheap (adj)      | Costing little money.   |
| expensive (adj)  | Costing a lot of money. |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |  |
|--|--|
| <b>Vocabulary Word:</b> category (v)<br><b>Definition:</b> A group or class sharing certain characteristics. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> chapter (n)<br><b>Definition:</b> An important division of a book identified by number or title. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

# Vocabulary Worksheet #11

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

- pitcher (n)                    1. A large container for holding and pouring liquids.  
pitcher (n)                    2. The baseball player who throws the ball to the catcher.

The pitcher \_\_\_ on the mound stared down the batter and looked for the catcher's sign. After the game he would be slowly pouring a pitcher \_\_\_ of ice water over his aching elbow.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root | Suffix | Meaning              | Example Words |
|--------|------|--------|----------------------|---------------|
|        | dei  |        | God                  | _____         |
|        |      | ty     | condition or quality | _____         |
|        |      |        |                      | deity _____   |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syllables, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

deity ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form \_\_\_\_\_ Inflected Form \_\_\_\_\_

## Similes (stated comparisons between two unlike things)

**Directions:** As used in the following sentence, interpret or explain the meaning of this simile: "as quick as lightning" That track star is as quick as lightning.

\_\_\_\_\_

# Vocabulary Worksheet #12

## Word Relationships: Part to Whole

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words  | Definitions  |
|-------------------|--|
| constellation (n) | A group of stars forming a recognizable pattern.                   |
| galaxy (n)        | A massive system of stars, gas, and dust held together by gravity. |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions                           |
|------------------|---------------------------------------|
| motivate (v)     | To spur someone into action.          |
| inspire (v)      | To stimulate a person to be creative. |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|   |  |
|---|--|
| <b>Vocabulary Word:</b> commission (n)<br><b>Definition:</b> A group of people with a task to accomplish. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> community (n)<br><b>Definition:</b> People living in the same area with something in common. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |



# Vocabulary Worksheet #13

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

- batter (v)                    1. To pound heavily and repeatedly.  
batter (n)                    2. A thick mixture of flour, eggs, and water used in cooking.

First, the cook had to spice and batter \_\_\_ the huge slabs of beef to tenderize the meat. Next, she turned her attention to mixing the cake batter \_\_\_ for our dessert.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root | Suffix  | Meaning      | Example Words |
|--------|------|---------|--------------|---------------|
|        | geo  |         | earth        | _____         |
|        |      | (o)logy | the study of | _____         |
|        |      |         | geology      | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syllables, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

geology ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form \_\_\_\_\_ Inflected Form \_\_\_\_\_

## Similes (stated comparisons between two unlike things)

**Directions:** As used in the following sentence, interpret or explain the meaning of this simile: "as clear as a bell." The answer to her question was as clear as a bell to me.

\_\_\_\_\_

# Vocabulary Worksheet #14

## Word Relationships: Degree

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                                      |
|------------------|--|
| observe (v)      | To notice or pay special attention to something. |
| stalk (v)        | To watch or follow while hidden.                 |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions                |
|------------------|----------------------------|
| fragile (adj)    | Delicate or easy to break. |
| durable (adj)    | Sturdy and built to last.  |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |  |
|--|--|
| <b>Vocabulary Word:</b> complex (adj)<br><b>Definition:</b> Complicated with many parts. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> conclude (v)<br><b>Definition:</b> To bring to an end. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |





# Vocabulary Worksheet #15

---

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

| Vocabulary Words | Definitions                  |
|------------------|------------------------------|
| strike (n)       | 1. A sudden military attack. |
| strike (v)       | 2. To hit or deliver a blow. |

The general decided to strike \_\_\_\_ the enemy shortly after sunset. The sudden strike \_\_\_\_ completely surprised the opposing force and they quickly surrendered.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root     | Suffix | Meaning           | Example Words |
|--------|----------|--------|-------------------|---------------|
|        | geno     |        | a group of people | _____         |
|        |          | cide   | killings          | _____         |
|        | genocide |        |                   | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syllables, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

genocide ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form \_\_\_\_\_ Inflected Form \_\_\_\_\_

## Metaphors (implied comparisons between two unlike things)

**Directions:** As used in the following sentences, interpret or explain the meaning of this metaphor: "a blanket of snow." Once the temperature dropped below freezing, it began to snow. Soon a blanket of snow covered the chilly streets, fields, and yards of our neighborhood.

\_\_\_\_\_

# Vocabulary Worksheet #16

## Word Relationships: Degree

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                                      |
|------------------|--|
| necessary (adj)  | Something important needed to complete a job.    |
| essential (adj)  | Something absolutely required to complete a job. |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions                |
|------------------|----------------------------|
| strange (adj)    | Unusual or very different. |
| weird (adj)      | Not normal.                |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|   |  |
|---|--|
| <b>Vocabulary Word:</b> conduct (n)<br><b>Definition:</b> The way a person behaves. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> consequence (n)<br><b>Definition:</b> The result or effect of an action. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |



# Vocabulary Worksheet #17

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

### Vocabulary Words    Definitions

- present (n)                    1. Something given as a gift.
- present (v)                    2. To give something to someone.

Anisa and Sal wanted to present \_\_\_ their thank-you present \_\_\_ to their teacher before she went on maternity leave, but the baby arrived unexpectedly early and the teacher left a week early.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root     | Suffix | Meaning | Example Words |
|--------|----------|--------|---------|---------------|
|        | cred     |        | believ  | _____         |
|        |          | ible   | able    | _____         |
|        | credible |        |         | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syllables, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

credible ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a thesaurus to write the best synonym and antonym for the vocabulary word.

Synonym \_\_\_\_\_ Antonym \_\_\_\_\_

## Metaphors (implied comparisons between two unlike things)

**Directions:** As used in the following sentences, interpret or explain the meaning of this metaphor: "heart of stone." I told you not to bother asking for mercy. That woman has a heart of stone.  
\_\_\_\_\_

# Vocabulary Worksheet #18

## Word Relationships: Item to Category

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions  |
|------------------|--|
| senate (n)       | Elected officials representing the interests of a state or voters. |
| legislature (n)  | A governing group that makes laws.                                 |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions   |
|------------------|---|
| expedition (n)   | A well-planned journey meant to accomplish a goal.            |
| journey (n)      | The act of traveling from one place to another for a purpose. |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|   |  |
|---|--|
| <b>Vocabulary Word:</b> construct (v)<br><b>Definition:</b> To build or assemble something. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

|   |  |
|---|--|
| <b>Vocabulary Word:</b> consume (v)<br><b>Definition:</b> To use up completely. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |



# Vocabulary Worksheet #19

---

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

### Vocabulary Words    Definitions

- pound (n)                    1. A unit of measurement equal to 16 ounces.  
pound (v)                    2. To beat heavily and repeatedly.

She took out a pound \_\_\_\_ of butter from the refrigerator, and then she began to pound \_\_\_\_ that butter into the flour and salt.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix    | Root   | Suffix | Meaning        | Example Words |
|-----------|--------|--------|----------------|---------------|
|           | tempor |        | time           | _____         |
|           |        | ary    | a condition of | _____         |
| temporary | _____  | _____  | _____          | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

temporary ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a thesaurus to write the best synonym and antonym for the vocabulary word.

Synonym \_\_\_\_\_ Antonym \_\_\_\_\_

## Metaphors (implied comparisons between two unlike things)

**Directions:** As used in the following sentence, interpret or explain the meaning of this metaphor: “bubbly personality.” No one would say she had a bubbly personality. She was quiet, shy, and had no real close friends.

\_\_\_\_\_

# Vocabulary Worksheet #20

## Word Relationships: Item to Category

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

**Vocabulary Words**    **Definitions**

villain (n)                      The bad or evil character.  
 character (n)                      A major or minor player in a novel, play, or movie

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

**Vocabulary Words**    **Definitions**

ally (n)                              A person who cooperates with and helps another.  
 rival (n)                              A person who competes with and tries to defeat another.



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|   |  |
|---|--|
| <b>Vocabulary Word:</b> credit (n)<br><b>Definition:</b> Recognizing something done well. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

|   |  |
|---|--|
| <b>Vocabulary Word:</b> culture (n)<br><b>Definition:</b> The art and customs of a group of people. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

# Vocabulary Worksheet #21

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

- patient (n)                    1. Someone receiving medical treatment.  
patient (adj)                2. Enduring delays, problems, or suffering without complaint.

The doctor's patient \_\_\_ sat for over an hour in the waiting room. He began to get angry and decided to discuss the delay with his doctor. He was not the most patient \_\_\_ man.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root | Suffix | Meaning | Example Words |
|--------|------|--------|---------|---------------|
| sup    |      |        | under   | _____         |
|        | ply  |        | band    | _____         |
| supply |      |        |         | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

supply ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a thesaurus to write the best synonym and antonym for the vocabulary word.

Synonym \_\_\_\_\_ Antonym \_\_\_\_\_

## Imagery (descriptive language which especially appeals to the senses)

**Directions:** Identify the imagery and explain how the language appeals to the senses in the following sentence: The sickening scent of the sanitary landfill made everyone gag.

\_\_\_\_\_

## Vocabulary Worksheet #22

### Word Relationships: Character to Location

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

**Vocabulary Words**    **Definitions**

monarch (n)                      A king or queen who inherits the authority to rule.  
 throne (n)                        A large, fancy chair upon which a king or queen sits.

### Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ← Connotation Spectrum. →

**Vocabulary Words**    **Definitions**

cruel (adj)                        Willfully causing pain and suffering.  
 ruthless (adj)                    Having no pity or compassion.



### Academic Language

**Directions:** Describe the vocabulary words in each box.

|   |  |
|---|--|
| <b>Vocabulary Word:</b> design (v)<br><b>Definition:</b> To create or plan. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

|   |  |
|---|--|
| <b>Vocabulary Word:</b> distinct (adj)<br><b>Definition:</b> Different or separate. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |



# Vocabulary Worksheet #23

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

lean (n)

1. Without extra weight or fat.

lean (v)

2. To tilt or prop up against something for support.

The lean \_\_\_ cowboys in their chaps and spurs get off their fat ponies to inspect the broken fence. They repair the fence and then lean \_\_\_ against their finished work for a quick rest.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix   | Root | Suffix | Meaning | Example Words |
|----------|------|--------|---------|---------------|
| mono     |      |        | one     | _____         |
|          | lith |        | stone   | _____         |
| monolith |      |        |         | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

monolith ( ) \_\_\_\_\_

**Directions:** Consult a thesaurus to write the two best synonyms for the vocabulary word.

Synonym \_\_\_\_\_ Synonym \_\_\_\_\_

## Imagery (descriptive language which especially appeals to the senses)

**Directions:** Identify the imagery and explain how the language appeals to the senses in the following sentence: The sour apple made my mouth pucker and my taste buds tingle.

\_\_\_\_\_



# Vocabulary Worksheet #24

## Word Relationships: Character to Location

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                                       |
|------------------|---|
| cadaver (n)      | A corpse used for medical training                |
| morgue (n)       | A place where bodies are kept for identification. |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions   |
|------------------|---|
| insult (v)       | To rudely attack someone's honor, actions, or statements. |
| offend (v)       | To make someone feel angry or hurt.                       |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|   |  |
|---|--|
| <b>Vocabulary Word:</b> element (n)<br><b>Definition:</b> An important part of something. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

|   |  |
|---|--|
| <b>Vocabulary Word:</b> equate (v)<br><b>Definition:</b> To make or consider equal. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

# Vocabulary Worksheet #25

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

- race (n)                    1. A group of humans classified by geography, culture, or skin color.
- race (v)                    2. To compete with others to see who is fastest.

Two students race \_\_\_ in the annual Turkey Trot. Although from completely different backgrounds, the two winners are best friends. Language, race \_\_\_ or religion may separate some people, but not these best of friends.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root | Suffix | Meaning      | Example Words |
|--------|------|--------|--------------|---------------|
|        | equ  |        | equal        | _____         |
|        |      | ate    | belonging to | _____         |

equate \_\_\_\_\_

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syllables, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

equate ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form \_\_\_\_\_ Inflected Form \_\_\_\_\_

## Imagery (descriptive language which especially appeals to the senses)

**Directions:** Identify the imagery and explain how the language appeals to the senses in the following sentence: No one could sleep once the car alarm rang out in the dead of night.

\_\_\_\_\_

## Vocabulary Worksheet #26

### Word Relationships: Object to its Use

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                                      |
|------------------|--|
| veil (n)         | A piece of fine material used to cover the face. |
| conceal (n)      | To hide from view.                               |

### Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions                                |
|------------------|--|
| confuse (adj)    | To make something difficult to understand. |
| comprehend (adj) | To understand in detail.                   |



### Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |  |
|--|--|
| <b>Vocabulary Word:</b> evaluate (v)<br><b>Definition:</b> To determine the value or worth of something. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

|   |  |
|---|--|
| <b>Vocabulary Word:</b> feature (n)<br><b>Definition:</b> An important characteristic of something. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

## Vocabulary Worksheet #27

### Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

**Vocabulary Words**    **Definitions**

- coast (n)                    1. The land alongside the sea.  
coast (v)                    2. To move easily without using power.

They rode their bicycles along the coast \_\_\_\_ route through green hills and over narrow bridges.

Riders love to coast \_\_\_\_ down the steepest of hills.

### Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix  | Root  | Suffix | Meaning   | Example Words |
|---------|-------|--------|-----------|---------------|
|         | trib  |        | give      | _____         |
|         |       | ute    | result of | _____         |
| tribute | _____ | _____  | _____     | _____         |

### Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

tribute ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a thesaurus to write the two best synonyms for the vocabulary word.

Synonym \_\_\_\_\_      Synonym \_\_\_\_\_

### Adages (old and widely-known sayings expressing an accepted truth)

**Directions:** As used in the following sentence, explain the meaning of this adage: “Many hands make light work.” We do have a lot of weeds to pull, but there are four of us to do the chore. I guess we’ll find out if many hands make light work.

\_\_\_\_\_

## Vocabulary Worksheet #28

### Word Relationships: Object to its Use

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                    |
|------------------|--------------------------------|
| brake (v)        | To slow down a moving vehicle. |
| cease (v)        | To stop or bring to an end.    |

### Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions   |
|------------------|---|
| intellectual (n) | Someone who has and uses knowledge.                   |
| genius (n)       | Someone who is exceptionally intelligent or creative. |



### Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |  |
|--|--|
| <b>Vocabulary Word:</b> final (adj)<br><b>Definition:</b> The last part in a series. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> focus (v)<br><b>Definition:</b> To center or direct one's attention. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

## Vocabulary Worksheet #29

---

### Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

**Vocabulary Words**    **Definitions**

- fire (n)                    1. The flame, heat, and light of something burning.  
fire (v)                    2. To shoot a gun or other weapon.

The soldiers fire \_\_\_ their weapons on the shooting range to practice their accuracy. At night they sit around the fire \_\_\_, bragging about who is the best shot.

### Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root   | Suffix | Meaning | Example Words    |
|--------|--------|--------|---------|------------------|
| hypo   |        |        | under   | _____            |
|        | thesis |        | idea    | _____            |
|        |        |        |         | hypothesis _____ |

### Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syllables, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

hypothesis ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult the thesaurus to write the two best synonyms for the vocabulary word.

Synonym \_\_\_\_\_ Synonym \_\_\_\_\_

### Adages (old and widely-known sayings expressing an accepted truth)

**Directions:** As used in the following sentences, explain the meaning of this adage: "Too many cooks in the kitchen." Not everyone in your group can be the boss. I think you have too many cooks in the kitchen. Why not let Hector make the decisions on this project?

\_\_\_\_\_

# Vocabulary Worksheet #30

## Word Relationships: Source and its Object

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions  |
|------------------|--|
| exercise (n)     | Physical activity to help one get in better shape. |
| fitness (n)      | Healthy and in good physical condition.            |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions                                    |
|------------------|--|
| rookie (n)       | Someone without experience.                    |
| veteran (n)      | Someone with a lot of experience in something. |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|   |  |
|---|--|
| <b>Vocabulary Word:</b> impact (v)<br><b>Definition:</b> To have a strong effect on someone or something. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> injure (v)<br><b>Definition:</b> To cause physical harm or damage to someone or something. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |





# Vocabulary Worksheet #31

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

### Vocabulary Words    Definitions

face (v)

1. To confront or deal with directly.

face (n)

2. The main or front surface of a thing.

The face \_\_\_ of the huge boulder was smooth, so the rock climber had to face \_\_\_ some real challenges as she began her climb.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root | Suffix | Meaning | Example Words |
|--------|------|--------|---------|---------------|
|        | par  |        | equal   | _____         |
|        | don  |        | give    | _____         |
| pardon |      |        |         | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

pardon ( ) \_\_\_\_\_

**Directions:** Consult a thesaurus to write the two best synonyms for the vocabulary word.

Synonym \_\_\_\_\_ Synonym \_\_\_\_\_

## Adages (old and widely-known sayings expressing an accepted truth)

**Directions:** As used in the following sentences, explain the meaning of this adage: "Better safe than sorry." It only takes a bit more time to check your work in math. Better safe than sorry, I always say.

\_\_\_\_\_



## Vocabulary Worksheet #32

### Word Relationships: Source and its Object

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

**Vocabulary Words**    **Definitions**

volcano (n)                      An open mountain from which molten rock, magma, and ash have come.  
 lava (n)                              The molten rock ejected from a volcano.

### Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

**Vocabulary Words**    **Definitions**

permanent (adj)                Not changing or staying as is.  
 eternal (adj)                      Lasting forever.



### Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |   |
|--|---|
| <p><b>Vocabulary Word:</b> institute (v)<br/> <b>Definition:</b> To put into place or begin.</p> | <p><b>Similar to...</b></p>                         |
| <p><b>Different than...</b></p>  | <p><b>Example, Characteristics, or Picture:</b></p> |

|  |   |
|--|---|
| <p><b>Vocabulary Word:</b> invest (v)<br/> <b>Definition:</b> To spend money in order to get a profit in return.</p> | <p><b>Similar to...</b></p>                         |
| <p><b>Different than...</b></p>  | <p><b>Example, Characteristics, or Picture:</b></p> |



# Vocabulary Worksheet #33

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

fit (adj)

1. Suitable for a specific purpose.

fit (v)

2. To make into the right shape and size.

The couple seemed like a great fit \_\_\_\_\_. Both Mandy and Michael had to fit \_\_\_\_\_ together their work schedules to make their relationship work.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix   | Root  | Suffix | Meaning | Example Words |
|----------|-------|--------|---------|---------------|
| col      |       |        | with    | _____         |
|          | lapse |        | fall    | _____         |
| collapse |       |        |         | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

collapse ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a thesaurus to write the two best synonyms for the vocabulary word.

Synonym \_\_\_\_\_      Synonym \_\_\_\_\_

## Alliteration (repetition of beginning consonant sounds)

**Directions:** Identify the words using alliteration in the following sentence: Summer seemed such a simple time with days full of play and relaxation.

\_\_\_\_\_

# Vocabulary Worksheet #34

## Word Relationships: Worker to Work

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions   |
|------------------|---|
| pharmacist (n)   | A medical professional trained to mix and sell medicine.          |
| prescription (n) | A doctor's written instruction to provide medicine for a patient. |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words          | Definitions   |
|---------------------------|---|
| professional (n) or (adj) | Someone paid for their abilities, experience, or education.     |
| amateur (n) or (adj)      | Someone lacking experience or not paid for their participation. |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |  |
|--|--|
| <b>Vocabulary Word:</b> item (n)<br><b>Definition:</b> An object or certain thing. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

|   |  |
|---|--|
| <b>Vocabulary Word:</b> journal (n)<br><b>Definition:</b> A daily record of a person's experiences. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |



# Vocabulary Worksheet #35

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

- capital (n)                    1. A city or town in which the government is located.  
capital (n)                    2. Money or other objects of value able to be invested.

The investors just did not have enough capital \_\_\_\_ to buy the basketball team and then build a new arena in the capital \_\_\_\_ city.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root     | Suffix | Meaning      | Example Words   |
|--------|----------|--------|--------------|-----------------|
|        | amphi(b) |        | both         | _____           |
|        |          | ian    | belonging to | _____           |
|        |          |        |              | amphibian _____ |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

amphibian ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form \_\_\_\_\_ Inflected Form \_\_\_\_\_

## Alliteration (repetition of beginning consonant sounds)

**Directions:** Identify the words using alliteration in the following sentence: Should we show what she was trying to achieve in her painting?

\_\_\_\_\_



# Vocabulary Worksheet #36

## Word Relationships: Worker to Work

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

### Vocabulary Words Definitions

minister (n) A person who performs religious duties in a church  
church (n) A place of public religious worship.

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ← Connotation Spectrum. →

### Vocabulary Words Definitions

destroy (v) To ruin completely.  
create (v) To bring something into existence.



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |  |
|--|--|
| <b>Vocabulary Word:</b> maintain (v)<br><b>Definition:</b> To guard or keep going. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> normal (adj)<br><b>Definition:</b> Something in proper or usual working condition. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |



# Vocabulary Worksheet #37

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

- key (adj)                    1. Something important or the main idea.
- key (n)                     2. The metal tool used to open a lock.

The key \_\_\_ point of his home safety lecture was to avoid hiding a house key \_\_\_ under a potted plant on the front porch.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix    | Root    | Suffix | Meaning | Example Words |
|-----------|---------|--------|---------|---------------|
|           | tele    |        | far     | _____         |
|           | phon(e) |        | sound   | _____         |
| telephone |         |        |         | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

telephone ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form \_\_\_\_\_ Inflected Form \_\_\_\_\_

## Alliteration (repetition of beginning consonant sounds)

**Directions:** Identify the words using alliteration in the following sentence: The chugging choo-choo climbed up the steep mountain, churning out white puffs of smoke.

\_\_\_\_\_

# Vocabulary Worksheet #38

## Word Relationships: Problem to Solution

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                                    |
|------------------|--|
| illness (n)      | A sickness or disease.                         |
| medicine (n)     | A substance used to treat sickness or disease. |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions                         |
|------------------|-------------------------------------|
| jagged (adj)     | Having a rough or uneven sharpness. |
| blunt (adj)      | Having a thick or rounded edge.     |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |  |
|--|--|
| <b>Vocabulary Word:</b> obtain (v)<br><b>Definition:</b> To gain possession. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

|   |  |
|---|--|
| <b>Vocabulary Word:</b> participate (v)<br><b>Definition:</b> To contribute or take part. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |





# Vocabulary Worksheet #39

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

- odd (adj)                    1. Unusual or different from what is expected.
- odd (adj)                    2. Happening rarely.

On the odd \_\_\_ chance that you happened to see her, please tell her how odd \_\_\_ I still feel about our last conversation.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root   | Suffix | Meaning     | Example Words |
|--------|--------|--------|-------------|---------------|
|        | sign   |        | mark        | _____         |
|        |        | al     | relating to | _____         |
|        | signal |        |             | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

signal ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form \_\_\_\_\_ Inflected Form \_\_\_\_\_

## Proverbs (practical truths based upon common sense or experience)

**Directions:** As used in the following sentences, explain the meaning of this proverb: “Good things come to those who wait.” We could eat the cookies now or after they’ve cooled down a bit. I guess good things come to those who wait, but I am starved!

# Vocabulary Worksheet #40

## Word Relationships: Problem to Solution

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words  | Definitions                       |
|-------------------|-----------------------------------|
| drought (n)       | A long period of little rainfall. |
| precipitation (n) | Rain, sleet, or snow.             |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words  | Definitions                      |
|-------------------|----------------------------------|
| shallow (adj)     | Having some, but not much depth. |
| superficial (adj) | At the surface level.            |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |  |
|--|--|
| <b>Vocabulary Word:</b> perceive (v)<br><b>Definition:</b> To understand or become aware of. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> positive (adj)<br><b>Definition:</b> Showing hope or confidence. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

# Vocabulary Worksheet #41

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## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

- |          |  |
|----------|--|
| iron (v) | 1. To smooth out wrinkles in fabric.           |
| iron (n) | 2. A hard, heavy, magnetic, silver-gray metal. |

Tom used twenty pound iron \_\_\_ weights to build up his muscles. After his weightlifting, Tom will have to iron \_\_\_ his shirt and press his pants to wear to work.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root | Suffix | Meaning | Example Words |
|--------|------|--------|---------|---------------|
|        | poly |        | many    | _____         |
|        | gon  |        | angle   | _____         |
|        |      |        |         | _____         |

polygon \_\_\_\_\_

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

polygon ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form \_\_\_\_\_ Inflected Form \_\_\_\_\_

## Proverbs (practical truths based upon common sense or experience)

**Directions:** As used in the following sentence, explain the meaning of this proverb: "A leopard cannot change its spots." I'd like to think that your friend has changed, but a leopard cannot change its spots.

\_\_\_\_\_

## Vocabulary Worksheet #42

### Word Relationships: Defining Characteristic

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                                       |
|------------------|---|
| tropical (adj)   | Relating to the tropics; very hot and humid.      |
| equator (n)      | Zero degrees latitude; halfway between the poles. |

### Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions                          |
|------------------|--------------------------------------|
| gauge (v)        | To estimate or judge.                |
| calculate (v)    | To measure using mathematical rules. |



### Academic Language

**Directions:** Describe the vocabulary words in each box.

|   |  |
|---|--|
| <b>Vocabulary Word:</b> potential (adj, n)<br><b>Definition:</b> A quality or ability that may develop in the future. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> previous (adj)<br><b>Definition:</b> What happened before. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

# Vocabulary Worksheet #43

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

state (v)

1. To express or say.

state (n)

2. A nation or territory organized under one government.

The neighboring state \_\_\_ elected a governor who liked to make fun of our state. In fact, I heard him state \_\_\_ that only uninformed tourists would visit our state rather than his.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root | Suffix | Meaning   | Example Words |
|--------|------|--------|-----------|---------------|
| dif    |      |        | away from | _____         |
|        | fer  |        | carry     | _____         |
| differ |      |        |           | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syllables, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

differ ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a thesaurus to write the best synonym and antonym for the vocabulary word.

Synonym \_\_\_\_\_ Antonym \_\_\_\_\_

## Proverbs (practical truths based upon common sense or experience)

**Directions:** As used in the following sentence, explain the meaning of this proverb: "Better late than never." Paula showed up to the game in the second inning. Her coach shook her head and remarked, "Better late than never, I guess."

\_\_\_\_\_



# Vocabulary Worksheet #44

## Word Relationships: Defining Characteristic

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

**Vocabulary Words**    **Definitions**

trophy (n)                      An object given as a reward for victory or success.  
 award (n)                      A prize given to honor success or achievement.

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

**Vocabulary Words**    **Definitions**

trim (v)                      To reduce in size, shape, or number.  
 prune (v)                      To cut away unnecessary parts.



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |  |
|--|--|
| <b>Vocabulary Word:</b> primary (adj)<br><b>Definition:</b> The first or most important. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> purchase (v)<br><b>Definition:</b> To buy something. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

# Vocabulary Worksheet #45

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

- period (n)                    1. A length of time.
- period (n)                    2. A punctuation mark used at the end of a sentence and in abbreviations.

After a long period \_\_\_\_ of thinking and indecision, the writer placed a period \_\_\_\_ after the sentence to end her autobiography.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root  | Suffix | Meaning    | Example Words |
|--------|-------|--------|------------|---------------|
|        | terri |        | earth      | _____         |
|        |       | fic    | make or do | _____         |

terrific \_\_\_\_\_

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

terrific ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a thesaurus to write the best synonym and antonym for the vocabulary word.

Synonym \_\_\_\_\_ Antonym \_\_\_\_\_

## Onomatopoeia (words spelled like their objects or actions sound)

**Directions:** Identify the words using onomatopoeia in the following sentence: Unfortunately for the home team, the whoosh of the basketball through the net followed the game-ending buzzer.

\_\_\_\_\_

# Vocabulary Worksheet #46

## Word Relationships: Lack of to Object

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                                  |
|------------------|--|
| order (n)        | The careful arrangement of things or events. |
| chaos (n)        | Extreme confusion and disorder.              |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions   |
|------------------|---|
| tolerate (v)     | To allow to happen.                                   |
| permit (v)       | An official document authorizing a particular action. |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|   |  |
|---|--|
| <b>Vocabulary Word:</b> range (n)<br><b>Definition:</b> The area between the upper and lower limits of a scale. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> region (n)<br><b>Definition:</b> A division, part, or territory. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |





# Vocabulary Worksheet #47

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

### Vocabulary Words    Definitions

- change (v)                    1. To make or become different.
- change (n)                    2. Money returned after overpayment for a purchase.

He pocketed the change \_\_\_ from his purchase and took a hard look at how he just might change \_\_\_ the way that businesses handle their sales.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root     | Suffix | Meaning  | Example Words |
|--------|----------|--------|----------|---------------|
|        | kilo     |        | thousand | _____         |
|        | gram     |        | weight   | _____         |
|        | kilogram |        |          | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

kilogram ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form \_\_\_\_\_ Inflected Form \_\_\_\_\_

## Onomatopoeia (words spelled like their objects or actions sound)

**Directions:** Identify the words using onomatopoeia in the following sentences: The constant drip of the faucet into the tub drove me crazy. The sudden splash startled me.

\_\_\_\_\_

# Vocabulary Worksheet #48

## Word Relationships: Lack of to Object

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                               |
|------------------|---|
| privacy (n)      | Keeping to oneself, away from the public. |
| solitude (n)     | Being alone.                              |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions                                       |
|------------------|---|
| discuss (v)      | To talk or write about.                           |
| argue (v)        | To give reasons in support of or against an idea. |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |  |
|--|--|
| <b>Vocabulary Word:</b> regulate (v)<br><b>Definition:</b> To control or direct according to rules or law. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> relevant (adj)<br><b>Definition:</b> Relating or important to the issue at hand. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |



# Vocabulary Worksheet #49

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

- even (v)                    1. To make level, flat, or smooth.
- even (adj)                2. Equal in number, amount, or value.

The builders need to even \_\_\_ out the surfaces to make them even \_\_\_ compared to the others, so that the window sills look even better than new.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix   | Root  | Suffix | Meaning    | Example Words |
|----------|-------|--------|------------|---------------|
|          | aster |        | stars      | _____         |
|          |       | oid    | resembling | _____         |
| asteroid | _____ | _____  | _____      | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

asteroid ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a thesaurus to write the two best synonyms for the vocabulary word.

Synonym \_\_\_\_\_      Synonym \_\_\_\_\_

## Onomatopoeia (words spelled like their objects or actions sound)

**Directions:** Identify the words using onomatopoeia in the following sentence: The clash of the symbols, the rat-a-ta-tat of the snare, and the boom of the bass drum kept the rhythm.

\_\_\_\_\_

# Vocabulary Worksheet #50

## Word Relationships: Tool to Worker

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                                 |
|------------------|---|
| baton (n)        | A slender stick used for directing music.   |
| conductor (n)    | A person who directs an orchestra or choir. |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions                          |
|------------------|--------------------------------------|
| timid (adj)      | Hesitant or lacking self-confidence. |
| bold (adj)       | Daring or willing to take risks.     |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|   |  |
|---|--|
| <b>Vocabulary Word:</b> reside (v)<br><b>Definition:</b> To live or dwell in. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> resource (n)<br><b>Definition:</b> Something that can be used for support or help. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

# Vocabulary Worksheet #51

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

check (n)                    1. An judgment of progress.  
check (v)                    2. To test or make sure of.

The officers performed a security check \_\_\_ to check \_\_\_ how well the precautions they put in place would protect the mayor.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root | Suffix | Meaning             | Example Words |
|--------|------|--------|---------------------|---------------|
|        | vac  |        | empty               | _____         |
|        |      | ancy   | state of quality of | _____         |
|        |      |        |                     | vacancy _____ |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

vacancy ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form \_\_\_\_\_ Inflected Form \_\_\_\_\_

## Symbolism (an object or act which represents an idea)

**Directions:** As used in the following sentence, explain the meaning of this symbolism: “red carpet.” They rolled out the red carpet for their honored guests, supermodels, and famous movie stars.

\_\_\_\_\_

## Vocabulary Worksheet #52

### Word Relationships: Tool to Worker

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

**Vocabulary Words**    **Definitions**

script (n)                      The text of a play, television show, or movie.  
 actor (n)                      A performer in a play, television show, or movie.

### Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ← Connotation Spectrum. →

**Vocabulary Words**    **Definitions**

lenient (adj)                Being merciful or not punishing harshly.  
 strict (adj)                 Following rules carefully and consistently.



### Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |  |
|--|--|
| <b>Vocabulary Word:</b> secure (v)<br><b>Definition:</b> To protect and make safe. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> seek (v)<br><b>Definition:</b> To try to find. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

# Vocabulary Worksheet #53

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

### Vocabulary Words    Definitions

- press (n)                    1. A machine with moveable type to print newspapers.
- press (v)                    2. To push against, squeeze, or compress.

The printing press \_\_\_\_ of Johannes Gutenberg was so important to the spread of knowledge.

Gutenberg learned to press \_\_\_\_ the ink against moveable type from Chinese and Korean printers.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix  | Root | Suffix | Meaning | Example Words |
|---------|------|--------|---------|---------------|
| con     |      |        | with    | _____         |
|         | vert |        | turn    | _____         |
| convert |      |        |         | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syllables, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

convert ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a thesaurus to write the two best synonyms for the vocabulary word.

Synonym \_\_\_\_\_      Synonym \_\_\_\_\_

## Symbolism (an object or act which represents an idea)

**Directions:** As used in the following sentence, explain the symbolism of “stars” and “stripes”:  
On our flag the fifty stars in a blue background combine with the thirteen red and white stripes.

\_\_\_\_\_

# Vocabulary Worksheet #54

## Word Relationships: Cause-Effect

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

| Vocabulary Words | Definitions                                    |
|------------------|--|
| effort (n)       | An attempt to do something.                    |
| achievement (n)  | A goal reached or something done successfully. |

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

| Vocabulary Words | Definitions                       |
|------------------|-----------------------------------|
| ridicule (v)     | To make fun of in a cruel manner. |
| mock (v)         | To tease or laugh at.             |



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|  |  |
|--|--|
| <b>Vocabulary Word:</b> select (v)<br><b>Definition:</b> To choose one thing over another. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

|   |  |
|---|--|
| <b>Vocabulary Word:</b> site (n)<br><b>Definition:</b> The location or scene for project, event, or activity. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |





# Vocabulary Worksheet #55

## Multiple Meaning Words

**Directions:** Write the number of the definition that best matches the use of each vocabulary word in the sentence below.

### Vocabulary Words    Definitions

- spring (v)                    1. To jump or leap upward.  
spring (n)                    2. The season after winter and before summer.

The very next spring \_\_\_\_ we increased the number of our rabbits in our wren. We hop and spring \_\_\_\_ from cabbage to cabbage, nibbling a bit here and there.

## Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

**Directions:** For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

| Prefix | Root      | Suffix | Meaning             | Example Words |
|--------|-----------|--------|---------------------|---------------|
|        | struct    |        | build               | _____         |
|        |           | ure    | action or condition | _____         |
|        | structure |        |                     | _____         |

## Language Resources: Dictionary and Thesaurus

**Directions:** Consult a dictionary to divide the vocabulary word into syllables, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.

structure ( ) \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Consult a thesaurus to write the two best synonyms for the vocabulary word.

Synonym \_\_\_\_\_ Synonym \_\_\_\_\_

## Symbolism (an object or act which represents an idea)

**Directions:** As used in the following sentence, explain the symbolism of "light": In the darkness of that age, a group of wise men founded a university to bring light to their kingdom.

\_\_\_\_\_

# Vocabulary Worksheet #56

## Word Relationships: Cause-Effect

**Directions:** Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

**Vocabulary Words**    **Definitions**

guilt (n)                      A feeling of failure or knowing one has done wrong.  
 shame (n)                    A feeling of embarrassment and sadness for what one has done.

## Connotations: Shades of Meaning

**Directions:** Write the vocabulary words where they belong on the ←Connotation Spectrum. →

**Vocabulary Words**    **Definitions**

authorized (adj)            Given official approval.  
 forbidden (adj)            Denied, excluded, or not approved.



## Academic Language

**Directions:** Describe the vocabulary words in each box.

|   |  |
|---|--|
| <b>Vocabulary Word:</b> strategy (n)<br><b>Definition:</b> Plan of action to achieve long term goals. | <b>Similar to...</b>                         |
| <b>Different than...</b>  | <b>Example, Characteristics, or Picture:</b> |

|  |  |
|--|--|
| <b>Vocabulary Word:</b> survey (v)<br><b>Definition:</b> To examine or consider in detail. | <b>Similar to...</b>                         |
| <b>Different than...</b>   | <b>Example, Characteristics, or Picture:</b> |

# Vocabulary Worksheet Answers

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## Grading the Vocabulary Worksheets

The Vocabulary Worksheets require some responses which have correct answers and some which permit a variety of responses. The best approach to grading is to award points for correct answers for these components: the Multiple Meaning Words sentence(s); the Language Resource syllable divisions,\* accent placements, and part of speech, as well as the definitions,\*\* synonyms, and/or antonyms; the Word Relationships context clue sentence; and the vocabulary word placements on the Connotation Spectrum. Then award points for any reasonable answers for these components: the Greek and Latin Word Parts section, the interpretation or explanation of the Figures of Speech, and the descriptions of the two Academic Language Words.

\*Dictionaries differ in how they divide syllables (most divide based upon pronunciation; some divide based upon morphological meaning).

\*\*Dictionaries also differ in their definitions.

Following are the answers for the Multiple Meaning Words sentence(s) numbers; the Language Resources syllable divisions, accent placements, and parts of speech for the Greek and Latin vocabulary word; and the four vocabulary words in left to right order for the Connotation Spectrums.

## Vocabulary Worksheets Answers

Following are the answers for the Multiple Meaning Words sentence numbers; the Language Resources syllable divisions, accent placements, and parts of speech for the Greek and Latin vocabulary word; and the four words in left to right order for the Connotation Spectrums.

### Vocabulary Worksheet #1

page: 1, 2; nom/i/née (n); The word *nominee* means a person who has been named for a position or award.

“Pins and needles” means the feelings of worry and excitement while waiting for something to happen.

### Vocabulary Worksheet #2

exceptional-unusual; different-ordinary

### Vocabulary Worksheet #3

sign: 2, 1; déc/ade (r); The word *decade* means ten years.

“Don’t spread yourself too thin” means to avoid taking on too much work at one time.

### Vocabulary Worksheet #4

trouble-annoy-bother-irritate



**Vocabulary Worksheet #5**

tear: 1, 2; áq/ue/duct (n); The word *aqueduct* means a man-made channel used to move water from place to place.

To “talk down to” means to talk childishly to someone who is not a child.

**Vocabulary Worksheet #6**

dynamic-active-passive-lazy

**Vocabulary Worksheet #7**

lead: 1, 2; óp/póse (v); The word *oppose* means to go against or try to prevent something from happening.

A “broken heart” means someone whose love has been rejected.

**Vocabulary Worksheet #8**

blizzard-snowstorm-rain-drizzle

**Vocabulary Worksheet #9**

plain: 2, 1; mív/er (n); The word *mover* means someone who moves furniture from one place to another.

Someone who is “as busy as a bee” means someone who is doing a lot of things.

**Vocabulary Worksheet #10**

free-cheap-costly-expensive

**Vocabulary Worksheet #11**

pitcher: 2, 1; dé/i/ty (n); The word *deity* means god or goddess.

Someone who is “as quick as lightning” is extremely fast.

**Vocabulary Worksheet #12**

inspire-motivate-encourage-support

**Vocabulary Worksheet #13**

batter: 1, 2; ge/ól/o/gy (n); The word *geology* means the study of the earth.

Something “as clear as a bell” means to be easily understandable.

**Vocabulary Worksheet #14**

fragile-breakable-durable-solid

**Vocabulary Worksheet #15**

strike: 2, 1; gén/o/cide (n); The word *genocide* means the killing of a large group of people.

“A blanket of snow” means compares a blanket which covers someone completely to falling snow which covers the landscape completely.

**Vocabulary Worksheet #16**

weird-strange-different-usual



**Vocabulary Worksheet #17**

present: 2, 1; *créd/i/ble* (adj); The word *credible* means convincing or believable.  
A “heart of stone” means someone who is unfeeling or unmerciful.

**Vocabulary Worksheet #18**

expedition-exploration-journey-trip

**Vocabulary Worksheet #19**

pound: 1, 2; *tém/po/rar/y* (adj); The word *temporary* means for a short period of time.  
A “bubbly personality” means someone who is very friendly.

**Vocabulary Worksheet #20**

ally-friend-rival-enemy

**Vocabulary Worksheet #21**

patient: 1, 2; *sup/plý* (v); The word *supply* means to provide something that is needed.  
The imagery of “The sickening scent of the sanitary landfill made everyone gag” appeals to the sense of smell.

**Vocabulary Worksheet #22**

ruthless-cruel-mean-unfriendly

**Vocabulary Worksheet #23**

lean: 1, 2; *món/o/lith* (n); The word *monolith* means a single large stone.  
The imagery of “The sour apple made my mouth pucker and my taste buds tingle” appeals to the sense of taste.

**Vocabulary Worksheet #24**

insult-offend-accept-praise

**Vocabulary Worksheet #25**

race: 2, 1; *e/quáte* (v); The word *equate* means to consider two things equal.  
The imagery of a “car alarm rang out in the dead of night” appeals to the sense of sound.

**Vocabulary Worksheet #26**

confuse-puzzle-understand-comprehend

**Vocabulary Worksheet #27**

coast: 1, 2; *tríb/ute* (n); The word *tribute* means a gift or action intended to show respect and admiration.  
“Many hands make light work” means that a task is easier when others help on the same task.

**Vocabulary Worksheet #28**

idiot-fool-intellectual-genius



**Vocabulary Worksheet #29**

fire: 2, 1; hy/póth/e/sis (n); The word *hypothesis* means a proposed explanation for how or why something works.

“Too many cooks in the kitchen” means that some tasks are better done alone or without others’ advice.

**Vocabulary Worksheet #30**

beginner-rookie-veteran-export

**Vocabulary Worksheet #31**

face: 2, 1; pá/r/don (n) or (v); The word *pardon* means the act of being forgiven for doing something wrong.

“Better safe than sorry” means being cautious prevents accidents or problems.

**Vocabulary Worksheet #32**

limited-lasting-permanent-eternal

**Vocabulary Worksheet #33**

fit: 1, 2; col/lá/pse (v); The word *collapse* means to fall down or in.

Answers: “Summer seemed such”... “simple”

**Vocabulary Worksheet #34**

professional-expert-skilled-amateur

**Vocabulary Worksheet #35**

capital: 2, 1; am/phí/b/i/an (n); The word *amphibian* means a creature that can live both on land and in the water.

Answers: “Should”... “show” ... “she”

**Vocabulary Worksheet #36**

create-begin-ruin-destroy

**Vocabulary Worksheet #37**

key: 1, 2; té/l/e/phone (n); The word *telephone* means a device that can transmit sound over long distances.

Answers: “chugging choo-choo”... “churning”

**Vocabulary Worksheet #38**

dull-blunt-jagged-sharp

**Vocabulary Worksheet #39**

odd: 2, 1; sig/nal (n); The word *signal* means a warning.

“Good things come to those who wait” means that patience leads to positive results.



**Vocabulary Worksheet #40**

shallow-superficial-deep-bottomless

**Vocabulary Worksheet #41**

iron: 2, 1; pól/y/gon (n); The word *polygon* means a shape with many angles and sides.  
“A leopard cannot change its spots” means that people’s attitudes or behaviors don’t change.

**Vocabulary Worksheet #42**

guess-determine-gauge-calculate

**Vocabulary Worksheet #43**

state: 2, 1; díf/fer (v); The word *differ* means to be unlike or different.  
“Better late than never” means arriving late is better than not showing up at all.

**Vocabulary Worksheet #44**

snip-trim-prune-remove

**Vocabulary Worksheet #45**

period: 1, 2; ter/rí/fic (adj); The word *terrific* means great in size or amount.  
Answers: “whoosh”... “buzzer”

**Vocabulary Worksheet #46**

tolerate-accept-permit-support

**Vocabulary Worksheet #47**

change: 2, 1; kíl/o/gram (n); The word *kilogram* means one thousand grams.  
Answers: “drip”... “splash”

**Vocabulary Worksheet #48**

talk-discuss-argue-fight

**Vocabulary Worksheet #49**

even: 1, 2; ás/ter/oid (n); The word *asteroid* means a space rock in orbit around the sun.  
Answers: “clash”... “rat-a-tat-tat”... “boom”

**Vocabulary Worksheet #50**

adventurous-bold-timid-fraid

**Vocabulary Worksheet #51**

check: 1, 2; vá/cá/n/cy (n); The word *vacancy* means the state of being empty.  
The “red carpet” means that a guest is given special honor.

**Vocabulary Worksheet #52**

easy-lenient-hard-strict



### **Vocabulary Worksheet #53**

press: 1, 2; con/vért (v); The word *convert* means to turn one thing into something else. The “stars” represent the 50 current states of the United States, and the “stripes” represent the 13 original colonies.

### **Vocabulary Worksheet #54**

kid-tease-mock-ridicule

### **Vocabulary Worksheet #55**

spring: 2, 1; strúct/ture (n); The word *structure* means a building or object created from smaller parts.

“Light” symbolizes knowledge.

### **Vocabulary Worksheet #56**

authorized-approved-accepted-forbidden

### **Vocabulary Review**

After students complete each pair of odd and even-numbered Vocabulary Worksheets, display the Vocabulary Study Cards (See following). Practice the pronunciation of the vocabulary words and word parts and the memorization of the matching definitions.





## Vocabulary Study Cards #1 and #2

|          |  |             |  |
|----------|--|-------------|--|
| page     | one side of a sheet of paper             | page        | to call ones name to come forward              |
| nomin    | name                                     | ee          | receiver                                       |
| worried  | showing stress or concern                | anxious     | feeling nervous about something soon to happen |
| ordinary | common or nothing special                | exceptional | rare or extremely special                      |
| vary     | to make one thing different from another | achieve     | to reach or gain                               |



**Vocabulary Study Cards #3 and #4**

|           |  |            |                                |
|-----------|--|------------|--------------------------------|
| sign      | a notice or poster that communicates information | sign       | to write one's signature       |
| dec       | ten  | ade        | action or process              |
| skeptical | questioning what's commonly accepted             | doubtful   | feeling unsure about something |
| annoy     | to upset over a period of time                   | irritate   | to make one angry or impatient |
| acquire   | to gain or take ownership                        | administer | to manage or direct            |



**Vocabulary Study Cards #5 and #6**

|         |  |             |                                     |
|---------|--|-------------|-------------------------------------|
| tear    | to pull apart into pieces              | tear        | a hole or rip in some material      |
| aqua(e) | water                                  | duct        | carry                               |
| violent | using force to injure, damage, or kill | peaceful    | calm or undisturbed                 |
| passive | not active or controlling              | dynamic     | full of energy                      |
| affect  | to influence or change                 | appropriate | suitable or right for the situation |



**Vocabulary Study Cards #7 and #8**

|          |   |         |  |
|----------|---|---------|--|
| lead     | a soft, bright, and silvery metal.      | lead    | to be or go first                        |
| op       | against                                 | pos(e)  | put                                      |
| success  | achievement of a goal                   | failure | not achieving or falling short of a goal |
| blizzard | a severe snowstorm                      | drizzle | light rain in fine, misty drops          |
| aspect   | a specific part or feature of something | assist  | to help or aid another                   |



**Vocabulary Study Cards #9 and #10**

|           |  |           |   |
|-----------|--|-----------|---|
| plain     | simple, undecorated                              | plain     | a large flat area with few trees                              |
| mov       | move   | er        | one who   |
| kilometer | a unit of measurement equal to 1,000 meters      | meter     | a unit of measurement equal to 100 centimeters                |
| cheap     | costing little money                             | expensive | costing a lot of money  |
| category  | a group or class sharing certain characteristics | chapter   | an important division of a book identified by number or title |



**Vocabulary Study Cards #11 and #12**

|               |   |           |   |
|---------------|---|-----------|---|
| pitcher       | a large container for holding and pouring liquids | pitcher   | the baseball player who throws the ball to the catcher            |
| dei           | god   | ty        | condition or quality  |
| constellation | a group of stars forming a recognizable pattern   | galaxy    | a massive system of stars, gas, and dust held together by gravity |
| motivate      | to spur someone into action                       | inspire   | to stimulate a person to be creative                              |
| commission    | a group of people with a task to accomplish       | community | people living in the same area with something in common           |



**Vocabulary Study Cards #13 and #14**

|         |   |          |   |
|---------|---|----------|---|
| batter  | to pound heavily and repeatedly                 | batter   | a thick mixture of flour, eggs, and water used in cooking |
| geo     | earth   | (o)logy  | the study of  |
| observe | to notice or pay special attention to something | stalk    | to watch or follow while hidden                           |
| fragile | delicate or easy to break                       | durable  | sturdy and built to last                                  |
| complex | complicated with many parts                     | conclude | to bring to an end  |



**Vocabulary Study Cards #15 and #16**

|           |  |             |   |
|-----------|--|-------------|---|
| strike    | a sudden military attack                     | strike      | to hit or deliver a blow                        |
| genocide  | a group of people                            | genocide    | killing   |
| necessary | something important needed to complete a job | essential   | something absolutely required to complete a job |
| strange   | unusual or very different                    | weird       | not normal                                      |
| conduct   | the way a person behaves                     | consequence | the result or effect of an action               |





**Vocabulary Study Cards #17 and #18**

|            |   |             |  |
|------------|---|-------------|--|
| present    | something given as a gift   | present     | to give something to someone                                 |
| cred       | belief  | ible        | able   |
| senate     | elected officials representing the interests of a state or voters | legislature | a governing group that makes laws                            |
| expedition | a well planned journey meant to accomplish a goal                 | journey     | the act of traveling from one place to another for a purpose |
| construct  | to build or assemble something                                    | consume     | to use up completely   |



**Vocabulary Study Cards #19 and #20**

|         |  |           |  |
|---------|--|-----------|--|
| pound   | a unit of measurement equal to 16 ounces       | pound     | to beat heavily and repeatedly.                        |
| tempor  | time   | ary       | a condition of   |
| villain | the bad or evil character                      | character | a special skill or art involving making things by hand |
| ally    | a person who cooperates with and helps another | rival     | a person who competes with and tries to defeat another |
| credit  | recognizing something done well                | culture   | the arts and customs of a group of people              |



**Vocabulary Study Cards #21 and #22**

|         |  |          |   |
|---------|--|----------|---|
| patient | someone receiving medical treatment                | patient  | enduring delays, problems, or suffering without complaint |
| sup     | under  | ply      | bend  |
| monarch | a king or queen who inherits the authority to rule | throne   | a large, fancy chair upon which a king or queen sits      |
| cruel   | willfully causing pain and suffering               | ruthless | having no pity or compassion                              |
| design  | to create or plan                                  | distinct | different or separate                                     |



**Vocabulary Study Cards #23 and #24**

|         |  |        |  |
|---------|--|--------|--|
| lean    | without extra weight or fat                              | lean   | to tilt or prop up against something for support |
| mono    | one  | lith   | stone  |
| cadaver | a corpse used for medical training                       | morgue | a place where bodies are kept for identification |
| insult  | to rudely attack someone's honor, actions, or statements | offend | to make someone feel angry or hurt               |
| element | an important part of something                           | equate | to make or consider equal                        |



**Vocabulary Study Cards #25 and #26**

|          |   |            |  |
|----------|---|------------|--|
| race     | a group of humans classified by geography, culture, or skin color | race       | to compete with others to see who is fastest |
| equ      | equal   | ate        | belonging to                                 |
| veil     | a piece of fine material used to cover the face                   | conceal    | to hide from view                            |
| confuse  | to make something difficult to understand                         | comprehend | to understand in detail                      |
| evaluate | to determine the value or worth of something                      | feature    | an important characteristic of something     |



**Vocabulary Study Cards #27 and #28**

|              |                                    |        |  |
|--------------|------------------------------------|--------|--|
| coast        | the land alongside the sea         | coast  | to move easily without using power                   |
| trib         | give                               | ute    | result of  |
| brake        | to slow down a moving vehicle      | cease  | to stop or bring to an end                           |
| intellectual | someone who has and uses knowledge | genius | someone who is exceptionally intelligent or creative |
| final        | the last part in a series          | focus  | to center or direct one's attention                  |



**Vocabulary Study Cards #29 and #30**

|          |   |         |  |
|----------|---|---------|--|
| fire     | the flame, heat, and light of something burning   | fire    | to shoot a gun or other weapon                           |
| hypo     | under   | thesis  | idea   |
| exercise | physical activity to help one get in better shape | fitness | healthy and in good physical condition                   |
| rookie   | someone without experience                        | veteran | someone with a lot of experience in something            |
| impact   | to have a strong effect on someone or something   | injure  | to cause physical harm or damage to someone or something |



**Vocabulary Study Cards #31 and #32**

|           |  |         |   |
|-----------|--|---------|---|
| face      | to confront or deal with directly                                | face    | the main or front surface of a thing              |
| par       | equal  | don     | give  |
| volcano   | an open mountain from which molten rock, magma and ash have come | lava    | the molten rock ejected from a volcano            |
| permanent | not changing or staying as is                                    | eternal | lasting forever                                   |
| institute | to put into place or begin                                       | invest  | to spend money in order to get a profit in return |





**Vocabulary Study Cards #33 and #34**

|              |  |              |  |
|--------------|--|--------------|--|
| fit          | suitable for a specific purpose                            | fit          | to make into the right shape and size                            |
| col          | with   | lapse        | fall   |
| pharmacist   | medical professional trained to mix and sell medicine      | prescription | a doctor's written instruction to provide medicine for a patient |
| professional | someone paid for their abilities, experience, or education | amateur      | someone lacking experience or not paid for their participation   |
| item         | an object or certain thing                                 | journal      | a daily record of a person's experiences                         |



**Vocabulary Study Cards #35 and #36**

|          |  |         |   |
|----------|--|---------|---|
| capital  | a city or town in which the government is located  | capital | money or other objects of value able to be invested |
| amphi(b) | both   | ian     | belonging to  |
| minister | a person who performs religious duties in a church | church  | a place of public religious worship                 |
| destroy  | to ruin completely                                 | create  | to bring something into existence                   |
| maintain | to guard or keep going                             | normal  | something in proper or usual working condition      |



**Vocabulary Study Cards #37 and #38**

|         |                                       |             |   |
|---------|---------------------------------------|-------------|---|
| key     | something important or the main idea. | key         | the metal tool used to open a lock            |
| tele    | far                                   | phon(e)     | sound   |
| illness | a sickness or disease                 | medicine    | a substance used to treat sickness or disease |
| jagged  | having a rough or uneven sharpness    | blunt       | having a thick or rounded edge                |
| obtain  | to gain possession                    | participate | to contribute or take part                    |



**Vocabulary Study Cards #39 and #40**

|          |  |               |                            |
|----------|--|---------------|----------------------------|
| odd      | unusual or different from what is expected | odd           | happening rarely           |
| sign     | mark                                       | at            | relating to                |
| drought  | a long period of little rainfall           | precipitation | rain, sleet, or snow       |
| shallow  | having some, but not much depth            | superficial   | at the surface level       |
| perceive | to understand or become aware of           | positive      | showing hope or confidence |



**Vocabulary Study Cards #41 and #42**

|           |  |           |  |
|-----------|--|-----------|--|
| iron      | a tool designed for smoothing out wrinkles in fabric | iron      | a hard, heavy, magnetic, silver-gray metal       |
| poly      | many   | gon       | angle  |
| tropical  | relating to the tropics; very hot and humid          | equator   | zero degrees latitude; halfway between the poles |
| gauge     | to estimate or judge                                 | calculate | to measure using mathematical rules              |
| potential | a quality or ability that may develop in the future  | previous  | what happened before                             |



**Vocabulary Study Cards #43 and #44**

|         |  |          |  |
|---------|--|----------|--|
| state   | to express or say.                                 | state    | a nation or territory organized under one government |
| dif     | away from  | fer      | carry  |
| trophy  | an object given as a reward for victory or success | award    | a prize given to honor success or achievement        |
| trim    | to reduce in size, shape, or number                | prune    | to cut away unnecessary parts                        |
| primary | the first or most important                        | purchase | to buy something                                     |



**Vocabulary Study Cards #45 and #46**

|          |  |        |   |
|----------|--|--------|---|
| period   | a length of time                                       | period | a punctuation mark used at the end of a sentence and in abbreviations |
| terri    | earth  | fic    | make or do  |
| order    | the careful arrangement of things or events            | chaos  | extreme confusion and disorder  |
| tolerate | to allow to happen                                     | permit | an official document authorizing a particular action                  |
| range    | the area between the upper and lower limits of a scale | region | a division, part, or territory  |



**Vocabulary Study Cards #47 and #48**

|          |  |          |  |
|----------|--|----------|--|
| change   | to make or become different                    | change   | money returned after overpayment for a purchase  |
| kil      | thousand                                       | gram     | weight   |
| privacy  | keeping to oneself, away from the public       | solitude | being alone                                      |
| discuss  | to talk or write about                         | argue    | to give reasons in support of or against an idea |
| regulate | to control or direct according to rules or law | relevant | relating or important to the issue at hand       |





**Vocabulary Study Cards #49 and #50**

|        |  |           |  |
|--------|--|-----------|--|
| even   | to make level, flat, or smooth           | even      | equal in number, amount, or value              |
| aster  | stars                                    | oid       | resembling                                     |
| baton  | a slender stick used for directing music | conductor | a person who directs an orchestra or choir     |
| timid  | hesitant or lacking self-confidence      | bold      | daring or willing to take risks                |
| reside | to live or dwell                         | resource  | something that can be used for support or help |



**Vocabulary Study Cards #51 and #52**

|         |   |        |  |
|---------|---|--------|--|
| check   | a judgment of progress                        | check  | to test or make sure of                          |
| vac     | empty   | ancy   | state or quality of                              |
| script  | the text of a play, television show, or movie | actor  | a performer in a play, television show, or movie |
| lenient | being merciful or not punishing harshly       | strict | following rules carefully and consistently       |
| secure  | to protect and make safe                      | seek   | to try to find                                   |



**Vocabulary Study Cards #53 and #54**

|          |  |             |   |
|----------|--|-------------|---|
| impact   | a machine with moveable type to print newspapers | press       | to push against, squeeze, or compress                 |
| con      | with   | vert        | turn  |
| effort   | an attempt to do something                       | achievement | a goal reached or something done successfully         |
| ridicule | to make fun of in a cruel manner                 | mock        | to tease or laugh at                                  |
| select   | to choose one thing over another                 | site        | the location or scene for project, event, or activity |



**Vocabulary Study Cards #55 and #56**

|            |  |           |  |
|------------|--|-----------|--|
| spring     | to jump or leap upward                             | spring    | the season after winter and before summer                    |
| struct     | build  | ure       | action or condition  |
| guilt      | a feeling of failure or knowing one has done wrong | shame     | a feeling of embarrassment and sadness for what one has done |
| authorized | given official approval                            | forbidden | denied, excluded, or not approved                            |
| strategy   | plan of action to achieve long term goals          | survey    | to examine or consider in detail                             |



## Vocabulary Tests

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Vocabulary tests are provided after each set of four Vocabulary Worksheets. Answers follow the assessments.

Students are required to match the vocabulary words and their definitions. Seven of the ten vocabulary words from the paired worksheets are tested in the first two matching sections. Only one word from the Multiple Meaning Words, one word from the Word Relationships, and one word from the Connotations: Shades of Meaning sections are included to avoid similar answer choices.

The third section of the vocabulary assessment consists of four sentence answer test problems. Students explain the meaning of the figures of speech and the Greek and Latin-based words in context clue sentences.

## Vocabulary Test: Lessons 1–4

---

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                 |   |
|-----------------|---|
| ___ 1. page     | A. To reach or gain                               |
| ___ 2. nomin    | B. Feeling nervous about something soon to happen |
| ___ 3. ee       | C. To make one thing different from another       |
| ___ 4. anxious  | D. Receiver                                       |
| ___ 5. ordinary | E. Common or nothing special                      |
| ___ 6. vary     | AB. To summon a person by calling their name      |
| ___ 7. achieve  | AC. Name  |

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                    |  |
|--------------------|--|
| ___ 8. sign        | A. To make one angry or impatient        |
| ___ 9. dec         | B. Action or process                     |
| ___ 10. ade        | C. To manage or direct                   |
| ___ 11. skeptical  | D. To gain or take ownership             |
| ___ 12. irritate   | E. Ten                                   |
| ___ 13. acquire    | AB. Questioning what's commonly accepted |
| ___ 14. administer | AC. To write one's signature             |

**Directions:** Write complete sentences, using context clues to show the meaning of the following.

15. Write a sentence showing the meaning of this idiom: “pins and needles.”

---

---

16. Write a sentence showing the meaning of this idiom: “Don’t spread yourself too thin.”

---

---

17. Write a sentence showing the meaning of this word: “nominee.” \_\_\_\_\_

---

---

18. Write a sentence showing the meaning of this word: “decade.” \_\_\_\_\_

---

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## Vocabulary Test: Lessons 5–8

---

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                    |   |
|--------------------|---|
| ___ 1. tear        | A. Using force to injure, damage, or kill |
| ___ 2. aqua(e)     | B. Suitable or right for the situation    |
| ___ 3. duct        | C. To pull apart into pieces              |
| ___ 4. violent     | D. Water                                  |
| ___ 5. passive     | E. Not active or controlling              |
| ___ 6. affect      | AB. Carry                                 |
| ___ 7. appropriate | AC. To influence or change                |

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                 |  |
|-----------------|--|
| ___ 8. lead     | A. Against                                 |
| ___ 9. op       | B. A specific part or feature of something |
| ___ 10. pos(e)  | C. Light rain in fine, misty drops         |
| ___ 11. success | D. Put                                     |
| ___ 12. drizzle | E. A soft, bright, and silvery metal       |
| ___ 13. aspect  | AB. To help or aid another                 |
| ___ 14. assist  | AC. Achievement of a goal                  |

**Directions:** Write complete sentences, using context clues to show the meaning of the following.

15. Write a sentence showing the meaning of this idiom: “talk down to.” \_\_\_\_\_

\_\_\_\_\_

16. Write a sentence showing the meaning of this idiom: “broken heart.” \_\_\_\_\_

\_\_\_\_\_

17. Write a sentence showing the meaning of this word: “aqueduct.” \_\_\_\_\_

\_\_\_\_\_

18. Write a sentence showing the meaning of this word: “oppose.” \_\_\_\_\_

\_\_\_\_\_



## Vocabulary Test: Lessons 9–12

---

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                  |  |
|------------------|--|
| ___ 1. plain     | A. One who   |
| ___ 2. mov       | B. A unit of measurement equal to 1,000 meters                   |
| ___ 3. er        | C. A group or class sharing certain characteristics              |
| ___ 4. meter     | D. An important division of a book identified by number or title |
| ___ 5. expensive | E. Move  |
| ___ 6. category  | AB. Costing a lot of money                                       |
| ___ 7. chapter   | AC. A large flat area with few trees                             |

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                       |  |
|-----------------------|--|
| ___ 8. pitcher        | A. A large container for holding and pouring liquids       |
| ___ 9. dei            | B. Condition or quality                                    |
| ___ 10. ty            | C. People living in the same area with something in common |
| ___ 11. constellation | D. To spur someone into action                             |
| ___ 12. motivate      | E. A group of people with a task to accomplish             |
| ___ 13. commission    | AB. A group of stars forming a recognizable pattern        |
| ___ 14. community     | AC. God  |

**Directions:** Write complete sentences, using context clues to show the meaning of the following.

15. Write a sentence showing the meaning of this idiom: “as busy as a bee.” \_\_\_\_\_  
\_\_\_\_\_

16. Write a sentence showing the meaning of this simile: “as quick as lightning.”  
\_\_\_\_\_  
\_\_\_\_\_

15. Write a sentence showing the meaning of this word: “mover.” \_\_\_\_\_  
\_\_\_\_\_

16. Write a sentence showing the meaning of this word: “deity.” \_\_\_\_\_  
\_\_\_\_\_





## Vocabulary Test: Lessons 13–16

---

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                 |   |
|-----------------|---|
| ___ 1. batter   | A. Delicate or easy to break                        |
| ___ 2. geo      | B. Earth  |
| ___ 3. (o)logy  | C. To bring to an end                               |
| ___ 4. observe  | D. To pound heavily and repeatedly                  |
| ___ 5. fragile  | E. Complicated with many parts                      |
| ___ 6. complex  | AB. The study of                                    |
| ___ 7. conclude | AC. To notice or pay special attention to something |

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                     |   |
|---------------------|---|
| ___ 8. strike       | A. Something absolutely required to accomplish a task |
| ___ 9. geno         | B. The result or effect of an action                  |
| ___ 10. cide        | C. The way a person behaves                           |
| ___ 11. essential   | D. Unusual or very different                          |
| ___ 12. strange     | E. A group of people                                  |
| ___ 13. conduct     | AB. Killing   |
| ___ 14. consequence | AC. A sudden military attack                          |

**Directions:** Write complete sentences, using context clues to show the meaning of the following.

15. Write a sentence showing the meaning of this simile: “as clear as a bell.”

---

---

16. Write a sentence showing the meaning of this metaphor: “a blanket of snow.”

---

---

17. Write a sentence showing the meaning of this word: “geology.” \_\_\_\_\_

---

---

18. Write a sentence showing the meaning of this word: “genocide.” \_\_\_\_\_



## Vocabulary Test: Lessons 17–20

---

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                    |   |
|--------------------|---|
| ___ 1. present     | A. Belief   |
| ___ 2. cred        | B. To build or assemble something                     |
| ___ 3. ible        | C. To give something to someone                       |
| ___ 4. legislature | D. To use up completely                               |
| ___ 5. expedition  | E. A governing group that makes laws                  |
| ___ 6. construct   | AB. Able  |
| ___ 7. consume     | AC. A well-planned journey meant to accomplish a goal |

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                 |   |
|-----------------|---|
| ___ 8. pound    | A. A person who competes with and tries to defeat another |
| ___ 9. tempor   | B. Recognizing something done well                        |
| ___ 10. ary     | C. Time   |
| ___ 11. villain | D. A condition of   |
| ___ 12. rival   | E. The arts and customs of a group of people              |
| ___ 13. credit  | AB. The bad or evil character                             |
| ___ 14. culture | AC. To beat heavily and repeatedly                        |

**Directions:** Write complete sentences, using context clues to show the meaning of the following.

15. Write a sentence showing the meaning of this metaphor: “heart of stone.” \_\_\_\_\_

---

---

16. Write a sentence showing the meaning of this metaphor: “bubbly personality.”

---

---

17. Write a sentence showing the meaning of this word: “credible.” \_\_\_\_\_

---

---

18. Write a sentence showing the meaning of this word: “temporary.” \_\_\_\_\_

---

---



## Vocabulary Test: Lessons 21–24

---

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                 |   |
|-----------------|---|
| ___ 1. patient  | A. Someone receiving medical treatment                |
| ___ 2. sup      | B. A king or queen who inherits the authority to rule |
| ___ 3. ply      | C. To create or plan                                  |
| ___ 4. monarch  | D. Under  |
| ___ 5. ruthless | E. Having no pity or compassion                       |
| ___ 6. design   | AB. Different or separate                             |
| ___ 7. distinct | AC. Bend  |

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                 |                                       |
|-----------------|---------------------------------------|
| ___ 8. lean     | A. To make someone feel angry or hurt |
| ___ 9. mono     | B. To make or consider equal          |
| ___ 10. lith    | C. A corpse used for medical training |
| ___ 11. cadaver | D. One                                |
| ___ 12. offend  | E. Stone                              |
| ___ 13. element | AB. Without extra weight or fat       |
| ___ 14. equate  | AC. An important part of something    |

**Directions:** Write complete sentences, using context clues to show the meaning of the following.

15. Define imagery. \_\_\_\_\_  
\_\_\_\_\_
16. Write a sentence using the sense of taste as imagery. \_\_\_\_\_  
\_\_\_\_\_
17. Write a sentence showing the meaning of this word: “supply.” \_\_\_\_\_  
\_\_\_\_\_
18. Write a sentence showing the meaning of this word: “monolith.” \_\_\_\_\_  
\_\_\_\_\_



## Vocabulary Test: Lessons 25–28

---

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                   |   |
|-------------------|---|
| ___ 1. race       | A. Belonging to                                 |
| ___ 2. equ        | B. To determine the value or worth of something |
| ___ 3. ate        | C. An important characteristic of something     |
| ___ 4. conceal    | D. To hide from view                            |
| ___ 5. comprehend | E. To compete with others to see who is fastest |
| ___ 6. evaluate   | AB. To understand in detail                     |
| ___ 7. feature    | AC. Equal                                       |

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                      |  |
|----------------------|--|
| ___ 8. coast         | A. To stop or bring to an end          |
| ___ 9. trib          | B. To center or direct one's attention |
| ___ 10. ute          | C. The last part in a series           |
| ___ 11. cease        | D. To move easily without using power  |
| ___ 12. intellectual | E. Give                                |
| ___ 13. final        | AB. Someone who has and uses knowledge |
| ___ 14. focus        | AC. Result of                          |

**Directions:** Write complete sentences, using context clues to show the meaning of the following.

15. Write a sentence using the sense of sound. \_\_\_\_\_

\_\_\_\_\_

16. Write a sentence which shows the meaning of “Many hands make light work.”

\_\_\_\_\_

\_\_\_\_\_

17. Write a sentence showing the meaning of this word: “equate.” \_\_\_\_\_

\_\_\_\_\_

18. Write a sentence showing the meaning of this word: “tribute.” \_\_\_\_\_

\_\_\_\_\_



## Vocabulary Test: Lessons 29–32

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                 |   |
|-----------------|---|
| ___ 1. fire     | A. To have a strong effect on someone or something          |
| ___ 2. hypo     | B. Physical activity to help one get in better shape        |
| ___ 3. thesis   | C. To cause physical harm or damage to someone or something |
| ___ 4. exercise | D. Under  |
| ___ 5. rookie   | E. To shoot a gun or other weapon                           |
| ___ 6. impact   | AB. Idea  |
| ___ 7. injure   | AC. Someone without experience                              |

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                   |  |
|-------------------|--|
| ___ 8. face       | A. The molten rock ejected from a volcano            |
| ___ 9. par        | B. Give  |
| ___ 10. don       | C. Equal   |
| ___ 11. lava      | D. To spend money in order to get a profit in return |
| ___ 12. eternal   | E. To put into place or begin                        |
| ___ 13. institute | AB. Lasting forever                                  |
| ___ 14. invest    | AC. To confront or deal with directly                |

**Directions:** Write complete sentences, using context clues to show the meaning of the following.

15. Write a sentence showing the meaning of “Too many cooks in the kitchen.”

---

---

16. Write a sentence showing the meaning of “Better safe than sorry.”

---

---

17. Write a sentence showing the meaning of this word: “hypothesis.” \_\_\_\_\_

---

---

18. Write a sentence showing the meaning of this word: “pardon.” \_\_\_\_\_

---

---



## Vocabulary Test: Lessons 33–36

---

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                     |   |
|---------------------|---|
| ___ 1. fit          | A. An object or certain thing                                       |
| ___ 2. col          | B. A doctor's written instruction to provide medicine for a patient |
| ___ 3. lect         | C. A daily record of a person's experiences                         |
| ___ 4. prescription | D. Read or choose   |
| ___ 5. amateur      | E. To make into the right shape and size                            |
| ___ 6. item         | AB. Someone lacking experience or not paid for their participation  |
| ___ 7. journal      | AC. With  |

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                  |   |
|------------------|---|
| ___ 8. capital   | A. Belonging to   |
| ___ 9. amphi(b)  | B. Something in proper or usual working condition       |
| ___ 10. ian      | C. To guard or keep going                               |
| ___ 11. minister | D. To bring something into existence                    |
| ___ 12. create   | E. Money or other objects of value able to be invested  |
| ___ 13. maintain | AB. Both  |
| ___ 14. normal   | AC. A person who performs religious duties in a church. |

**Directions:** Write complete sentences, using context clues to show the meaning of the following.

15. Write a sentence using the /s/ alliteration: \_\_\_\_\_  
\_\_\_\_\_
16. Write a sentence using the /sh/ alliteration: \_\_\_\_\_  
\_\_\_\_\_
17. Write a sentence showing the meaning of this word: "collect." \_\_\_\_\_  
\_\_\_\_\_
18. Write a sentence showing the meaning of this word: "amphibian." \_\_\_\_\_  
\_\_\_\_\_



## Vocabulary Test: Lessons 37–40

---

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                    |  |
|--------------------|--|
| ___ 1. key         | A. A substance used to treat sickness or disease |
| ___ 2. tele        | B. To contribute or take part                    |
| ___ 3. phon(e)     | C. Having a rough or uneven sharpness            |
| ___ 4. medicine    | D. Something important or the main idea          |
| ___ 5. jagged      | E. Sound   |
| ___ 6. obtain      | AB. Far  |
| ___ 7. participate | AC. To gain possession                           |

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                     |   |
|---------------------|---|
| ___ 8. odd          | A. Showing hope or confidence                 |
| ___ 9. sign         | B. Unusual or different from what is expected |
| ___ 10. al          | C. A long period of little rainfall           |
| ___ 11. drought     | D. At the surface level                       |
| ___ 12. superficial | E. Mark                                       |
| ___ 13. perceive    | AB. Relating to                               |
| ___ 14. positive    | AC. To understand or become aware of          |

**Directions:** Write complete sentences, using context clues to show the meaning of the following.

15. Write a sentence using the /ch/ alliteration: \_\_\_\_\_  
\_\_\_\_\_

16. Write a sentence showing the meaning of this proverb: “Good things come to those who wait.” \_\_\_\_\_  
\_\_\_\_\_

17. Write a sentence showing the meaning of this word: “telephone.” \_\_\_\_\_  
\_\_\_\_\_

18. Write a sentence showing the meaning of this word: “signature.” \_\_\_\_\_  
\_\_\_\_\_



## Vocabulary Test: Lessons 41–44

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                  |   |
|------------------|---|
| ___ 1. iron      | A. A tool designed for smoothing out wrinkles in fabric |
| ___ 2. poly      | B. Angle  |
| ___ 3. gon       | C. Zero degrees latitude; halfway between the poles     |
| ___ 4. equator   | D. What happened before                                 |
| ___ 5. calculate | E. To measure using mathematical rules                  |
| ___ 6. potential | AB. A quality or ability that may develop in the future |
| ___ 7. previous  | AC. Many  |

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                  |  |
|------------------|--|
| ___ 8. state     | A. Away from                                     |
| ___ 9. dif       | B. To cut away unnecessary parts                 |
| ___ 10. fer      | C. To buy something                              |
| ___ 11. award    | D. The first or most important                   |
| ___ 12. prune    | E. A prize given to honor success or achievement |
| ___ 13. primary  | AB. Carry  |
| ___ 14. purchase | AC. To express or say                            |

**Directions:** Write complete sentences, using context clues to show the meaning of the following.

15. Write a sentence showing the meaning of this proverb: “A leopard cannot change its spots.”

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16. Write a sentence showing the meaning of this proverb: “Better late than never.”

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---

17. Write a sentence showing the meaning of this word: “polygon.” \_\_\_\_\_

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---

18. Write a sentence showing the meaning of this word: “differ.” \_\_\_\_\_

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## Vocabulary Test: Lessons 45–48

---

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                 |   |
|-----------------|---|
| ___ 1. period   | A. A length of time                                       |
| ___ 2. terri    | B. The area between the upper and lower limits of a scale |
| ___ 3. fic      | C. Extreme confusion and disorder                         |
| ___ 4. chaos    | D. A division, part, or territory                         |
| ___ 5. tolerate | E. Earth  |
| ___ 6. range    | AB. Make or do  |
| ___ 7. region   | AC. To allow to happen                                    |

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                  |  |
|------------------|--|
| ___ 8. change    | A. Relating or important to the issue at hand      |
| ___ 9. kilo      | B. Money returned after overpayment for a purchase |
| ___ 10. gram     | C. Thousand  |
| ___ 11. solitude | D. Being alone                                     |
| ___ 12. discuss  | E. To control or direct according to rules or law  |
| ___ 13. regulate | AB. To talk or write about                         |
| ___ 14. relevant | AC. Weight   |

**Directions:** Write complete sentences, using context clues to show the meaning of the following.

15. Define onomatopoeia: \_\_\_\_\_  
\_\_\_\_\_
16. Identify the words using onomatopoeia in this sentence: “The student ripped out a piece of \_\_\_\_\_  
from his binder and crinkled it up.” \_\_\_\_\_
17. Write a sentence showing the meaning of this word: “terrific.” \_\_\_\_\_  
\_\_\_\_\_
18. Write a sentence showing the meaning of this word: “kilogram.” \_\_\_\_\_  
\_\_\_\_\_



## Vocabulary Test: Lessons 49–52

---

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                  |   |
|------------------|---|
| ___ 1. even      | A. To make level, flat, or smooth                 |
| ___ 2. aster     | B. A person who directs an orchestra or choir     |
| ___ 3. oid       | C. To live or dwell in                            |
| ___ 4. conductor | D. Stars  |
| ___ 5. timid     | E. Something that can be used for support or help |
| ___ 6. reside    | AB. Hesitant or lacking self-confidence           |
| ___ 7. resource  | AC. Resembling                                    |

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                 |   |
|-----------------|---|
| ___ 8. check    | A. To protect and make safe                       |
| ___ 9. vac      | B. Being merciful or not punishing harshly        |
| ___ 10. ancy    | C. An evaluation of progress                      |
| ___ 11. script  | D. State or quality of                            |
| ___ 12. lenient | E. Empty  |
| ___ 13. secure  | AB. The text of a play, television show, or movie |
| ___ 14. seek    | AC. To try to find                                |

**Directions:** Write complete sentences, using context clues to show the meaning of the following.

15. Identify the words using onomatopoeia in this sentence: “Mom clapped her hand on the table and hissed in frustration.” \_\_\_\_\_

16. Define symbolism: \_\_\_\_\_

17. Write a sentence showing the meaning of this word: “asteroid.” \_\_\_\_\_

18. Write a sentence showing the meaning of this word: “vacancy.” \_\_\_\_\_



## Vocabulary Test: Lessons 53–56

---

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                    |  |
|--------------------|--|
| ___ 1. press       | A. With  |
| ___ 2. con         | B. A machine with moveable type to print newspapers      |
| ___ 3. vert        | C. The location or scene for project, event, or activity |
| ___ 4. achievement | D. To choose one thing over another                      |
| ___ 5. ridicule    | E. A goal reached or something done successfully         |
| ___ 6. select      | AB. To make fun of in a cruel manner                     |
| ___ 7. site        | AC. Turn   |

**Directions:** Place the capital letter(s) that best matches to the left of the number.

- |                   |   |
|-------------------|---|
| ___ 8. spring     | A. Build  |
| ___ 9. struct     | B. A feeling of embarrassment and sadness for what one has done |
| ___ 10. ure       | C. The season after winter and before summer                    |
| ___ 11. shame     | D. To examine or consider in detail                             |
| ___ 12. forbidden | E. Denied, excluded, or not approved                            |
| ___ 13. strategy  | AB. Plan of action to achieve long term goals                   |
| ___ 14. survey    | AC. Action or condition   |

**Directions:** Write complete sentences, using context clues to show the meaning of the following.

15. Explain the meaning of the symbols “red” and “blue” on a faucet. \_\_\_\_\_

\_\_\_\_\_

16. Write a sentence in which you identify and explain the symbol on a road sign.

\_\_\_\_\_

\_\_\_\_\_

17. Write a sentence showing the meaning of this word: “convert.” \_\_\_\_\_

\_\_\_\_\_

18. Write a sentence showing the meaning of this word: “structure.” \_\_\_\_\_

\_\_\_\_\_



## Vocabulary Test Answers

| <b>Lessons 1–4</b> | <b>Lessons 5–8</b> | <b>Lessons 9–12</b> | <b>Lessons 13–16</b> |
|--------------------|--------------------|---------------------|----------------------|
| 1. AB              | 1. C               | 1. AC               | 1. D                 |
| 2. AC              | 2. D               | 2. E                | 2. B                 |
| 3. D               | 3. AB              | 3. A                | 3. AB                |
| 4. B               | 4. A               | 4. B                | 4. AC                |
| 5. E               | 5. E               | 5. AB               | 5. A                 |
| 6. C               | 6. AC              | 6. C                | 6. E                 |
| 7. A               | 7. B               | 7. D                | 7. C                 |
| 8. AC              | 8. E               | 8. A                | 8. AC                |
| 9. E               | 9. A               | 9. AC               | 9. E                 |
| 10. B              | 10. D              | 10. B               | 10. AB               |
| 11. AB             | 11. AC             | 11. AB              | 11. A                |
| 12. A              | 12. C              | 12. C               | 12. D                |
| 13. D              | 13. B              | 13. E               | 13. C                |
| 14. C              | 14. AB             | 14. C               | 14. B                |



## Vocabulary Test Answers: Figures of Speech, Greek and Latin Word Parts

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### Lessons 1–4

15. “Pins and needles” means the feelings of worry and excitement while waiting for something to happen.
16. “Don’t spread yourself too thin” means to avoid taking on too much work at one time.
17. The word *nominee* means a person who has been named for a position or award.
18. The word *decade* means ten years.

### Lessons 5–8

15. To “talk down to” means to talk childishly to someone who is not a child.
16. A “broken heart” means someone whose love has been rejected.
17. The word *aqueduct* means a man-made channel used to move water from place to place.
18. The word *commit* means to send or refer a person or thing. The word *oppose* means to go against or try to prevent something from happening.

### Lessons 9–12

15. Someone who is “as busy as a bee” means someone who is doing a lot of things.
16. Someone who is “as quick as lightning” is extremely fast.
17. The word *mover* means someone who moves furniture from one place to another.
18. The word *deity* means god or goddess.

### Lessons 13–16

15. Something “as clear as a bell” means to be easily understandable.
16. “A blanket of snow” means compares a blanket which covers someone completely to falling snow which covers the landscape completely.
17. The word *geology* means the study of the earth.
18. The word *genocide* means the killing of a large group of people.



## Vocabulary Test Answers

| Lessons 17–20 | Lessons 21–24 | Lessons 25–28 | Lessons 29–32 |
|---------------|---------------|---------------|---------------|
| 1. C          | 1. A          | 1. E          | 1. E          |
| 2. A          | 2. D          | 2. AC         | 2. D          |
| 3. AB         | 3. AC         | 3. A          | 3. AB         |
| 4. E          | 4. B          | 4. D          | 4. B          |
| 5. AC         | 5. E          | 5. AB         | 5. AC         |
| 6. B          | 6. C          | 6. B          | 6. A          |
| 7. D          | 7. AB         | 7. C          | 7. C          |
| 8. AC         | 8. AB         | 8. D          | 8. AC         |
| 9. C          | 9. D          | 9. E          | 9. C          |
| 10. D         | 10. E         | 10. AC        | 10. B         |
| 11. AB        | 11. C         | 11. A         | 11. A         |
| 12. A         | 12. A         | 12. AB        | 12. AB        |
| 13. B         | 13. AC        | 13. C         | 13. E         |
| 14. E         | 14. B         | 14. B         | 14. D         |



## Vocabulary Test Answers: Figures of Speech, Greek and Latin Word Parts

---

### Lessons 17–20

15. A “heart of stone” means someone who is unfeeling or unmerciful.
16. A “bubbly personality” means someone who is very friendly.
17. The word *credible* means convincing or believable.
18. The word *temporary* means for a short period of time.

### Lessons 21–24

15. Imagery is descriptive language which especially appeals to the senses.
16. Any sentence is correct which uses the sense of taste.
17. The word *supply* means to provide something that is needed.
18. The word *monolith* means a single large stone.

### Lessons 25–28

15. Any sentence is correct which uses the sense of sound.
16. Any sentence is correct which shows the meaning of “Many hands make light work.” “Many hands make light work” means that a task is easier when others help on the same task.
17. The word *equate* means to consider two things equal.
18. The word *tribute* means a gift or action intended to show respect and admiration.

### Lessons 29–32

15. Any sentence is correct which shows the meaning of “Too many cooks in the kitchen.” “Too many cooks in the kitchen” means that some tasks are better done alone or without others’ advice.
16. Any sentence is correct which shows the meaning of “Better safe than sorry.” “Better safe than sorry” means being cautious prevents accidents or problems.
17. The word *hypothesis* means a proposed explanation for how or why something works.
18. The word *pardon* means the act of being forgiven for doing something wrong.



## Vocabulary Test Answers

| <b>Lessons 33–36</b> | <b>Lessons 37–40</b> | <b>Lessons 41–44</b> | <b>Lessons 45–48</b> |
|----------------------|----------------------|----------------------|----------------------|
| 1. E                 | 1. D                 | 1. A                 | 1. A                 |
| 2. AC                | 2. AB                | 2. AC                | 2. E                 |
| 3. D                 | 3. E                 | 3. B                 | 3. AB                |
| 4. B                 | 4. A                 | 4. C                 | 4. C                 |
| 5. AB                | 5. C                 | 5. E                 | 5. AC                |
| 6. A                 | 6. AC                | 6. AB                | 6. B                 |
| 7. C                 | 7. B                 | 7. D                 | 7. D                 |
| 8. E                 | 8. B                 | 8. AC                | 8. B                 |
| 9. AB                | 9. E                 | 9. A                 | 9. C                 |
| 10. A                | 10. AB               | 10. AB               | 10. AC               |
| 11. AC               | 11. C                | 11. E                | 11. D                |
| 12. D                | 12. D                | 12. E                | 12. AB               |
| 13. C                | 13. AC               | 13. D                | 13. E                |
| 14. B                | 14. A                | 14. C                | 14. A                |





## Vocabulary Test Answers: Figures of Speech, Greek and Latin Word Parts

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### Lessons 33–36

15. Any sentence is correct with at least three words beginning with /s/.
16. Any sentence is correct with at least three words beginning with /sh/.
17. The word *collapse* means to fall down or in.
18. The word *amphibian* means a creature that can live both on land and in the water.

### Lessons 37–40

15. Any sentence is correct with at least three words beginning with /ch/.
16. “Good things come to those who wait” means that patience leads to positive results.
17. The word *telephone* means a device that can transmit sound over long distances.
18. The word *signature* means a mark or unique pattern of letters used to identify a person.

### Lessons 41–44

15. “A leopard cannot change its spots” means that people’s attitudes or behaviors don’t change.
16. “Better late than never” means arriving late is better than not showing up at all.
17. The word *polygon* means a shape with many angles and sides.
18. The word *differ* means to be unlike, different.

### Lessons 45–48

15. Onomatopoeia is a figure of speech in which words spelled like their objects or actions sound.
16. Answers: “ripped”... “crinkle”
17. The word *terrific* means great in size or amount.
18. The word *kilogram* means one thousand grams.



## Vocabulary Test Answers

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| <b>Lessons 49–52</b> | <b>Lessons 53–56</b> |
|----------------------|----------------------|
| 1. A                 | 1. B                 |
| 2. D                 | 2. A                 |
| 3. AC                | 3. AC                |
| 4. B                 | 4. E                 |
| 5. AB                | 5. AB                |
| 6. C                 | 6. D                 |
| 7. E                 | 7. C                 |
| 8. C                 | 8. C                 |
| 9. E                 | 9. A                 |
| 10. D                | 10. AC               |
| 11. AB               | 11. B                |
| 12. B                | 12. E                |
| 13. A                | 13. AB               |
| 14. AC               | 14. D                |

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## Vocabulary Test Answers: Figures of Speech, Greek and Latin Word Parts

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### Lessons 49–52

15. Answers: “clapped”... “hissed”
16. Symbolism is an object or act which represents an idea.
17. The word *asteroid* means a space rock in orbit around the sun.
18. The word *vacancy* means the state of being empty.

### Lessons 53–56

15. Answers: “hot”... “cold”
16. Any sentence is correct which identifies a symbol on a road sign and explains what the symbol represents.
17. The word *convert* means to turn one thing into something else.
18. The word *structure* means a building or object created from smaller parts.



# Syllable Blending, Syllable Division, and Derivatives

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## Syllable Worksheets

The Syllable Worksheets help students practice structural analysis, blending, pronunciation, accent placement, and syllable division.

1. Display the Syllable Words and read the corresponding Syllable Rule. Direct students to copy the syllables from the display and complete the Syllable Worksheet. Students can complete the Syllable Worksheet in class or for homework.
2. When students have finished, display the Syllable Words Answers and tell students to self-correct. Direct students to edit the syllable and accent marks in another color pen or pencil. Reference the Syllable Rule for challenging words.

Note that syllables may be divided by syllable rule or by morphological division (prefix, root, and suffix). Dictionaries vary in terms of their approaches to syllabication. In the *Teaching the Language Strand* program, Syllable Words Answers are divided by syllable rules.

## Derivative Worksheets

The Derivative Worksheet builds knowledge of language structure and vocabulary.

1. Select two spelling words from the weekly Spelling Patterns Test which have both base words (a complete root such as *read*) and related words which use the same base word. For example, if the selected spelling word is *children*, the base word is *child* and a related word would be *childish*. The words *children* and *childish* are derivatives of *child*. A *derivative* is any related word which uses the same base word.
2. Direct students to read the directions and complete the Derivative Worksheet. Students can complete the Derivative Worksheet in class or for homework.
3. Collect and grade when students have completed each Derivative Worksheet.



## Closed Syllable Division

---

- |               |              |             |
|---------------|--------------|-------------|
| 1. napkin     | 2. pencil    | 3. fidget   |
| 4. picnic     | 5. contest   | 6. bandit   |
| 7. atlas      | 8. invented  | 9. insult   |
| 10. plastic   | 11. sandwich | 12. hundred |
| 13. monster   | 14. trumpet  | 15. insect  |
| 16. fantastic | 17. splendid | 18. cactus  |
| 19. magnet    | 20. canyon   | 21. actress |
| 22. quintet   | 23. kidnap   | 24. locker  |
| 25. pumpkin   | 25. subtract | 27. frantic |

**Closed Syllable Rule:** A vowel before a syllable-ending consonant (VC) is usually short. This pattern is called a *closed syllable*. The syllable following begins with a consonant. **Examples:** mas-cot, bas-ket.



## Closed Syllable Division Worksheet

**Directions:** Print the Closed Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( ' ) above the primary vowel accent.

**Closed Syllable Rule:** A vowel before a syllable-ending consonant (VC) is usually short. This pattern is called a *closed syllable*. The syllable following begins with a consonant.

**Examples:** mas-cot, bas-ket.

|           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ | 26. _____ | 27. _____ |



## Closed Syllable Division Answers

---

- |                 |               |              |
|-----------------|---------------|--------------|
| 1. náp/kin      | 2. pén/cil    | 3. fíd/get   |
| 4. píc/nic      | 5. cón/test   | 6. bán/dít   |
| 7. át/las       | 8. in/vén/ted | 9. ín/sult   |
| 10. plás/tic    | 11. sánd/wich | 12. hún/dred |
| 13. món/ster    | 14. trúm/pet  | 15. ín/sect  |
| 16. fan/tás/tic | 17. splén/díd | 18. cás/tus  |
| 19. mág/net     | 20. cás/yon   | 21. ác/tress |
| 22. quin/tét    | 23. kíd/nap   | 24. lóc/ker  |
| 25. púmp/kin    | 26. sub/tráct | 27. frán/tic |

**Closed Syllable Rule:** A vowel before a syllable-ending consonant (VC) is usually short. This pattern is called a *closed syllable*. The syllable following begins with a consonant. **Examples:** mas-cot, bas-ket.



## Derivatives Worksheet

**Directions:** Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

|                               |                                       |   |
|-------------------------------|---------------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b><br>_____ |   |
|                               | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
|                               |                                       | _____                                     |

|                               |                                       |   |
|-------------------------------|---------------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b><br>_____ |   |
|                               | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
|                               |                                       | _____                                     |





## Open Syllable Division

---

- |            |            |            |
|------------|------------|------------|
| 1. lazy    | 2. photo   | 3. freebie |
| 4. ego     | 5. ivy     | 6. hobo    |
| 7. tepee   | 8. decay   | 9. spicy   |
| 10. slowly | 11. payee  | 12. gravy  |
| 13. zero   | 14. pastry | 15. solo   |
| 16. cocoa  | 17. slimy  | 18. cutie  |
| 19. reply  | 20. halo   | 21. repay  |
| 22. shady  | 23. deny   | 24. veto   |
| 25. tasty  | 26. below  | 27. trophy |

**Open Syllable Rule:** A vowel at the end of a syllable (CV) usually has a long vowel sound. This pattern is called an *open syllable*. The syllable following begins with a consonant. **Example:** be-low.



## Open Syllable Division Worksheet

**Directions:** Print the Open Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( ' ) above the primary vowel accent.

**Open Syllable Rule:** A vowel at the end of a syllable (CV) usually has a long vowel sound. This pattern is called an *open syllable*. The syllable following begins with a consonant.

**Example:** be-low.

|           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ | 26. _____ | 27. _____ |



## Open Syllable Division Answers

---

- |             |             |             |
|-------------|-------------|-------------|
| 1. lá/zy    | 2. phó/to   | 3. frée/bie |
| 4. é/go     | 5. í/vy     | 6. hó/bo    |
| 7. té/pee   | 8. de/cáy   | 9. sp/cy    |
| 10. slów/ly | 11. pa/yée  | 12. grá/vy  |
| 13. zé/ro   | 14. pá/stry | 15. só/lo   |
| 16. có/coa  | 17. slí/my  | 18. cú/tie  |
| 19. re/plý  | 20. há/fo   | 21. re/páy  |
| 22. shá/dy  | 23. de/ný   | 24. vé/to   |
| 25. tá/sty  | 26. be/lów  | 27. tró/phy |

**Open Syllable Rule:** A vowel at the end of a syllable (CV) usually has a long vowel sound. This pattern is called an *open syllable*. The syllable following begins with a consonant. **Example:** be-low.



## Derivatives Worksheet

**Directions:** Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

|                               |   |
|-------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b><br>_____<br>_____                                    |
|                               | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |

|                               |   |
|-------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b><br>_____<br>_____                                    |
|                               | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |



## Final *e* Syllable Division

---

- |                |                |                |
|----------------|----------------|----------------|
| 1. basement    | 2. obese       | 3. fading      |
| 4. scenery     | 5. hateful     | 6. compete     |
| 7. lively      | 8. decode      | 9. enshrine    |
| 10. lonely     | 11. glided     | 12. misquoted  |
| 13. release    | 14. muting     | 15. salesman   |
| 16. misused    | 17. female     | 18. bakery     |
| 19. received   | 20. supremely  | 21. dining     |
| 22. bridegroom | 23. midwife    | 24. dispute    |
| 25. compote    | 25. excitement | 27. dislocated |

**Silent Final *e* Syllable Rule:** The silent final *e* makes the vowel before a long sound, if only one consonant sound is between the two (VCe). The syllable following the silent final *e* begins with a consonant. **Example:** *lately*.



## Final e Syllable Division Worksheet

**Directions:** Print the Silent Final *e* Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( <sup>˘</sup> ) above the primary vowel accent.

**Silent Final *e* Syllable Rule:** The silent final *e* makes the vowel before a long sound, if only one consonant sound is between the two (VCe). The syllable the silent final *e* begins with a consonant. **Example:** lately.

|           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ | 26. _____ | 27. _____ |



## Final *e* Syllable Division Answers

---

- |                 |                  |                    |
|-----------------|------------------|--------------------|
| 1. báse/ment    | 2. o/bése        | 3. fá/ding         |
| 4. scé/ner/y    | 5. háte/ful      | 6. com/pete        |
| 7. líve/ly      | 8. de/códe       | 9. en/shríne       |
| 10. lóne/ly     | 11. glí/ded      | 12. mis/quó/ted    |
| 13. re/leáse    | 14. mú/ting      | 15. sáles/man      |
| 16. mis/úsed    | 17. fé/male      | 18. bá/ker/y       |
| 19. re/céived   | 20. su/préme/ly  | 21. dí/ning        |
| 22. bríde/groom | 23. míd/wife     | 24. dis/púte       |
| 25. cóm/pote    | 26. ex/cíte/ment | 27. dí/s/lo/ca/ted |

**Silent Final *e* Syllable Rule:** The silent final *e* makes the vowel before a long sound, if only one consonant sound is between the two (VCe). The syllable following the silent final *e* begins with a consonant. **Example:** *lately*.



## Derivatives Worksheet

**Directions:** Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

|                               |                                       |   |
|-------------------------------|---------------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b><br>_____ |   |
|                               | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
|                               |                                       | _____                                     |

|                               |                                       |   |
|-------------------------------|---------------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b><br>_____ |   |
|                               | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
|                               |                                       | _____                                     |





## Vowel Teams Syllable Division

---

- |               |                |                 |
|---------------|----------------|-----------------|
| 1. ownership  | 2. throughout  | 3. awful        |
| 4. eyebrows   | 5. ointment    | 6. cautiousness |
| 7. howling    | 8. weighty     | 9. afterthought |
| 10. roughly   | 11. receipt    | 12. boastful    |
| 13. rooster   | 14. cheapskate | 15. undergoes   |
| 16. wooden    | 17. between    | 18. rainfall    |
| 19. greatest  | 20. mischief   | 21. spraying    |
| 22. deathlike | 23. friendship | 24. sleighing   |
| 25. fruitful  | 25. fewest     | 27. keystroke   |

**Vowel Teams Syllable Rule:** Usually keep vowel teams together in the same syllable. **Example:** beau-ty.



## Vowel Teams Syllable Division Worksheet

**Directions:** Print the Vowel Team Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( ' ) above the primary vowel accent.

**Vowel Teams Syllable Rule:** Usually keep vowel teams together in the same syllable.  
**Example:** beau-ty.

|           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ | 26. _____ | 27. _____ |



## Vowel Teams Syllable Division Answers

---

- |                |                 |                   |
|----------------|-----------------|-------------------|
| 1. ów/ner/ship | 2. through/óut  | 3. áw/ful         |
| 4. éye/brows   | 5. óint/ment    | 6. cáu/tious/ness |
| 7. hów/ling    | 8. wéigh/ty     | 9. áf/ter/thought |
| 10. róugh/ly   | 11. re/céipt    | 12. bóast/ful     |
| 13. róo/ster   | 14. chéap/skate | 15. un/der/góes   |
| 16. wóo/den    | 17. be/twéén    | 18. ráin/fall     |
| 19. gréa/test  | 20. mís/chief   | 21. spráy/ing     |
| 22. déath/like | 23. fríend/ship | 24. sléigh/ing    |
| 25. frúit/ful  | 25. féw/est     | 27. káy/stroke    |

**Vowel Teams Syllable Rule:** Usually keep vowel teams together in the same syllable. **Example:** beau-ty.



## Derivatives Worksheet

**Directions:** Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

|                               |                                       |   |
|-------------------------------|---------------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b><br>_____ |   |
|                               | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
|                               |                                       | _____                                     |

|                               |                                       |   |
|-------------------------------|---------------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b><br>_____ |   |
|                               | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
|                               |                                       | _____                                     |



## ***r* – controlled Syllable Division**

---

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| 1. argument     | 2. artistic     | 3. burglar      |
| 4. perspiration | 5. erratic      | 6. admirer      |
| 7. circumvent   | 8. directly     | 9. tornado      |
| 10. format      | 11. corporation | 12. firmly      |
| 13. absurdity   | 14. uranium     | 15. sulfur      |
| 16. erroneous   | 17. cigarette   | 18. murmur      |
| 19. urgently    | 20. tolerate    | 21. certify     |
| 22. inspire     | 23. virtual     | 24. aspirin     |
| 25. enormous    | 25. immortality | 27. uncertainty |

***r*–controlled Vowels Syllable Rule:** Keep the *r*-controlled vowels (ar, er, ir, or, and ur) in the same syllable and adjust the pronunciation of the word as needed. **Examples:** star, her, fir, for, fur



## **r – controlled Vowels Syllable Division Worksheet**

**Directions:** Print the *r*-controlled Vowel Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( ' ) above the primary vowel accent.

**r-controlled Vowels Syllable Rule:** Keep the *r-controlled* vowels (ar, er, ir, or, and ur) in the same syllable and adjust the pronunciation of the word as needed.

**Examples:** star, her, fir, for, fur

|           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ | 26. _____ | 27. _____ |



## ***r*-controlled Syllable Division Answers**

---

- |                    |                    |                    |
|--------------------|--------------------|--------------------|
| 1. ár/gu/ment      | 2. ár/tis/tic      | 3. búr/clar        |
| 4. per/spir/á/tion | 5. er/rá/tic       | 6. ad/mír/er       |
| 7. cír/cum/vent    | 8. dir/éct/ly      | 9. tor/ná/do       |
| 10. fór/mat        | 11. cor/por/á/tion | 12. fír/m/ly       |
| 13. ab/súr/di/ty   | 14. ur/á/ni/um     | 15. súl/fur        |
| 16. er/ró/ne/ous   | 17. cíg/ar/ette    | 18. múr/mur        |
| 19. úr/gent/ly     | 20. tó/ler/ate     | 21. cér/ti/fy      |
| 22. in/spíre       | 23. m/ir/tu/al     | 24. ás/pir/in      |
| 25. e/nór/mous     | 26. mor/tál/i/ty   | 27. un/cér/tain/ty |

***r*-controlled Vowels Syllable Rule:** Keep the *r*-controlled vowels (ar, er, ir, or, and ur) in the same syllable and adjust the pronunciation of the word as needed. **Examples:** star, her, fir, for, fur



## Derivatives Worksheet

**Directions:** Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

|                               |                                       |   |
|-------------------------------|---------------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b><br>_____ |   |
|                               | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
|                               |                                       | _____                                     |

|                               |                                       |   |
|-------------------------------|---------------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b><br>_____ |   |
|                               | <b>Derivative</b><br>_____ ( )        | <b>Part of Speech / Sentence</b><br>_____ |
|                               |                                       | _____                                     |





## Double Consonant Syllable Division

---

- |                |                  |                 |
|----------------|------------------|-----------------|
| 1. extended    | 2. stopping      | 3. stutter      |
| 4. sincerely   | 5. typhoid       | 6. sluggishly   |
| 7. important   | 8. permitted     | 9. forgotten    |
| 10. starvation | 11. substantial  | 12. readmitted  |
| 13. bookworm   | 14. seamstress   | 15. kidnapped   |
| 16. starring   | 17. imprinted    | 18. astonishing |
| 19. discussed  | 20. splitting    | 21. fitness     |
| 22. madness    | 23. gladden      | 24. stirring    |
| 25. shipment   | 26. presentation | 27. hiccupped   |

**Double Consonant Syllable Rule:** When there are two consonants between two vowels in a word, divide the syllable between the consonants. Exceptions: Don't divide between the consonants of a digraph (*ch, sh, wh, th*). Usually keep blends together such as *bl, br, or sw*. Only separate ending "ed" suffixes from their roots when the roots end in *d* or *t*.

Examples: **din-ner, com-mit-ted, latch-key con-fessed.**



## Double Consonant Syllable Division Worksheet

**Directions:** Print the Double Consonant Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( ' ) above the primary vowel accent.

**Double Consonant Syllable Rule:** When there are two consonants between two vowels in a word, divide the syllable between the consonants. Exceptions: Don't divide between the consonants of a digraph (*ch, sh, wh, th*). Usually keep blends together such as *bl, br,* or *sw*. Only separate ending "ed" suffixes from their roots when the roots end in *d* or *t*.

**Examples:** *din-ner, com-mit-ted, latch-key, con-fessed.*

|           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ | 26. _____ | 27. _____ |



## Double Consonant Syllable Division

### Answers

---

- |                  |                     |                    |
|------------------|---------------------|--------------------|
| 1. ex/tén/ded    | 2. stóp/ping        | 3. stút/ter        |
| 4. sin/cére/ly   | 5. tý/phoid         | 6. slúg/gish/ly    |
| 7. im/pór/tant   | 8. per/mít/ted      | 9. fó/gót/ten      |
| 10. star/vá/tion | 11. sub/stán/tial   | 12. re/ad/mít/ted  |
| 13. bóok/worm    | 14. séam/stress     | 15. kíd/napped     |
| 16. stár/ring    | 17. im/prín/ted     | 18. as/tó/ni/shing |
| 19. dis/cússed   | 20. spít/ring       | 21. fít/ness       |
| 22. mád/ness     | 23. glád/den        | 24. stír/ring      |
| 25. shíp/ment    | 26. pre/sen/tá/tion | 27. híc/cupped     |

**Double Consonant Syllable Rule:** When there are two consonants between two vowels in a word, divide the syllable between the consonants. Exceptions: Don't divide between the consonants of a digraph (*ch, sh, wh, th*). Usually keep blends together such as *bl, br, or sw*. Only separate ending "ed" suffixes from their roots when the roots end in *d* or *t*.

**Examples:** **din-ner, com-mit-ted, latch-key con-fessed.**



## Derivatives Worksheet

**Directions:** Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

|                               |   |
|-------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b><br>_____<br>_____                                    |
|                               | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |

|                               |   |
|-------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b><br>_____<br>_____                                    |
|                               | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |



## Inflected Endings Syllable Division

---

- |                |                |                |
|----------------|----------------|----------------|
| 1. radios      | 2. feminine    | 3. virtuous    |
| 4. rodeos      | 5. possessed   | 6. undoubtedly |
| 7. superheroes | 8. undertaking | 9. bereavement |
| 10. midwives   | 11. written    | 12. national   |
| 13. buries     | 14. microcosm  | 15. repulsion  |
| 16. monkeys    | 17. Hinduism   | 18. musician   |
| 19. eyelashes  | 20. activist   | 21. capable    |
| 22. couches    | 23. inventor   | 24. visible    |
| 25. infatuated | 25. amphibian  | 27. terrarium  |

**Inflections Rule:** Inflected endings change the grammar or function of the word. English has very few inflected endings compared to most other languages.

**Examples:** slow, slower, slowest, slowly



## Inflected Endings Syllable Division Worksheet

**Directions:** Print the Inflected Endings Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( ' ) above the primary vowel accent.

**Inflections Rule:** Inflected endings change the grammar or function of the word. English has very few inflected endings compared to most other languages. **Examples:** slow, slower, slowest, slowly.

|           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ | 26. _____ | 27. _____ |



## Inflected Endings Syllable Division

### Answers

---

- |                    |                   |                   |
|--------------------|-------------------|-------------------|
| 1. rá/di/os        | 2. fé/mi/nine     | 3. vír/tu/ous     |
| 4. ró/de/os        | 5. pos/séssed     | 6. un/dóub/ted/ly |
| 7. sú/per/he/roes  | 8. ún/der/ta/king | 9. be/réave/ment  |
| 10. míd/wives      | 11. wrít/ten      | 12. ná/tio/nal    |
| 13. bú/ries        | 14. mí/cro/co/sm  | 15. re/púl/sion   |
| 16. món/keys       | 17. Hín/du/i/sm   | 18. mu/sí/cian    |
| 19. éye/la/shes    | 20. ac/ti/vist    | 21. cá/pa/ble     |
| 22. cóu/ches       | 23. in/vén/tor    | 24. vís/i/ble     |
| 25. in/fá/tu/a/ted | 26. am/phí/bi/an  | 27. ter/rá/ri/um  |

**Inflections Rule:** Inflected endings change the grammar or function of the word. English has very few inflected endings compared to most other languages.

**Examples:** slow, slower, slowest, slowly



## Derivatives Worksheet

**Directions:** Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

|                               |   |
|-------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b><br>_____<br>_____                                    |
|                               | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |

|                               |   |
|-------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b><br>_____<br>_____                                    |
|                               | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |





## Consonant – “le” Syllable Division

---

- |              |              |                |
|--------------|--------------|----------------|
| 1. handle    | 2. hassled   | 3. trickled    |
| 4. muscle    | 5. humble    | 6. cattleman   |
| 7. single    | 8. purple    | 9. rifle       |
| 10. paddling | 11. measles  | 12. ticklish   |
| 13. circling | 14. bottle   | 15. settlement |
| 16. toggle   | 17. sample   | 18. stifle     |
| 19. cradle   | 20. waffling | 21. unbuckled  |
| 22. cubicle  | 23. fabled   | 24. gentlemen  |
| 25. icicle   | 25. triangle | 27. reshuffle  |

**Consonant – “le” Syllable Rule:** A suffix syllable ending with a consonant-“le” has a short *schwa* sound (a nasal short ŭ) between the consonant and the “le” ending. The *e* is silent. **Example:** circle



## Consonant – “le” Syllable Division Worksheet

**Directions:** Print the Consonant-“le” Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( / ) above the primary vowel accent.

**Consonant-“le” Syllable Rule:** A suffix syllable ending with a consonant-“le” has a short *schwa* sound (a nasal short ũ) between the consonant and the “le” ending. The *e* is silent.

**Example:** circle

|           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ | 26. _____ | 27. _____ |



## Consonant – “le” Syllable Division

### Answers

---

- |               |                |                  |
|---------------|----------------|------------------|
| 1. hán/dle    | 2. hás/sled    | 3. tríc/kled     |
| 4. mú/scle    | 5. húm/ble     | 6. cut/tle/man   |
| 7. sín/gle    | 8. púr/ple     | 9. rí/fle        |
| 10. pád/dling | 11. méa/sles   | 12. tíc/klis     |
| 13. cír/cling | 14. bót/tle    | 15. sét/tle/ment |
| 16. tóg/gle   | 17. sám/ple    | 18. stí/fle      |
| 19. crá/dle   | 20. wá/filing  | 21. un/búc/kled  |
| 22. cú/bi/cle | 23. fá/bled    | 24. gén/tle/men  |
| 25. í/ci/cle  | 26. trí/an/gle | 27. re/shúf/fle  |

**Consonant – “le” Syllable Rule:** A suffix syllable ending with a consonant-“le” has a short *schwa* sound (a nasal short ũ) between the consonant and the “le” ending. The *e* is silent. **Example:** circle



## Derivatives Worksheet

**Directions:** Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

|                               |   |
|-------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b> |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b> _____                              |
|                               | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b> |
|                               | _____   |
|                               | _____   |

|                               |   |
|-------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b> |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b> _____                              |
|                               | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b> |
|                               | _____   |
|                               | _____   |

## Vowel Pronunciation Shift Syllable Division

---

- |                |                 |                |
|----------------|-----------------|----------------|
| 1. compete     | 2. competitive  | 3. competition |
| 4. repeating   | 5. repetitive   | 6. repetitious |
| 7. hypnotize   | 8. hypnotic     | 9. hypnosis    |
| 10. metal      | 11. metallic    |                |
| 12. extremity  | 13. extreme     |                |
| 14. local      | 15. locality    |                |
| 16. dining     | 17. dinner      |                |
| 18. insanity   | 19. insane      |                |
| 20. pleasant   | 21. pleasing    |                |
| 22. presume    | 23. presumption |                |
| 24. defining   | 25. definition  |                |
| 26. recitation | 27. recite      |                |



**Vowel Pronunciation Rule:** Vowel sounds sometimes change pronunciation between related words.

**Examples:** equal and equality

**Vowel Pronunciation Syllable Division Worksheet**

---

**Directions:** Print the Vowel Pronunciation Shift Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( ' ) above the primary vowel accent.

**Vowel Pronunciation Rule:** Vowel sounds sometimes change pronunciation between related words. **Examples:** equal and equality

|           |           |          |
|-----------|-----------|----------|
| 1. _____  | 2. _____  | 3. _____ |
| 4. _____  | 5. _____  | 6. _____ |
| 7. _____  | 8. _____  | 9. _____ |
| 10. _____ | 11. _____ |          |
| 12. _____ | 13. _____ |          |
| 14. _____ | 15. _____ |          |
| 16. _____ | 17. _____ |          |
| 18. _____ | 19. _____ |          |
| 20. _____ | 21. _____ |          |
| 22. _____ | 23. _____ |          |
| 24. _____ | 25. _____ |          |
| 26. _____ | 27. _____ |          |



## Vowel Pronunciation Shift Syllable Division Answers

---

1. com/péte      2. com/pé/ti/tive      3. com/pe/tí/tion  
4. re/péa/ting      5. re/pé/ti/tive      6. re/pe/tí/tious  
7. hýp/no/tize      8. hyp/nó/tic      9. hyp/nó/sis  
10. mé/tal      11. me/tál/tic  
12. ex/tré/mi/ty      13. ex/tréme  
14. ló/cal      15. lo/cá/i/ty  
16. dí/ning      17. dín/ner  
18. in/sá/ni/ty      19. in/sáne  
20. pléa/sant      21. pléa/sing  
22. pre/súme      23. pre/súmp/tion  
24. de/fi/ning      25. dé/fi/ni/tion  
26. re/ci/tá/tion      27. re/cíte



**Vowel Pronunciation Rule:** Vowel sounds sometimes change pronunciation between related words.

**Examples:** equal and equality

### Derivatives Worksheet

**Directions:** Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

|                               |   |
|-------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____          |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b> _____<br>_____                                       |
|                               | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |

|                               |   |
|-------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____          |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b> _____<br>_____                                       |
|                               | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |



## Consonant Pronunciation Shift Syllable Division

---

- |               |                  |              |
|---------------|------------------|--------------|
| 1. critic     | 2. criticize     | 3. critique  |
| 4. medicine   | 5. medical       | 6. medicinal |
| 7. politics   | 8. politician    | 9. policy    |
| 10. resign    | 11. signature    |              |
| 12. election  | 13. elect        |              |
| 14. vehicle   | 15. vehicular    |              |
| 16. condemn   | 17. condemnation |              |
| 18. benefit   | 19. beneficial   |              |
| 20. divide    | 21. division     |              |
| 22. magic     | 23. magician     |              |
| 24. college   | 25. collegial    |              |
| 26. practical | 27. practice     |              |



**Consonant Pronunciation Shift Rule:** Consonant sounds sometimes change pronunciation among related words.

**Examples:** music and musician

**Consonant Pronunciation Syllable Division Worksheet**

---

**Directions:** Print the Consonant Pronunciation Shift Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( ' ) above the primary vowel accent.

**Consonant Pronunciation Rule:** Consonant sounds sometimes change pronunciation between related words. **Examples:** music and musician

|           |           |          |
|-----------|-----------|----------|
| 1. _____  | 2. _____  | 3. _____ |
| 4. _____  | 5. _____  | 6. _____ |
| 7. _____  | 8. _____  | 9. _____ |
| 10. _____ | 11. _____ |          |
| 12. _____ | 13. _____ |          |
| 14. _____ | 15. _____ |          |
| 16. _____ | 17. _____ |          |
| 18. _____ | 19. _____ |          |
| 20. _____ | 21. _____ |          |
| 22. _____ | 23. _____ |          |
| 24. _____ | 25. _____ |          |
| 26. _____ | 27. _____ |          |

## Consonant Pronunciation Shift Syllable Division Answers

---

1. crí/tic                      2. crí/ti/cize                      3. crí/tí/que
4. mé/di/cine                      5. mé/di/cal                      6. me/dí/ci/nal
7. pól/i/tics                      8. pol/i/tí/cian                      9. pól/i/cy
10. re/sígn                      11. síg/na/ture
12. e/léc/tion                      13. e/léct
14. vé/hi/cle                      15. ve/hi/cu/lar
16. con/démn                      17. con/dem/ná/tion
18. bén/e/fit                      19. ben/e/fí/cial
20. di/víde                      21. di/ví/sion
22. má/gic                      23. ma/gí/cian
24. cól/lege                      25. col/lé/gi/al
26. prác/ti/cal                      27. prác/tice



**Consonant Pronunciation Shift Rule:** Consonant sounds sometimes change pronunciation among related words.

**Examples:** music and musician

### Derivatives Worksheet

**Directions:** Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

|                               |   |
|-------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____          |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b> _____<br>_____                                       |
|                               | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |

|                               |   |
|-------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____          |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b> _____<br>_____                                       |
|                               | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |

## Schwa Syllable Division

---

- |                  |                    |                |
|------------------|--------------------|----------------|
| 1. about         | 2. preparatory     | 3. mountain    |
| 4. kitten        | 5. cemetery        | 6. mischievous |
| 7. easily        | 8. engineer        | 9. vehicle     |
| 10. galloping    | 11. welcome        | 12. porpoises  |
| 13. applicable   | 14. representative | 15. natural    |
| 16. mathematic   | 17. diagram        | 18. persecute  |
| 19. discovery    | 20. imaginary      | 21. invisible  |
| 22. wonderful    | 23. sophomore      | 24. melody     |
| 25. deliberately | 26. symphony       | 27. traveling  |

**Schwa Syllable Rule:** Unaccented vowel sounds frequently have the *schwa* sound, especially when there is



only one letter in the syllable. All vowels can have the *schwa* sound. **Examples:** about, select, definition, enough

### Schwa Syllable Division Worksheet

---

**Directions:** Print the Schwa Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( ' ) above the primary vowel accent.

**Schwa Syllable Rule:** Unaccented vowel sounds frequently have the *schwa* sound, especially when there is only one letter in the syllable. All vowels can have the *schwa* sound.

**Examples:** about, select, definition, enough

|           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ | 26. _____ | 27. _____ |

## Schwa Syllable Division Answers

---

- |                       |                        |                  |
|-----------------------|------------------------|------------------|
| 1. a/bóut             | 2. pré/par/a/to/ry     | 3. móun/tain     |
| 4. kít/ten            | 5. cé/m/e/te/ry        | 6. mís/chie/vous |
| 7. éa/si/ly           | 8. en/gi/néer          | 9. vé/hi/cle     |
| 10. gál/lo/ping       | 11. wél/come           | 12. pór/poi/ses  |
| 13. ap/plí/ca/ble     | 14. rep/re/sen/sa/tive | 15. ná/tu/ral    |
| 16. math/e/má/tic     | 17. dí/a/gram          | 18. pér/se/cute  |
| 19. dis/cóv/er/y      | 20. í/mág/i/nar/y      | 21. in/vís/i/ble |
| 22. wón/der/ful       | 23. sóph/o/more        | 24. mél/o/dy     |
| 25. de/lí/ber/a/te/ry | 26. sým/pho/ny         | 27. trá/v/el/ing |

**Schwa Syllable Rule:** Unaccented vowel sounds frequently have the *schwa* sound, especially when there is



only one letter in the syllable. All vowels can have the *schwa* sound. **Examples:** about, select, definition, enough

### Derivatives Worksheet

**Directions:** Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

|                               |  |
|-------------------------------|--|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____  |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b> _____<br>_____<br><b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |

|                               |  |
|-------------------------------|--|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____  |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b> _____<br>_____<br><b>Derivative</b><br>_____ ( ) <b>Part of Speech / Sentence</b><br>_____<br>_____ |



## Accent Shift Syllable Division

---

- |                 |                  |
|-----------------|------------------|
| 1. moment       | 2. momentous     |
| 3. abstraction  | 4. abstract      |
| 5. biological   | 6. biology       |
| 7. electric     | 8. electricity   |
| 9. allergy      | 10. allergic     |
| 11. conserve    | 12. conservation |
| 13. magnet      | 14. magnetic     |
| 15. tranquil    | 16. tranquility  |
| 17. photography | 18. photograph   |
| 19. recede      | 20. recession    |
| 21. injurious   | 22. injury       |
| 23. democrat    | 24. democracy    |



**Accent Shift Rule:** Accent placements sometimes change between related words. All words have one syllable that has a primary accent on its vowel sound.

**Examples:** preserve and preservation

**Accent Shift Syllable Division Worksheet**

---

**Directions:** Print the Accent Shift Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (´) above the primary vowel accent.

**Accent Shift Rule:** Accent placements sometimes change between related words. All words have one syllable that has a primary accent on its vowel sound.

**Examples:** preserve and preservation

|           |           |
|-----------|-----------|
| 1. _____  | 2. _____  |
| 3. _____  | 4. _____  |
| 5. _____  | 6. _____  |
| 7. _____  | 8. _____  |
| 9. _____  | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | 16. _____ |
| 17. _____ | 18. _____ |
| 19. _____ | 20. _____ |
| 21. _____ | 22. _____ |
| 23. _____ | 24. _____ |

## Accent Shift Syllable Division Answers

---

- |                    |                     |
|--------------------|---------------------|
| 1. mó/ment         | 2. mo/mén/tous      |
| 3. ab/strác/tion   | 4. áb/stract        |
| 5. bi/o/lóg/i/cal  | 6. bi/ól/o/gy       |
| 7. e/léc/tric      | 8. e/lec/tríc/i/ty  |
| 9. ál/ler/gy       | 10. al/lér/gic      |
| 11. con/sérve      | 12. con/ser/vá/tion |
| 13. mág/net        | 14. mag/nét/ic      |
| 15. trán/quil      | 16. tran/quíl/i/ty  |
| 17. pho/tóg/ra/phy | 18. phó/to/graph    |
| 19. re/céde        | 20. re/cés/sion     |
| 21. in/júr/i/ous   | 22. ín/jur/y        |
| 23. dém/ó/crat     | 24. de/mó/cra/cy    |



**Accent Shift Rule:** Accent placements sometimes change between related words. All words have one syllable that has a primary accent on its vowel sound.

**Examples:** preserve and preservation

## Derivatives Worksheet

**Directions:** Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

|                               |                                    |   |
|-------------------------------|------------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____         | <b>Part of Speech / Sentence</b><br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b> _____ | _____                                     |
|                               | <b>Derivative</b><br>_____ ( )     | <b>Part of Speech / Sentence</b><br>_____ |
|                               |                                    | _____                                     |

|                               |                                    |   |
|-------------------------------|------------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( )     | <b>Part of Speech / Sentence</b><br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b> _____ | _____                                     |
|                               | <b>Derivative</b><br>_____ ( )     | <b>Part of Speech / Sentence</b><br>_____ |
|                               |                                    | _____                                     |

## Prefix Syllable Division

---

- |                |                  |               |
|----------------|------------------|---------------|
| 1. antidote    | 2. community     | 3. engage     |
| 4. inactive    | 5. resurgence    | 6. emphatic   |
| 7. immobile    | 8. energetic     | 9. nonsense   |
| 10. superman   | 11. understand   | 12. illegal   |
| 13. irritant   | 14. definitely   | 15. foreword  |
| 16. middle     | 17. prescription | 18. overview  |
| 19. unsanitary | 20. semicircle   | 21. transport |
| 22. cooperate  | 23. distinguish  | 24. prosper   |
| 25. convention | 26. misleading   | 27. collects  |



**Prefix Syllable Rule:** *Prefixes* are word parts at the beginning of a word that change the meaning of the base word or incomplete root. Some words have two prefixes.  
**Example:** in ex plicable

### Prefix Syllable Division Worksheet

---

**Directions:** Print the Prefix Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( ' ) above the primary vowel accent.

**Prefix Syllable Rule:** *Prefixes* are word parts at the beginning of a word that change the meaning of the base word or incomplete root. Some words have two prefixes.

**Example:** in ex plicable

|           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ | 26. _____ | 27. _____ |



## Prefix Syllable Division Answers

---

- |                    |                    |                |
|--------------------|--------------------|----------------|
| 1. án/ti/dote      | 2. com/mún/i/ty    | 3. en/gáge     |
| 4. in/ác/tive      | 5. re/súr/gence    | 6. em/phát/ic  |
| 7. im/mó/bile      | 8. en/er/gét/ic    | 9. nón/sense   |
| 10. sú/per/man     | 11. un/der/stánd   | 12. il/lé/gal  |
| 13. ír/ri/tant     | 14. déf/i/nite/ly  | 15. fóre/word  |
| 16. míd/dle        | 17. pre/scríp/tion | 18. ó/ver/view |
| 19. un/sán/i/tar/y | 20. sém/i/cir/cle  | 21. tráns/port |
| 22. co/óp/er/ate   | 23. dis/tín/guish  | 24. prós/per   |
| 25. con/ven/tion   | 26. mis/léad/ing   | 27. col/lécts  |



**Prefix Syllable Rule:** *Prefixes* are word parts at the beginning of a word that change the meaning of the base word or incomplete root. Some words have two prefixes.  
**Example:** in ex plicable

## Derivatives Worksheet

**Directions:** Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

|                               |                                    |   |
|-------------------------------|------------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( )     | <b>Part of Speech / Sentence</b><br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b> _____ |   |
|                               | <b>Derivative</b><br>_____ ( )     | <b>Part of Speech / Sentence</b><br>_____ |

|                               |                                    |   |
|-------------------------------|------------------------------------|---|
| <b>Assigned Word</b><br>_____ | <b>Derivative</b><br>_____ ( )     | <b>Part of Speech / Sentence</b><br>_____ |
| <b>Base Word</b><br>_____ ( ) | <b>Base Word Definition:</b> _____ |   |
|                               | <b>Derivative</b><br>_____ ( )     | <b>Part of Speech / Sentence</b><br>_____ |



## Suffix Syllable Division

---

- |                 |                 |              |
|-----------------|-----------------|--------------|
| 1. disable      | 2. terrific     | 3. envelope  |
| 4. automobile   | 5. expensive    | 6. marrying  |
| 7. eventful     | 8. tentative    | 9. basement  |
| 10. immunity    | 11. competitive | 12. reviewer |
| 13. rarity      | 14. pedestrians | 15. onion    |
| 16. adventurous | 17. researches  | 18. nation   |
| 19. courteous   | 20. targeted    | 21. creation |
| 22. cautious    | 23. family      | 24. ambition |
| 25. relational  | 26. careless    | 27. profess  |



**Suffix Syllable Rule:** *Suffixes* are word parts at the ending of a word that change the meaning of the base word or incomplete root, change the grammar, or change the function of the word. Some words have two suffixes.

**Example:** care ful ly

### Suffix Syllable Division Worksheet

---

**Directions:** Print the Suffix Syllable Division words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark ( ' ) above the primary vowel accent.

**Suffix Syllable Rule:** *Suffixes* are word parts at the ending of a word that change the meaning of the base word or incomplete root, change the grammar, or change the function of the word. Some words have two suffixes. **Example:** care ful ly

|           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  |
| 4. _____  | 5. _____  | 6. _____  |
| 7. _____  | 8. _____  | 9. _____  |
| 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ |
| 19. _____ | 20. _____ | 21. _____ |
| 22. _____ | 23. _____ | 24. _____ |
| 25. _____ | 26. _____ | 27. _____ |



## Suffix Syllable Division Answers

---

- |                    |                     |                |
|--------------------|---------------------|----------------|
| 1. dis/a/ble       | 2. ter/rif/ic       | 3. en/ve/lope  |
| 4. au/to/mo/bile   | 5. ex/pen/sive      | 6. mar/ry/ing  |
| 7. e/vent/ful      | 8. ten/ta/tive      | 9. base/ment   |
| 10. im/mun/i/ty    | 11. com/pet/i/tive  | 12. re/view/er |
| 13. rar/i/ty       | 14. pel/les/tri/ans | 15. on/ion     |
| 16. ad/ven/tur/ous | 17. re/search/es    | 18. na/tion    |
| 19. cour/te/ous    | 20. tar/get/ed      | 21. cre/a/tion |
| 22. cau/tious      | 23. fam/i/ly        | 24. am/bi/tion |
| 25. re/la/tion/al  | 26. care/less       | 27. pro/fess   |



**Suffix Syllable Rule:** *Suffixes* are word parts at the ending of a word that change the meaning of the base word or incomplete root, change the grammar, or change the function of the word. Some words have two suffixes.

**Example:** care ful ly

### Derivatives Worksheet

**Directions:** Use a dictionary to find the assigned words and complete the following tasks in the spaces provided. For each assigned word write the word, its base word, and the definition of that base word. Next, find two related entry words which use the same base word and list these derivatives and their parts of speech. Then use each of these derivatives in complete sentences.

|                      |                              |                                  |
|----------------------|------------------------------|----------------------------------|
| <b>Assigned Word</b> | <b>Derivative</b>            | <b>Part of Speech / Sentence</b> |
| _____                | _____ ( )                    | _____                            |
| <b>Base Word</b>     | <b>Base Word Definition:</b> |                                  |
| _____ ( )            | _____                        |                                  |
|                      | <b>Derivative</b>            | <b>Part of Speech / Sentence</b> |
|                      | _____ ( )                    | _____                            |
|                      |                              | _____                            |

|                      |                              |                                  |
|----------------------|------------------------------|----------------------------------|
| <b>Assigned Word</b> | <b>Derivative</b>            | <b>Part of Speech / Sentence</b> |
| _____                | _____ ( )                    | _____                            |
| <b>Base Word</b>     | <b>Base Word Definition:</b> |                                  |
| _____ ( )            | _____                        |                                  |
|                      | <b>Derivative</b>            | <b>Part of Speech / Sentence</b> |
|                      | _____ ( )                    | _____                            |
|                      |                              | _____                            |

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## Context Clues Strategies and Worksheets

Using context clues to figure out the meaning of unknown words as you read will help build your vocabulary and increase your reading comprehension. The **FP'S BAG SALE STRATEGIES** will improve your ability to use context clues.

When you come to an unknown word, first apply these steps: **FP'S BAG**.

**Finish the sentence.**

*See how the word fits into the whole sentence.*

**Pronounce the word out loud.**

*Sometimes hearing the word will give you a clue to meaning.*

**Syllables**—Examine each word part.

*Word parts can be helpful clues to meaning.*

**Before**—Read the sentence before the unknown word.

*The sentence before can hint at what the word means.*

**After**—Read the sentence after the unknown word.

*The sentence after can define, explain, or provide an example of the word.*

**Grammar**—Determine the part of speech.

*Pay attention to where the word is placed in the sentence, the ending of the word, and its grammatical relationship to other known words for clues to meaning.*

Next search for surrounding word clues which identify one of the **SALE** (Synonym, Antonym, Logic, Example) context clues categories. Knowing the category the unknown word belongs to will help you define the unknown word.

**Synonym**—Sometimes an unknown word is defined by the use of a word that is similar in meaning. *Synonyms may appear in apposition, in which case commas, dashes, or parentheses are used.*

Example: The **wardrobe**, or closet, was filled with clothes.

*Often a sentence will have two clauses with one clause listing the word and the other clause defining it.*

Example: Spaghetti is a **carbohydrate**, a rich source to provide energy.

**Antonym**—Sometimes an unknown word is defined by the use of word that is different or opposite in meaning. *Antonym clues will often use Transition Words e.g. however, not, but, in contrast, etc.*

Example: He signaled a **looney**, not a right turn.

**Logic**—Sometimes an unknown word is explained by the use of other words. *Your own knowledge about the content and text structure may provide clues to meaning.*

Example: He petted the **canine**, and then made her sit up and beg for a bone.

**Example**—Sometimes an unknown word is defined by example words or is used as part of list of similar examples. *Example clues will often use Transition Words e.g. for example.*

Example: Adventurous, **rowdy**, and crazy pioneers all found their way out West.

Put together the **FP'S BAG SALE** clues to guess the meaning of the unknown word.



## Context Clues Worksheet

**Directions:** After each unknown word, write the definition of the word in the first blank and the **SALE** context clues category which best informs your choice of the definition in the second blank. Answers are provided for the first unknown word to get you started.

### SALE Context Clues

**Synonym**—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

**Antonym**—Sometimes an unknown word is defined by the use of a word that is different or opposite in meaning.

**Logic**—Sometimes an unknown word is explained by the use of other words.

**Example**—Sometimes an unknown word is defined by example words or is used as part of a list of similar examples.

### Take Me out to the Mofftof

“Get your ice-cold **youngol!**” \_\_\_\_\_ soda \_\_\_\_\_ Example \_\_\_\_\_ the vendor shouted. All 50,000 fans were lucky to have tickets and were just thrilled to be sitting in the coratong \_\_\_\_\_ \_\_\_\_\_ for the final game of the play-offs. I was amazed to see how well-kept the **goper** \_\_\_\_\_ \_\_\_\_\_ remained after all these years. The grass was cut evenly, the mound shaped to perfection, and the baselines were chalked without error. Our excellent seats were right behind the third base **bonxite** \_\_\_\_\_ \_\_\_\_\_ where the players watch the game.

The **hozejoy**, \_\_\_\_\_ \_\_\_\_\_ not the visiting team was favored to win the series. With the fastest **munzer** \_\_\_\_\_ \_\_\_\_\_ in the league on the mound, the Tigers liked their chances.

The first **ockham** \_\_\_\_\_ \_\_\_\_\_ of the game hit a deep homer into the left field grandstand. We had to leave early after only four of nine **verwasps** \_\_\_\_\_ \_\_\_\_\_ because we had the baby with us.



## Context Clues Worksheet Answers

**Correction Note:** Many times a combination of context clue categories may help readers find the meaning of unknown words. Students may wish to share why they identified a different **SALE** context clues category.

### SALE Context Clues

**Synonym**—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

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The **hozejoy**, visitors, Antonym not the home team was favored to win the series. With the fastest **munzer** pitcher Example in the league on the mound, the Tigers liked their chances.

The first **ockham** batter Logic of the game hit a deep homer into the left field grandstand. We had to leave early after only four of nine **verwasps** innings Example because we had the baby with us.





## Context Clues Worksheet

**Directions:** After each unknown word, write the definition of the word in the first blank and the **SALE** context clues category which best informs your choice of the definition in the second blank. Answers are provided for the first unknown word to get you started.

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**Example**—Sometimes an unknown word is defined by example words or is used as part of a list of similar examples.

### The Laurho Dinner Party

Last **Ertoke** \_\_\_\_\_ December \_\_\_\_\_, \_\_\_\_\_ Synonym \_\_\_\_\_ just before Christmas, I had the extreme pleasure of boarding Air Force One and flying across the Atlantic to attend an important government dinner in a distant **laurho** \_\_\_\_\_. What a party it was with delicious **swenjusa** \_\_\_\_\_ and festive drinks! The dining room was beautifully decorated and tinsel, lights, and bulbs hung splendidly on the twenty-foot Christmas **terraza** \_\_\_\_\_.

The dress was **yontuk** \_\_\_\_\_, \_\_\_\_\_ not formal, and the ladies enjoyed wearing their floor-length **goreds** \_\_\_\_\_. After dinner a young **vesty** \_\_\_\_\_, \_\_\_\_\_ Princess Styvault, sang a wonderful medley of show tunes and folk songs, accompanied by the brilliant Monsieur Pierrot, who tinkled the ivories on the **soto** \_\_\_\_\_.



## Context Clues Worksheet Answers

**Correction Note:** Many times a combination of context clue categories may help readers find the meaning of unknown words. Students may wish to share why they identified a different **SALE** context clues category.

### SALE Context Clues

**Synonym**—Sometimes an unknown word is defined by the use of a word that is similar in meaning.

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### The Laurho Dinner Party

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The dress was **yontuk** casual, Antonym not formal, and the ladies enjoyed wearing their floor-length **goreds** gowns Logic. After dinner a young **vesty** woman, Synonym Princess Styvault, sang a wonderful medley of show tunes and folk songs, accompanied by the brilliant Monsieur Pierrot, who tinkled the ivories on the **soto** piano Example.



## Vocabulary Acquisition and Use Resources

### CCSS Language Standards 4.0, 5.0, 6.0

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#### **Greek and Latin Prefixes, Roots, and Suffixes Resource Lists**

- A one-page student reference tool of the most common Greek and Latin prefixes and roots.
- A comprehensive list with practice connecting known words to the Greek and Latin word parts.

#### **Vocabulary Review Games**

These games will help your students review vocabulary words from the CCV Vocabulary Worksheets and the Greek and Latin Prefixes, Roots, and Suffixes Resource Lists.

#### **Context Clues Practice**

- The FP'S BAG SALE context clue strategy will help your students determine the meaning of unknown words.
- Context Clues Worksheets.

#### **Vocabulary Steps**

Some vocabulary words only require a *basic understanding*; others require *full understanding*. Teach your students a vocabulary strategy to teach Tier II and Tier III vocabulary in depth.

#### **Semantic Spectrums**

Teach your students a vocabulary strategy to explore the connotative meanings of words.



## Greek and Latin Prefixes, Roots, and Suffixes Resource List

### Most Commonly-Used Prefixes

This list has the 20 most frequently-used prefixes, comprising 97% of all prefixed words. White, Sowell, and Yanagihara

| <u>Rank</u> | <u>Prefix</u>  | <u>Meaning</u> | <u>Rank</u> | <u>Prefix</u> | <u>Meaning</u> |
|-------------|----------------|----------------|-------------|---------------|----------------|
| 1.          | un             | not            | 11.         | pre           | before         |
| 2.          | re             | again          | 12.         | inter         | between        |
| 3.          | in, im, il, ir | not            | 13.         | fore          | in front       |
| 4.          | dis            | away from      | 14.         | de            | apart from     |
| 5.          | en, em         | in             | 15.         | trans         | across         |
| 6.          | non            | not            | 16.         | super         | above          |
| 7.          | in, im         | in             | 17.         | semi          | half           |
| 8.          | over           | above          | 18.         | anti          | against        |
| 9.          | mis            | not            | 19.         | mid           | middle         |
| 10.         | sub            | under          | 20.         | under         | too little     |

### Frequently-Used Roots

Adapted from Stahl, S.A. and Shiel, T.G.

| <u>Root</u> | <u>Meaning</u> | <u>Origin</u> | <u>Example</u> | <u>Root</u> | <u>Meaning</u> | <u>Origin</u> | <u>Example</u> |
|-------------|----------------|---------------|----------------|-------------|----------------|---------------|----------------|
| aud         | hear           | Latin         | auditorium     | mis         | send           | Latin         | mission        |
| astro       | star           | Greek         | astrology      | ped         | foot           | Latin         | pedal          |
| bio         | life           | Greek         | biology        | phon        | sound          | Greek         | telephone      |
| dict        | say            | Latin         | predict        | port        | carry          | Latin         | import         |
| geo         | earth          | Greek         | geography      | scrib,      | write          | Latin         | scribble       |
| meter       | measure        | Greek         | thermometer    | scrip       | write          | Latin         | scripture      |
| min         | little, small  | Latin         | minimum        | spect       | see            | Latin         | inspect        |
| mit         | send           | Latin         | transmit       | struct      | build, form    | Latin         | instruct       |

### Fifteen Power Words

These fifteen words have prefixes or roots that are part of over 15,000 words.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. inaudible (not, hear)           | 8. offer (against, carry)           |
| 2. dismiss (away from, send)       | 9. inspect (in, see)                |
| 3. transport (across, carry)       | 10. epilogue (upon, word)           |
| 4. unsubscribe (not, under, write) | 11. antigen (against, people)       |
| 5. predict (before, say)           | 12. empathy (in, feeling)           |
| 6. remit (again, send)             | 13. intermediate (between, middle)  |
| 7. encounter (in, against)         | 14. destruction (apart from, build) |
| 15. superimpose (over, in, put)    |                                     |



## Greek and Latin Prefixes, Roots, and Suffixes Resource List

### Prefixes of negation

ob            against        antidote

\_\_\_\_\_

of            against        offense

\_\_\_\_\_

op            against        oppose

\_\_\_\_\_

### of position

ult            beyond        ultimate

\_\_\_\_\_

acro            high        acrobat

\_\_\_\_\_

alle            other        parallel

\_\_\_\_\_

as            toward        aspect

\_\_\_\_\_

cata            down        catacomb

\_\_\_\_\_

infra            beneath        infrared

\_\_\_\_\_

retro            backward        retrospect

\_\_\_\_\_

### of size or number

uni, mono        one        unicorn,

monopoly

\_\_\_\_\_

du, bi            two        duct, bicycle

\_\_\_\_\_

tri            three        tricycle

\_\_\_\_\_

pent            five        pentagon

\_\_\_\_\_

oct            eight        octopus

\_\_\_\_\_

cent            hundred        centigram

\_\_\_\_\_

milli            thousand        millimeter

\_\_\_\_\_

mini            small        miniature

\_\_\_\_\_

magn            great        magnificent

\_\_\_\_\_

omni            all        omnivore

\_\_\_\_\_



**Roots****Common Word Examples**

|          |             |                |       |       |
|----------|-------------|----------------|-------|-------|
| act      | to do       | actor          | _____ | _____ |
| alter    | change      | alternate      | _____ | _____ |
| annu     | year        | annual         | _____ | _____ |
| anthropo | man         | anthropologist | _____ | _____ |
| aqu      | water       | aquatics       | _____ | _____ |
| athlon   | contest     | pentathlon     | _____ | _____ |
| bas      | low         | basic          | _____ | _____ |
| bat      | to beat     | combat         | _____ | _____ |
| bell     | war         | rebellion      | _____ | _____ |
| biblio   | book        | bibliography   | _____ | _____ |
| brev     | short       | abbreviate     | _____ | _____ |
| cal      | hot         | scalding       | _____ | _____ |
| cand     | bright      | candle         | _____ | _____ |
| capt     | to imprison | captive        | _____ | _____ |
| carn     | flesh       | carnivore      | _____ | _____ |
| cas      | to fall     | cascade        | _____ | _____ |
| cept     | to agree    | accept         | _____ | _____ |
| chari    | kindness    | charity        | _____ | _____ |
| cid      | to fall     | accident       | _____ | _____ |
| claim    | to shout    | proclaim       | _____ | _____ |
| cogn     | to know     | recognize      | _____ | _____ |
| corp     | body        | corporation    | _____ | _____ |
| cosm     | world       | cosmic         | _____ | _____ |



**Roots****Common Word Examples**

|       |            |               |       |       |
|-------|------------|---------------|-------|-------|
| cracy | ruling     | democracy     | _____ | _____ |
| cred  | to believe | credit        | _____ | _____ |
| crit  | separate   | critical      | _____ | _____ |
| cycl  | wheel      | cycle         | _____ | _____ |
| dem   | people     | democracy     | _____ | _____ |
| derm  | skin       | dermatologist | _____ | _____ |
| dit   | to give    | tradition     | _____ | _____ |
| doc   | to teach   | document      | _____ | _____ |
| domin | master     | dominate      | _____ | _____ |
| don   | to give    | donate        | _____ | _____ |
| dur   | hard       | endurance     | _____ | _____ |
| dyna  | power      | dynamite      | _____ | _____ |
| err   | to wander  | error         | _____ | _____ |
| ev    | age        | medieval      | _____ | _____ |
| fen   | to strike  | offend        | _____ | _____ |
| flu   | to flow    | fluid         | _____ | _____ |
| form  | to shape   | transform     | _____ | _____ |
| fort  | luck       | fortune       | _____ | _____ |
| fort  | strong     | comfort       | _____ | _____ |
| fal   | to deceive | false         | _____ | _____ |
| fid   | faith      | confidence    | _____ | _____ |
| flu   | to flow    | fluid         | _____ | _____ |
| gen   | type       | generic       | _____ | _____ |



**Roots****Common Word Examples**

|       |            |             |       |       |
|-------|------------|-------------|-------|-------|
| gnos  | to know    | diagnose    | _____ | _____ |
| grav  | heavy      | gravity     | _____ | _____ |
| greg  | to herd    | segregate   | _____ | _____ |
| it    | to go      | orbit       | _____ | _____ |
| jud   | judge      | judicial    | _____ | _____ |
| junct | to join    | junction    | _____ | _____ |
| juv   | young      | juvenile    | _____ | _____ |
| hydr  | water      | hydrant     | _____ | _____ |
| labor | work       | elaborate   | _____ | _____ |
| lat   | carried    | relate      | _____ | _____ |
| leg   | law        | legislature | _____ | _____ |
| lev   | to lift    | elevate     | _____ | _____ |
| lib   | free       | liberty     | _____ | _____ |
| loc   | place      | local       | _____ | _____ |
| lum   | light      | illuminate  | _____ | _____ |
| man   | to remain  | permanent   | _____ | _____ |
| mand  | order      | command     | _____ | _____ |
| mor   | custom     | moral       | _____ | _____ |
| nat   | to be born | native      | _____ | _____ |
| null  | nothing    | nullify     | _____ | _____ |
| oc    | eye        | binocular   | _____ | _____ |
| onym  | name       | antonym     | _____ | _____ |
| oper  | work       | operate     | _____ | _____ |





**Roots****Common Word Examples**

|          |               |               |       |       |
|----------|---------------|---------------|-------|-------|
| ora      | speak         | orally        | _____ | _____ |
| ord      | order         | coordinate    | _____ | _____ |
| ortho    | straight      | orthodontist  | _____ | _____ |
| pel      | drive forward | propel        | _____ | _____ |
| pend     | hang          | pendant       | _____ | _____ |
| phil     | love          | philosophy    | _____ | _____ |
| phob     | fear          | phobia        | _____ | _____ |
| poli     | city          | politics      | _____ | _____ |
| psych    | mind          | psychology    | _____ | _____ |
| pyr      | fire          | pyromaniac    | _____ | _____ |
| rog      | to ask        | interrogate   | _____ | _____ |
| sanc     | holy          | sanctuary     | _____ | _____ |
| scend    | to climb      | descendant    | _____ | _____ |
| seq(c)u  | to follow     | sequence      | _____ | _____ |
| sid      | to sit        | president     | _____ | _____ |
| simi(u)l | at the time   | similar       | _____ | _____ |
| solu     | to loosen     | solution      | _____ | _____ |
| solv     | to loosen     | solve         | _____ | _____ |
| soph     | wise          | sophisticated | _____ | _____ |
| spir     | breath        | inspiration   | _____ | _____ |
| spond(s) | to pledge     | sponsor       | _____ | _____ |
| stat     | position      | status        | _____ | _____ |
| strict   | to tighten    | constrict     | _____ | _____ |



**Roots****Common Word Examples**

|        |          |            |       |       |
|--------|----------|------------|-------|-------|
| struct | to build | structure  | _____ | _____ |
| tain   | to hold  | contain    | _____ | _____ |
| temp   | time     | temporary  | _____ | _____ |
| ten    | hold     | tension    | _____ | _____ |
| tens   | stretch  | tension    | _____ | _____ |
| terr   | earth    | territory  | _____ | _____ |
| tort   | to twist | torture    | _____ | _____ |
| trib   | give     | contribute | _____ | _____ |
| ver    | true     | convert    | _____ | _____ |
| vers   | turn     | reverse    | _____ | _____ |
| vest   | to cover | invest     | _____ | _____ |
| via    | way      | trivial    | _____ | _____ |
| vid    | see      | video      | _____ | _____ |
| vita   | alive    | vitamin    | _____ | _____ |
| viv(t) | alive    | survivor   | _____ | _____ |
| void   | empty    | avoid      | _____ | _____ |

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**Suffixes****Common Word Examples**

|        |                 |              |       |       |
|--------|-----------------|--------------|-------|-------|
| age    | condition       | teenage      | _____ | _____ |
| en     | to make         | wooden       | _____ | _____ |
| hood   | condition       | neighborhood | _____ | _____ |
| kin    | little          | munchkin     | _____ | _____ |
| less   | without         | careless     | _____ | _____ |
| ose    | marked by       | comatose     | _____ | _____ |
| ship   | art or skill of | worship      | _____ | _____ |
| some   | full of         | lonesome     | _____ | _____ |
| ule    | little          | granule      | _____ | _____ |
| ure    | result          | pressure     | _____ | _____ |
| ward   | direction       | toward       | _____ | _____ |
| wright | worker          | playwright   | _____ | _____ |

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## Vocabulary Review Games

These games will help your students review vocabulary words from the CCV Vocabulary Worksheets and the Greek and Latin Prefixes, Roots, and Suffixes Resource List.

### Spell and Define Challenge Bowl

Divide your students into two groups and select one student as the host. Give the vocabulary review list to the host for reference. Students stand next to their desks. The host flips a coin to determine which group goes first. The host says any word part chosen at random and the first student must first spell then define the word part. If the student is unsure of either the spelling or definition, he or she may use a “lifeline” to ask another group member for assistance, but only once per game. If the student gets both the spelling and definition correct, he or she remains standing; if incorrect, the student takes a seat and the next word goes to the opposing team. The team with the last student standing wins.

### Baseball

The teacher needs to assign each word or word part according to difficulty, from easy to hard, as a single, double, triple, or home run. Hint: Have many more singles cards than the others. Divide your students into two teams and establish four bases. When in the field, students sit in seats; when “up,” the students stand in line waiting their turn to bat. Teacher selects a single, double, triple, or home run card. Then, the teacher announces the word part and the batter must give the definition within five seconds or the batter is out. Mix it up by giving definitions and having students come up with the matching word part. Three outs per each team per inning. Select a student to serve as scorekeeper, and have that student keep the team scores on the board.

### Inventive Vocabulary Writing

Referencing the Greek and Latin prefixes, roots, and suffixes that students have already practiced, ask students to invent words that use each Greek and Latin word part in a sentence that uses context clues to show the meaning of each nonsense word. Encourage students to use “real” word parts to combine with each targeted word part to form multi-syllabic words. Award extra points for words used from prior week’s words. For variety, require students to write in different genre. Examples: brief narratives, classified ads, game directions, how-to paragraphs, dialogues, journals, advice columns.

### Figures of Speech Brain-teasers

Referencing the idioms learned from their CCV Vocabulary Worksheets, students use pictures, symbols, and parts of words to represent these expressions on the front of a 3 x 5 card. On the rear of the card, translate the idiomatic expression and use the expression in a context clue sentence to show its meaning.



## Put-Togethers

Have students create vocabulary flashcards for the Greek and Latin prefixes, roots, and suffixes which students have already practiced with the word part on the front and the definition on the back. Upon the teacher's signal, students spread out their flashcards, word part side up. The object of the game is to put together these word parts into real words within a given time period. Students can use connecting vowels. Students are awarded points as follows:

- 1 point for each prefix—root combination
- 1 point for each root—suffix combination
- 2 points for a prefix—root combination that no one else in the group has
- 2 points for a root—suffix combination that no one else in the group has
- 3 points for each prefix—root—suffix combination
- 5 points for a prefix—root—suffix combination that no one else has.

## Word Part Monsters

This three-day activity works well before Halloween or Open House. Tell your students that they will create their own Word Part Monsters from the Greek and Latin Prefixes, Roots, and Suffixes found on their CCV Vocabulary Worksheets and the Greek and Latin Prefixes, Roots, and Suffixes Resource List.

### Directions:

#### Day 1

1. Quick draw, in pencil, two rough-draft monsters, using at least three prefixes, roots, or suffixes from the Greek and Latin Prefixes, Roots, and Suffixes list.
2. Write the name of your monsters, using the word parts, at the bottom of each drawing. Feel free to use connecting vowels to tie together the word parts.

#### Day 2

3. Choose one of your quick-draw monsters and neatly draw and color it on construction paper.
4. Write the monsters' name in word parts on the back. Turn in your monster to the teacher.

#### Day 3

5. The teacher has numbered all of the monsters and posted them around the room. Number a sheet of binder paper and write down all of the monster's names next to the correct number.
  - Option A (challenging)—Choose from the monster names that the teacher has written on the board.
  - Option B (very challenging)—Choose from the monster names that the teacher has written on the board and use the definitions to write a sentence, describing what the monster is like.
  - Option C (very, very challenging)—The teacher does not write down the monster names on the board. You have to figure them out based upon the drawings alone.
6. The winner(s) are the students who identify the most monsters correctly.

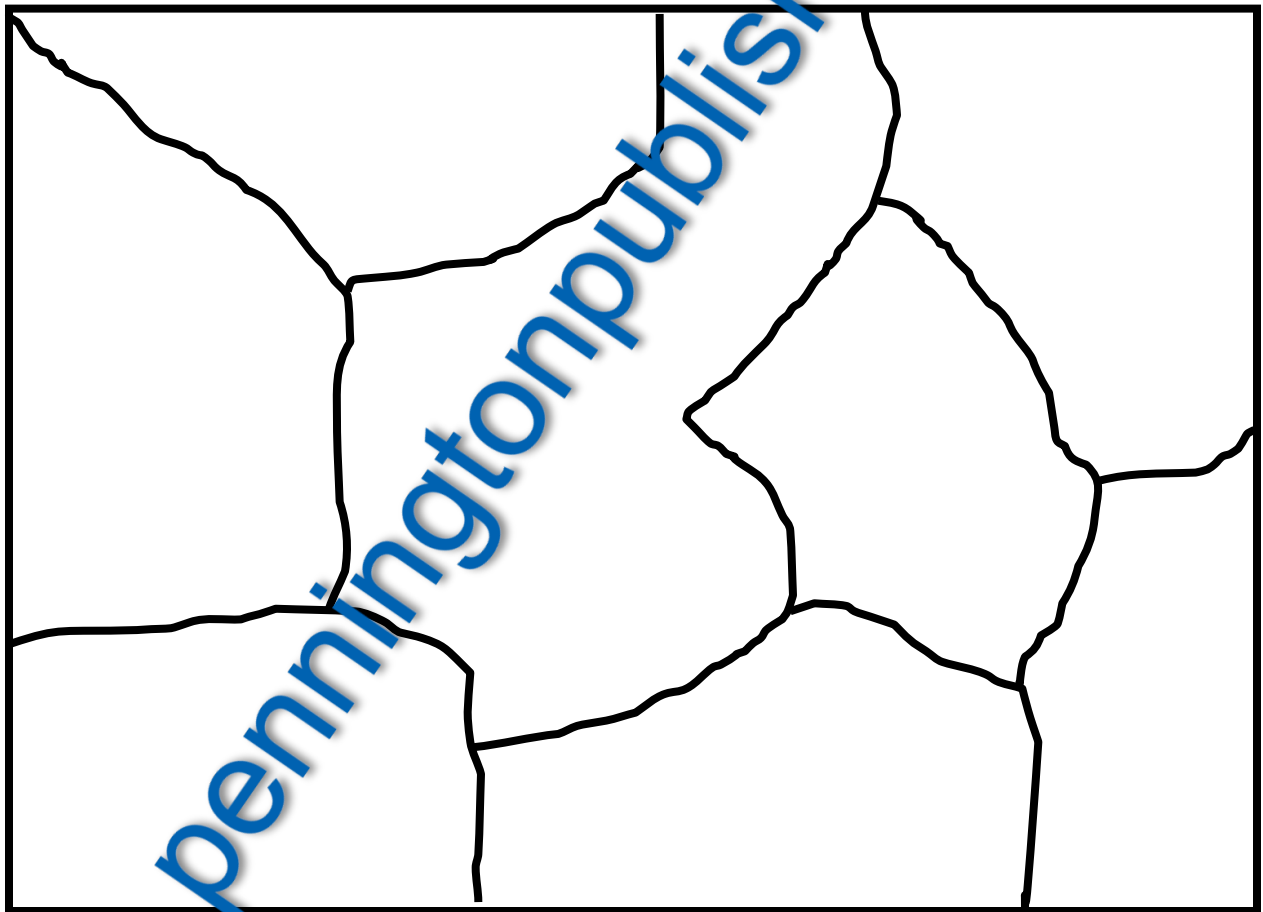


## Word Part Puzzles

Pass out construction paper, rulers, and scissors to each student. Tell your students that they will use the Greek and Latin Prefixes, Roots, and Suffixes list to make a jigsaw puzzle with word parts and their definitions.

### Directions:

1. Draw jigsaw puzzle lines on one side of light color construction paper so that you can fit the word parts and their definitions. Avoid small puzzle pieces.
2. Print the word part in dark pen or pencil at the edge of one puzzle piece and its matching definition at the edge of another puzzle piece that touches it, just like the model shows. Finish labeling the puzzle.
3. Cut out the puzzle pieces and place the word parts and their matching definitions face down on your desk. Put together the puzzle.
4. Label another set of word parts and their definitions on the back side of the puzzle. You now have created two separate Word Part Puzzles.



## Vocabulary Steps

**Directions:** Some vocabulary words require a *basic understanding*; others require *full understanding*. Study the example to see how completing the Sentence Frames helps deepen your understanding of the Vocabulary Word. Then complete the sentence frames to define a word that your teacher assigns.

### Sentence Frames

**Vocabulary Word:** **democracy**

**full understanding**

It's important \_\_\_\_\_ it's what our levels of

because... \_\_\_\_\_ government practice

**It's different than** \_\_\_\_\_ a republic because a

\_\_\_\_\_ **because...** \_\_\_\_\_ republic has a Constitution

It's the same as \_\_\_\_\_ a republic because both have citizens

\_\_\_\_\_ because... \_\_\_\_\_ who are allowed to vote

**Examples of it** \_\_\_\_\_ direct democracy like a club, representative

**would be...** \_\_\_\_\_ democracy like Student Council

It's an example of the \_\_\_\_\_ way decisions are made in governments and

following... \_\_\_\_\_ organizations.

**basic understanding**

### Sentence Frames

**Vocabulary Word:** \_\_\_\_\_

**full understanding**

It's important \_\_\_\_\_

because... \_\_\_\_\_

**It's different than** \_\_\_\_\_

\_\_\_\_\_ **because...** \_\_\_\_\_

It's the same as \_\_\_\_\_

\_\_\_\_\_ because... \_\_\_\_\_

**Examples of it** \_\_\_\_\_

**would be...** \_\_\_\_\_

It's an example of the \_\_\_\_\_

following... \_\_\_\_\_

**basic understanding**



## Semantic Spectrums

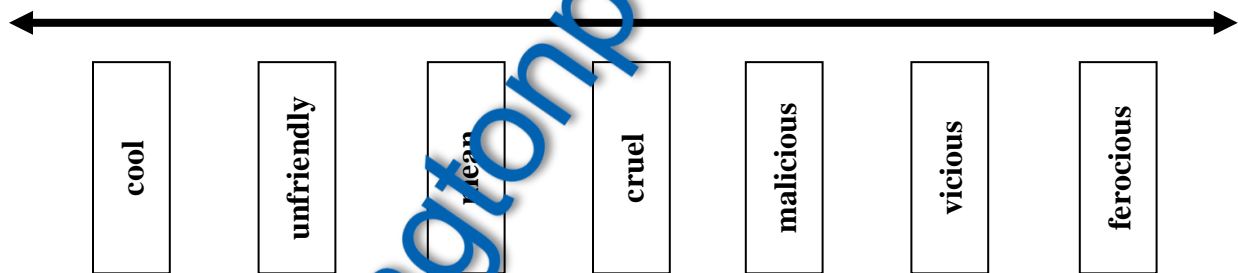
Words have both *denotative* meanings, such as the dictionary definition, and *connotative* meanings, such as the shades of meaning between similar definitions. Brainstorming the connotative meanings of words with similar definitions can help develop a deeper understanding of exactly what a word means and how it is used.

**Directions:** Follow the model and example below to complete the spectrum, placing the vocabulary word that is assigned by your teacher in the appropriate location. Try to keep the same parts of speech as the vocabulary word for most of your words.

### Model

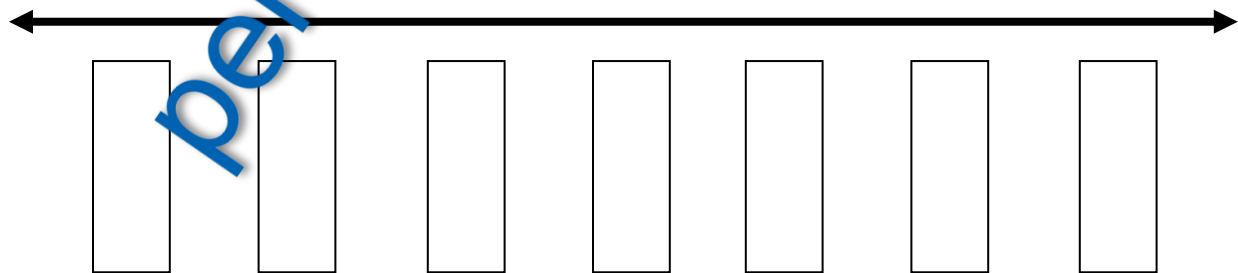


Example: Vocabulary Word *vicious*



### Practice

Vocabulary Word \_\_\_\_\_





## Comprehensive Vocabulary Grade 5 Scope and Sequence

|    | Multiple Meanings L.4.a | Greek and Latin Morphology L.4.a.c.d. | Word Relationships L.4.a.                     | Figures of Speech L.5.a. | Connotations L.5.c.     | Academic Language L.6.0 |
|----|-------------------------|---------------------------------------|---|--------------------------|-------------------------|-------------------------|
| 1  | page                    | nomin<br>ee                           |   | Idioms                   |                         |                         |
| 2  |                         |                                       | Synonyms:<br>worried<br>anxious               |                          | ordinary<br>exceptional | vary<br>achieve         |
| 3  | sign                    | dec<br>ade                            |   | Idioms                   |                         |                         |
| 4  |                         |                                       | Synonyms:<br>skeptical<br>doubtful            |                          | innocent<br>guilty      | acquire<br>administer   |
| 5  | tear                    | aqua(e)<br>duct                       |   | Idioms                   |                         |                         |
| 6  |                         |                                       | Antonyms:<br>violent<br>peaceful              |                          | passive<br>energetic    | affect<br>appropriate   |
| 7  | lead                    | op<br>pos(e)                          |   | Idioms                   |                         |                         |
| 8  |                         |                                       | Antonyms:<br>success<br>failure               |                          | blizzard<br>drizzle     | aspect<br>assist        |
| 9  | plain                   | mov<br>er                             |   | Similes                  |                         |                         |
| 10 |                         |                                       | Part to<br>Whole:<br>kilometer<br>meter       |                          | cheap<br>expensive      | category<br>chapter     |
| 11 | pitcher                 | dei<br>ty                             |   | Similes                  |                         |                         |
| 12 |                         |                                       | Part to<br>Whole:<br>constellation<br>galaxy  |                          | motivate<br>inspire     | commission<br>community |
| 13 | batter                  | geo<br>(o)logy                        |   | Similes                  |                         |                         |
| 14 |                         |                                       | Degree:<br>observe<br>stalk                   |                          | fragile<br>durable      | complex<br>conclude     |
| 15 | strike                  | geno<br>cide                          |   | Metaphors                |                         |                         |
| 16 |                         |                                       | Degree:<br>necessary<br>essential             |                          | strange<br>weird        | conduct<br>consequence  |
| 17 | present                 | cred<br>ible                          |   | Metaphors                |                         |                         |
| 18 |                         |                                       | Item to<br>Category:<br>senate<br>legislature |                          | expedition<br>journey   | construct<br>consume    |



## Comprehensive Vocabulary Grade 5 Scope and Sequence

|    | Multiple Meanings<br>L.4.a | Greek and Latin Morphology<br>L.4.a.c.d. | Word Relationships<br>L.4.a.               | Figures of Speech<br>L.5.a. | Connotations<br>L.5.c. | Academic Language<br>L.6.0 |
|----|----------------------------|--|--|-----------------------------|------------------------|----------------------------|
| 19 | pound                      | temporary                                |  | Metaphors                   |                        |                            |
| 20 |                            |  | Item to Category:<br>villain character     |                             | ally rival             | credit culture             |
| 21 | patient                    | supply                                   |  | Imagery                     |                        |                            |
| 22 |                            |  | Character to Location:<br>monarch throne   |                             | emerald ruthless       | design distinct            |
| 23 | lean                       | monolith                                 |  | Imagery                     |                        |                            |
| 24 |                            |  | Character to Location:<br>cadaver morgue   |                             | insult offend          | element equate             |
| 25 | race                       | equate                                   |  | Imagery                     |                        |                            |
| 26 |                            |  | Object to its Use:<br>veil conceal         |                             | confuse comprehend     | evaluate feature           |
| 27 | coast                      | tribute                                  |  | Adages                      |                        |                            |
| 28 |                            |  | Object to its Use:<br>brake cease          |                             | intellectual genius    | final focus                |
| 29 | fire                       | hypothesis                               |  | Adages                      |                        |                            |
| 30 |                            |  | Source and its Object:<br>exercise fitness |                             | rookie veteran         | impact injure              |
| 31 | face                       | pardon                                   |  | Adages                      |                        |                            |
| 32 |                            |  | Source and its Object:<br>volcano lava     |                             | permanent eternal      | institute invest           |



## Comprehensive Vocabulary Grade 5 Scope and Sequence

|    | <b>Multiple Meanings L.4.a</b> | <b>Greek and Latin Morphology L.4.a.c.d.</b> | <b>Word Relationships L.4.a.</b>                    | <b>Figures of Speech L.5.a.</b> | <b>Connotations L.5.c.</b> | <b>Academic Language L.6.0</b> |
|----|--------------------------------|--|---|---------------------------------|----------------------------|--------------------------------|
| 33 | fit                            | col<br>lapse                                 |   | Alliteration                    |                            |                                |
| 34 |                                |  | Worker to Work:<br>pharmacist<br>prescription       |                                 | professional<br>amateur    | item<br>journal                |
| 35 | capital                        | amphib<br>ian                                |   | Alliteration                    |                            |                                |
| 36 |                                |  | Worker to Work:<br>minister<br>church               |                                 | destroy<br>create          | maintain<br>normal             |
| 37 | key                            | tele<br>phone                                |   | Alliteration                    |                            |                                |
| 38 |                                |  | Problem to Solution:<br>illness<br>medicine         |                                 | twilight<br>dawn           | obtain<br>participate          |
| 39 | odd                            | sign<br>ature                                |   | Proverbs                        |                            |                                |
| 40 |                                |  | Problem to Solution:<br>drought<br>precipitation    |                                 | shallow<br>superficial     | perceive<br>positive           |
| 41 | iron                           | poly<br>gon                                  |   | Proverbs                        |                            |                                |
| 42 |                                |  | Defining Characteristic<br>:<br>tropical<br>equator |                                 | estimate<br>calculate      | potential<br>previous          |
| 43 | state                          | dif<br>fer                                   |   | Proverbs                        |                            |                                |
| 44 |                                |  | Defining Characteristic<br>:<br>trophy<br>award     |                                 | trim<br>prune              | primary<br>purchase            |
| 45 | period                         | terri<br>fic                                 |   | Onomatopoeia                    |                            |                                |
| 46 |                                |  | Lack of to Object:<br>order<br>chaos                |                                 | tolerate<br>permit         | range<br>region                |

**Boldface denotes Introductory Standard for Fifth Grade Level.**



## Comprehensive Vocabulary Grade 5 Scope and Sequence

|    | Multiple Meanings L.4.a | Greek and Latin Morphology L.4.a.c.d. | Word Relationships L.4.a.           | Figures of Speech L.5.a. | Connotations L.5.c.  | Academic Language L.6.0 |
|----|-------------------------|---------------------------------------|-------------------------------------|--------------------------|----------------------|-------------------------|
| 47 | change                  | kilo gram                             |                                     | Onomatopoeia             | change               | kilo gram               |
| 48 |                         |                                       | Lack of to Object: privacy solitude |                          |                      |                         |
| 49 | even                    | aster oid                             |                                     | Onomatopoeia             |                      |                         |
| 50 |                         |                                       | Tool to Worker: baton conductor     |                          | timid bold           | reside resource         |
| 51 | check                   | vac ancy                              |                                     | <b>Symbolism</b>         |                      |                         |
| 52 |                         |                                       | Tool to Worker: script actor        |                          | lenient strict       | secure seek             |
| 53 | press                   | con vert                              |                                     | <b>Symbolism</b>         |                      |                         |
| 54 |                         |                                       | Cause-Effect: effort achievement    |                          | ridicule mock        | select site             |
| 55 | spring                  | struct ure                            |                                     | <b>Symbolism</b>         |                      |                         |
| 56 |                         |                                       | Cause-Effect: guilt shame           |                          | encouraged forbidden | strategy survey         |

**Boldface denotes Introductory Standard for Fifth Grade Level.**



## Teacher Directions: Greek and Latin Morphology Walls

| Prefixes  | Bound Bases   | Free Bases               | Suffixes   |
|---|---|--------------------------|--|
| (Placed before the base. Spell 'em; don't say 'em.)   | (Needs prefix or suffix to make a word)                               | (Stands alone as a word) | (Placed after the base. Spell 'em; don't say 'em.) |
| un sub sup pre re de<br>micro in im il ir con<br>geo inter ad af ag ap<br>as at syn sym per | scrib ced<br>ceed spect<br>bio vis ven<br>med mid<br>mon chron<br>jur | script<br>sign graph     | ant ent ful er or<br>logy ible able                |

### More Words

intercept ion

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

### Connectors

a e i o u e

Prior to each vocabulary test, share the slide (or print copy) with your students. Students drag and drop or write previously-learned and new words in this section. Copy and paste the word parts and “Connectors” to be able to re-use them.



# Lessons 1-4 Review: Greek and Latin Morphology Walls

| Prefixes  | Bound Bases  | Free Bases               | Suffixes   |
|---|--|--------------------------|--|
| (Placed before a base. Spell 'em; don't say 'em.) | (Needs prefix or suffix to make a word)<br><b>nomin</b> <b>dec</b> | (Stands alone as a word) | (Placed after the base. Spell 'em; don't say 'em.)<br><b>ee</b> <b>ade</b> |

**More Words**

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

**Connectors**

**a e i o u e**

# Lessons 5–8 Review: Greek and Latin Morphology Walls

| Prefixes   | Bound Bases   | Free Bases                                  | Suffixes  |
|--|---|---|---|
| <p>(Placed before a base. Spell 'em; don't say 'em.)</p> <p>op</p> | <p>(Needs prefix or suffix to make a word)</p> <p>nomin dec aqua(e)<br/>pos</p> | <p>(Stands alone as a word)</p> <p>duct</p> | <p>(Placed after the base. Spell 'em; don't say 'em.)</p> <p>ee ade</p> |

**More Words**

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

**Connectors**

a e i o u e

## Lessons 9–12 Review: Greek and Latin Morphology Walls

| Prefixes   | Bound Bases   | Free Bases                              | Suffixes   |
|--|---|---|--|
| (Placed before a base. Spell 'em; don't say 'em.)<br><b>op</b> | (Needs prefix or suffix to make a word)<br><b>nomin</b> <b>dec</b> <b>aqua(e)</b><br><b>pos</b> <b>mov</b> <b>dei</b> | (Stands alone as a word)<br><b>duct</b> | (Placed after the base. Spell 'em; don't say 'em.)<br><b>ee</b> <b>ade</b> <b>er</b> <b>ty</b> |

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u e



# Lessons 13–16 Review: Greek and Latin Morphology Walls

| Prefixes   | Bound Bases  | Free Bases                                  | Suffixes   |
|--|--|---|--|
| <p>(Placed before a base. Spell 'em; don't say 'em.)</p> <p>op</p> | <p>(Needs prefix or suffix to make a word)</p> <p>nomin dec aqua(e)<br/>           pos mov dei geo<br/>           geno</p> | <p>(Stands alone as a word)</p> <p>duct</p> | <p>(Placed after the base. Spell 'em; don't say 'em.)</p> <p>ee ade er ty logy<br/>           cide</p> |

**More Words**

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

**Connectors**

a e i o u e

# Lessons 17–20 Review: Greek and Latin Morphology Walls

| Prefixes   | Bound Bases  | Free Bases                                  | Suffixes  |
|--|--|---|---|
| <p>(Placed before a base. Spell 'em; don't say 'em.)</p> <p>op</p> | <p>(Needs prefix or suffix to make a word)</p> <p>nomin dec aqua(e)<br/>                     pos mov dei geo<br/>                     geno cred tempor</p> | <p>(Stands alone as a word)</p> <p>duct</p> | <p>(Placed after the base. Spell 'em; don't say 'em.)</p> <p>ee ade er ty logy<br/>                     cide ible ary</p> |

**More Words**

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

**Connectors**

a e i o u e

penningtonpublishing.com



## Lessons 21–24 Review: Greek and Latin Morphology Walls

| Prefixes  | Bound Bases  | Free Bases               | Suffixes   |
|---|--|--------------------------|--|
| (Placed before a base. Spell 'em; don't say 'em.) | (Needs prefix or suffix to make a word)                              | (Stands alone as a word) | (Placed after the base. Spell 'em; don't say 'em.) |
| op sup mono                                       | nomin dec aqua(e)<br>pos mov dei geo<br>geno cred tempor<br>ply lith | duct                     | ee ade er ty logy<br>cide ible ary                 |

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u e

# Lessons 25–28 Review: Greek and Latin Morphology Walls

| Prefixes  | Bound Bases   | Free Bases               | Suffixes   |
|---|---|--------------------------|--|
| (Placed before a base. Spell 'em; don't say 'em.) | (Needs prefix or suffix to make a word)                                       | (Stands alone as a word) | (Placed after the base. Spell 'em; don't say 'em.) |
| op sup mono                                       | nomin dec aqua(e)<br>pos mov dei geo<br>geno cred tempor<br>ply lith equ trib | duct                     | ee ade er ty logy<br>cide ible ary ate<br>ute      |

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u e

# Lessons 29–32 Review: Greek and Latin Morphology Walls

| Prefixes   | Bound Bases  | Free Bases   | Suffixes   |
|--|--|--|--|
| <p>(Placed before a base. Spell 'em; don't say 'em.)</p> <p>op sup mono hypo</p> | <p>(Needs prefix or suffix to make a word)</p> <p>nomin dec aqua(e)<br/>                     pos mov dei geo<br/>                     geno cred tempor<br/>                     ply lith equ trib<br/>                     par don</p> | <p>(Stands alone as a word)</p> <p>duct thesis</p> | <p>(Placed after the base. Spell 'em; don't say 'em.)</p> <p>ee ade er ty logy<br/>                     cide ible ary ate<br/>                     ute</p> |

**More Words**

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

**Connectors**

a e i o u e

# Lessons 33–36 Review: Greek and Latin Morphology Walls

| Prefixes  | Bound Bases   | Free Bases   | Suffixes   |
|---|---|--|--|
| <p>(Placed before a base. Spell 'em; don't say 'em.)</p> <p>op sup mono hypo</p> <p>col</p> | <p>(Needs prefix or suffix to make a word)</p> <p>nomin dec aqua(e)</p> <p>pos mov dei geo</p> <p>geno cred tempor</p> <p>ply lith equ trib</p> <p>par don amphi(b)</p> | <p>(Stands alone as a word)</p> <p>duct thesis lapse</p> | <p>(Placed after the base. Spell 'em; don't say 'em.)</p> <p>ee ade er ty logy</p> <p>cide ible ary ate</p> <p>ute ian</p> |

**More Words**

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

**Connectors**

a e i o u e

## Lessons 37–40 Review: Greek and Latin Morphology Walls

| Prefixes  | Bound Bases   | Free Bases   | Suffixes  |
|---|---|--|---|
| <p>(Placed before a base. Spell 'em; don't say 'em.)</p> <p>op sup mono hypo</p> <p>col</p> | <p>(Needs prefix or suffix to make a word)</p> <p>nomin dec aqua(e)</p> <p>pos mov dei geo</p> <p>geno cred tempor</p> <p>ply lith equ trib</p> <p>par don amphi(b)</p> <p>tele phon sign</p> | <p>(Stands alone as a word)</p> <p>duct thesis lapse</p> | <p>(Placed after the base. Spell 'em; don't say 'em.)</p> <p>ee ade er ty logy</p> <p>cide ible ary ate</p> <p>ute ian al</p> |

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u e

# Lessons 41–44 Review: Greek and Latin Morphology Walls

| Prefixes  | Bound Bases  | Free Bases  | Suffixes  |
|---|--|---|---|
| <p>(Placed before a base. Spell 'em; don't say 'em.)</p> <p>op sup mono hypo</p> <p>col dif</p> | <p>(Needs prefix or suffix to make a word)</p> <p>nomin dec aqua(e)</p> <p>pos mov dei geo</p> <p>geno cred tempor</p> <p>ply lith equ trib</p> <p>par don amphi(b)</p> <p>tele phon sign poly</p> | <p>(Stands alone as a word)</p> <p>duct thesis lapse</p> <p><b>Bound Bases</b></p> <p>gon fer</p> | <p>(Placed after the base. Spell 'em; don't say 'em.)</p> <p>ee ade er ty logy</p> <p>cide ible ary ate</p> <p>ute ian al</p> |

**More Words**

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

**Connectors**

a e i o u e



# Lessons 45–48 Review: Greek and Latin Morphology Walls

| Prefixes  | Bound Bases  | Free Bases   | Suffixes  |
|---|--|--|---|
| <p>(Placed before a base. Spell 'em; don't say 'em.)</p> <p>op sup mono hypo</p> <p>col dif</p> | <p>(Needs prefix or suffix to make a word)</p> <p>nomin dec aqua(e)</p> <p>pos mov dei geo</p> <p>geno cred tempor</p> <p>ply lith equ trib</p> <p>par don amphi(b)</p> <p>tele phon sign poly</p> | <p>(Stands alone as a word)</p> <p>duct thesis lapse</p> <p>gram</p> <p><b>Bound Bases</b></p> <p>gon fer terri kilo</p> | <p>(Placed after the base. Spell 'em; don't say 'em.)</p> <p>ee ade er ty logy</p> <p>cide ible ary ate</p> <p>ute ian al fic</p> |

**More Words**

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

**Connectors**

a e i o u e

# Lessons 49–52 Review: Greek and Latin Morphology Walls

| Prefixes  | Bound Bases  | Free Bases  | Suffixes  |
|---|--|---|---|
| <p>(Placed before a base. Spell 'em; don't say 'em.)</p> <p>op sup mono hypo</p> <p>col dif</p> | <p>(Needs prefix or suffix to make a word)</p> <p>nomin dec aqua(e)</p> <p>pos mov dei geo</p> <p>geno cred tempor</p> <p>ply lith equ trib</p> <p>par don amphi(b)</p> <p>tele phon sign poly</p> | <p>(Stands alone as a word)</p> <p>duct thesis lapse</p> <p>gram</p> <p><b>Bound Bases</b></p> <p>gon fer terri kilo</p> <p>aster vac</p> | <p>(Placed after the base. Spell 'em; don't say 'em.)</p> <p>ee ade er ty logy</p> <p>cide ible ary ate</p> <p>ute ian al fic oid</p> <p>ancy</p> |

**More Words**

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

**Connectors**

a e i o u e

## Lessons 53–56 Review: Greek and Latin Morphology Walls

| Prefixes  | Bound Bases  | Free Bases  | Suffixes   |
|---|--|---|--|
| (Placed before a base. Spell 'em; don't say 'em.) | (Needs prefix or suffix to make a word)  | (Stands alone as a word)  | (Placed after the base. Spell 'em; don't say 'em.)                       |
| op sup mono hypo<br>col dif con                   | nomin dec aqua(e)<br>pos mov dei geo<br>geno cred tempor<br>ply lith equ trib<br>par don amphi(b)<br>tele phon sign poly | duct thesis lapse<br>gram<br><b>Bound Bases</b><br>gon fer terri kilo<br>aster vac vert<br>struct | ee ade er ty logy<br>cide ible ary ate<br>ute ian al fic oid<br>ancy ure |

More Words

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u e