

It's Time to Do Your Roots!

Grade Level or Special Area: Seventh Grade

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Length of Unit: Five lessons; 50 minutes per lesson

I. ABSTRACT

It is important for students to know the origin of the words they speak! It is crucial to vocabulary development to study the word roots most common in the English language. In this unit, students will study and practice 50 word roots included in the *Core Knowledge Sequence*. Students will explore these Greek and Latin word roots through fun games and activities!

II. OVERVIEW

- A. Concept Objectives
 - 1. Students understand the origin of a variety of words.
- B. Content from the *Core Knowledge Sequence*
 - 1. Seventh Grade: English: Writing, Grammar, and Usage: Vocabulary (page 159)
- C. Skill Objectives
 - 1. Students use word recognition skills to comprehend meaning.
 - 2. Students will demonstrate an understanding of word roots.
 - 3. Students will correctly identify definitions of derivatives based on their knowledge root words.
 - 4. Students will demonstrate an understanding of the connection between word roots and their derivatives using a word tree.
 - 5. Students will identify word roots and derivatives in various magazines and newspapers.
 - 6. Students will demonstrate knowledge of definitions for various derivatives.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Seventh Grade Vocabulary from the *Core Knowledge Sequence* (page 159)
- B. For Students
 - 1. Sixth Grade Vocabulary from the *Core Knowledge Sequence* (page 134)

IV. RESOURCES

None

V. LESSONS

Lesson One: Liars Club

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand the origin of a variety of words.
 - 2. Lesson Content
 - a. Ab – *away from*
 - b. Ad – *to, forward*
 - c. Amo – *love*
 - d. Audio – *hear*
 - e. Auto – *self*
 - f. Bene – *good/well*

- g. Circum –*around*
- h. Celer –*swift*
- i. Chronos –*time*
- j. Cresco –*grow*

3. Skill Objective(s)
 - a. Students will demonstrate an understanding of word roots.
 - b. Students use word recognition skills to comprehend meaning.
 - c. Students will correctly identify definitions of derivatives based on their knowledge root words.

B. *Materials*

1. One copy of Appendix F on a transparency
2. One copy of Appendix A for the teacher
3. One copy of Appendix K for the student
4. One note card for each student
5. Overhead projector
6. One dictionary for every three students

C. *Key Vocabulary*

1. See Lesson Content

D. *Procedures/Activities*

1. Each of these lessons is going to begin with a note-taking session on the word roots for the day.
2. Begin by placing a copy of Appendix F on the overhead projector.
3. As you read through the word roots, definitions, and examples, the students should be taking notes on Appendix K. There is space in the definition section of this Appendix for the student to provide two other words that include the particular root. For example, if I provide the words *beneficial* and *benefit* as examples for the root *bene*, the student must look in a dictionary to find two other words. This process will be repeated for each of the roots studied in the unit.
4. Once the students are finished, divide the class into groups of three.
5. This is an activity called Liar's Club, which is very similar to the game Balderdash.
6. Assign each group one of the words from Appendix A. If you notice, these are words that contain the roots of the day and are a bit obscure. Hopefully the students are not familiar with these words...they will be by the end of the game. Note: Students MAY NOT use these words to fill out Appendix K.
7. Pass out one note card to every student.
8. Instruct students to look up the definition of the word that you provided them. You should have about 10 groups, each with a different word. It is crucial to the activity that students are not sharing their words with other groups.
9. Once the students have identified their word in the dictionary, instruct only ONE person in the group to write the actual definition on his note card.
10. The others in the group are to invent definitions that can be humorous, serious, anything as long as the definition is false. Encourage students to keep their invented definitions as believable as possible.
11. Keep students seated around the classroom in their groups.
12. Instruct one group at a time to come to the front of the classroom to read all three of their definitions. The groups seated around the classroom must vote

on which definition they believe to be the correct one. They may keep a record of this on a piece of paper.

13. Repeat this process with each of the ten groups.
14. Once all the groups have had a turn, reveal the true definitions. Reward groups for each correct answer. Also be sure to award the groups that stump their classmates.

E. *Assessment/Evaluation*

1. Appendix K

Lesson Two: Word Tree

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the origin of a variety of words.
2. Lesson Content
 - a. Cum – *with*
 - b. Curro – *run*
 - c. Demos – *people*
 - d. Erro – *wander, stray*
 - e. Ex – *from, out of*
 - f. Extra – *outside*
 - g. Facio – *make*
 - h. Fero – *bring, bear*
 - i. Fragilis – *breakable*
 - j. Finis – *end*
3. Skill Objective(s)
 - a. Students will demonstrate an understanding of word roots.
 - b. Students use word recognition skills to comprehend meaning.
 - c. Students will demonstrate an understanding of the connection between word roots and their derivatives using a word tree.

B. *Materials*

1. One copy of Appendix L for each student
2. One copy of Appendix G on a transparency
3. Ten copies of Appendix B, write one of the days roots on the trunk each of the ten trees
4. One copy of Appendix P for each student
5. One copy of Appendix Q for the teacher

C. *Key Vocabulary*

1. See Lesson Content

D. *Procedures/Activities*

1. Begin the lesson with a note-taking session. Repeat the Procedure from Lesson One.
2. Once the note-taking session is over, begin circulating the Word Trees around the classroom.
3. The object of the word tree is to get the students thinking of other words in the English language that are made from each of the ten roots for the day.
4. As each student gets the Word Tree, he is to add on one word, then pass the Word Tree to the next student.
5. Students may not use the example words that you have provided, nor should they repeat words.
6. This is to be a quiet activity.

7. During the passing of the Word Trees, the students can be working on Appendix L or on other homework they may have. Students also may be silent reading.
 8. I recommend studying for the quiz that you are going to administer at the end of this lesson!
 9. Use Appendix P to quiz the students on the roots that they have learned in Lessons One and Two. Use Appendix Q to grade.
- E. *Assessment/Evaluation*
1. Appendix P

Lesson Three: Super Sleuth

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand the origin of a variety of words.
 2. Lesson Content
 - a. Homos – *same*
 - b. Hyper – *over, beyond*
 - c. Hypo – *under, beneath*
 - d. Juro – *swear*
 - e. Malus – *bad*
 - f. Manus – *hand*
 - g. Morphe – *form*
 - h. Neos – *young, beginner*
 - i. Pan – *all*
 - j. Pedis – *foot*
 3. Skill Objective(s)
 - a. Students will demonstrate an understanding of word roots.
 - b. Students use word recognition skills to comprehend meaning.
 - c. Students will identify word roots and derivatives in various magazines and newspapers.
- B. *Materials*
1. One copy of Appendix H on an transparency
 2. One copy of Appendix M for each student
 3. A stack of newspapers and magazines
 4. Overhead projector
 5. One copy of Appendix C for each student
- C. *Key Vocabulary*
1. See Lesson Content
- D. *Procedures/Activities*
1. Begin the lesson with a note-taking session. Repeat the Procedure from Lesson One.
 2. Once the note-taking session is over begin the Super Sleuth activity.
 3. Pair students or allow them to choose their own pairs.
 4. Hand each group one section of a newspaper and one magazine.
 5. Instruct the students to scan over various articles and look for words that include one of the roots that you have studied.
 6. Encourage the students to look up definitions for words that are unfamiliar to them.
 7. Instruct students to record the words that they find on Appendix C.

- E. *Assessment/Evaluation*
1. Appendix C – one point per word
 2. Appendix M

Lesson Four: Word Trail

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the origin of a variety of words.
2. Lesson Content
 - a. Polis – *city*
 - b. Pro – *before, for*
 - c. Pseudos – *a lie, fake*
 - d. Re – *back, again*
 - e. Scribo – *write*
 - f. Sentio – *feel (with senses)*
 - g. Solvo – *loosen*
 - h. Specto – *look at, to watch*
 - i. Strictus – *drawn tight*
 - j. Sub – *under*
3. Skill Objective(s)
 - a. Students will demonstrate an understanding of word roots.
 - b. Students use word recognition skills to comprehend meaning.
 - c. Students will demonstrate knowledge of definitions for various derivatives.

B. *Materials*

1. One copy of Appendix N for each student
2. One copy of Appendix I on a transparency
3. One copy of Appendix R for each student
4. One copy of Appendix S for the teacher
5. One copy of Appendix D for each student

C. *Key Vocabulary*

1. See Lesson Content

D. *Procedures/Activities*

1. Begin the lesson with a note-taking session. Repeat the Procedure from Lesson One.
2. Once the note-taking session is over begin Extra! Extra!
3. Hand out one copy of Appendix D to each student.
4. Ask students to brainstorm newspaper headlines that describe the scene in the picture.
5. Record these on the board
6. Instruct students to choose their favorite and write it in the space provided on Appendix D.
7. Next, instruct students to write a ten line article about the events surrounding the picture. Encourage them to be creative and to use at least one word root in each line.
8. Once this is completed (or you may assign it for homework) lead into the next activity, The Word Trail. This activity is considerably more challenging than the ones we have done so far.
9. Before you begin, review all the roots you have taught so far and ask students to name as many words as they can. Record these on the board to help the students with The Word Trail.

10. Begin by giving the students one word, for example *pedicure*.
 11. The next student in line must think of another word (from the list on the board or from their own memory) that a) contains a word root that you have studied and b) is *related* to the previous word. The word *pedicure* can be followed by the word *manicure* which can be followed by the word *extravagant*.
 12. Give Appendix R to the students to quiz them on knowledge of the roots learned in Lessons Three and Four. Use Appendix S to grade.
- E. *Assessment/Evaluation*
1. Appendix N
 2. Appendix D
 3. Appendix R

Lesson Five: \$10,000 Pyramid

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand the origin of a variety of words.
 2. Lesson Content
 - a. Super – *above*
 - b. Syn – *together*
 - c. Tendo – *stretch*
 - d. Trans – *across*
 - e. Teneo – *to hold or to keep*
 - f. Valeo – *be strong*
 - g. Venio – *come*
 - h. Voco – *call*
 - i. Volvo – *revolve*
 - j. Zoon, zoe – *animal, life*
 3. Skill Objective(s)
 - a. Students will demonstrate an understanding of word roots.
- B. *Materials*
1. One copy of Appendix J on a transparency
 2. One copy of Appendix O for each student
 3. One copy of Appendix E for the teacher
 4. There are five words that go with each root in the pyramid; write those on note cards
 5. Timer or stopwatch
- C. *Key Vocabulary*
1. See Lesson Content
- D. *Procedures/Activities*
1. Begin the lesson with a note-taking session. Repeat the Procedure from Lesson One.
 2. Once the note-taking session is over begin the \$10,000 Pyramid.
 3. First, draw a pyramid of blocks on the board as pictured on Appendix E.
 4. Start the game with two teams of two people. They can decide between them who is going to give the clues and who is going to try to guess the word.
 5. One team begins the round. The guessing person chooses one of the roots from the \$10,000 Pyramid.
 6. Set the timer for 30 seconds.

7. When the timer begins, the clue-giver gives the guesser clues to each word on the note-card. He can use any gesture and any word as long as he does not say the actual word that is on the note card.
 8. One point is awarded for each correct answer given.
 9. The winner of the first round moves on to face a new team.
 10. Continue this process until there is a champion.
- E. *Assessment/Evaluation*
1. Appendix O

VI. CULMINATING ACTIVITY

- A. Each student is going to create a child's book of word roots! See Appendix V for complete directions and grading rubric.
- B. Appendix T is the Final Test. This test may be given any time after the completion of the unit. Use Appendix U to grade the test!

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Lesson One Activity
- B. Appendix B: Lesson Two Activity
- C. Appendix C: Lesson Three Activity
- D. Appendix D: Lesson Four Activity
- E. Appendix E: Lesson Five Activity
- F. Appendix F: Lesson One Overhead
- G. Appendix G: Lesson Two Overhead
- H. Appendix H: Lesson Three Overhead
- I. Appendix I: Lesson Four Overhead
- J. Appendix J: Lesson Five Overhead
- K. Appendix K: Lesson One Worksheet
- L. Appendix L: Lesson Two Worksheet
- M. Appendix M: Lesson Three Worksheet
- N. Appendix N: Lesson Four Worksheet
- O. Appendix O: Lesson Five Worksheet
- P. Appendix P: Quiz on Lessons One and Two
- Q. Appendix Q: Answer Key for Appendix P
- R. Appendix R: Quiz on Lessons Three and Four
- S. Appendix S: Answer Key for Appendix R
- T. Appendix T: Final Test
- U. Appendix U: Answer Key for Final Test
- V. Appendix V: Culminating Activity

VIII. BIBLIOGRAPHY

- A. *Core Knowledge Sequence*, Canada: The Core Knowledge Foundation, 1999.

Appendix A
Activity Lesson One

Words for Liars Club

Absterge – to wipe away; to clean

Adscititious - added from an external source

Amor patriae – love of one’s country

Audile – have to do with the hearing organs

Autotoxemia – poisoning by toxins generated inside the body

Benevolence – an inclination to do good

Circinate – rounded or circular

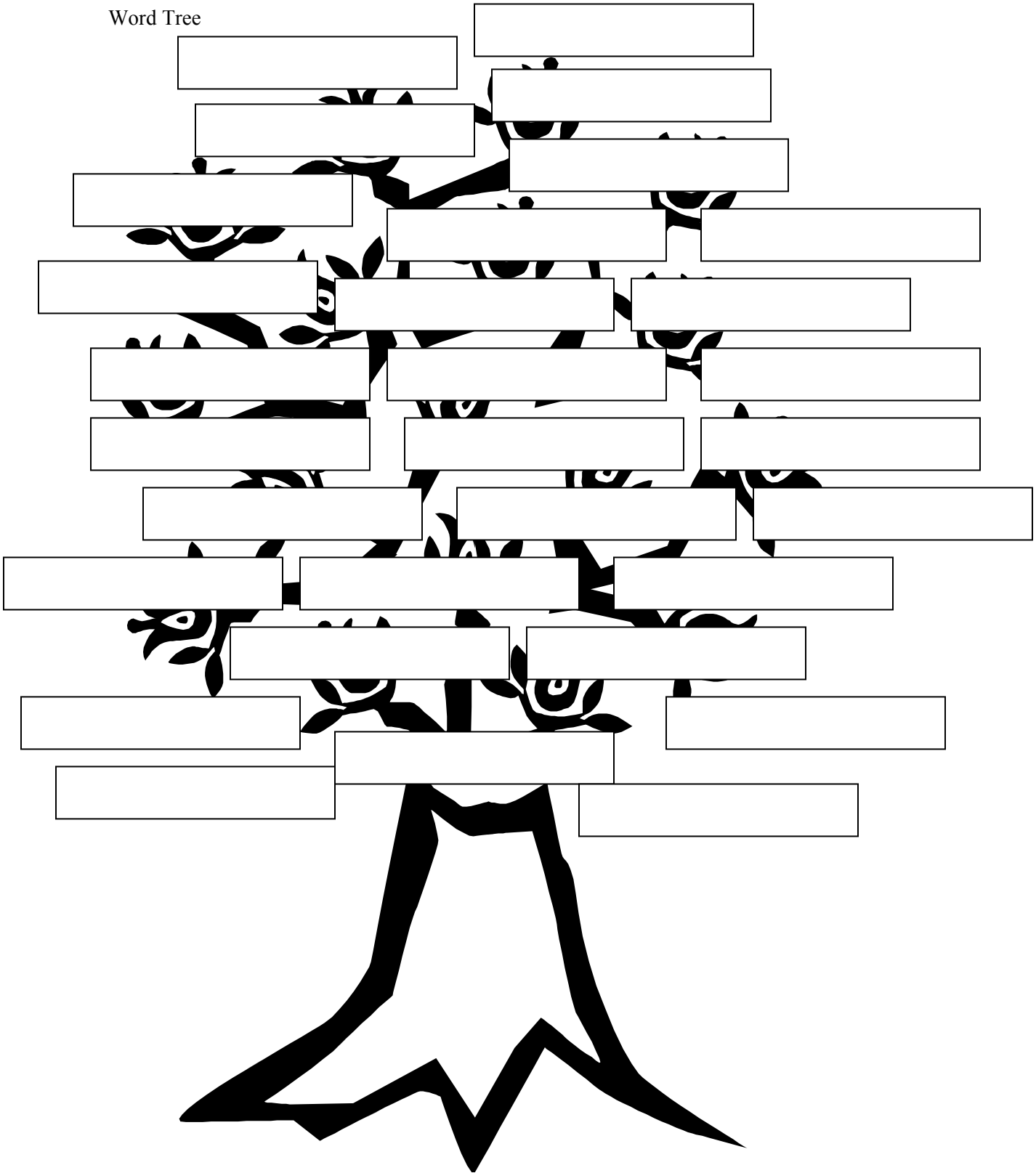
Celerity – speed

Chronaxie – the minimum time necessary to excite a tissue, such as muscle or nerve tissue

Crescendo – gradually increasing in loudness

Appendix B
Activity Lesson Two

Word Tree



Appendix D
Activity Lesson Four

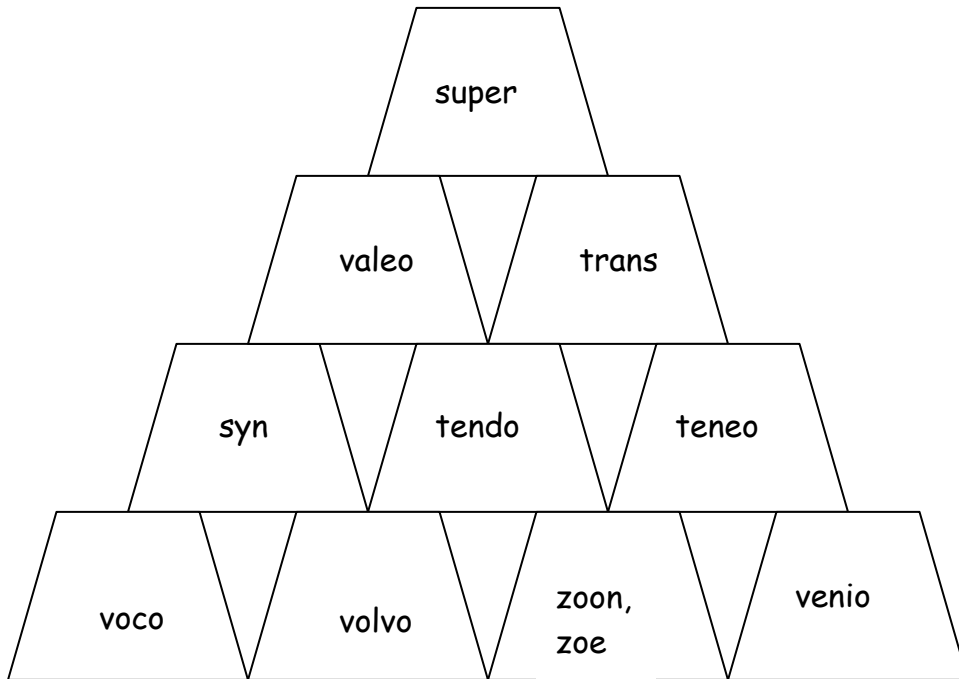
Write your own caption and news story based on the picture below. Be sure to use as many words as you can from the root words we've learned so far!

Extra! Extra!



Appendix E, page 1
Activity Lesson Five

Draw the pyramid like this in the board:



Write each of these words on a note card. Be sure to keep them sorted into root word categories.

Super

1. supervisor
2. supernatural
3. superficial
4. superman
5. superior

Syn

1. synonym
2. synchronize
3. In synch
4. syndrome
5. synthetic

Tendo

1. detention
2. tension
3. intense
4. tense
5. Nintendo (not really a root word, but a fun addition)

Appendix E, page 2
Activity Lesson Five

Teneo

1. content
2. contain
3. maintain
4. container
5. tend

Trans

1. transfer
2. transvestite
3. transcontinental
4. transition
5. transatlantic

Valeo

1. valor
2. prevail
3. valid
4. valiant
5. valuable

Venio

1. venue
2. event
3. advent
4. prevent
5. souvenir

Voco

1. voice
2. vocal
3. evoke
4. revoke
5. vociferous

Volvo

1. evolve
2. revolver
3. revolution
4. involve
5. revolve

Zoon, zoe

1. zoo
2. protozoa
3. zoology
4. zoologist
5. zoomorphic

Appendix F
Lesson One Overhead

| Latin/Greek Word | Meaning | Examples |
|-------------------------|--------------------|-------------------------------------|
| ab | away from | abnormal, absent |
| ad | to, forward | advocate, advance |
| amo | love | amiable, amorous |
| audio | hear | audience, inaudible |
| auto | self | automobile, autocrat |
| bene | good, well | beneficial, benefit |
| circum | around | circulate, circumference |
| celer | swift | accelerate |
| chronos | time | chronological |
| cresco | grow | increase, decrease |

Appendix G
Lesson Two Overhead

| Latin/Greek Word | Meaning | Examples |
|-------------------------|----------------------|-----------------------------------|
| cum | with | compose, accommodate |
| curro | run | current, cursive, course |
| demos | people | democracy, epidemic |
| erro | wander, stray | error, erratic |
| ex | from, out of | exclaim, exhaust |
| extra | outside | extravagant, extraordinary |
| facio | make | effect, affect |
| fero | bring, bear | confer, defer |
| fragilis | breakable | fragile, fragment |
| finis | end | confine, finality |

Appendix H
Lesson Three Overhead

| Latin/Greek Word | Meaning | Examples |
|------------------|----------------|------------------------------|
| homos | same | homogenous |
| hyper | over, beyond | hypertension, hyperactive |
| hypo | under, beneath | hypodermic, hypothesis |
| juro | swear | jury, perjury |
| malus | bad | malady, malice |
| manus | hand | manufacture, manuscript |
| morphe | form | metamorphosis, amorphous |
| neos | new, young | neophyte |
| pan | all | panorama, panacea |
| pedis | foot | pedal, biped |

Appendix I
Lesson Four Overhead

| Latin/Greek Word | Meaning | Examples |
|-------------------------|-----------------------|---------------------------------------|
| polis | city | metropolis |
| pro | before, for | proceed, propose, prodigy |
| pseudos | a lie | pseudonym |
| re | back, again | react, reply, revise |
| scribo | write | scribble, inscribe |
| sentio | feel (with senses) | sensation, sensual, sentry |
| solvo | loosen | solution, dissolve, solvent |
| specto | look at | inspect, speculate, perspective |
| strictus | drawn tight | strict, constricted |
| sub | under | subdue, subject, subtract |

Appendix J
Lesson Five Overhead

| Latin/Greek Word | Meaning | Examples |
|-------------------------|--------------------|--|
| super | above | superficial, superlative, supreme |
| syn | together | synchronize, synthesis |
| tendo | stretch | tension, intense, detention |
| trans | across | transfer, transcontinental |
| valeo | be strong | prevail, valiant |
| venio | come | event, advent |
| voco | call | vocal, voice, vociferous |
| volvo | revolve | evolve, revolution |
| zoon, zoe | animal life | zoology, protozoa |

Appendix K
Lesson One Overhead

| Latin/Greek Word | Meaning | Examples |
|-------------------------|----------------|-----------------|
| ab | | |
| ad | | |
| amo | | |
| audio | | |
| auto | | |
| bene | | |
| circum | | |
| celer | | |
| chronos | | |
| cresco | | |

Appendix L
Lesson Two Overhead

| Latin/Greek Word | Meaning | Examples |
|-------------------------|----------------|-----------------|
| cum | | |
| curro | | |
| demos | | |
| erro | | |
| ex | | |
| extra | | |
| facio | | |
| fero | | |
| fragilis | | |
| finis | | |

Appendix M
Lesson Three Overhead

| Latin/Greek Word | Meaning | Examples |
|-------------------------|----------------|-----------------|
| homos | | |
| hyper | | |
| hypo | | |
| juro | | |
| malus | | |
| manus | | |
| morphe | | |
| neos | | |
| pan | | |
| pedis | | |

Appendix N
Lesson Four Overhead

| Latin/Greek Word | Meaning | Examples |
|-------------------------|----------------|-----------------|
| polis | | |
| pro | | |
| pseudos | | |
| re | | |
| scribo | | |
| sentio | | |
| solvo | | |
| specto | | |
| strictus | | |
| sub | | |

Appendix O
Lesson Five Overhead

| Latin/Greek Word | Meaning | Examples |
|-------------------------|----------------|-----------------|
| super | | |
| syn | | |
| tendo | | |
| trans | | |
| valeo | | |
| venio | | |
| voco | | |
| volvo | | |
| zoon, zoe | | |

Appendix P
Quiz for Lessons One and Two

Section I – Definitions

- | | |
|------------------|----------------|
| 1. _____ ab | a) around |
| 2. _____ ad | b) hear |
| 3. _____ amo | c) to, forward |
| 4. _____ auto | d) swift |
| 5. _____ bene | e) self |
| 6. _____ circum | f) time |
| 7. _____ celer | g) away from |
| 8. _____ chronos | h) grow |
| 9. _____ cresco | i) good |
| 10. _____ audio | j) love |

Section II – Fill in the blank using these words:

- | | |
|---------------|--|
| chronological | 11. Eating right and not smoking are behaviors that are _____ to |
| beneficial | your health. |
| increase | 12. The dates on the timeline are written in _____ order. |
| audience | 13. Step on the gas to _____ the car. |
| accelerate | 14. To get straight A's I must _____ the amount of time I study. |
| | 15. The _____ at the play gave the cast a standing ovation. |

Section III – Definitions

- | | |
|--------------------|------------------|
| 16. _____ cum | a) people |
| 17. _____ curro | b) from, out of |
| 18. _____ demos | c) breakable |
| 19. _____ erro | d) bring, bear |
| 20. _____ ex | e) end |
| 21. _____ extra | f) wander, stray |
| 22. _____ facio | g) make |
| 23. _____ fero | h) outside |
| 24. _____ fragilis | i) with |
| 25. _____ finis | j) run |

Section IV – Fill in the blank using these words:

- | | |
|---------------|---|
| extraordinary | 26. The influenza _____ killed thousands of people. |
| fragment | 27. I studied several hours for my science _____ exam. |
| epidemic | 28. A _____ if glass became embedded in my foot. |
| error | 29. This must be an _____; my bill shouldn't be this expensive. |
| final | 30. Bob Hope was a(n) _____ comedian and many will miss him. |

Appendix Q
Answer Key for Quiz for Lessons One and Two

1. G
2. C
3. J
4. E
5. I
6. A
7. D
8. F
9. H
10. B
11. beneficial
12. chronological
13. accelerate
14. increase
15. audience
16. I
17. J
18. A
19. F
20. B
21. H
22. G
23. D
24. C
25. E
26. epidemic
27. final
28. fragment
29. error
30. extraordinary

Append R
Quiz for Lessons Three and Four

- | | |
|--------------------|-----------------------|
| 1. _____ homos | a) swear |
| 2. _____ hyper | b) from |
| 3. _____ hypo | c) city |
| 4. _____ juro | d) before, for |
| 5. _____ malus | e) bad |
| 6. _____ manus | f) write |
| 7. _____ morphe | g) same |
| 8. _____ neos | h) feel (with senses) |
| 9. _____ pan | i) a lie |
| 10. _____ pedis | j) hand |
| 11. _____ polis | k) look at |
| 12. _____ pro | l) loosen |
| 13. _____ pseudos | m) new |
| 14. _____ re | n) over, beyond |
| 15. _____ scribo | o) drawn tight |
| 16. _____ sento | p) back, again |
| 17. _____ solvo | q) under, beneath |
| 18. _____ specto | r) under |
| 19. _____ strictus | s) all |
| 20. _____ sub | t) foot |

Appendix S
Answer Key for Quiz for Lessons Three and Four

1. G
2. N
3. Q
4. A
5. E
6. J
7. B
8. M
9. S
10. T
11. C
12. D
13. I
14. P
15. F
16. H
17. L
18. K
19. O
20. R

Appendix T Final Test

- | | | | |
|-----|-------|-----------|-----------------------|
| 1. | _____ | ab | |
| 2. | _____ | ad | a) call |
| 3. | _____ | amo | b) animal, life |
| 4. | _____ | audio | c) away from |
| 5. | _____ | auto | d) swift |
| 6. | _____ | bene | e) from, out of |
| 7. | _____ | circum | f) make |
| 8. | _____ | celer | g) to, forward |
| 9. | _____ | chronos | h) swear |
| 10. | _____ | cresco | i) under, beneath |
| 11. | _____ | cum | j) time |
| 12. | _____ | curro | k) hand |
| 13. | _____ | demos | l) all |
| 14. | _____ | erro | m) feel (with senses) |
| 15. | _____ | ex | n) before, for |
| 16. | _____ | extra | o) back, again |
| 17. | _____ | facio | p) look at |
| 18. | _____ | fero | q) above |
| 19. | _____ | fragilis | r) drawn tight |
| 20. | _____ | finis | s) stretch |
| 21. | _____ | homos | t) be strong |
| 22. | _____ | hyper | u) around |
| 23. | _____ | hypo | v) over, beyond |
| 24. | _____ | juro | w) self |
| 25. | _____ | malus | x) same |
| 26. | _____ | manus | y) with |
| 27. | _____ | morphe | z) bring, bear |
| 28. | _____ | neos | aa) from |
| 29. | _____ | pan | bb) love |
| 30. | _____ | pedis | cc) end |
| 31. | _____ | polis | dd) wander, stray |
| 32. | _____ | pro | ee) bad |
| 33. | _____ | pseudos | ff) hear |
| 34. | _____ | re | gg) run |
| 35. | _____ | scribo | hh) city |
| 36. | _____ | sentio | ii) good, well |
| 37. | _____ | solvo | jj) write |
| 38. | _____ | specto | kk) new |
| 39. | _____ | strictus | ll) a lie, fake |
| 40. | _____ | sub | mm) foot |
| 41. | _____ | super | nn) loosen |
| 42. | _____ | syn | oo) breakable |
| 43. | _____ | tendo | pp) under |
| 44. | _____ | teneo | qq) together |
| 45. | _____ | trans | rr) grow |
| 46. | _____ | valeo | ss) people |
| 47. | _____ | venio | tt) outside |
| 48. | _____ | voco | uu) to hold, keep |
| 49. | _____ | volvo | vv) across |
| 50. | _____ | zoon, zoe | ww) come |
| | | | xx) revolve |

Appendix U
Answer Key for Final Test

1. C
2. G
3. BB
4. FF
5. W
6. II
7. U
8. D
9. J
10. RR
11. T
12. GG
13. SS
14. DD
15. E
16. TT
17. F
18. Z
19. OO
20. CC
21. X
22. Q
23. I
24. H
25. EE
26. K
27. AA
28. KK
29. L
30. MM
31. HH
32. N
33. LL
34. O
35. JJ
36. M
37. NN
38. P
39. R
40. PP
41. U
42. QQ
43. S
44. UU
45. VV
46. T
47. WW
48. A
49. XX
50. B

Appendix V Culminating Activity

Directions for Student Book Activity

Students will create a book of words that will resemble a children's dictionary. The book will consist of at least 25 roots, and there must be at least three derivative words per root. Each example word will be accompanied by an illustration. The books will be graded on the criteria below.

| Requirement | 5 | 4 | 3 | 2 | 1 |
|---|--|---|--|---|---|
| Title listed clearly | Yes, the title is listed clearly! | | | | No, the title is not listed clearly. |
| At least 25 roots listed | At least 25 roots are included in the book. | There are 23-24 roots. | There are 22-20 roots. | There are 19-17 roots. | There are less than 17 roots represented in the book. |
| At least three derivatives for each root word | There are at least three derivatives listed for each root. | One or two roots are missing derivatives. | Three or four roots are missing derivatives. | Five or six roots are missing derivatives. | Seven or more roots are missing derivatives. |
| Each derivative includes an illustration | There is an illustration for each derivative. | One or two derivatives are missing illustrations. | Three or four derivatives are missing illustrations. | Five or six derivatives are missing illustrations. | Seven or more derivatives are missing illustrations. |
| All illustrations are colored | All illustrations are colored. | Most illustrations are colored. | Some illustrations are not colored. | Most illustrations are not colored. | No illustration is colored. |
| Book is neat and professional looking | This is an extremely professional piece or work! | This book is neat and very well-done! | This book is neat for the most part. Some sections could be revised. | This book needs quite a bit of revision. Some pages are sloppy. | This book is very sloppy and needs a lot of work on its presentation. |
| Spelling and Grammar | No spelling or grammar mistakes exist. | One or two spelling or grammar mistakes exist. | Three or four spelling or grammar mistakes exist. | Five or six spelling or grammar mistakes exist. | Seven or more spelling or grammar mistakes exist. |
| Turned in on time | Yes! Your book was turned in on time! | | | | No. Your book was late. |