Part B: Combine and Create

Word Sort

Directions: Decide which of these words makes a new word with the prefix *un*- . Decide which does not make a new word. Put the words where they belong on the chart.

<table>
<thead>
<tr>
<th>able</th>
<th>active</th>
<th>fold</th>
<th>feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>hook</td>
<td>happy</td>
<td>kind</td>
<td>kids</td>
</tr>
<tr>
<td>legal</td>
<td>lock</td>
<td>pack</td>
<td>pork</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>makes a word with <em>un</em>-</th>
<th>doesn’t make a word with <em>un</em>-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part B: Combine and Create

Writing Sentences

Directions: Work with a partner to complete these sentences by selecting an un-, re-, pre- or compound word from the list. Together choose one of the sentences to read out loud, but skip over the words you added. See if your classmates can guess the missing words.

- prejudice
- replay
- predict
- unlock
- preview
- unfold
- readjust
- unwrapped
- remain
- loudspeaker
- everyday
- fireplace
- honeybee

1. While I was trying to __________________________________________
   ______________________________________________________________

2. How do you know if _________________________________________
   ______________________________________________________________

3. Where in the world can ______________________________________
   ______________________________________________________________

4. What would you think about __________________________________
   ______________________________________________________________

5. Why should __________________________________________________
   ______________________________________________________________
Part D:
Extend and Explore

Word Ladder

**Directions:** Climb the word ladder by reading the clues and then writing the correct words.

1. Write *quickest*. ___ ___ ___ ___ ___ ___ ___ ___
2. Remove suffix. ___ ___ ___ ___ ___
3. Change beginning sound to make “ill.” ___ ___ ___ ___
4. Add a letter to make “very slippery.” ___ ___ ___ ___ ___
5. Change vowel to make “loose,” as in a rope. ___ ___ ___ ___ ___
6. Change ending sound: cole ___ ___ ___ ___
7. Change vowel to make opposite of fast. ___ ___ ___ ___
8. Opposite of #1. ___ ___ ___ ___ ___ ___ ___
Part B: Combine and Create

Making New Words

Directions: Use the word parts in the words below to make new words.

include  inhale  immigrant  import

_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________
_______________________________________________________________

Directional Prefixes in-, im- = “in, on, into”
Part B: Combine and Create

Sorting Words

Directions: Work with a partner to put the word parts on the chart where they belong.

<table>
<thead>
<tr>
<th>centrate</th>
<th>pact</th>
<th>mune</th>
<th>pile</th>
</tr>
</thead>
<tbody>
<tr>
<td>coct</td>
<td>fer</td>
<td>struct</td>
<td>panion</td>
</tr>
<tr>
<td>press</td>
<td>duct</td>
<td>ference</td>
<td>bine</td>
</tr>
</tbody>
</table>

Now work with a partner to make a rule for when you should use con- and when you should use com-.
Part B: Combine and Create

Making and Writing Words

**Directions:** Use the vowels and consonants to make words that fit the clues. The secret word at the end uses all the letters.

Consonants: b c l l r t  Vowels: a a e o o

1. asphalt ___ ___ ___
2. to decay ___ ___ ___
3. the opposite of short ___ ___ ___ ___
4. a small, basic unit of living matter ___ ___ ___ ___
5. red, blue, or yellow ___ ___ ___ ___
6. a band or strap around a dog’s neck ___ ___ ___ ___ ___

**Secret Word:** to work together on a job or project

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
Part C: Read and Reason

Making New Words

Directions: Make new words. Make sure the bold letters are part of your answer.

1. Someone who collects

2. More than one person who collects

3. A group of things that have been collected

4. Several groups of things that have been collected

5. What happens when cars collide

Directional Prefixes com-, col- = “with, together”
Part B: Combine and Create

Riddles

Directions: Answer the riddles with words that start with de-.

1. I can mean to take the air out of something.
   I have two syllables, a long a, and a silent e. _______________________
   ______________________________________________________________

2. You might do this to a cat. I have two syllables. _____________________
   ______________________________________________________________

3. If you want to cook food that is in the freezer,
   you may have to do this first. _________________________________
   ______________________________________________________________

4. I am a machine. I take humidity out of the air.
   I have six syllables. I end in -er. _______________________________
   ______________________________________________________________
Crossword Puzzle

Directions: Read the clues below. Solve the puzzle.

Across
2. to turn aside from a course or way
3. to block the action of something
4. to cause leaves to fall
6. one who removes tangles
7. to cause to thaw
8. to alter a shape
10. to slow down

Down
1. to remove certification
3. to remove insects
5. to take the air out of
6. to remove from a powerful position
9. a downward decline or passage
Part B: Combine and Create

Writing Sentences

Directions: First, take the pro- prefix off each word. Then write other words that share the same base. Finally, make a sentence using the pro- word and at least one of the other words. See how many you can put in the sentence.

1. Promote
   Take the pro- off ____________________________
   Other words with -mote________________________
   Sentence ____________________________________
   ____________________________________________

2. Proclaim
   Take the pro- off ____________________________
   Other words with -claim_______________________
   Sentence ___________________________________
   ____________________________________________

3. Propose
   Take the pro- off ____________________________
   Other words with -pose_______________________
   Sentence _________________________________
   __________________________________________
Part B: Combine and Create

Word Definitions

Directions: Pro- means “forward,” as in moving forward or going ahead. It also means “for,” as in “in favor of.” Why do these words begin with pro-?

1. Keep your promise __________________________________________
   ____________________________________________

2. Making good progress in school ________________________________
   ____________________________________________

3. Earning a promotion __________________________________________
   ____________________________________________

4. An airplane propeller; jet propulsion_____________________________
   ____________________________________________
Part C: Read and Reason

Word Analysis

Directions: Look over the words in “Divide and Conquer” on page 24 in the Guided Practice Book. Then answer these questions.

1. Pick out a word for which you already know the meaning.
   Write the word. _____________________________________________
   What does it mean? _________________________________________

2. Pick out a word you find very interesting that you did not know before.
   Write the word. _____________________________________________
   What does it mean? _________________________________________
   Why do you find it interesting? ________________________________

3. Pick out a new word you think is very hard.
   Write the word. _____________________________________________
   What does it mean? _________________________________________
   Explain why you think it is hard. ______________________________

4. Write one sentence with two of the three words you chose. __________
   __________________________________________________________

   Now write one sentence with the remaining word. ______________
   __________________________________________________________
Part D: Extend and Explore

Word Skits

Directions: Work with a partner. Select one of these words. Work out a short skit to help others guess your word. Your skit will have action, but you can’t use any words. Do your skit for others. See if they can guess your word.

proceed propose promise proclaim
Complete the Sentences

**Directions:** Fill in the blank with a word that makes sense. Use the prefix at the end of the sentence.

1. The rebels tried to _____________________ the king. *(de-)*
2. I can’t even comb my hair unless I use a _____________________.* *(de-)*
3. In our family photographs, we can _____________________ the way we look. *(com-)*
4. The people in my _____________________ are kind to one another. *(com-)*
5. Cast iron _____________________ heat evenly. *(con-)*
6. I got the label off by _____________________ the jar in water. *(im-)*
7. One day I hope to _____________________ a new machine. *(in-)*
**Part B: Combine and Create**

**Word Riddles**

**Directions:** Answer the riddles below. (Hint: All answers will begin with *col-.* )

1. I mean “to gather together.”
   You might do this to sticks to make a fire.
   You might do this with coins or stamps or baseball cards.
   I have two syllables.
   ______________________

2. I can mean “to crash.”
   I have a long *i*.
   If I happen, the result is a collision.
   ______________________

3. I am a school.
   People come together to study here.
   You will go here after you finish with high school.
   ______________________
Part C: Read and Reason

Magic Square

Directions: Match the words and definitions. Put the number of your answer in the box. If your answers are correct, the rows and columns will all add up to the same number. You will not use all the definitions.

TERMS
A. inaugural
B. immersion
C. concentric
D. compare
E. college
F. compress
G. depressor
H. depopulate
I. deform

DEFINITIONS
1. a vacant home or place of residence
2. to create or produce
3. to reduce the population
4. to squeeze together
5. to cause leaves to fall
6. to remove insects
7. a speech given by a person being formally inducted to office
8. having a common center
9. something that is used to depress
10. to judge against another
11. fully put into water
12. an institution of higher learning
13. to breathe in
14. to change in shape

Magic Number: ____________________
Part B: Combine and Create

Use What You Know

Directions: Circle the answer to the questions. Then write your reasons.

1. Is an audiotape a type of audiovisual equipment? YES NO
   Why? _______________________________________________________
   _____________________________________________________________

2. Does an audience often sit in an auditorium? YES NO
   Why? _______________________________________________________
   _____________________________________________________________

3. Would an inaudible sound wake a sleeping baby? YES NO
   Why? _______________________________________________________
   _____________________________________________________________

© Beach City Press #10654 (i1830) Building Vocabulary from Word Roots
Fill in the Blanks

Directions: Fill in the blanks with *audi* words that make sense. Use the Word Bank provided.

1. If something that cannot be seen is invisible, what would you call something that cannot be heard? ________________________________________________

2. The large room where people gather so that they can hear a performance is called an ________________________________.

3. The crowd of people who assemble to listen to a singer is called an ________________________________.

4. When a school puts on a play, they often hold ____________________ to listen to students who want to try out for the parts.

5. Please speak into the microphone. Your voice is barely (able to be heard) ________________________________________________.

6. Most stores sell only CDs of music since ____________________________ (tapes made for hearing) are growing quite scarce.

7. Another word for audiotape is (a cassette made for listening) ________________________________________________.
Part B: Combine and Create

A Secret Word

Directions: Use the consonants and vowels to make words that fit the clues. Then use all the letters to figure out the secret word.

Consonants: b c l r v y  Vowels: a a o u

1. a ___ ___ ___ of soap
2. automobile ___ ___ ___
3. what you do with a bar of soap ___ ___ ___
4. the noise a donkey or mule makes ___ ___ ___ ___
5. a small sea creature that walks sideways ___ ___ ___ ___
6. a large wild pig ___ ___ ___ ___
7. having to do with the voice ___ ___ ___ ___ ___

Secret Word: all the words you use and understand

_______ _______ _______ _______
Word Analysis

Directions: Look over the words in “Divide and Conquer” on page 39 in the Guided Practice Book. Then answer these questions.

1. Pick out a word for which you already know the meaning.
   Write the word. ________________________________________________
   What does it mean? ____________________________________________
   ____________________________________________________________

2. Pick out a word you find very interesting that you did not know before.
   Write the word. ________________________________________________
   What does it mean? ____________________________________________
   ____________________________________________________________
   Why do you find it interesting? ________________________________
   ____________________________________________________________

3. Pick out a new word you think is very hard.
   Write the word. ________________________________________________
   What does it mean? ____________________________________________
   ____________________________________________________________
   Tell why you think it is hard. ________________________________
   ____________________________________________________________
Part B: Combine and Create

A Secret Word

Directions: Use the vowels and consonants to make words that fit the clues. The secret word at the end uses all the letters.

Consonants: c c l p r s t Vowels: a a e u

1. A large rodent that likes garbage ___ ___ ___

2. A household pet that might want to chase #1 ___ ___ ___

3. You can have this in your eyes or on your shirt; the two words are spelled the same but have different pronunciations ___ ___ ___ ___

4. What an audience does at the end of a play ___ ___ ___ ___

5. Easy to see or hear or understand ___ ___ ___ ___ ___

Secret Word: The view from the mountaintop is ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___.
Part B:
Combine and Create

Making and Writing Words

Directions: Unscramble the words to fill in the blanks.

1. The repair person _______________________ our broken washing machine.
   cd e ei np st

2. The new mayor won the _______________________ of everyone in our town.
   ce e pr st

3. The sunrise over the ocean was quite a _______________________.
   ac ce el p st

4. The word _______________________ is a fancy way to say “wearing glasses.”
   ab c cd ee el p st
Part B: Combine and Create

Word Definitions

Directions: Terr means having to do with the earth. Work with a partner. Tell what these words have to do with “earth.”

1. terrier ______________________________________________________
   ____________________________________________________________

2. terrarium __________________________________________________
   ____________________________________________________________

3. extraterrestrial _____________________________________________
   ____________________________________________________________

4. territory ____________________________________________________
   ____________________________________________________________

Timed Word Practice

**Directions:** See how many words you can make in two minutes using the letters in the word *subterranean*. Work with a partner.

**subterranean**

<table>
<thead>
<tr>
<th>three-letter words</th>
<th>four-letter words</th>
<th>five or more letter words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part C:
Read and Reason

Word Meanings

Directions: Write a sentence based on the word definition provided. Or, write a definition based on the sentence.

1. extraterrestrial—___________________________________________
   Sentence: Some scientists believe that there are extraterrestrials somewhere in the universe.

2. interment—the act of placing in a grave
   Sentence: ________________________________________________

3. Terre Haute—a city in western Indiana
   Sentence: ________________________________________________

4. territorial—______________________________________________
   Sentence: Some dogs are territorial about their yards.

5. terrace—an outdoor area that is really a paved patch of earth
   Sentence: ________________________________________________

6. terra-cotta—a hard, unglazed, brownish-red earthenware
   Sentence: ________________________________________________

7. terrain—________________________________________________
   Sentence: The reporter claimed that “the military covered a lot of terrain in the Eastern part of the country.”

8. territory—an area of knowledge or interest; marked off
   Sentence: ________________________________________________
Sentence Starters

Directions: Complete these sentences by selecting a *terr* word from the “Magic Square” activity on page 53 of the *Guided Practice Book*. Pick one of the sentences to read out loud, but leave out the *terr* word. Classmates can guess the missing word.

1. While I was trying to __________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

2. How do you know if __________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

3. Where in the world can ______________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

4. What would you think about __________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

5. Why should _________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

Latin Base *terr* = “land, ground, earth”
Part B: Combine and Create

Making New Words

**Directions:** Work with a partner to complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>tract</th>
<th>traction</th>
<th>tractor (or -er)</th>
<th>tracted</th>
</tr>
</thead>
<tbody>
<tr>
<td>at-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>con-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dis-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sub-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions** Break the words apart.

<table>
<thead>
<tr>
<th></th>
<th>detraction</th>
<th>extracted</th>
<th>attraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>prefix</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>base</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>suffix</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DID YOU KNOW? The English word *portrait* comes from the Latin base meaning to “draw.” When an artist draws a *portrait*, he or she “draws forth” the true likeness of the subject.
Sentence Starters

Directions: Work with a partner to complete these sentences by selecting a word from the list. You and your partner are a team. Pick one of the sentences to read out loud, but skip over the word from the list. See if your classmates can guess the missing word.

- detract
- contract
- vocal
- revoke
- terrarium
- terra-cotta
- spectacular
- spectator
- auditorium
- inaudible
- audible

1. While I was trying to ____________________________
   ____________________________

2. How do you know if ____________________________
   ____________________________

3. Where in the world can __________________________
   __________________________

4. What would you think about __________________________
   __________________________

5. Why should __________________________
   __________________________
Part C:
Read and Reason

Reviewing “Divide and Conquer”

Directions: Look over all “Divide and Conquer” activities in Unit II of the *Guided Practice Book*. Then answer these questions.

1. Pick out a word for which you already know the meaning.
   - Write the word. ________________________________________________
   - What does it mean? ____________________________________________
      ___________________________________________________________________

2. Pick out a word you find very interesting that you did not know before.
   - Write the word. ________________________________________________
   - What does it mean? ____________________________________________
      ___________________________________________________________________
   - Why do you find it interesting? _________________________________
      ___________________________________________________________________

3. Pick out a new word you think is very hard.
   - Write the word. ________________________________________________
   - What does it mean? ____________________________________________
      ___________________________________________________________________
   - Tell why you think it is hard. _________________________________
      ___________________________________________________________________
Part B: Combine and Create

Word Sort

**Directions:** Take the *inter-* prefix off these words. Write the rest of the words where they belong on the chart.

<table>
<thead>
<tr>
<th>interaction</th>
<th>interagency</th>
<th>interchanging</th>
<th>intercoastal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet</td>
<td>intercellular</td>
<td>interact</td>
<td>interfere</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>rest of word has one syllable</th>
<th>rest of word has two or more syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DID YOU KNOW?**

What is an *interlude*? An interlude is a short musical piece played during an intermission which occurs “between” the scenes or acts of a “play” (*lud-* is the Latin base meaning “play”). That’s why we call any pause in a process an interlude. The interlude always occurs “between” the parts of the action.
Part D:
Extend and Explore

Word Skits

Directions: With one or more partners, choose a word from the list below. Write the word and its meaning on a card. Now work together to create a situation in which you use the word. Act out your “situation” and see if your classmates can figure out the situation, and then the word!

Internet  interact  interfere
interrupt  interchanging
Unscramble the Letters

Directions: Unscramble the per- words to fill in the blanks.

1. Before drip coffee makers, we used to have to ________________ coffee.
   \[
a  c  e  e  l  o  p  r  t
   \]
2. The flame on President Kennedy’s grave at Arlington National Cemetery is ________________ , which means it never goes out.
   \[
a  e  e  m  n  n  p  r  t
   \]
3. The ________________ section of the orchestra includes all kinds of drums.
   \[
c  e  i  o  n  p  r  s  s  u
   \]
4. A very sweet smell ________________ the whole room.
   \[
a  d  e  e  e  m  p  r  t
   \]
Part B: Combine and Create

Fill in the Blanks

Directions: Fill in the blanks with auto- words.

autobiography  autobiographical  semiautobiographical

My uncle Jose wrote the story of grandma’s life. She liked the biography so much that she decided to write her own _______________________. My family doesn’t know if all the stories she wrote about are true. We don’t know if her book is ________________________ or ________________________.

autopilot  automation  automatically

Mike takes flying lessons. He wants to be a pilot for huge airplanes. He just learned to use the _______________________. It surprised him that the plane could fly itself. It scared him a little, but his teacher says that it is safe to fly the plane _______________________. His teacher says that ________________________ is very helpful for long flights.
Part C: Read and Reason

Word Analysis

Directions: Look over the words in “Divide and Conquer” on page 79 of the Guided Practice Book. Then answer these questions.

1. Pick out a word for which you already know the meaning.
   Write the word. ______________________________________________________
   What does it mean? ____________________________________________________
   ______________________________________________________

2. Pick out a word you find very interesting that you did not know before.
   Write the word. ______________________________________________________
   What does it mean? ____________________________________________________
   ______________________________________________________
   Why do you find it interesting? ________________________________________
   ______________________________________________________

3. Pick out a new word you think is very hard.
   Write the word. ______________________________________________________
   What does it mean? ____________________________________________________
   ______________________________________________________
   Tell why you think it is hard. ________________________________________
   ______________________________________________________
Word Skits

Directions: Work with a partner. First, select one of the auto- words from page 79 in the Guided Practice Book. Then write the word and its definition on an index card. Third, create a skit to show the meaning of the word (without talking). Show your skit to others. See if they can guess your word.
Part B: Combine and Create

What Does It Mean?

Directions: Tele- means “far.” Read each phrase below. Tell what the italicized words have to do with “far.”

1. telephoto lens ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. telethon to raise money for a charity _______________________________________
   ____________________________________________________________
   ____________________________________________________________

3. telecast on television _____________________________________________________
   ____________________________________________________________
Answer the Questions

Directions: Answer the questions below.

1. Would you rather get a telegram or a telephone call? ___________________
   Why? ________________________________________________________________
   ________________________________________________________________

2. Would you use a microscope or a telescope to see stars in the sky?
   ________________________________________________________________
   Why? ________________________________________________________________
   ________________________________________________________________

3. Would it be better to use telephones or television for a telethon? ________
   ________________________________________________________________
   Why? ________________________________________________________________
   ________________________________________________________________
Part B: Combine and Create

Word Pairs

Directions: Talk with a partner about how these pairs of words are different. Write your ideas on the lines.

inactive interactive

______________________________  ______________________________
______________________________  ______________________________
______________________________  ______________________________

independent interdependent

______________________________  ______________________________
______________________________  ______________________________
______________________________  ______________________________

inject interject

______________________________  ______________________________
______________________________  ______________________________
______________________________  ______________________________
Part C: Read and Reason

“Divide and Conquer” Review

Directions: Look over all “Divide and Conquer” activities in Unit III of the Guided Practice Book. Then answer the questions.

1. Pick out a word for which you already know the meaning.
   Write the word. ________________________________
   What does it mean? ___________________________________________
   ____________________________________________________________

2. Pick out a word you find very interesting that you did not know before.
   Write the word. ________________________________
   What does it mean? __________________________________________
   ____________________________________________________________
   Why do you find it interesting? ________________________________
   ____________________________________________________________

3. Pick out a new word you think is very hard.
   Write the word. ________________________________
   What does it mean? __________________________________________
   ____________________________________________________________
   Tell why you think it is hard. ________________________________
   ____________________________________________________________
Part B:
Combine and Create

Fill in the Blanks

Directions: Unscramble the words to fill in the blanks. Each will end in -ible or -able.

1. My mom says the path through the state park is ________________, but it seems very far to me.
   
   a  a  b  e  k  l  l  w

2. My puppy eats everything. She even thinks that toys are ________________.
   
   b  d  e  e  g  i  i  l  s  t

3. I think we should not have bought a ________________ chair. It collapsed when Uncle Fred sat on it!
   
   a  b  c  e  i  l  l  l  o  p  s

4. I know that too much sugar isn’t good for my teeth, but I think candy is ________________.
   
   b  e  e  i  i  l  r  r  s  s  t
Part B: Combine and Create

It’s Something

Directions: Fill in the blanks with words that make sense.

1. Something digestible
2. Something not digestible
3. Something collapsible
4. Something not collapsible
5. Something absorbable
6. Something not absorbable
Word Parts

Directions: Each of these words has a word part you have studied before. Underline the word part. Tell what it means. Then tell how it adds meaning to the word.

1. aquarium
   Word part ___________________________________________________
   This word part adds meaning because _____________________________
   ______________________________________________________________

2. auditorium
   Word part ___________________________________________________
   This word part adds meaning because _____________________________
   ______________________________________________________________

3. terrarium
   Word part ___________________________________________________
   This word part adds meaning because _____________________________
   ______________________________________________________________
Which Doesn’t Belong?

**Directions:** Work with a partner. Cross out the word that doesn’t belong. On the lines, tell about your choice.

- actor, dancer, worker, timer
- collector, employer, painter, reviewer
- driver, reader, teacher, writer
**Word Sort**

**Directions:** Put each word on the chart. Would -er or -or go at the end?

<table>
<thead>
<tr>
<th>act</th>
<th>bat</th>
<th>collect</th>
<th>dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
<td>ride</td>
<td>run</td>
<td>sculpt</td>
</tr>
</tbody>
</table>

**Part B:** Combine and Create

Latin Suffixes -or, -er = “someone who does; something that does”
Part B: Combine and Create

Fill in the Blanks

Directions: Fill in the blanks with -ify (or -ified) words.

1. I could tell that the baby was __________. That sound was too loud and too sudden. I tried to __________ her, but I don’t think she was __________.
   - mollify  pacify  terrify

2. The lawyer called the man to __________. The man needed to __________ some things that other witnesses had said. The members of the jury weren’t sure whether to believe him. In fact, some thought he might have __________ some other testimony.
   - falsify  testify  verify

3. How does wood become __________? I have always wondered about this. Something must happen to __________ it. I wonder if it is __________ with some other material. If you find out, please let me know.
   - fortify  petrify  solidify
Part B: Combine and Create

What’s the Answer?

Directions: Answer the questions.

1. How could you *solidify* a tower of blocks? __________________________________________
   __________________________________________
   __________________________________________

2. Why would a person want to *magnify* some writing? _________________________________
   __________________________________________
   __________________________________________
   __________________________________________

3. How could you *pacify* a crying baby? ______________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

4. What would *terrify* you? __________________________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Part B: Combine and Create

Where Am I?

**Directions:** Decide where these people might be found.

<table>
<thead>
<tr>
<th>actor</th>
<th>dancer</th>
<th>director</th>
</tr>
</thead>
<tbody>
<tr>
<td>reader</td>
<td>teacher</td>
<td>writer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>auditorium</th>
<th>library</th>
<th>both</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Belong Together**

**Directions:** Look at the sets of three that remain in the “Odd Word Out” activity on page 121 of the *Guided Practice Book*. Pick the two words that you and your partner think belong together best. Write the words and tell why they belong together.

__________________________ and __________________________ belong together because _________________________________________________

________________________________________________________________________

________________________________________________________________________

__________________________ and __________________________ belong together because _________________________________________________

________________________________________________________________________

________________________________________________________________________

_________________________ and __________________________ belong together because __________________________________

________________________________________________________________________

________________________________________________________________________

Part C: Read and Reason

**Essential Greek and Latin Suffixes**
Part B: Combine and Create

Yes or No?

Directions: Answer the questions. Then explain why.

1. Could a necklace be multicolored? YES NO
   Why? ______________________________________________________
   ___________________________________________________________

2. Is an octagon a polygon? YES NO
   Why? ______________________________________________________
   ___________________________________________________________

3. Is an octagon multilateral? YES NO
   Why? ______________________________________________________
   ___________________________________________________________

4. Is “grade” a polysyllabic word? YES NO
   Why? ______________________________________________________
   ___________________________________________________________
Part B: Combine and Create

A Secret Word

Directions: Use the vowels and consonants to make words that fit the clues. The secret word at the end uses all the letters.

Consonants: c m r v w  Vowels: a e i o

1. A word meaning an automobile. ___ ___ ___
2. A word meaning uncooked. ___ ___ ___
3. A word meaning a fight between countries. ___ ___ ___
4. A word meaning something found at the ocean. ___ ___ ___ ___
5. A word meaning what you do with clothes. ___ ___ ___ ___
6. A word meaning the part of milk that gets turned into butter. ___ ___ ___ ___ ___

Secret Word: We have these in our kitchens to cook food quickly.

___ ___ ___ ___ ___ ___ ___ ___
Writing Riddles

Directions: Here are a few Greek prefixes. Pick two of them and make up a riddle of your own. You may want to “invent” a word using these prefixes. Then see if someone else can solve your riddle.

1. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

2. _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
"Divide and Conquer" Review

Directions: Look over all "Divide and Conquer" activities in Unit V of the Guided Practice Book. Then answer these questions.

1. Pick out a word for which you already know the meaning.
   Write the word. _____________________________________________
   What does it mean? __________________________________________
   __________________________________________________________

2. Pick out a word you find very interesting that you did not know before.
   Write the word. _____________________________________________
   What does it mean? __________________________________________
   __________________________________________________________
   Why do you find it interesting? ________________________________
   __________________________________________________________

3. Pick out a new word you think is very hard.
   Write the word. _____________________________________________
   What does it mean? __________________________________________
   __________________________________________________________
   Tell why you think it is hard. _________________________________
   __________________________________________________________