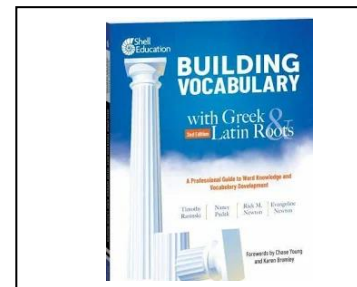
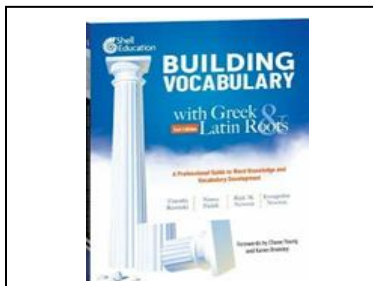


Study Guide for

BUILDING VOCABULARY WITH GREEK & LATIN ROOTS

(2nd Edition)

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1: Teaching Vocabulary: What Does the Research Say?

Your Thoughts:

- Vocabulary is knowledge of word meanings. Because Greek and Latin roots are consistent in their meanings and spelling patterns, students can figure out the meaning and pronunciation of many new words by looking at their roots.
- Our active vocabulary consists of words we know well and use frequently in speaking and writing; our passive vocabulary consists of words we recognize but do not use regularly.
- Academic vocabulary requires an understanding of content-area concepts. Knowledge of Greek and Latin roots expands academic vocabulary by helping students make connections among semantically related words (ex., *triangle*, *triple*, *trident*).

- How is the vocabulary of school different from the vocabulary students use at home? Why does it matter?
- Jot down some of the key concepts you are required to teach. Do any of them have familiar “units of meaning” that might be helpful to students?
- How do you currently plan vocabulary instruction? How do you or might you incorporate the 5 principles of vocabulary instruction (pgs. 22-24)?
- What are some ways to develop students’ interest in and curiosity about words in your classroom?

<p>2: A Root Awakening</p> <div data-bbox="100 310 707 542" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Your Thoughts:</p> </div>	<ul style="list-style-type: none"> • A root is a word part that carries meaning. How is a <i>word root</i> different from a <i>word family</i>? • There are 3 kinds of “roots”: prefixes, bases, suffixes. How does each of them affect the meaning of a word? • Words that carry the same root (<i>cognates</i>) also share meaning. What shared meaning is in the words <i>motion</i>, <i>motorcycle</i>, <i>promotion</i>? 	<ul style="list-style-type: none"> • <i>Sub-</i> is a prefix which means “under” or “below.” Explain the meaning of “under, below” in <i>subway</i>, <i>subtract</i>, <i>subterranean</i>. What words do you teach that contain familiar prefixes? • The base <i>port</i> means “carry.” Explain the meaning of “carry” in <i>export</i>, <i>import</i>, <i>report</i>. Why do we say “Bases are basic”? • The suffix <i>able</i> means “can.” Explain the meaning of “can” in <i>audible</i>, <i>portable</i>, <i>respectable</i>. What words do you teach that contain familiar suffixes?
<p>3: Getting into Words: Patterns, Sounds, and Meaning</p> <div data-bbox="100 829 684 1122" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Your Thoughts:</p> </div>	<ul style="list-style-type: none"> • The brain is a “pattern detector.” • Teaching sound-based letter patterns as word families (rimes) helps students decode as they read. • Teaching meaning-based letter patterns (morphemes) helps students comprehend as they read. • Teaching word families through poetry is a popular and effective instructional strategy. 	<ul style="list-style-type: none"> • What are some “language patterns” in the curriculum you teach? How might you use them as you plan instruction? • Jot down some of the key vocabulary words you teach. Do any of them have sound- or meaning-based letter patterns you could teach to expand students’ vocabulary? • What are some quick and easy activities you might use to make students more aware of letter patterns that appear in many words?

<p>4: A Developmental Look at Vocabulary Instruction</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Your Thoughts:</p> </div>	<ul style="list-style-type: none"> • Introducing the study of roots with familiar compound words will show students how to look inside a word for parts that have meaning (<i>bed/room</i>). • Prefixes are roots that appear at the beginning of a word. Most prefixes negate (<i>un/button</i>) or provide direction (<i>pre/view</i>). • Suffixes are roots that appear at the end of a word (<i>color/ful; color/less</i>). • Bases give a word its core or “basic” meaning (<i>ex/tract; port/able</i>). Why is the base more important than the prefix or suffix? • Words can have either a <i>literal</i> (<i>automobile</i>) or <i>figurative</i> (<i>emotion</i>) meaning. Some words can have both (<i>remote</i>). • Many words can have multiple meanings (<i>polysemy</i>) depending on the context in which they are used. 	<ul style="list-style-type: none"> • Why are compound words such an effective way to get students “into words”? • Looking for meaning units within words builds passive vocabulary students encounter when reading. How might you use those same meaning units to build active vocabulary through “word composition”? • Words can have literal and/or figurative meanings. <i>Ex/tract</i> means to “pull/drag/draw out.” How is the meaning of extract in <i>vanilla extract</i> literal? How is the meaning of extract in <i>to extract the truth</i> figurative? Why is it important for students to understand that words can have literal and/or figurative meanings? • The same word can have multiple meanings. <i>Pro/motion</i> means to “move forward. How are a school promotion and a sales promotion different? Why is it important for students to understand that the same word can have multiple meanings?
<p>5: Planning Vocabulary Instruction</p>	<ul style="list-style-type: none"> • Students need multiple daily opportunities to engage with vocabulary in diverse oral and print contexts, including 10-15 minutes of focused instruction on word roots. • Develop consistent instructional routines that move students from teacher-led 	<ul style="list-style-type: none"> • Why is it so important for students to be immersed in words on a daily bases? What new activities could effectively augment your current vocabulary instruction? • Pick a prefix or base that appears in many familiar words. Develop an instructional

<p>& Assessment</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Your Thoughts:</p> </div>	<p>instruction and guided practice to independent learning.</p> <ul style="list-style-type: none"> • Begin each instructional cycle by inviting students to “meet a root.” Share a few familiar words from that root, using cognates to demonstrate their shared meaning (ex., <i>terrain, territory, subterranean</i>). • Give students practice using words from that root with a variety of activities: Divide and Conquer (word dissection); Combine and Create (word composition); Read and Reason (words in context); Extend and Explore (word awareness and curiosity). • Differentiating instruction in word roots can include providing extra support and/or extra challenge as needed. Focusing on cognate connections is particularly helpful to English learners who speak Spanish. • Assessing students’ active and passive vocabularies is most effective through a variety of informal classroom assessments. 	<p>plan for teaching it based on the gradual release of responsibility model.</p> <ul style="list-style-type: none"> • How might you differentiate instruction for students who need additional support using activities from this chapter? Be specific. • Jot down some reasons why you think it is difficult to assess students’ vocabulary. • Which of the informal assessment strategies presented might work well in your classroom?
<p>6: Vocabulary Practice Activities</p>	<ul style="list-style-type: none"> • To build their vocabularies students need 1) strategies based on an understanding on how language works (<i>metalinguistic/metacognitive awareness</i>); 2) immersion in a word-rich learning environment, with many opportunities to use new words in diverse oral and print contexts; 3) engaging and frequent word- 	<ul style="list-style-type: none"> • Think about your current vocabulary instruction. Do you teach strategies that demonstrate how language works? Is your classroom a word-rich learning environment? Do students have many opportunities to use and play with words? • As you plan instruction, do you consider vocabulary difficulty level? How do you scaffold students’ learning when they meet

<p>Your Thoughts:</p>	<p>play activities that foster an awareness of and interest in words (<i>word curiosity</i>).</p> <ul style="list-style-type: none">• To plan effective instruction, teachers need to 1) consider vocabulary difficulty level, identifying suitable words or word parts; 2) support (<i>scaffold</i>) learning through teacher-led instruction, differentiating as needed; 3) provide practice through authentic opportunities for students to use and explore words as they read, write, listen and speak with each other.	<p>new word roots? What kinds of authentic activities do they engage in? Are some of these activities game-like and playful? Do they promote an interest in words? How?</p> <ul style="list-style-type: none">• This chapter shares many activities for teaching word root vocabulary through texts, classroom environment, word-analysis strategies and word play activities. Review the Vocabulary Activities Chart on pgs. 101-102. Identify two or three of these activities that would work well in your classroom? Why? Would any be especially good for differentiating instruction? Why?
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7: Roots in Action: Classroom Snapshots

Your Thoughts:

- This chapter gives several examples of effective word roots activities from real classrooms.
 - All of these activities are student-centered because they enable students to connect new words with words they already know.
 - To help students make connections, teachers activate their background knowledge and scaffold new or difficult new concepts. They focus on building awareness of the meaning and structure of words.
 - Teachers also provide opportunities for students to practice with new word roots through reading, writing and discussion with other students in a variety of authentic ways.
 - Good word roots activities generate an interest in and curiosity about words with the goal of developing life-long word lovers.
- Pick a prefix or base you might teach (or return to the one you used to plan instruction [Chapter 5]). Identify two or three activities that are particularly well suited to teaching that root to your students. Explain why.
 - Think about an important but difficult concept you teach that has Greek or Latin roots. How do the activities build and deepen concept knowledge? Pick one activity that might be especially suited to your instruction. Explain why.

<p>8: More Strategies for Building Words</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Your Thoughts:</p> </div>	<ul style="list-style-type: none"> • Depending on the context in which it is used, a word can have more than one meaning (<i>a mobile phone; a crib mobile</i>). In addition, that meaning can be <i>literal</i> or <i>figurative</i> or both. • <i>Word forms</i> as well as word meanings change over time. Because of this, the same base can have different spellings but the same meaning (ex., <i>mov, mot, mobil</i>). Students should understand this and look for different forms as they analyze words. • The true meaning(s) of a word can be found in the <i>etymology</i> or history of its roots. Students who explore these interesting stories not only make meaningful connections among words but also develop word curiosity. 	<ul style="list-style-type: none"> • Why do we say that because “language is a living entity,” words are “flexible in their meaning and use” (pg. 115)? How does this insight affect the goal of vocabulary instruction? • Pick a content area word you teach that may be challenging for your students. Identify its roots and then share the word’s etymology. Ask students to connect the roots to the word’s meaning. Invite them to generate more words based on the root. Encourage them to find the etymology of other words you teach. • Why is it so important for students to develop an understanding of how words “work”? How does encouraging students’ curiosity about words support this process?
<p>9: Spelling Matters</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Your Thoughts:</p> </div>	<ul style="list-style-type: none"> • Words have a spelling-sound (phonics/word families) and a spelling-meaning (semantics/roots) connection. • From third grade on, the spelling of most school vocabulary is based on meaning (semantic) patterns that come from Greek and Latin roots. • Instruction should always underscore the meaning-spelling connection when students analyze multiple words from the same root. 	<ul style="list-style-type: none"> • Why do we say that recognizing letter patterns within words can help students connect “sound and meaning” to figure out new vocabulary? Why is this concept important? • Think about important Greek- or Latin-based words you teach in your classroom. Which of the spelling tips in this chapter might help students understand the meaning-spelling connection?

	<ul style="list-style-type: none"> • When presenting a root, teachers can share spelling tips based on meaning patterns in prefixes, bases, and suffixes (pgs. 129-135). 	<ul style="list-style-type: none"> • Pick a root you might teach your students. Generate a few words from that root. Now use the root’s meaning to define each word.
<p>10: The Story of English – How Did We Get Here?</p> <div data-bbox="58 435 745 784" style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Your Thoughts:</p> </div>	<ul style="list-style-type: none"> • The purpose of this chapter is to explore the historical and linguistic roots of today’s English vocabulary. • Although contact with other cultures throughout modern history has enriched and expanded today’s English vocabulary, its most significant contributors were the ancient Greeks and Romans. In fact, to this day, most academic vocabulary and important content area concepts taught in school come from Greek and Latin roots. 	<ul style="list-style-type: none"> • As you read, what information did you personally find most interesting? Did anything surprise you? Explain why. • How does the information in this chapter confirm “the roots advantage” discussed in Chapter 1? • Look through the electronic and print resources for students and teachers in appendices A and B (pgs. 150-157). Identify a few that might be particularly useful in teaching roots.

