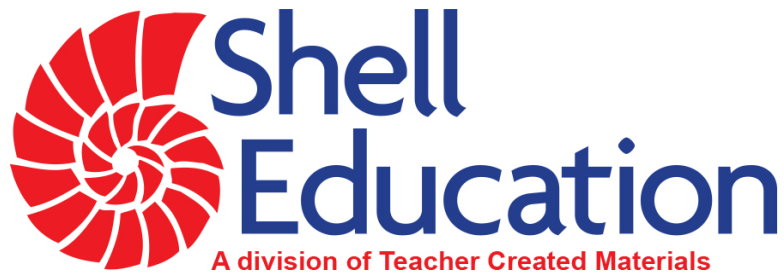Sample Pages from

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To **Create** a World in which **Children** Love to **Learn!**

52 Quick Activities

Quick Activities for Building Vocabulary

Weekly WORD ROOTS

Shell Education

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Table of Contents *(cont.)*

Why Study Word Roots?

Carpe Diem! Seize the Day...
Monday and All Other Days!

Our new book, *Weekly Word Roots*, is a wonderful and easy-to-use resource for teachers in the classroom, families at home, and even college instructors introducing future teachers to the power of word roots. This book is based on our popular *Morphology Mondays* social media posts we created and shared starting in 2020. What a great way to celebrate words all year long!

Nearly every week of the calendar year includes some kind of holiday. Some holidays are well-known, solemn, and marked with a day off from school: Martin Luther King Jr. Day in January, Presidents Day in February, Memorial Day in May, Fourth of July, Labor Day in September, and Thanksgiving Day in November. Other holidays are lesser known and are not typically observed with a break from school: March 1 is Peace Corps Day, March 3 is National Anthem Day, and September 8 is National Literacy Day. Still, other holidays are just fun and even a little wacky: March 10 is "International Day of Awesomeness," March 14 is "National Pi Day," September 6 is "Fight Procrastination Day," November 1 is "National Cook for Your Pets Day," and November 8 is "Aid and Abet Punsters Day." Some of these "holidays" extend into an entire month: September is "Happy Cat Month," November is "Banana Pudding Lovers Month," and December is "Write a Friend Month" and "Bingo's Birthday Month."

These special days provide fun opportunities—teachable moments—to talk about the words we associate with these events and to build word awareness in ourselves and our students. Most of the "holiday words" that mark these celebrations are built on Greek or Latin roots, which give rise to a large number of related words, so-called "cognates."

Labor Day, for example, invites us to think about the workforce and all who "labor" to make a living. By dwelling for a few minutes on this particular holiday, we can ask students to think about other "work" words and phrases that contain the Latin root *labor*. Some words may come readily to mind: a labor-intensive assignment requires a lot of work and is therefore called **laborious**. But this everyday word is related to academic vocabulary that students will be encountering throughout their school career. A **laboratory** is a place where scientists conduct specialized work and experiments. This kind of work is not manual, but it is still work, since the root *labor* refers to both literal and figurative work. People who work *together* on a project **collaborate** (Latin prefix *col−* = "with, together"). They work in **collaboration** with one another and are called **collaborators**. When we *work out* the details of a story, we **elaborate** (Latin prefix *e−* = "out"). The result may be an **elaborate** account. When students learn about "The **Labors** of Hercules," they are impressed by all the hard *work* it took to kill the Nemean Lion with bare hands, slay the nine-headed Hydra, and clean out the filthy Augean stables.
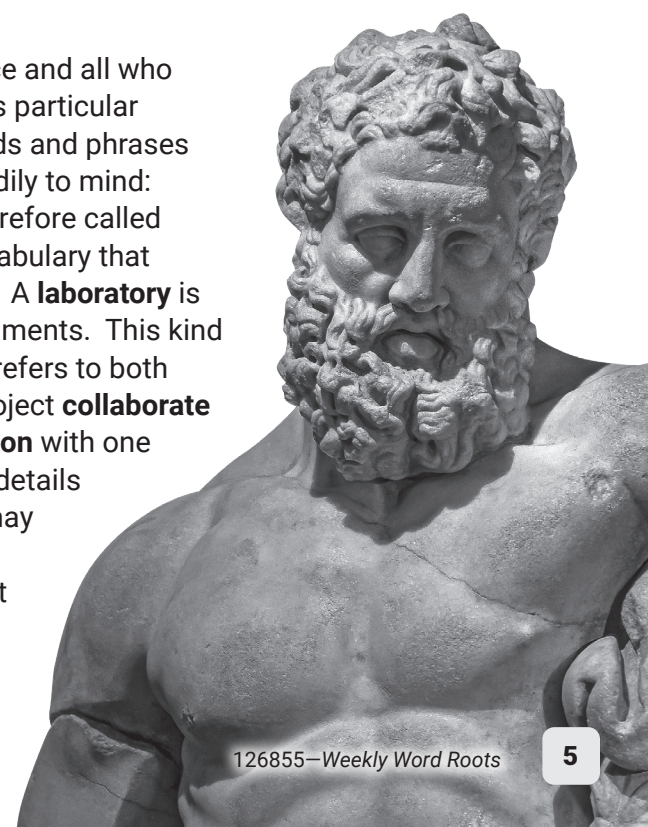
Carpe Diem! Seize the Day… Monday and All Other Days! *(cont.)*

Thanksgiving Day, to take another example, asks us to pause and feel **grateful** for our blessings as we express **gratitude** for all the good things in our lives. We give *thanks* and say **grace** before diving into a huge meal. The Latin base *grat/grac* means both "please, pleasing" and "thanks" and gives rise to a wealth of everyday words: a **graceful** dancer is especially *pleasing* to watch, we leave a **gratuity** on the restaurant table to say *thanks* to a good server, and it is always **gratifying** when we hear someone say **congratulations** for a job that *pleases* everyone. An **ungrateful** person, on the other hand, never says *thank you* and displays only **ingratitude**. Nobody likes an **ingrate**! But a generous person who only wants a *thank you* for a job and refuses to take payment works **gratis**, or for free. A veritable cornucopia of everyday and academic words flow forth from this single Latin base we associate with the feast of Thanksgiving.
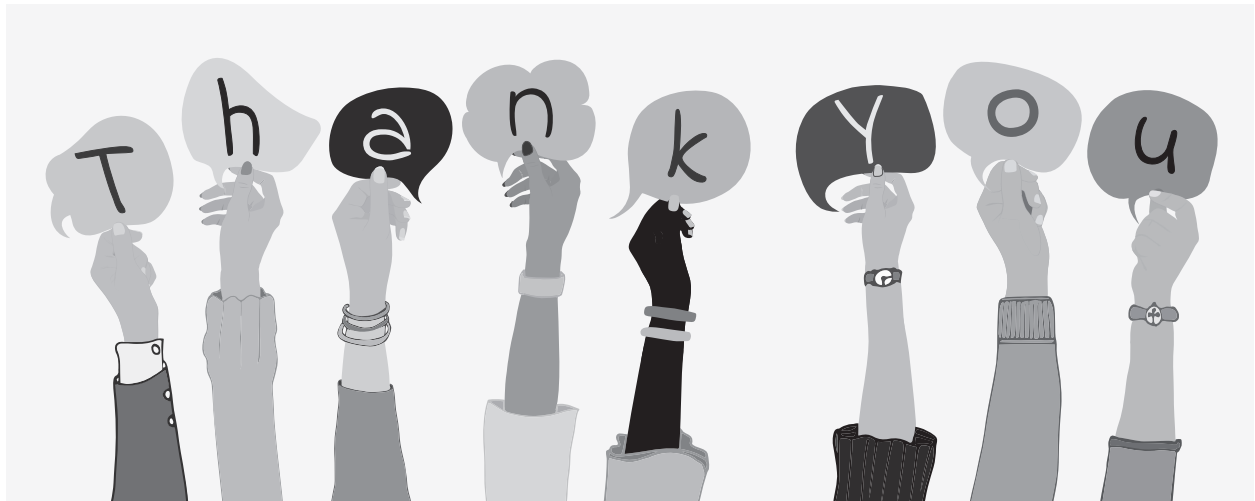
Weekly Word Roots takes a wide range of holidays and special occasions and uses them as a springboard into building vocabulary. In all instances, the vocabulary ranges from everyday words that come readily to mind to more challenging academic vocabulary that students must master for academic success. The words and their roots arise from something all students, teachers, and adults experience in common: the day itself. So, begin each week by "seizing the day" and building vocabulary!

Research in Practice

Here, we offer a brief rationale for the pedagogy that undergirds the book. We define what a *root* is, explain why focusing on roots makes sense instructionally, and summarize research into the effects of roots instruction on student achievement. (If you are interested in more about any of these topics, see "Digging Deeper" on page 11.)

What Is a Root?

A *root* is a word part that contains meaning (and not merely sound). There are three categories of roots, depending on their placements within a word.

Root Category	Definition	Example
Prefix	a root at the beginning of a word	In the word *retraction*, the initial *re–* is a prefix, meaning "back or again."
Base	the core root which provides a word with its basic meaning	In the word *retraction*, the base is *tract*, which means "pull, draw, drag."
Suffix	a root that ends a word	In the word *retraction*, the final *–ion* is a suffix, meaning "act of, state of."

Why Teach with a Roots Approach?

The English language has approximately two million words! According to Graves and Fitzgerald (2006), school texts and reading materials include more than 180,000 different words. That's the bad news. But there is good news: Over 60 percent of the words students encounter in their reading have recognizable word parts (Nagy, Anderson, Schommer, Scott, and Stallman 1989). Moreover, academic and content-area vocabulary is largely of Latin and Greek origin (Harmon, Hedrick, and Wood 2005). In fact, 90 percent of English words with more than one syllable are Latin based. Most of the remaining 10 percent are Greek based (Brunner 2004). Focusing on roots rather than individual words is an efficient instructional strategy.

How to Use This Book *(cont.)*

Using the Teaching Pages

The word root(s) studied in relation to each special day is included and defined here. These are listed in the Word Roots Index (page 128) for easy reference.

A quick connection is listed to engage students' brains as they start to think about the word root and its family of related words.

These steps guide the learning about the word root with some background knowledge and a couple simple steps to engage student thinking.

After students complete the activity pages, these extensions help them take their explorations further.

If you are using these activities with your child at home, try these suggestions:

➜   When the activity invites students to discuss in pairs, talk with your child to explore the ideas and extend the learning.

➜   Reinforce the meaning of the word roots as you encounter them in words used in everyday activities. This will help your child retain what they are learning.

How to Use This Book *(cont.)*

Using the Student Pages

The word root(s) is included so students know what they are focusing on as they work on the activity.

The first activity on each page helps students engage with the words from the word root family. They should use online and print resources to explore the words and get to know their derivations and meanings.

Each student page also has a second activity to extend student learning and encourage them to research more words related to the root.

Name: _____ Date: _____

January

Exploring *vert, vers* Words

Word Root
The word root *vert, vers* means "turn" or "change."

Directions: Write the letter for the *vert, vers* word that best replaces each underlined word/phrase.

_____ **1.** Over time, he <u>turned back</u> to his old habits.

A. versatile

_____ **2.** The police officer directed us to <u>turn</u> to a different route home.

B. avert

_____ **3.** Something that is <u>able to be turned or changed</u> can serve many uses.

C. divert

_____ **4.** The fiery blast caused us to <u>turn away</u> our eyes from the flames.

D. reverted

Directions: Choose one word and write a personal experience you have had related to that word.

Example: My mom sewed me a *reversible* holiday vest that I can wear two ways.

| convert | convertible | invert | reverse | vertical |

_____
_____
_____
_____

© Shell Education 126855—*Weekly Word Roots* **19**

Happy New Year—January 1

Meet the Root

The word root *nov* means "new."

Introduce

The word root *nov* is found in many English words that relate to being "new." Ask students if they can think of any words that contain *nov* and refer to the concept of being new.

Discuss

1 Tell students, "The first day of January is the beginning of a new year. On this day, people often resolve to make improvements in their lives. This is known as making a New Year's resolution. Some people resolve to exercise more, lose weight, read more, or make new friends."

2 Ask students to share with partners what resolutions they would like to make for the new year. Then, have a few students share with the whole class.

3 Distribute *Exploring nov Words*, and support students as they work.

Apply

A *nova* is an explosion that occurs on stars near the ends of their lives. Ancient civilizations interpreted these explosions as the creation of new stars. Allow time for students to learn more about novas and to share what they learn.

Exploring *nov* Words

Word Root
The word root *nov* means "new."

Word Bank

novelty	novel idea	renovate	novice

Directions: Complete each sentence by writing the correct *nov* word.

1. A _____ is a beginner who is new on the job.

2. A _____ is a new and original plan or thought.

3. A _____ is a new trinket or other amusing item.

4. To _____ means to restore something to good (or "new") condition.

. . . .

Directions: An *innovation* is something newly made or created that improves the way people live their lives. People who make innovations are called *innovators*. For example, Alexander Graham Bell created the telephone. Think of another innovation that would improve how we live. Sketch your idea for an innovation in the box. Write a sentence describing your innovation.

Saying Farewell

Meet the Root

The word root *vale* means "farewell" or "goodbye." The word root *dic*, *dict* means "say," "speak," or "tell."

Introduce

The Latin root for "goodbye" or "farewell" is *vale*. The *valedictorian* at a high school is the person who gives a speech to say (*dict*) goodbye on behalf of all the graduates.

Discuss

1 Tell students, "Graduation is a celebration of years of hard work. A *valedictorian* is selected to represent all the graduates. The valedictorian is usually the person who has the highest grade point average in the school. This person speaks at graduation, reflecting on past years and offering encouragement about the future."

2 Point out the roots *vale* and *dict* in the word *valedictorian* and have student pairs define the word with its literal translation (person who says goodbye).

3 Distribute *Exploring vale and dic, dict Words*, and support students as they work.

Apply

Explain that a salutatorian is the person with the second highest grade point average in school. Usually, the salutatorian gives the opening speech at a graduation and the valedictorian gives the closing speech. Point out the similarities between the words *salutatorian* and *salutation* (meaning "greeting"). In light of this, have students write about why the salutatorian speaks first at a graduation and the valedictorian speaks last.

Name: _____ **Date:** _____

Exploring *vale* and *dic*, *dict* Words

> ## Word Root
> The word root *vale* means "farewell" or "goodbye." The word root *dic, dict* means "say."

Directions: Three words in each group are synonyms or are very close in meaning. On the first line, write the one word that does not belong. On the second line, write how the other words are related. Look up the words to discover their meanings, if necessary.

1. dictate   pledge   proclaim   disintegrate

The word that does not belong is: _____

The other words are alike because: _____

2. predict   foretell   forecast   abdicate

The word that does not belong is: _____

The other words are alike because: _____

3. verdict   judgment   valedictorian   decision

The word that does not belong is: _____

The other words are alike because: _____

· ·

Directions: Explore these words to learn more about them. Write what you discover about each one.

➜ **dictator:** _____

➜ **dictionary:** _____

➜ **edict:** _____

Celebrating Teachers

Meet the Root

The word root *struct* means "build."

Introduce

Another word for *teacher* is *instructor*. The word *instructor* contains the word root *struct*, which means "build." What does a teacher build?

Discuss

1 Tell students that the *Reconstruction* was the period after the Civil War from 1865 to 1877. During this time, the United States grappled with reintegrating the Confederate states (that had seceded) into the Union. After the Civil War, the United States was broken apart and had to be "built" (*struct*) back "together" (*con*) "again" (*re*). It had to be *reconstructed*. *Reconstruction* was an attempt to rebuild a new America that rejected the institution of slavery and gave African Americans full civil rights in American society.

2 Ask small groups of students to discuss what it might have taken to rebuild a life after being enslaved.

3 Distribute *Exploring struct Words*, and support students as they work.

Apply

Have students think of other words with the root *struct* (*structure, instruction, construct*), and write how each connects to the idea of "building."

Name: _____ **Date:** _____

Exploring *struct* Words

Word Root
The word root *struct* means "build."

Directions: Write the correct letter on each line to match the words to their definitions. Look up the words to discover their meanings, if necessary.

_____ **1.** cannot be torn down or unbuilt

_____ **2.** something that blocks a passageway or impedes something from being built or completed

_____ **3.** a building

_____ **4.** to build again

A. structure

B. reconstruct

C. indestructible

D. obstruction

. . . .

Directions: Think about the *instructors* who have made a positive impact on your life. Write a thank you note to one of them. Use one of these words in your note: *instruct*, *instruction*, *instructor*. Consider rewriting your note on a card and delivering it.

_____

_____

_____

_____

_____

_____