



**POWER BASICS<sup>®</sup>**

# Vocabulary and Reading Comprehension

Robert Taggart

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# UNIT 1

## Vocabulary: Word Parts



# LESSON 1: Base Words

**GOAL:** To learn new vocabulary words by breaking long words into base words

## WORDS TO KNOW

base word

compound word

### Compound Words

Words are made up of different parts. A **base word** is one kind of word part. Base words are words that form the main part of a longer word.

Some words are made up of two base words put together. These are **compound words**. Look at this compound word:

homework

The word *homework* is a compound word. It is made up of the words *home* and *work*.

Now look at this compound word:

sunlight

Do you see the two base words? They are *sun* and *light*.

### **PRACTICE 1: Compound Words**

Write the two base words you find in each compound word.

1. speechwriter \_\_\_\_\_
2. aftertaste \_\_\_\_\_
3. grapevine \_\_\_\_\_

4. scoreboard \_\_\_\_\_
5. skyscraper \_\_\_\_\_
6. spotlight \_\_\_\_\_
7. peacekeeper \_\_\_\_\_
8. stopwatch \_\_\_\_\_
9. timeworn \_\_\_\_\_
10. windshield \_\_\_\_\_

## Meanings of Compound Words

You know that a compound word is made up of two base words. The meaning of the compound word combines the meanings of the two base words.

Compound words can be long and seem hard. If you can break the compound word into two shorter words, though, you can figure out the meaning of the longer word.

Look at the following example:

beekeeper

The word above is long and looks odd—it has a lot of *e*'s in a row. If you look closely, however, you see two words: *bee* and *keeper*. Those words aren't so hard. A beekeeper is someone who keeps, or raises, bees. (A beekeeper raises bees for their honey.)

### ■ PRACTICE 2: Meanings of Compound Words

Read the compound words. Based on the meanings of the base words, write the definition of each compound word.

1. speechwriter \_\_\_\_\_  
\_\_\_\_\_

2. aftertaste \_\_\_\_\_  
\_\_\_\_\_
3. grapevine \_\_\_\_\_  
\_\_\_\_\_
4. scoreboard \_\_\_\_\_  
\_\_\_\_\_
5. skyscraper \_\_\_\_\_  
\_\_\_\_\_
6. spotlight \_\_\_\_\_  
\_\_\_\_\_
7. peacekeeper \_\_\_\_\_  
\_\_\_\_\_
8. stopwatch \_\_\_\_\_  
\_\_\_\_\_
9. timeworn \_\_\_\_\_  
\_\_\_\_\_
10. windshield \_\_\_\_\_  
\_\_\_\_\_

## Base Words

Words are made up of different parts. As you have seen, one kind of word part is called a *base word*. Two base words together make a compound word.

Sometimes base words are joined with other word parts. Look at these examples:

powerful

displeased

The base word in each example is underlined. Other word parts have been added to each base word to form a longer word.

**TIP**



The entire base word is not always spelled out in the longer word. Look at an example: *celebration*. Can you find the base word? It is *celebrate*. Notice that the final *e* in the base word *celebrate* does not appear in *celebration*. But you can easily find the base word in the longer word.

**PRACTICE 3: Base Words**

Look at the words below. Write the base word of each vocabulary word.

1. purify \_\_\_\_\_
2. disconnect \_\_\_\_\_
3. falsely \_\_\_\_\_
4. employer \_\_\_\_\_
5. rewrite \_\_\_\_\_
6. readiness \_\_\_\_\_
7. misunderstand \_\_\_\_\_
8. illegal \_\_\_\_\_
9. imprison \_\_\_\_\_
10. preheat \_\_\_\_\_
11. admirable \_\_\_\_\_
12. exploration \_\_\_\_\_
13. dangerous \_\_\_\_\_
14. fearless \_\_\_\_\_
15. punishment \_\_\_\_\_





# Vocabulary and Reading Comprehension

## Teacher's Guide

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# Unit 1: Word Parts

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Unit 1 presents the concept of words as logical constructions made up of identifiable word parts. Lesson 1 introduces compound words and base words. Recognizing smaller, “easier” words within a longer word is one strategy for discovering word meaning. The second and third lessons introduce specific prefixes and suffixes, respectively, giving students more tools for unlocking the meaning of new words they encounter. The words in this unit have been carefully chosen to have recognizable base words. Lesson 4 introduces Latin and Greek roots that form the base of many English words. Analyzing word structure, then applying what they have learned about the meaning of the word parts, empowers students to figure out unfamiliar words on their own.

## Lesson 1—Base Words

**Goal:** To learn new vocabulary words by breaking long words into base words

### WORDS TO KNOW

---

<b>base word</b>	a word that forms the main part of a longer word
<b>compound word</b>	a word made up of two base words put together

## Lesson 2—Prefixes

**Goal:** To learn the meanings of prefixes to understand new words

### WORD TO KNOW

---

<b>prefix</b>	a word part added to the beginning of a word to make a new word
---------------	---

## Lesson 3—Suffixes

**Goal:** To learn the meanings of suffixes to understand new words

### WORD TO KNOW

---

<b>suffix</b>	a word part that is added to the end of a word to make a new word
---------------	---

## Lesson 4—Roots

Goal: To learn the meanings of common roots to understand new words

### WORD TO KNOW

---

**root** a type of word part; a base that is not a stand-alone word itself

### Notes on Application Activity in Student Text

Activity	Skills Applied	Product
From Old to New	gathering information, analyzing word parts, synthesizing word parts	list of words

### Additional Activity Suggestions

- Write a base word on the board. Ask students to add prefixes and suffixes to the word to make as many words as they can. You can turn this into a contest by dividing the class into small groups and having each keep a list of words the group thinks of.

You may want to use words of particular interest to students, such as music, sport, video, play, and so on. You may prefer to use school-related or content-area words, such as *write*, *read*, *act*, *add*, *learn*, *calculate*, *history*, and *science*.

- Challenge students to list as many words as they can with a particular prefix or suffix. You may have students work in teams, or record the words on the board as students call them out.
- Ask students to create compound words from a list of base words you write on the board.
- Play a round-robin game with the whole class or small groups in which each student has to make a new compound word based on one of the base words of the compound word of the previous student.
- Write some common roots on the board. Have students list words with those roots. To find more words, students may look in a dictionary. If a root occurs at the beginning of a word, students will easily find related words in the dictionary.
- Ask students to find examples in a newspaper of words with certain prefixes, suffixes, bases, or roots. Have students bring in the articles and discuss how the words are used in sentences.

## TEACHING TIP



To help students remember the difference between a prefix and a suffix, remind them of what they have learned: the prefix *pre-* means “before.” A prefix, therefore, is a word part that comes before the base or root. A suffix, then, is a word part that comes after the base or root.

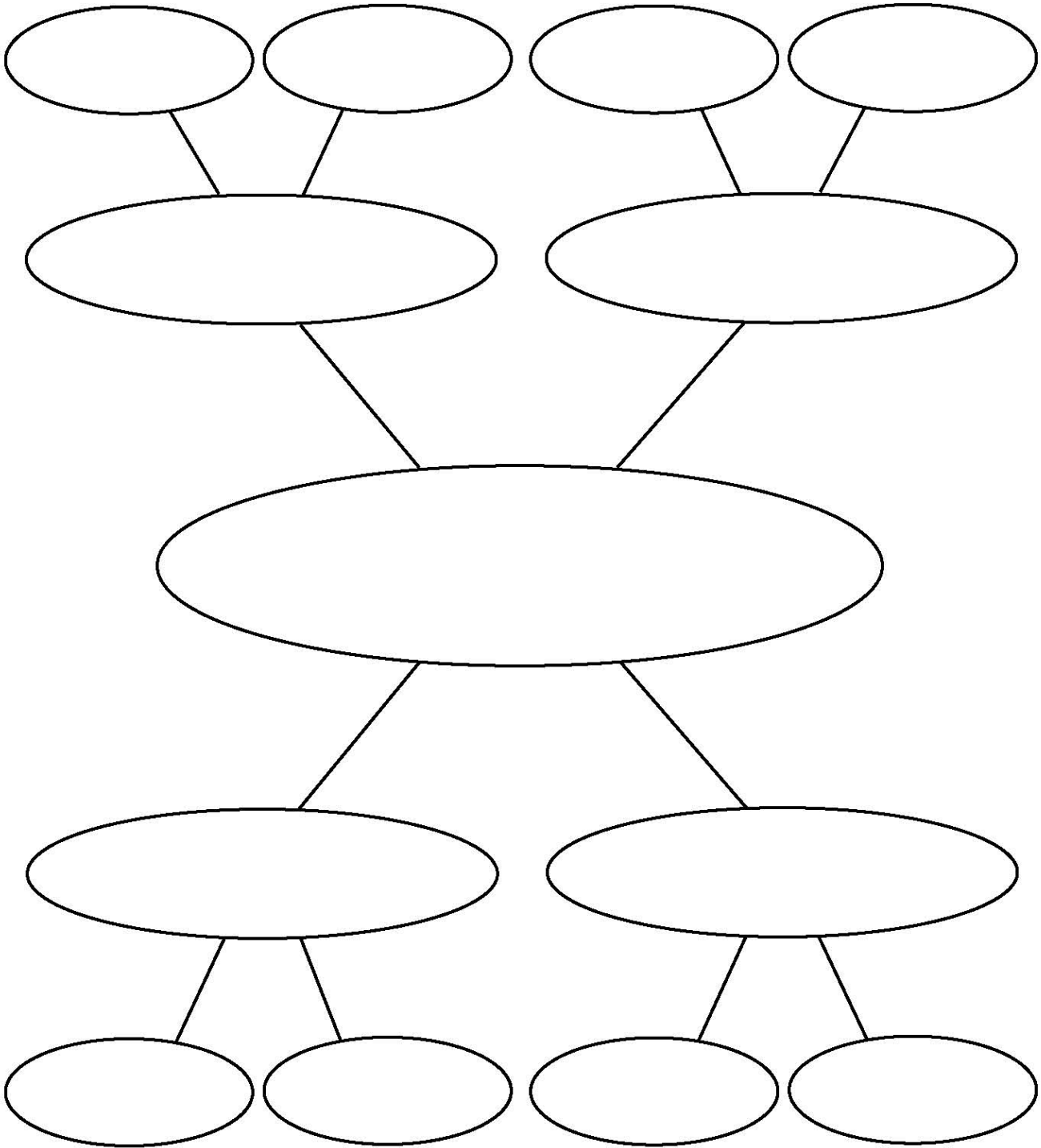


## Differentiation

- If students have difficulty coming up with words based on a list of base words, prefixes, suffixes, and roots, start them off with some examples. You may also have students match words you provide with the appropriate word part rather than ask them to generate words.
- Ask English-language learners about word parts in their native language. Ask them to give examples of words made from various word parts.
- To engage visual learners, ask students to create a word web showing how words that share a word part are related.
- To interest mathematical and visual learners, have a student graph on the board the number of words the class can generate from each prefix, suffix, base, or root.
- Play a guessing game that will appeal to kinesthetic and logical learners. Write several prefixes and suffixes from the book on squares of paper, one word part to a square. Attach a square with tape to each student’s back. Have students ask one another to give them a word using their prefix or suffix, without telling the prefix or suffix. Students should be able to figure out their prefix or suffix after gathering several words. After two minutes of questions, have each student write his or her word part.
- Students who easily come up with words for the various word parts may enjoy extending their vocabulary and word knowledge by researching words that share roots and writing about their findings.

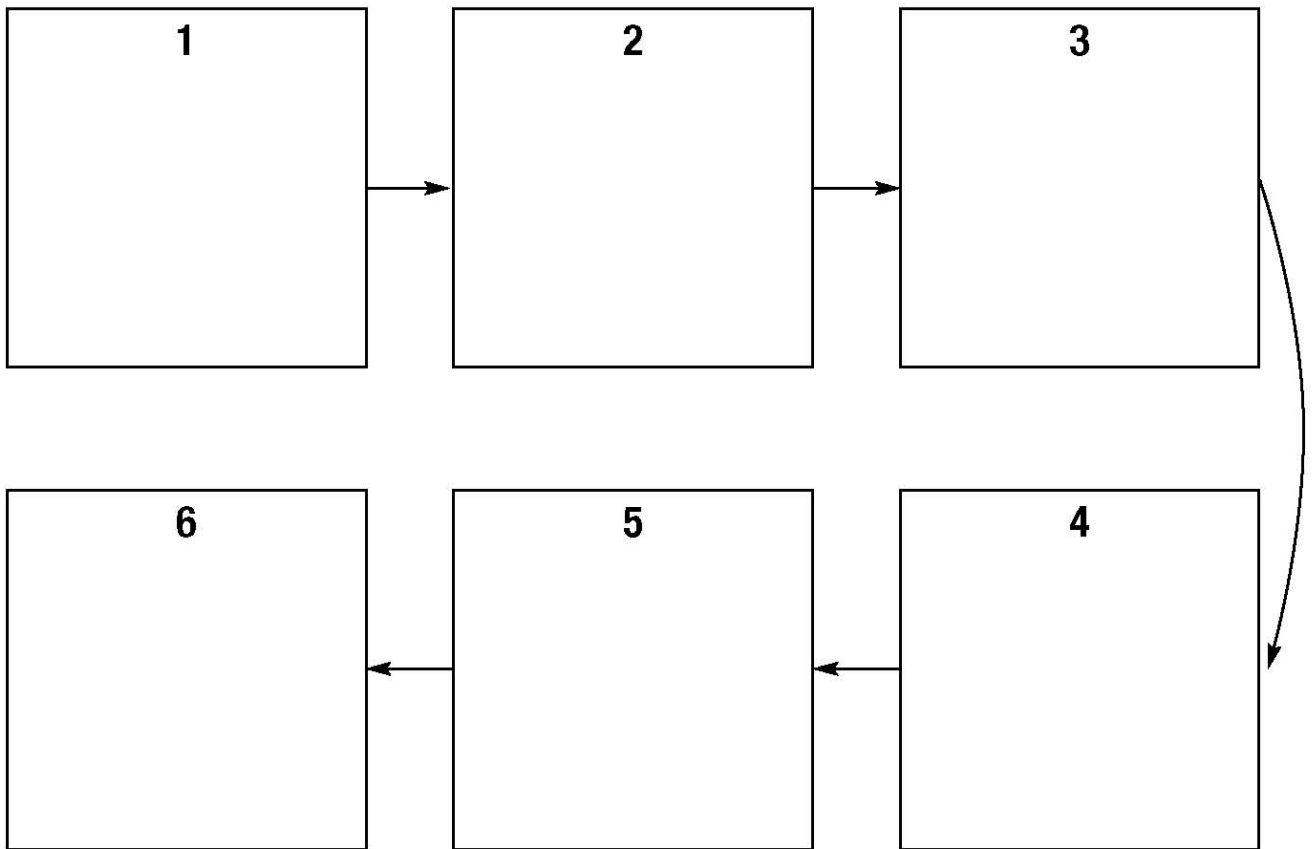
## Idea Web

Write your topic in the center circle. Then write details in the smaller circles. Add and delete lines and circles as needed.



# Flow Chart

A flow chart visually keeps track of the order in which things happen. Fill in the flow chart with chains of events in the order in which they happen. Add more boxes if needed.





# Vocabulary and Reading Comprehension



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NAME: \_\_\_\_\_



## UNIT 1 • ACTIVITY 3

### Compound Word Builder

A. Write five compound words that contain each base word below.

under

---

---

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---

---

book

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---

---

home

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---

---

light

---

---

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---

---

back

---

---

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---

---

water

---

---

---

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---

B. Use five of the compound words you wrote above in sentences of your own.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.



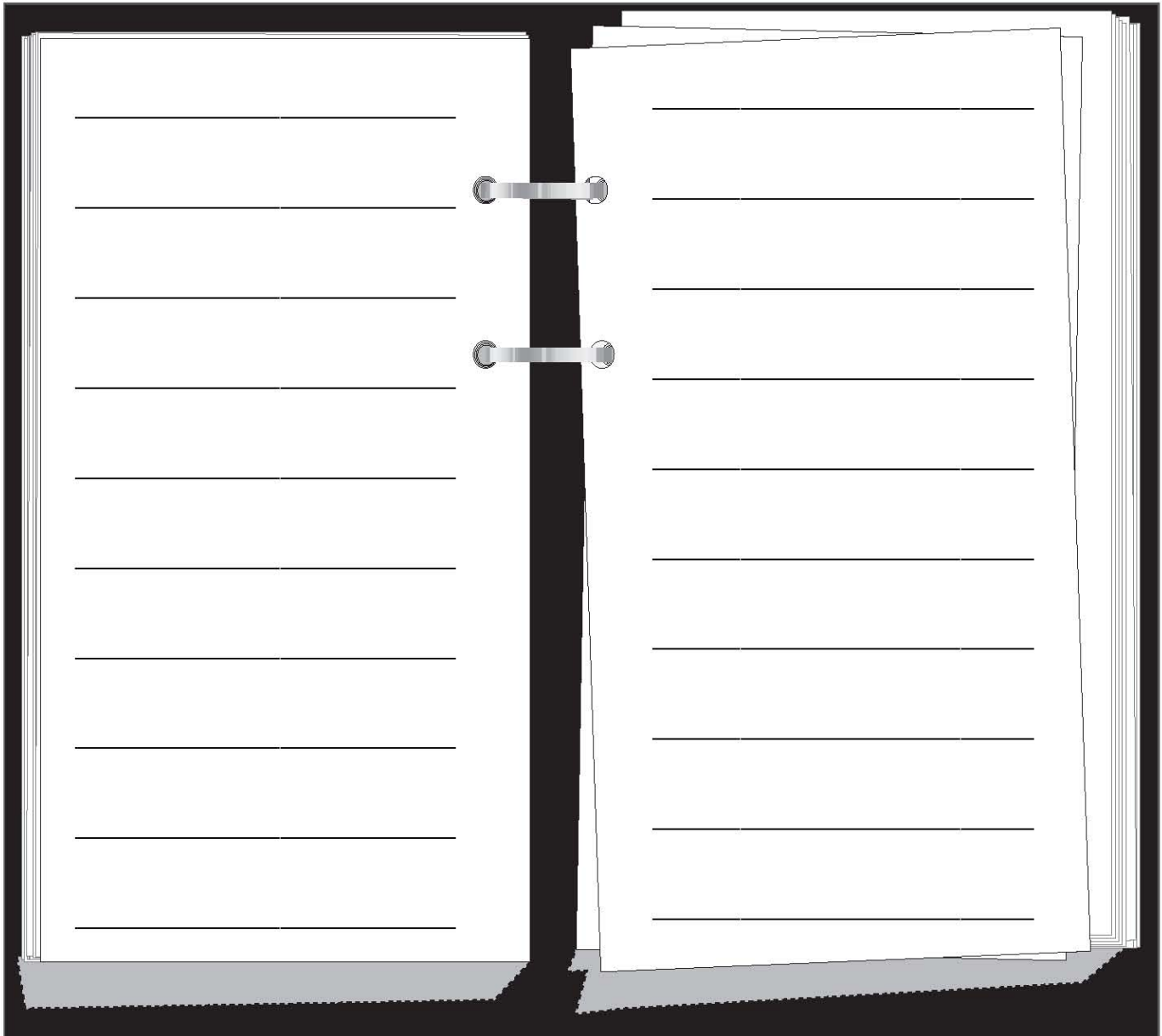
NAME: \_\_\_\_\_



## UNIT 1 • ACTIVITY 4

### Finding Compound Words

Look for compound words in reading material such as books, magazines, and newspapers. List some of the words below in the notebook. Then get together with a small group and use the words in oral sentences.





# Vocabulary and Reading Comprehension

Test Pack

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**PRETEST**

---

Circle the letter of the correct answer.

1. What is the base word of *mistreat*?

- a. mis
  - b. treat
  - c. mistreat
- 

2. What is the base word of *celebration*?

- a. cele
  - b. tion
  - c. celebrate
- 

3. What is the prefix in the word *untie*?

- a. un
  - b. tie
  - c. untie
- 

4. What is the suffix in the word *homeless*?

- a. home
  - b. less
  - c. homeless
- 

5. What does the prefix *re-* mean in the word *rewrite*?

- a. do again
  - b. undo
  - c. not
- 

6. What does the prefix *im-* mean in *immature*?

- a. very
- b. not
- c. bad



**UNIT 1 TEST: VOCABULARY: WORD PARTS**

---

The words below have word parts underlined. Circle the letter that lists the correct word part.

1. dislike

- a. prefix
  - b. suffix
  - c. base word
- 

2. powerfully

- a. prefix
  - b. suffix
  - c. base word
- 

3. celebration

- a. prefix
  - b. suffix
  - c. base word
- 

4. joyful

- a. prefix
  - b. suffix
  - c. base word
- 

5. cohost

- a. prefix
  - b. suffix
  - c. base word
- 

6. repaint

- a. prefix
  - b. suffix
  - c. base word
- 

Circle the letter of the correct answer.

7. Which word is a compound word?

- a. extremely
- b. sunburn
- c. widower

---

**UNIT 2 TEST: BUILDING VOCABULARY**

---

Circle the letter of the correct answer.

1. Which word is a synonym for *gigantic*?

- a. angry
  - b. huge
  - c. tired
- 

2. Which word is a synonym for *essential*?

- a. necessary
  - b. optional
  - c. tedious
- 

3. Which word is a synonym for *rival*?

- a. ally
  - b. task
  - c. opponent
- 

4. Which word is a synonym for *intelligent*?

- a. humorous
  - b. dull
  - c. smart
- 

5. Which word is an antonym for *ally*?

- a. rival
- b. peak
- c. option

---

**POSTTEST**

---

Circle the letter of the correct answer.

1. What is the base word of *readiness*?

- a. read
  - b. ready
  - c. ness
- 

2. Which word is a compound word?

- a. scoreboard
  - b. scoring
  - c. scored
- 

3. What is the prefix in the word *misfit*?

- a. mis
  - b. fit
  - c. misfit
- 

4. What do the prefixes *il-*, *im-*, and *in-* all mean?

- a. with
  - b. not
  - c. again
- 

5. What is the suffix in the word *purify*?

- a. pure
  - b. ify
  - c. purify
- 

6. What part of speech does the suffix *-ize* make?

- a. noun
- b. adjective
- c. verb