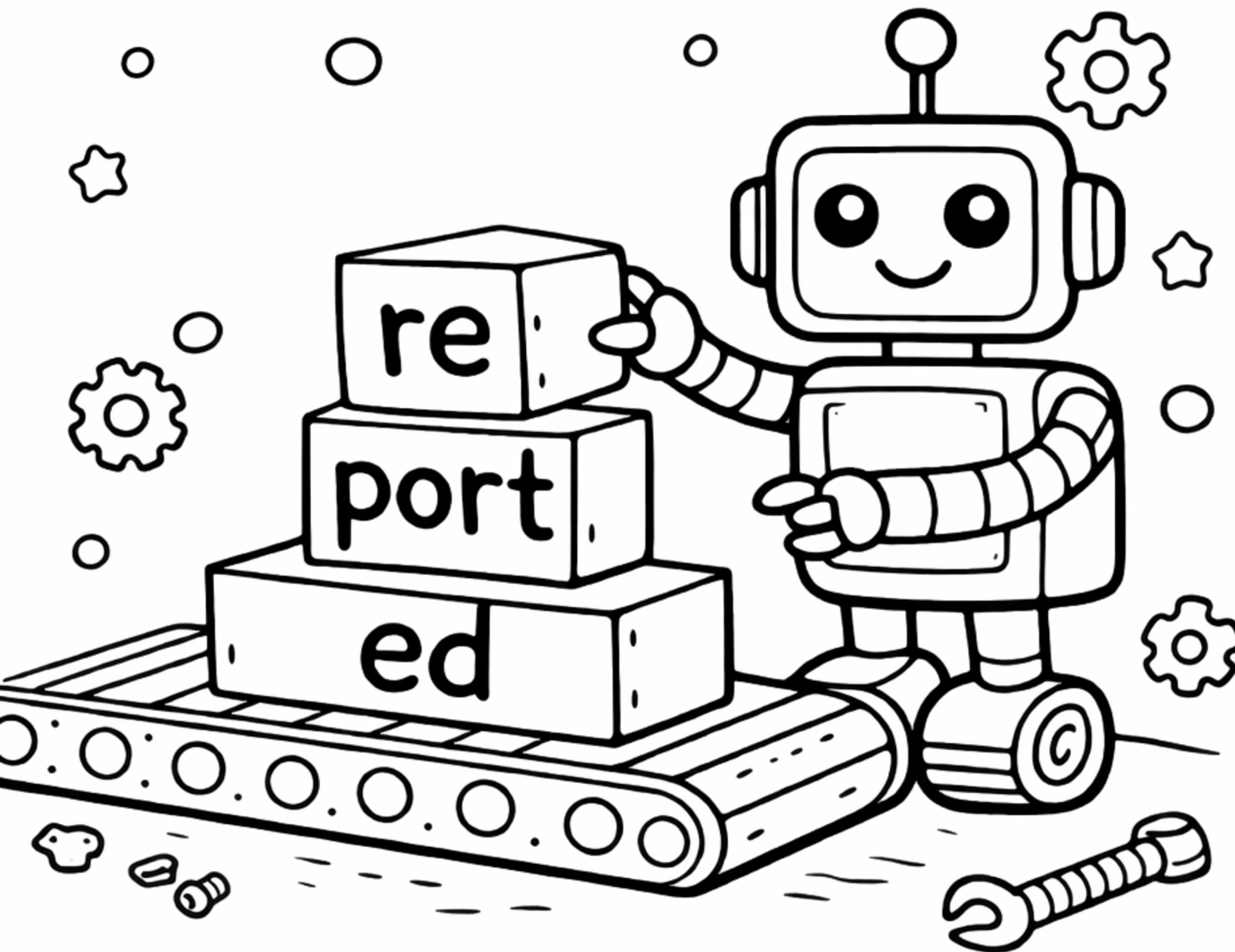
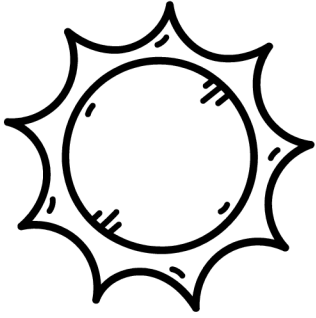




3-5+

# WORD BOTS WORKSHOP





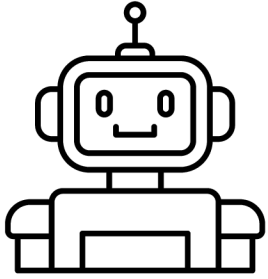
# WELCOME TO SUMMER!

## Dear Teachers,

Welcome to our Summer Literacy Resource Packet for Grades 3-5+! These pages are designed to support your students' literacy review over the summer break. The contents of the packet can be customized to fit your students' individual needs.

Review the materials and choose the content that will support the practice each student needs. Then, print and send home! You know your students best, so tailor the materials to meet their needs while keeping the goal of fun and successful summer learning in mind. Good luck, and have a wonderful summer!

**Your Literacy Ally,  
IMSE**



# WELCOME TO SUMMER!

**Dear Guardian,**

With the excitement of summer break ahead, it's a perfect time to emphasize the importance of reading for your child.

Summer is a time for relaxation and fun, and it's a great opportunity to maintain the progress your child made throughout the school year. However, "summer slide" can happen, and students can lose some of their hard-earned academic skills during the long break. With your support, you can keep your child's learning momentum going strong.

Reading is the perfect summer activity because it's educational and enjoyable. By encouraging your child to read regularly during the summer months, you can help them review the skills they've worked hard to develop.

You can also read to your child! Reading to children in English or their first language offers many benefits. It fosters a strong bond between parent and child and enhances language development, fluency, and comprehension skills. It also cultivates a love for reading, igniting imagination and curiosity, and opens doors to a world of knowledge and possibility.

Here at IMSE, we provide the knowledge, support, and resources necessary to ensure that every child is successful in literacy. The following pages have been created to help foster and nurture the skills your student has learned throughout the year and to have a little fun while doing so!

**Happy Reading!**  
**IMSE**



# ANSWER KEYS

**Dear Guardian,**

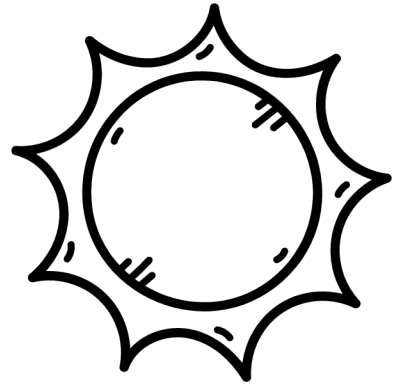
To access the answer keys for this packet, please scan the QR code using your phone or tablet's camera. Open your camera app and point it steadily at the QR code. A link will appear on your screen. Tap the link to open the answer key.

If the link does not appear, you may need to use a QR code scanning app. Once opened, you can view or download the answer key for easy reference.

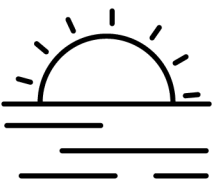
**SCAN ME!**



# SUMMER READING BINGO



Read outside at  
sunset



Read in pajamas  
during the day



Read while  
listening to soft  
music



Write a new  
ending to your  
book



Design a new  
book cover



Read in the dark  
with a flashlight



Have a picnic and  
read



Create a comic strip  
about a story



Read under the  
covers in your  
bed



Write a letter to a  
character



Read in a  
park



Read to someone  
younger than you



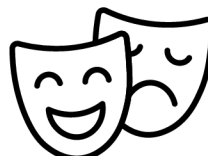
Make a prediction  
and check if you  
were right



Read while you  
eat your favorite  
snack

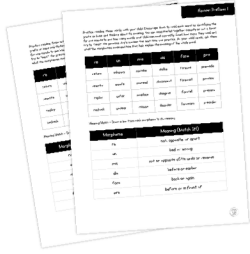


Act out a scene  
from your book



Read to a friend





# RAPID WORD CHARTS

## HOW TO USE RAPID WORD CHARTS

The following pages are designed to help your student practice reading and understanding word parts called morphemes – suffixes, Latin bases, and Greek bases – that appear in thousands of English words. Knowing these building blocks helps children read new words more quickly, understand what words mean, and become stronger readers and writers.

## WHAT ARE RAPID WORD CHARTS?

Rapid Word Charts are simple reading fluency tools. Each chart shows six morphemes across the top row and four example words below each one. The goal is for your student to read the words quickly and accurately, recognizing the morpheme in each word and thinking about how it connects to meaning.

## HOW TO PRACTICE:

Read the chart together with your student, pointing to each word and encouraging them to identify the morpheme and think about what it means. You can also set a one-minute timer and count how many words your student reads correctly, then try to beat that number the next day. As your student reads, ask questions like "What does that word part mean?" or "Can you think of another word with that same part?"

## WHAT IS THE MEANING MATCH ACTIVITY?

Below each chart is a Meaning Match activity. Your student will see the morphemes listed on the left and their definitions scrambled on the right. Have your child draw a line connecting each morpheme to its correct meaning. This helps build deeper understanding of what each word part means, not just how to read it.

## ANSWER KEY

Scan the QR code to access the answer key for all Meaning Match activities, so you can easily check your student's work.

Practice reading these words with your child. Encourage them to read each word by identifying the prefix or base and thinking about its meaning. Sometimes, prefixes change their spelling slightly when they are added to a base word. This is called assimilation. For example, the prefix in- can become im- before certain letters, as in impossible. These changes help make words easier to say but do not change the meaning of the prefix.

You can read the list together casually or set a timer for one minute to see how many words your child can read correctly. Count how many they read and try to beat the previous day's number the next time you practice. As your child reads, ask them what the morphemes mean and how they help explain the meaning of the whole word.

re	un	mis	dis	fore	pre
return	unhappy	mistake	dislike	foresee	premade
rewrite	unsafe	misread	disconnect	forecast	preview
replay	unfair	misplace	disagree	foretell	prepare
recheck	unclear	misuse	disorder	forewarn	preorder

Meaning Match – Draw a line from each morpheme to its meaning.

Morpheme	Meaning (Match It!)
re	not, opposite, or apart
un	bad or wrong
mis	not or opposite of/to undo or reverse
dis	before or earlier
fore	back or again
pre	before or in front of

Practice reading these words with your child. Encourage them to read each word by identifying the prefix or base and thinking about its meaning. Sometimes, prefixes change their spelling slightly when they are added to a base word. This is called assimilation. For example, the prefix in- can become im- before certain letters, as in impossible. These changes help make words easier to say but do not change the meaning of the prefix.

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de	sub	trans	inter	super	anti
deplane	submarine	transport	interstate	superhuman	antifreeze
decode	subtract	transfer	interact	superhero	antibiotic
defrost	submerge	transmit	international	superpower	antisocial
decompose	subway	translate	interrupt	supernatural	antivirus

Meaning Match – Draw a line from each morpheme to its meaning.

Morpheme	Meaning (Match It!)
de	over or above
sub	against or opposite
trans	below or under
inter	across or beyond
super	between or among
anti	down or away from

Practice reading these words with your child. Encourage them to read each word by identifying the prefix or base and thinking about its meaning. Sometimes, prefixes change their spelling slightly when they are added to a base word. This is called assimilation. For example, the prefix in- can become im- before certain letters, as in impossible. These changes help make words easier to say but do not change the meaning of the prefix.

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mid	under	non	multi	pro	post
midterm	underage	nondairy	multimillion	prologue	postwar
midpoint	underground	nonstop	multicultural	promote	postgame
midday	underpaid	nonfiction	multiply	progress	postpone
midnight	underline	nonprofit	multitask	propose	postscript

Meaning Match – Draw a line from each morpheme to its meaning.

Morpheme	Meaning (Match It!)
mid	after, behind, or following
under	middle
non	forward, earlier or prior to
multi	not or negative
pro	many or much
post	below or less

Practice reading these words with your child. Encourage them to read each word by identifying the prefix or base and thinking about its meaning. Sometimes, prefixes change their spelling slightly when they are added to a base word. This is called assimilation. For example, the prefix *in-* can become *im-* before certain letters, as in *impossible*. These changes help make words easier to say but do not change the meaning of the prefix.

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<b>contra</b>	<b>ob</b>	<b>ad</b>	<b>con</b>	<b>ex</b>	<b>fore</b>
contradict	objection	advent	confer	exit	foresee
contrast	occupant	accept	compact	explode	forecast
contrary	opponent	attract	collaborate	export	foretell
contraband	obstacle	advance	connect	exclude	forewarn

Meaning Match – Draw a line from each morpheme to its meaning.

<b>Morpheme</b>	<b>Meaning (Match It!)</b>
contra	before or in front of
ob	to, toward, in, or near
ad	down, against, or facing
con	our or away
ex	against, opposite, or contrasting
fore	together, with or jointly

Practice reading these words with your child. Encourage them to read each word by identifying the prefix or base and thinking about its meaning. Sometimes, prefixes change their spelling slightly when they are added to a base word. This is called assimilation. For example, the prefix in- can become im- before certain letters, as in impossible. These changes help make words easier to say but do not change the meaning of the prefix.

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rupt	tract	form	port	struct	dict
erupt	tractor	transform	transport	construct	dictation
rupture	attract	reform	import	structure	predict
interrupt	contract	inform	export	instruct	dictionary
disrupt	extract	conform	portable	obstruct	contradict

Meaning Match – Draw a line from each morpheme to its meaning.

Morpheme	Meaning (Match It!)
rupt	to pull or draw
tract	to burst or break
form	to carry; gate or entryway
port	to shape
struct	to say or tell
dict	to build

Practice reading these words with your child. Encourage them to read each word by identifying the prefix or base and thinking about its meaning. Sometimes, prefixes change their spelling slightly when they are added to a base word. This is called assimilation. For example, the prefix *in-* can become *im-* before certain letters, as in *impossible*. These changes help make words easier to say but do not change the meaning of the prefix.

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cred	scrib/script	flex/flect	aud	spec	miss/mit
credible	scribe	flexible	auditory	expect	commit
credit	describe	reflect	audible	disrespect	dismiss
incredible	scribble	inflect	audio	inspect	submit
credential	prescription	reflex	audit	prospect	transmission

Meaning Match – Draw a line from each morpheme to its meaning.

Morpheme	Meaning (Match It!)
cred	to write
scrib/script	to hear or listen
flex/flect	to believe
aud	to bend or curve
spec	to send
miss/mit	to see, watch, or observe

Practice reading these words with your child. Encourage them to read each word by identifying the prefix or base and thinking about its meaning. Sometimes, prefixes change their spelling slightly when they are added to a base word. This is called assimilation. For example, the prefix in- can become im- before certain letters, as in impossible. These changes help make words easier to say but do not change the meaning of the prefix.

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sci	ject	pend/pens	vis/vid	fer	vers/vert
science	injection	pendant	visual	transfer	reverse
scientific	reject	depend	vision	refer	convert
conscience	object	suspend	video	ferry	invert
omniscient	project	expend	visible	conference	divert

Meaning Match – Draw a line from each morpheme to its meaning.

Morpheme	Meaning (Match It!)
sci	to throw or lie
ject	to know
pend/pens	to see
vis/vid	to hang or weigh
fer	to turn
vers/vert	to bear, yield, or carry

Practice reading these words with your child. Encourage them to read each word by identifying the prefix or base and thinking about its meaning. Sometimes, prefixes change their spelling slightly when they are added to a base word. This is called assimilation. For example, the prefix in- can become im- before certain letters, as in impossible. These changes help make words easier to say but do not change the meaning of the prefix.

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duc/duct	mob/mot/mov	ven/vent	pil/ply	cap/cep/cip	voc/vok
conduct	mobile	advent	applicable	captive	vocal
educate	motor	avenue	apply	receive	vocabulary
reduce	movement	convene	supply	accept	vocalist
produce	mobilize	event	reply	intercept	provoke

Meaning Match – Draw a line from each morpheme to its meaning.

Morpheme	Meaning (Match It!)
duc/duct	to fold
mob/mot/mov	to call
ven/vent	to move
pil/ply	to lead
cap/cep/cip	to come
voc/vok	to take, catch, seize, hold, or receive

Practice reading these words with your child. Encourage them to read each word by identifying the prefix or base and thinking about its meaning. Sometimes, prefixes change their spelling slightly when they are added to a base word. This is called assimilation. For example, the prefix in- can become im- before certain letters, as in impossible. These changes help make words easier to say but do not change the meaning of the prefix.

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graph/gram	phon	photo	tele	auto	scope
photograph	telephone	photograph	telegraph	autograph	telescope
autograph	phonics	photocopy	telephone	autobiography	microscope
program	symphony	photosynthesis	television	automatic	periscope
diagram	microphone	photoelectric	telecast	autonomous	kaleidoscope

Meaning Match – Draw a line from each morpheme to its meaning.

Morpheme	Meaning (Match It!)
graph/gram	to watch or see
phon	write or draw
photo	sound
tele	light
auto	distant or far
scope	self

Practice reading these words with your child. Encourage them to read each word by identifying the prefix or base and thinking about its meaning. Sometimes, prefixes change their spelling slightly when they are added to a base word. This is called assimilation. For example, the prefix in- can become im- before certain letters, as in impossible. These changes help make words easier to say but do not change the meaning of the prefix.

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micro	logy	biblio	bio	hydr	phobia
microscope	phonology	bibliography	biology	hydrate	hydrophobia
microbe	geology	bibliophile	biography	hydroelectric	arachnophobia
microchip	zoology	bibliophobia	biodiversity	hydrogen	claustrophobia
microwave	biology	bibliographer	biome	hydrology	astrophobia

Meaning Match – Draw a line from each morpheme to its meaning.

Morpheme	Meaning (Match It!)
micro	irrational fear or hatred of
logy	life
biblio	the science or study of
bio	water
hydr	small or minute
phobia	book

Practice reading these words with your child. Encourage them to read each word by identifying the prefix or base and thinking about its meaning. Sometimes, prefixes change their spelling slightly when they are added to a base word. This is called assimilation. For example, the prefix *in-* can become *im-* before certain letters, as in *impossible*. These changes help make words easier to say but do not change the meaning of the prefix.

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crat/cracy	geo	meter/metr	therm	chron	ortho
democrat	geography	meter	thermometer	chronology	orthodontist
autocrat	geology	perimeter	thermal	chronicle	orthography
bureaucracy	geologist	thermometer	thermostat	chronometer	orthogonal
aristocracy	geothermal	barometer	thermos	synchronize	orthodox

Meaning Match – Draw a line from each morpheme to its meaning.

Morpheme	Meaning (Match It!)
crat/cracy	heat or hot
geo	rule, strength, or power
meter/metr	straight or correct
therm	time
chron	earth
ortho	measure

Practice reading these words with your child. Encourage them to read each word by identifying the prefix or base and thinking about its meaning. Sometimes, prefixes change their spelling slightly when they are added to a base word. This is called assimilation. For example, the prefix in- can become im- before certain letters, as in impossible. These changes help make words easier to say but do not change the meaning of the prefix.

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path	psych	aero	astro	cycl	sphere
sympathy	psychology	aerobics	astrology	unicycle	atmosphere
empathy	psychic	aerospace	astronaut	bicycle	hemisphere
pathology	psychiatrist	aerodynamics	astrophysics	tricycle	biosphere
telepathy	psyche	aerosol	asteroid	cyclone	stratosphere

Meaning Match – Draw a line from each morpheme to its meaning.

Morpheme	Meaning (Match It!)
path	wheel, circle, or ring
psych	ball
aero	feeling, suffering, or disease
astro	mind or soul
cycl	star
sphere	air

Practice reading these words with your child. Encourage them to read each word by identifying the prefix or base and thinking about its meaning. Sometimes, prefixes change their spelling slightly when they are added to a base word. This is called assimilation. For example, the prefix in- can become im- before certain letters, as in impossible. These changes help make words easier to say but do not change the meaning of the prefix.

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arch	poli	ped	pod	mono	di/bi
monarch	metropolis	pediatrics	podiatrist	monopoly	digraph
architect	politics	pedantic	tripod	monologue	dichromatic
archway	policy	pedagogy	podium	monotone	bilingual
anarchy	politician	encyclopedia	antipode	monarchy	biome

Meaning Match – Draw a line from each morpheme to its meaning.

Morpheme	Meaning (Match It!)
arch	child
poli	foot
ped	city; method of government
pod	chief or ruler
mono	two
di/bi	one

Practice reading these words with your child. Encourage them to read each word by identifying the affix or base and thinking about its meaning. Suffixes are added to the end of a base to create a new word or change its meaning, function, or tense.

You can read the list together casually or set a timer for one minute to see how many words your child can read correctly. Count how many they read and try to beat the previous day's number the next time you practice. As your child reads, ask them what the morphemes mean and how they help explain the meaning of the whole word.

<b>-s/-es</b>	<b>-ed</b>	<b>-ing</b>	<b>-er/-or</b>	<b>-est</b>	<b>-ly</b>
rings	happened	running	stronger	smoothest	loudly
flashes	lifted	frosting	manager	coldest	gladly
desks	crashed	jumping	tractor	roughest	wisely
boxes	landed	opening	conductor	shiniest	rudely

Meaning Match – Draw a line from each morpheme to its meaning.

<b>Morpheme</b>	<b>Meaning (Match It!)</b>
-s/-es	past tense
-ed	one who or that which; more than (comparative)
-ing	action or process; materials
-er/-or	more than one; third person singular
-est	like or manner of
-ly	most (superlative)

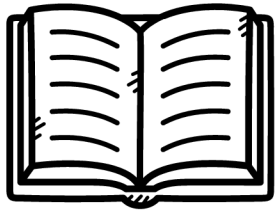
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<b>-able/-ible</b>	<b>-ful</b>	<b>-less</b>	<b>-ness</b>	<b>-ment</b>	<b>-ist</b>
respectable	careful	voiceless	fitness	agreement	cartoonist
credible	wonderful	breathless	politeness	employment	florist
comfortable	painful	careless	happiness	excitement	artist
reasonable	beautiful	endless	wellness	movement	cyclist

Meaning Match – Draw a line from each morpheme to its meaning.

<b>Morpheme</b>	<b>Meaning (Match It!)</b>
-able/-ible	full of
-ful	without
-less	able to, can do
-ness	act of, state of, or result of an action
-ment	state of
-ist	one who practices



# READING STRATEGIES

When you're reading with your child at home, here are some effective strategies to help them:

1. Start at the left-hand side of the book and page.
2. If they come to an unknown word, encourage them to sound out each letter.
3. Then, blend the sounds together to make the word.
4. When they come to a multisyllabic word, encourage them to:
  - a. Break the words into syllables
  - b. Separate the base word from the prefix and suffix (if needed)
  - c. Check for understanding

The bookmarks on the following pages will help your child utilize smart strategies to read words.



# SUMMER READING ONLINE

## WEBSITES

<https://www.funbrain.com/>

[www.thinktv.pbslearningmedia.org/](http://www.thinktv.pbslearningmedia.org/)

[www.audible.com](http://www.audible.com)

# READING STRATEGIES BOOKMARKS



Start on the left.

Start on the left side of the word.



Read each grapheme.

Read each grapheme.



Blend the sounds.

Blend the sounds together and read the word.



Divide the syllables.

Divide the word into syllables.



Find the base word.

Separate the base word from the affixes.



Check for understanding.

Reread the sentence. Did it make sense?



Start on the left.

Start on the left side of the word.



Read each grapheme.

Read each grapheme.



Blend the sounds.

Blend the sounds together and read the word.



Divide the syllables.

Divide the word into syllables.



Find the base word.

Separate the base word from the affixes.



Check for understanding.

Reread the sentence. Did it make sense?



Start on the left.

Start on the left side of the word.



Read each grapheme.

Read each grapheme.



Blend the sounds.

Blend the sounds together and read the word.



Divide the syllables.

Divide the word into syllables.



Find the base word.

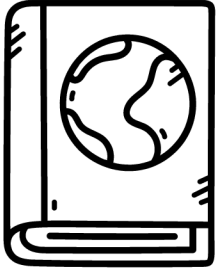
Separate the base word from the affixes.



Check for understanding.

Reread the sentence. Did it make sense?

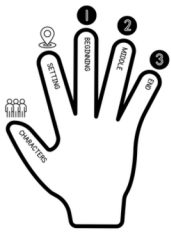




# READING COMPREHENSION

Reading comprehension is the ability to understand what you read. It involves recognizing words, making meaning of them, forming connections to prior experiences, and drawing conclusions. Strong reading comprehension skills are essential for academic success and lifelong learning. They enable children to absorb information from various sources and effectively communicate their thoughts. In a world filled with information, comprehending what we read is essential for making informed decisions, solving problems, and navigating everyday situations confidently.

Not only can children stretch their reading comprehension muscles by reading books, but they can also listen to books! Parents can use today's technology by incorporating audiobooks and story-focused podcasts into their daily routines. Audio is a fabulous way to add excitement to a story and change-up routines for the summer. This is also an especially great way for students to continue learning in English if their home language is different. Audio is an excellent way for the whole family to listen, learn, and enjoy a story!

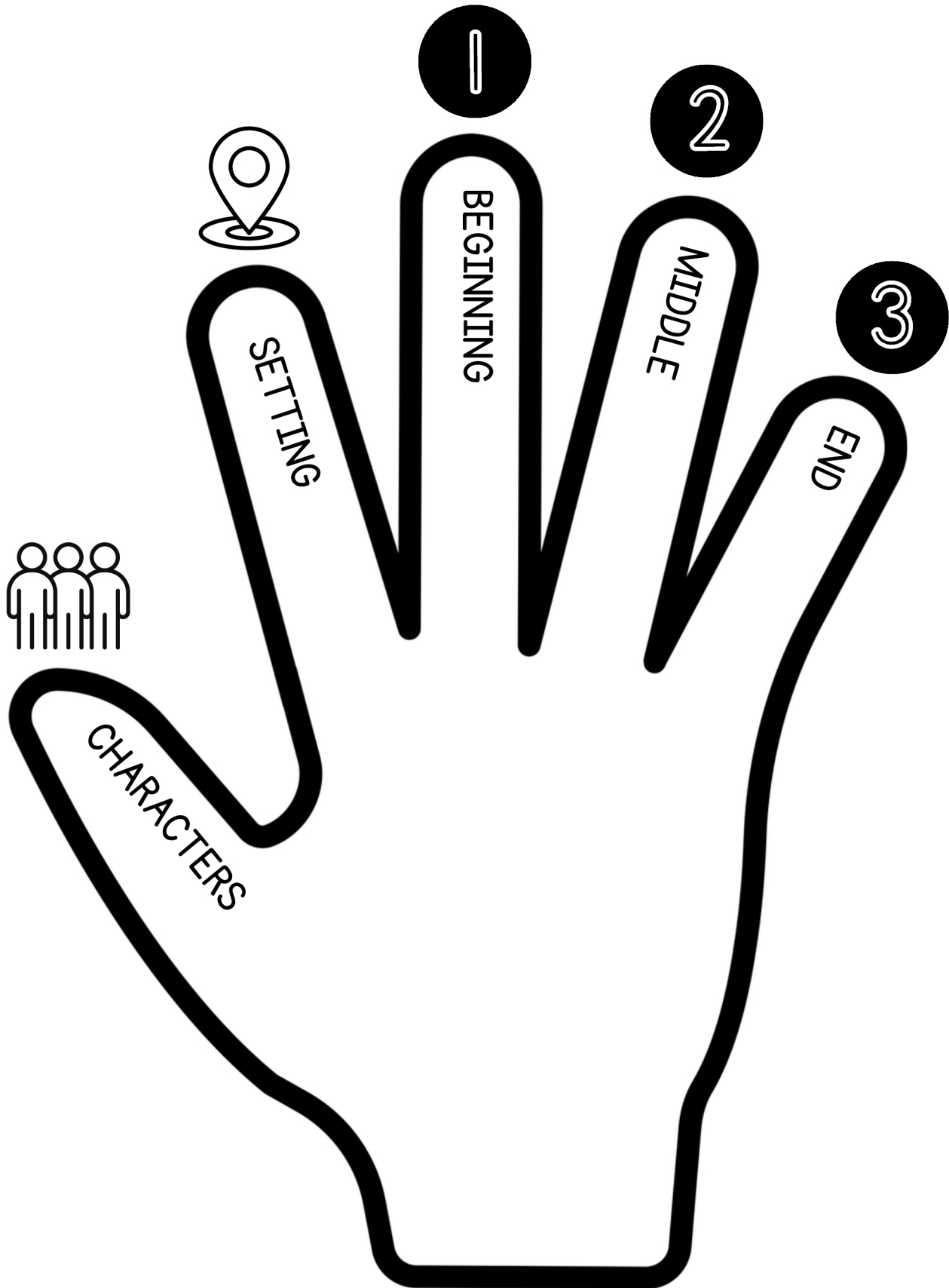


## FIVE-FINGER RETELL

The five-finger retell strategy is a powerful tool for enhancing reading comprehension by breaking down a story into key components. Imagine your hand as you read - each finger represents a different story element. The thumb stands for the characters, the index finger for the setting, the middle finger for the beginning, the ring finger for the middle, and the pinky for the end. By mentally “counting” through these elements, readers can organize their thoughts and better understand the text’s structure and meaning.

You will find a copy of the Five-Finger Retell on the following page. You can print it out and have children color it if you choose. You can use this while reading a story and have your child recall what happened in the story after reading.

# FIVE-FINGER RETELL



# COMPREHENSION QUESTIONS

Directions: Here are some questions you can ask your child after reading a story together. Encourage them to answer in complete sentences, and include as many details as they can recall.

1. What is the story about?
2. How did the story end?
3. What changed from the beginning of the story to the end?
4. What are some important things the characters do?
5. What are some important things the characters say?
6. Why do you think the author wrote this story?
7. What do you think they want you to learn about?
8. How does the story make you feel? Why do you feel that way?
9. Who are the main characters?
10. What do you like or dislike about them?
  11. What problem(s) do the characters have to solve?
12. Where does the story take place? How do you know this?
13. What is most exciting about the story? Why is this exciting?
14. Do you notice any pictures or words that keep appearing in the story?
15. What do you think they mean?
16. What do you think the lesson or message of the story is?
17. Would you recommend this book to a friend?

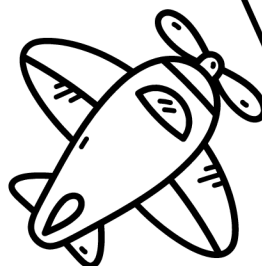
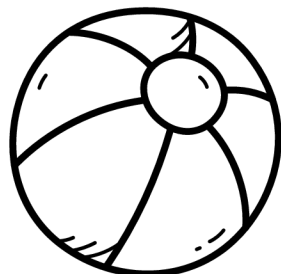
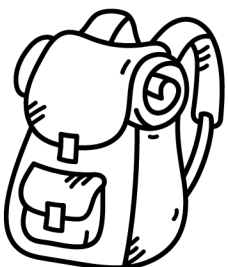
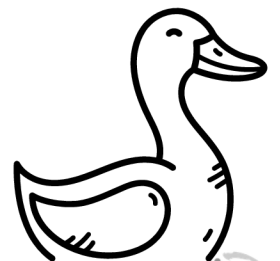
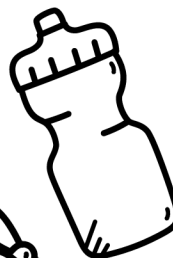
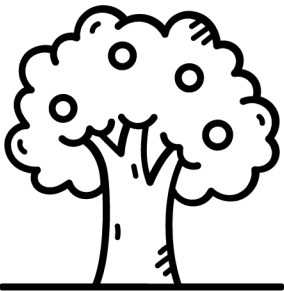
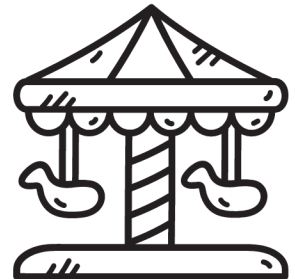
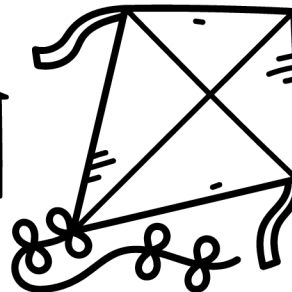
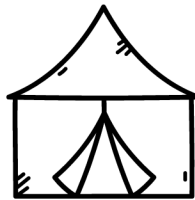
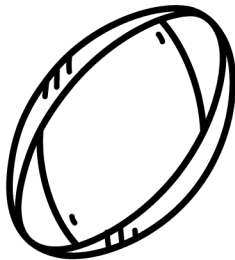
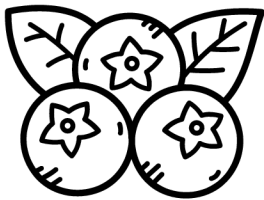
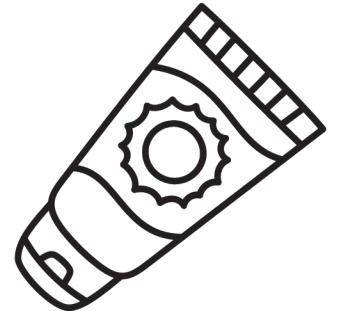
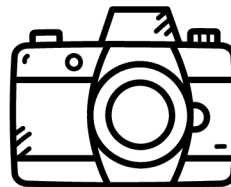
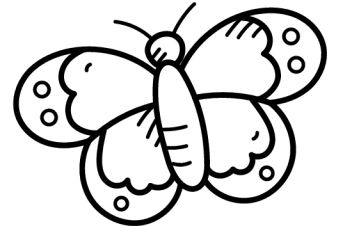
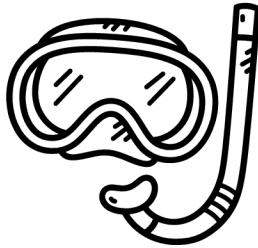
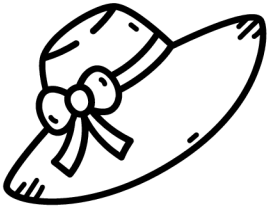
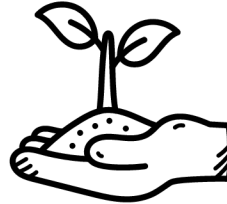
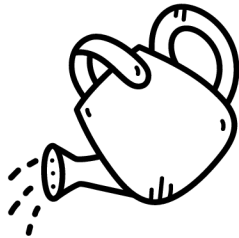
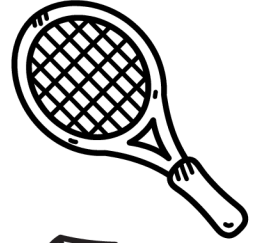
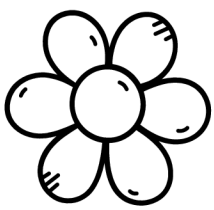
# JUNE READING CHALLENGE

Color one picture for every day you read this month!



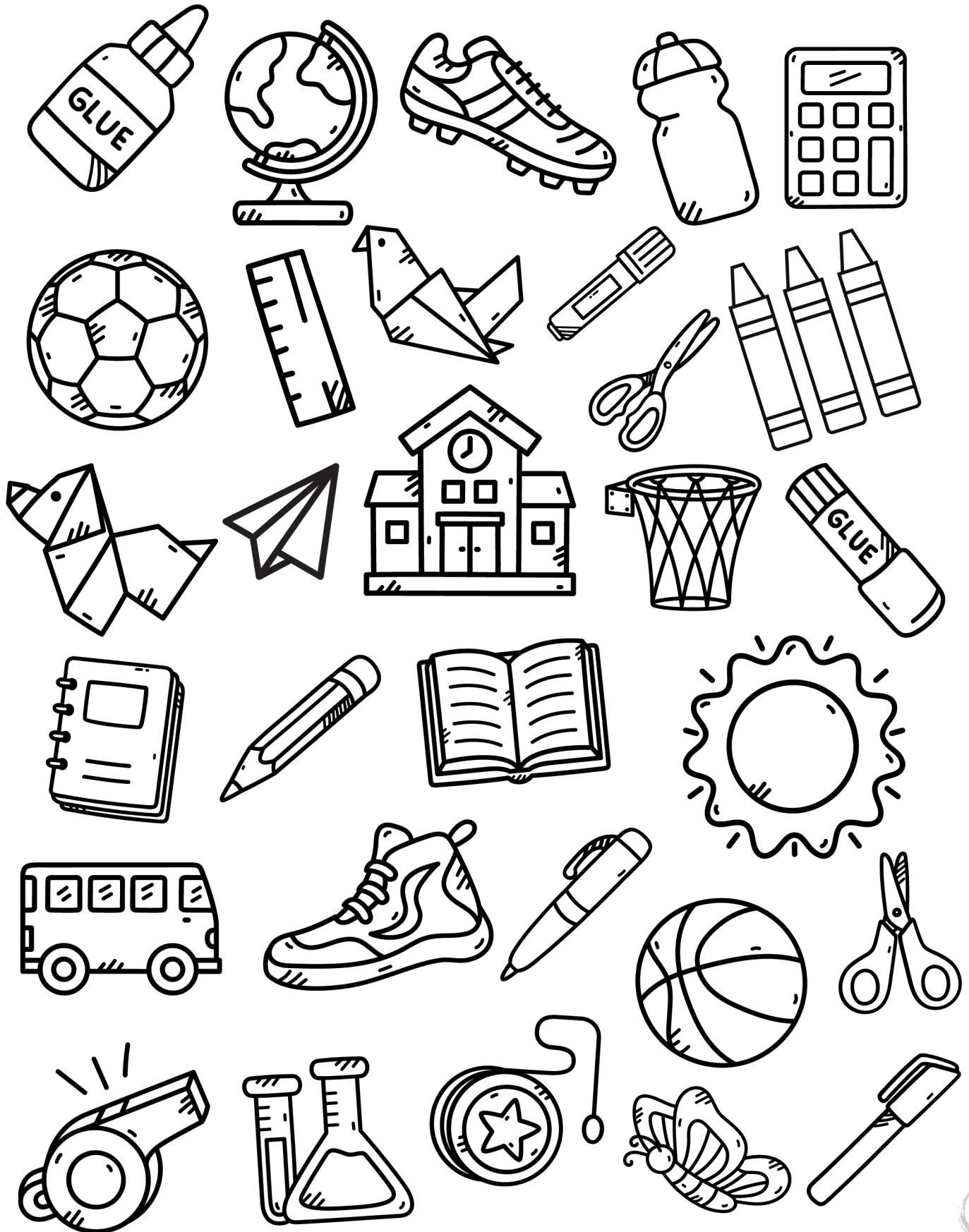
# JULY READING CHALLENGE

Color one picture for every day you read this month!



# AUGUST READING CHALLENGE

Color one picture for every day you read this month!



Name \_\_\_\_\_ Date \_\_\_\_\_

Affix Concept 1: **Suffix -s/-es**

**Running Errands**

Jasmine and Hector were happy that it was Saturday. They had lots of errands to run. They drove to the shops in town.

First, they went to the pet shop. They saw dogs, cats, snakes, rabbits, rats, and hamsters. Jasmine held some of the kittens. Hector bought bales of alfalfa for his two chinchillas.

Next, Hector and Jasmine went into the sports store. Jasmine got a new soccer ball. Hector got new soccer shoes.

Then, they went to the coffee shop for drinks and snacks. They had vanilla lattes. Jasmine saw the desserts, so they decided to eat cookies and cupcakes with their lattes.

Finally, they went to the shop that had lots of gifts. Hector’s mom’s birthday was next week. They saw tables with candles, small trinkets, frames, pretty glass boxes, and kitchen dish towels. They got Hector’s mom three candles and two boxes of matches.

Hector and Jasmine got all of their errands done. Saturdays and running errands are always better with friends.

**Directions:** Add words from the passage that contain the new morpheme(s). Create word sums. Write the meanings.

Words	Word Sums	Meanings

**Affix Concept 1: Suffix -s/-es**

**Passage A: Running Errands**

**Comprehension Questions:**

1. What types of animals did Jasmine and Hector see at the pet store?
2. What did Jasmine and Hector get at the sports store?
3. What gifts did Hector purchase for his mom?
4. If you were at the gift shop, what items would you look for as a gift for someone you care about?
5. What animals would you hope to see at a pet shop?
6. Would you hold a kitten like Jasmine did in the story? Why or why not?

**Writing Prompt:**

- Think about a time when you had a full day of errands. Write about what you did and who was with you.

Affix Concept 1: **Suffix -s/-es**

## Running Errands

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Hector and Jasmine got all of their errands done. Saturdays and running errands are always better with friends.

**Affix Concept 1: Suffix -s/-es**

**Passage A: Running Errands**

**Teacher Note:** When choosing between suffix -s or -es, consider the ending sound of the base. If the base word ends in the /ch/, /j/, /s/, /sh/, /z/ sound or the letter “x,” add suffix -es. This rule is applied based on the ending sound of the base word rather than its spelling. In words such as *judge*, *slice*, *prize*, or *choose*, students will drop the final “e” and add suffix -es.

Words	Word Sums	Meanings
bales	bale + s → bales	more than one bale
boxes	box + es → boxes	more than one box
candles	candle + s → candles	more than one candle
cats	cat + s → cats	more than one cat
chinchillas	chinchilla + s → chinchillas	more than one chinchilla
cookies	cookie + s → cookies	more than one cookie
cupcakes	cup + cake + s → cupcakes	more than one cupcake; more than one cake baked in a cup
desserts	dessert + s → desserts	more than one dessert
dogs	dog + s → dogs	more than one dog
drinks	drink + s → drinks	more than one drink
errands	errand + s → errands	more than one errand
frames	frame + s → frames	more than one frame
friends	friend + s → friends	more than one friend
gifts	gift + s → gifts	more than one gift
hamsters	hamster + s → hamsters	more than one hamster
kittens	kitten + s → kittens	more than one kitten
lattes	latte + s → lattes	more than one latte
lots	lot + s → lots	a large number or amount of something
matches	match + es → matches	more than one match
rats	rat + s → rats	more than one rat
Saturdays	Saturday + s → Saturdays	more than one Saturday (*Satur + day = day of Saturn)
shoes	shoe + s → shoes	more than one shoe
shops	shop + s → shops	more than one shop
snakes	snake + s → snakes	more than one snake
snacks	snack + s → snacks	more than one snack
sports	sport + s → sports	more than one sport
tables	table + s → tables	more than one table
towels	towel + s → towels	more than one towel
trinkets	trinket + s → trinkets	more than one trinket

**Affix Concept 1: Suffix -s/-es**

**Passage A: Running Errands**

**Comprehension Questions:**

1. What types of animals did Jasmine and Hector see at the pet store?  
*Jasmine and Hector saw dogs, cats, snakes, rabbits, rats, and hamsters.*
2. What did Jasmine and Hector get at the sports store?  
*Jasmine got a new soccer ball, and Hector got new soccer shoes.*
3. What gifts did Hector purchase for his mom?  
*Hector bought his mom three candles and two boxes of matches.*
4. If you were at the gift shop, what items would you look for as a gift for someone you care about?  
*Answers will vary.*
5. What animals would you hope to see at a pet shop?  
*Answers will vary.*
6. Would you hold a kitten like Jasmine did in the story? Why or why not?  
*Answers will vary.*

**Writing Prompt:**

- Think about a time when you had a full day of errands. Write about what you did and who was with you.

Name \_\_\_\_\_ Date \_\_\_\_\_

Affix Concept 1: **Suffix -s/-es**

**How Does Simone Bake a Peach Cake?**

Simone wants to bake a cake for her friends. First, she looks at lots of different recipes and decides which cake she would like to make. Because she has several ripe peaches from one of her local orchards, Simone chooses a peach cake recipe. She gathers up the ingredients, opens her kitchen cabinets, and sorts through the many boxes there. She takes down the box of flour, washes her hands before she starts, and then carefully measures the flour into a bowl. Next, Simone adds baking powder and puts the sugar into the mix. She prepares the peaches. First, she peels and slices them, then chops them finely. In one of her large bowls, she creams butter and sugar together. Then she adds eggs, one at a time, and mixes in vanilla, as well as some milk. Lastly, she mixes the flour mixture into the butter mixture and adds the peaches. Simone puts the cake into the oven to bake at 350 degrees, thinking to herself that she might try the same recipe with blueberries later. Once the cake is baked, Simone sets the table with her fancy dishes, forks, and napkins and invites her friends to come and eat slices of peach cake with her. Everyone says it's one of the best cakes they've ever had.

**Directions:** Add words from the passage that contain the new morpheme(s). Create word sums. Write the meanings.

Words	Word Sums	Meanings

**Affix Concept 1: Suffix -s/-es**

**Passage B: How Does Simone Bake a Peach Cake?**

**Comprehension Questions:**

1. What kind of cake did Simone bake for her friends?
2. Why did she decide to bake this kind of cake?
3. How does Simone prepare the peaches?
4. Did her friends enjoy the cake? How do you know?
5. Why do you think Simone baked a cake for her friends?
6. In this passage, the events occurred in a sequence. Why is it particularly important that things happened in a certain order in this story?

**Writing Prompt:**

- Simone baked a cake for her friends, and that was very thoughtful and kind. Write about a time when you were kind to your friends.

## Affix Concept 1: Suffix -s/-es

**How Does Simone Bake a Peach Cake?**

(fiction)

Simone wants to bake a cake for her friends. First, she looks at lots of different recipes and decides which cake she would like to make. Because she has several ripe peaches from one of her local orchards, Simone chooses a peach cake recipe. She gathers up the ingredients, opens her kitchen cabinets, and sorts through the many boxes there. She takes down the box of flour, washes her hands before she starts, and then carefully measures the flour into a bowl. Next, Simone adds baking powder and puts the sugar into the mix. She prepares the peaches. First, she peels and slices them, then chops them finely. In one of her large bowls, she creams butter and sugar together. Then she adds eggs, one at a time, and mixes in vanilla, as well as some milk. Lastly, she mixes the flour mixture into the butter mixture and adds the peaches. Simone puts the cake into the oven to bake at 350 degrees, thinking to herself that she might try the same recipe with blueberries later. Once the cake is baked, Simone sets the table with her fancy dishes, forks, and napkins and invites her friends to come and eat slices of peach cake with her. Everyone says it's one of the best cakes they've ever had.

**Affix Concept 1: Suffix -s/-es**

**Passage B: How Does Simone Bake a Peach Cake?**

**Teacher Note:** When choosing between an -s/-es suffix, students should consider the ending sound of the base. If the base word ends in the /ch/, /j/, /s/, /sh/, /z/ sound or the letter “x”, they should add an -es suffix. This rule is based on the ending sound of the base rather than the ending spelling. In words such as judge, slice, prize, etc., the rule would still apply. Students would drop the ‘e’ and add the -es suffix in these words.

Words	Word Sums	Meanings
adds	add + s → adds	third person singular of add
blueberries	blue + berry + es → blueberries	more than one berry that is blue, more than one blueberry
bowls	bowl + s → bowls	more than one bowl
boxes	box + es → boxes	more than one box
cabinets	cabin + et + s → cabinets cabinet + s → cabinets	more than one cabinet
cakes	cake + s → cakes	more than one cake
chooses	choose + es → chooses	third person singular of choose
chops	chop + s → chops	third person singular of chop
creams	cream + s → creams	third person singular of cream
decides	de + cid + es → decides decide + s → decides	third person singular of decide
degrees	de + gree + s → degrees	more than one degree; more than one step down or away from (*de = down/away; gree = step)
dishes	dish + es → dishes	more than one dish
does	do + es → does	third person singular of do
eggs	egg + s → eggs	more than one egg
forks	fork + s → forks	more than one fork
friends	friend + s → friends	more than one friend
gathers	gather + s → gathers	third person singular of gather
hands	hand + s → hands	more than one hand
ingredients	in + gredi + ent + s → ingredients ingredient + s → ingredients	more than one thing that goes in; more than one ingredient (gredi/gradī = to step or go)
invites	in + vite + s → invites invite + s → invites	third person singular of invite; calls or summons in (*vit/vitare = call/summon)
looks	look + s → looks	third person singular of look
lots	lot + s → lots	a large number or amount of something
measures	meas + ure + s → measures measure + s → s	third person singular of measure
mixes	mix + es → mixes	third person singular of mix
napkins	napkin + s → napkins	more than one napkin

**Affix Concept 1: Suffix -s/-es**

**Passage B: How Does Simone Bake a Peach Cake?**

(Continued)

Words	Word Sums	Meanings
opens	open + s → opens	third person singular of open
orchards	orchard + s → orchards	more than one orchard
peaches	peach + es → peaches	more than one peach
peels	peel + s → peels	third person singular of peel
prepares	pre + pare + s → prepares prepare + s → prepares	third person singular of prepare; makes ready before (*pare/ <i>parare</i> = to make ready)
puts	put + s → puts	third person singular of put
recipes	re + cipe + s → recipes recipe + s → recipes	more than one recipe
says	say + s → says	third person singular of say
sets	set + s → sets	third person singular of set
slices	slice + es → slices	third person singular of slice (line 8); more than one slice (line 14)
sorts	sort + s → sorts	third person singular of sort
starts	start + s → starts	third person singular of start
takes	take + s → takes	third person singular of take
wants	want + s → wants	third person singular of want
washes	wash + es → washes	third person singular of wash

**Affix Concept 1: Suffix -s/-es****Passage B: How Does Simone Bake a Peach Cake?****Comprehension Questions:**

1. What kind of cake did Simone bake for her friends?  
*Simone baked a peach cake.*
2. Why did she decide to bake this kind of cake?  
*She had several ripe peaches from one of her local orchards.*
3. How does Simone prepare the peaches?  
*Simone peels, slices, and finely chops the peaches.*
4. Did her friends enjoy the cake? How do you know?  
*Her friends liked the cake because the author notes, "Everyone says it's one of the best cakes they've ever had."*
5. Why do you think Simone baked a cake for her friends?  
*Answer may vary.*
6. In this passage, the events occurred in a sequence. Why is it particularly important that things happened in a certain order in this story?  
*Answers may vary. Simone was following a recipe, and it is important to follow the steps of a recipe in a certain order.*

**Writing Prompt:**

- Simone baked a cake for her friends, and that was very thoughtful and kind. Write about a time when you were kind to your friends.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Affix Concept 2: Suffix -ed****Max and the Glass**

Crash! Bang! Bam!

“What happened!” yelled Mom from the bedroom.

“I dropped a glass from the shelf, and it smashed into bits,” said Max. “I just wanted to get milk before I went to bed.”

“Are you ok?” asked Mom. “You should have asked for some help, Max. Dad or I could have helped you get the glass.”

Mom began to scold Max, but she stopped. She said she would help get the bits of glass up.

Mom said, “Let me help with the small bits of the glass. They may cut your hand.” Mom brushed up the bits of glass into a dustpan. She went to the trash can to dump the glass. Max held the trash can lid open for Mom as she dumped the glass into the can.

Mom commented to Dad on what a good job Max did. Dad said, “Yes, Max did a good job!”

“Next time, you can get the plastic cup, or you can ask for help,” said Mom. “The plastic will not hurt you if it is dropped.”

“Thank you, Mom. It was good that you helped me,” said Max. “The bits of glass would have cut my hand. Next time, Mom, I will ask you or Dad for help or get a plastic cup to drink my milk.”

Max got a plastic cup for the milk from the shelf so he could have a drink before he went to bed. He drank his cup of milk and went to bed.

“Thank you, Mom. Now I will sleep well. The milk was good. Good night, Mom and Dad,” said Max.

“Good night, Max,” said Mom.

“Sleep well,” said Dad.

**Affix Concept 2: Suffix -ed**

**Passage A: Max and the Glass**

**Directions:** Add words from the passage that contain the new morpheme(s). Create word sums. Write the meanings.

Words	Word Sums	Meanings

**Affix Concept 2: Suffix -ed**

**Passage A: Max and the Glass**

**Comprehension Questions:**

1. Why did Max need a glass from the shelf?
2. What is Mom's first response after Max explains the accident?
3. What does it mean that Mom "began to scold max, but stopped"?
4. How did Mom clean the broken glass?
5. To avoid breaking another glass, what did Mom suggest Max get next time? Why?

**Writing Prompt:**

- Max enjoyed a glass of milk before bed to help him sleep well. People have many different ways to relax before going to bed, such as dimming all the lights, taking a warm bath, or listening to music. Write about your bedtime routine that helps you sleep well.

Affix Concept 2: **Suffix -ed**

**Max and the Glass**

Crash! Bang! Bam!

“What happened!” yelled Mom from the bedroom.

“I dropped a glass from the shelf, and it smashed into bits,” said Max. “I just wanted to get milk before I went to bed.”

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Mom commented to Dad on what a good job Max did. Dad said, “Yes, Max did a good job!”

“Next time, you can get the plastic cup, or you can ask for help,” said Mom. “The plastic will not hurt you if it is dropped.”

“Thank you, Mom. It was good that you helped me,” said Max. “The bits of glass would have cut my hand. Next time, Mom, I will ask you or Dad for help or get a plastic cup to drink my milk.”

Max got a plastic cup for the milk from the shelf so he could have a drink before he went to bed. He drank his cup of milk and went to bed.

“Thank you, Mom. Now I will sleep well. The milk was good. Good night, Mom and Dad,” said Max.

“Good night, Max,” said Mom.

“Sleep well,” said Dad.

**Affix Concept 2: Suffix -ed**

**Passage A: Max and the Glass**

Words	Word Sums	Meanings
asked	ask + ed → asked	to ask in the past
brushed	brush + ed → brushed	to brush in the past
commented	com + ment + ed → commented comment + ed → commented	to comment in the past; to put thoughts together in the past (*ment/mentum = mind/thought)
dropped	drop + ed → dropped	to drop in the past
dumped	dump + ed → dumped	to dump in the past
happened	hap + en + ed → happened happen + ed → happened	to happen in the past; to make by chance (hap = luck, chance, fortune)
helped	help + ed → helped	to help in the past
smashed	smash + ed → smashed	to smash in the past
stopped	stop + ed → stopped	to stop in the past
wanted	want + ed → wanted	to want in the past
yelled	yell + ed → yelled	to yell in the past

**Affix Concept 2: Suffix -ed**

**Passage A: Max and the Glass**

**Comprehension Questions:**

1. Why did Max need a glass from the shelf?  
He wanted to drink milk before bed.
2. What is Mom's first response after Max explains the accident?  
Mom checks to see if he is ok.
3. What does it mean that Mom "began to scold max, but stopped"?  
It means that Mom began to lecture Max, but she stopped herself.
4. How did Mom clean the broken glass?  
Mom brushed up the bit of glass into a dustpan.
5. To avoid breaking another glass, what did Mom suggest Max get next time? Why?  
Mom suggested using a plastic cup next time because plastic cups will not break.

**Writing Prompt:**

- Max enjoyed a glass of milk before bed to help him sleep well. People have many different ways to relax before going to bed, such as dimming all the lights, taking a warm bath, or listening to music. Write about your bedtime routine that helps you sleep well.

Name \_\_\_\_\_ Date \_\_\_\_\_

Affix Concept 2: **Suffix -ed****How to Catch a Wild Rabbit**

Jim saw a wild rabbit in his garden. He wanted to catch the rabbit and bring her out to the meadow. The rabbit sensed that Jim was there. She started to run away. Jim chased after her. She jumped over a short fence. Jim jumped over the fence, too. She leaped over a small stream. Jim leaped too, but he got his shoe wet. She dashed into a hollow log and came out the other side. She scooted under a bush and ducked into a hole. Jim raced over the log, but his pants got caught on a branch.

Jim was exhausted. He untangled his pants and went home. Then he went back to his garden. He stretched out and rested. He pulled a carrot out of the ground. He drifted off to sleep. When he woke up, the rabbit was curled up next to him. She had munched a big hunk out of the carrot. Jim stayed very still and smiled. The rabbit stared at him and wiggled her nose.

The next day, Jim decided that he would plant a special garden just for the rabbit. He looked at all the vegetables she had munched. Then he planted just those vegetables in this garden. It took a few weeks for the seeds to grow, and in the meantime, the wild rabbit continued to munch on his other vegetables. He didn't have the heart to chase her away.

Then one day the rabbit didn't come anymore and Jim felt so sad. He had painted a sign that said "Rabbit Garden" and all the new vegetables were ready for the rabbit to munch. He peered out his window every day for weeks, but she was never there.

One morning it was foggy outdoors. Jim walked outside and he couldn't believe his eyes. The wild rabbit was there and she had brought all her little baby rabbits with her. They had nibbled all the vegetables in his entire garden, not the one he had planted just for them! Even though he had worked hard, Jim was so happy to see the rabbit return that he didn't care.

**Affix Concept 2: Suffix -ed**

**Passage B: How to Catch a Wild Rabbit**

**Directions:** Add words from the passage that contain the new morpheme(s). Create word sums. Write the meanings.

Words	Word Sums	Meanings

**Affix Concept 2: Suffix -ed**

**Passage B: How to Catch a Wild Rabbit**

**Comprehension Questions:**

1. What happened after Jim raced over the log?
2. Why did Jim decide to plant a special garden?
3. What does it mean that Jim “didn’t have the heart” to chase the rabbit away?
4. How did Jim’s feelings change throughout the story?
5. What tools and supplies would Jim have used to construct Rabbit Garden?
6. If you could interview Jim about his experiences with the rabbits, what question would you ask first?

**Writing Prompt:**

- Jim worked hard on the garden because he cared about the rabbits and wanted to take care of them. Write about someone or something you care about and include details about how you work hard to show how much you care.

## Affix Concept 2: Suffix -ed

**How to Catch a Wild Rabbit**

(fiction)

Jim saw a wild rabbit in his garden. He wanted to catch the rabbit and bring her out to the meadow. The rabbit sensed that Jim was there. She started to run away. Jim chased after her. She jumped over a short fence. Jim jumped over the fence, too. She leaped over a small stream. Jim leaped too, but he got his shoe wet. She dashed into a hollow log and came out the other side. She scooted under a bush and ducked into a hole. Jim raced over the log, but his pants got caught on a branch.

Jim was exhausted. He untangled his pants and went home. Then he went back to his garden. He stretched out and rested. He pulled a carrot out of the ground. He drifted off to sleep. When he woke up, the rabbit was curled up next to him. She had munched a big hunk out of the carrot. Jim stayed very still and smiled. The rabbit stared at him and wiggled her nose.

The next day, Jim decided that he would plant a special garden just for the rabbit. He looked at all the vegetables she had munched. Then he planted just those vegetables in this garden. It took a few weeks for the seeds to grow, and in the meantime, the wild rabbit continued to munch on his other vegetables. He didn't have the heart to chase her away.

Then one day the rabbit didn't come anymore and Jim felt so sad. He had painted a sign that said "Rabbit Garden" and all the new vegetables were ready for the rabbit to munch. He peered out his window every day for weeks, but she was never there.

One morning it was foggy outdoors. Jim walked outside and he couldn't believe his eyes. The wild rabbit was there and she had brought all her little baby rabbits with her. They had nibbled all the vegetables in his entire garden, not the one he had planted just for them! Even though he had worked hard, Jim was so happy to see the rabbit return that he didn't care.

**Affix Concept 2: Suffix -ed**

**Passage B: How to Catch a Wild Rabbit**

Words	Word Sums	Meanings
chased	chase + ed → chased	to chase in the past
continued	con + tin + ue + ed → continued continue + ed → continued	to continue in the past; kept going
curled	curl + ed → curled	to curl in the past
dashed	dash + ed → dashed	to dash in the past
decided	de + cide + ed → decided decide + ed → decided	to decide in the past; to cut away in the past (*cide/caedere = to cut)
drifted	drift + ed → drifted	to drift in the past
ducked	duck + ed → ducked	to duck or crouch down in the past
exhausted	ex + haust + ed → exhausted exhaust + ed → exhausted	to exhaust in the past; to drain in the past (*haust/haurire = draw up or drain)
jumped	jump + ed → jumped	to jump in the past
leaped	leap + ed → leaped	to leap in the past
looked	look + ed → looked	to look in the past
munched	munch + ed → munched	to munch in the past
nibbled	nibble + ed → nibbled	to nibble in the past
painted	paint + ed → painted	to paint in the past
peered	peer + ed → peered	to peer in the past
planted	plant + ed → planted	to plant in the past
pulled	pull + ed → pulled	to pull in the past
raced	race + ed → raced	to race in the past
rested	rest + ed → rested	to rest in the past
scooted	scoot + ed → scooted	to scoot in the past
sensed	sense + ed → sensed	to sense in the past
smiled	smile + ed → smiled	to smile in the past
stared	stare + ed → stared	to stare in the past
started	start + ed → started	to start in the past
stayed	stay + ed → stayed	to stay in the past
stretched	stretch + ed → stretched	to stretch in the past
untangled	un + tangle + ed → untangled	to reverse the tangles in the past
walked	walk + ed → walked	to walk in the past
wanted	want + ed → wanted	to want in the past
wiggled	wiggle + ed → wiggled	to wiggle in the past
worked	work + ed → worked	to work in the past

**Affix Concept 2: Suffix -ed****Passage B: How to Catch a Wild Rabbit****Comprehension Questions:**

1. What happened after Jim raced over the log?  
His pants got caught on a branch.
2. Why did Jim decide to plant a special garden?  
He wanted to provide vegetables for the rabbit to eat based specifically on what the rabbit had munched.
3. What does it mean that Jim “didn’t have the heart” to chase the rabbit away?  
It means that Jim would feel bad or guilty if he chased the rabbit away.
4. How did Jim’s feelings change throughout the story?  
Answers will vary. In the beginning, Jim was exhausted from chasing the rabbit, but he smiled when the rabbit was curled up next to him. Then, he was sad when the rabbit went away, but he was so happy when the rabbits returned to the garden at the end of the story.
5. What tools and supplies would Jim have used to construct Rabbit Garden?  
Answers will vary. Answers may include: shovel, rake, hoe, vegetable plants or seeds, watering can or hose, etc.
6. If you could interview Jim about his experiences with the rabbits, what question would you ask first?  
Answers will vary.

**Writing Prompt:**

- Jim worked hard on the garden because he cared about the rabbits and wanted to take care of them. Write about someone or something you care about and include details about how you work hard to show how much you care.

Name \_\_\_\_\_ Date \_\_\_\_\_

Greek Concept 1: **graph/gram, phon, photo, tele**

### The Photographer

We went to the photography studio to look at the photos that a photographer took of our family this summer. The photographer was a friend of my brother, who is studying photojournalism. We were able to set up the visit through a phone call.

The photographer was featured on a telecast about his photos of sea life, which were taken during an oceanography expedition. The show had been televised on the local university channel.

**Directions:** Add words from the passage that contain the new morpheme(s). Create word sums. Write the meanings.

Words	Word Sums	Meanings

**Greek Concept 1: graph/gram, phon, photo, tele**

**Passage A: The Photographer**

**Comprehension Questions:**

1. What time of year did the family have their pictures taken?
2. How did the family know the photographer?
3. What is the brother studying?
4. Describe the telecast in which the photographer was featured.
5. What channel featured the telecast?

**Writing Prompt:**

- Imagine that you are a photographer on an oceanography expedition. Write to explain what kind of things you experience and photograph.

Greek Concept 1: **graph/gram, phon, photo, tele**

## The Photographer

We went to the photography studio to look at the photos that a photographer took of our family this summer. The photographer was a friend of my brother, who is studying photojournalism. We were able to set up the visit through a phone call.

The photographer was featured on a telecast about his photos of sea life, which were taken during an oceanography expedition. The show had been televised on the local university channel.

**Greek Concept 1: graph/gram, phon, photo, tele**

**Passage A: The Photographer**

Words	Word Sums	Meanings
<b>oceanography</b>	ocean + (o) + graph + y → oceanography	the state of writing about the ocean or documenting oceanic activity (-y = a noun suffix indicating state, condition, or quality)
<b>phone</b>	*cannot be divided further	a device that transmits sound or voices; short for telephone
<b>photographer</b>	photo + graph + er → photographer	one who draws through light; one who takes photographs
<b>photography</b>	photo + graph + y → photography	the state or art of taking photographs; the art of writing through light (-y = a noun suffix indicating state, condition, or quality)
<b>photojournalism</b>	photo + journal + ism → photojournalism	the practice of recording news through photos (-ism = a noun forming suffix)
<b>photos</b>	photo + s → photos	more than one photo; more than one picture drawn through light
<b>telecast</b>	tele + cast → telecast	a broadcast through television; a broadcast sent over a distance
<b>televised</b>	tele + vise + ed → televised	has been seen over a distance; has been shown on television

**Greek Concept 1: graph/gram, phon, photo, tele**

**Passage A: The Photographer**

**Comprehension Questions:**

1. What time of year did the family have their pictures taken?  
The family had their pictures taken during the summer.
2. How did the family know the photographer?  
The photographer was a friend of the speaker's brother.
3. What is the brother studying?  
The brother is studying photojournalism.
4. Describe the telecast in which the photographer was featured.  
The photographer was featured in a telecast about his photos of sealife taken during an oceanography expedition.
5. What channel featured the telecast?  
The local university channel featured the telecast.

**Writing Prompt:**

- Imagine that you are a photographer on an oceanography expedition. Write to explain what kind of things you experience and photograph.

Name \_\_\_\_\_ Date \_\_\_\_\_

Greek Concept 1: **graph/gram, phon, photo, tele**

## What Motivates Inventors?

James and his older sister, Jada, were sitting in their living room one Saturday afternoon. They had each been quietly reading books for several hours when suddenly Jada looked over the top of her book and said, “Do you ever think about what motivates inventors to create something new?”

James thought for a moment and then said, “I think they probably start by trying to solve a specific problem.”

“Yes! I’m sure that’s where it starts, but often our senses are not equipped to solve those problems, so the new invention has to extend what our senses can do,” Jada said. “At least that’s my theory.”

“I’m not sure what you mean,” James said.

“I’ll explain,” Jada said. “The book I’m reading is filled with photographs that made me wonder why photography was invented. I did some research on it. Just like many other inventions, it has a long history beginning 2,000 years ago, but the modern photographic process, as we know it, was invented by William Henry Fox Talbot in 1834.”

“What problem was Talbot trying to solve?” James asked.

“He was on his honeymoon and wanted to get a picture of Lake Como in Italy so he and his wife could remember the beautiful landscape in detail. He was using a camera lucida, a type of drafting aid. To use the camera lucida, an artist would look through a tilted mirror or glass pane to reflect an image onto a piece of drawing paper, which made it possible to trace the image.

“Even though Talbot was able to trace the outline of the landscape on paper using this aid, he wasn’t able to get it to work to his satisfaction. Because it wasn’t a perfect system, he began to think about how he could use chemicals to get light to ‘freeze’ the image on paper so he wouldn’t have to sketch it.”

“I’d like to be able to think like an inventor,” James said.

“Me too! Until Talbot’s photographic process was invented 190 years ago, the only way we could ‘freeze’ a scene in our minds was in a memory.”

“I see what you mean. A photograph captures a scene or an event,” James said.

Name \_\_\_\_\_ Date \_\_\_\_\_

Greek Concept 1: **graph/gram, phon, photo, tele**

“Exactly! He solved a problem and gave us a visual ‘superpower’ we didn’t have before—the ability to freeze a moment in time. Now that I’ve come up with my theory about extending senses leading to inventions, I’m always trying to relate it to different inventions. For example, I really didn’t understand why telegraphs were invented until I realized they were invented before the telephone,” Jada said. “These inventions made it possible for messages to travel long distances, first by code and then by voice.”

“Does your theory about extending our senses apply to those?” James asked.

“Yes! If we were blue whales, we could send sounds to each other over a distance of 500 miles,” Jada said. “But if you are upstairs and I yell at you that there’s an emergency downstairs, I’ll be lucky if you hear me.”

“I see what you mean. Our voices can only travel so far.”

“Exactly! During the 1840s, if you were in one state and I was in another, I would send you a telegram with an urgent message because a letter would take too long,” Jada said.

“Maybe the telegraph would never have been invented if the telephone had been invented first,” James said.

“That’s possible, but I read that Alexander Graham Bell was attempting to create a telegraph that would send several messages at the same time when he got the idea for the telephone. Thomas Edison and his team quickly refined the telephone for commercial use, and in the process, he came up with the idea for the phonograph,” said Jada. “It was the first time anyone had recorded sound.”

“Wow! That interconnected history is really interesting!” exclaimed James. “What about television? What problem did it solve, and what ‘superpower’ did it give us?” James asked.

“Until the advent of television, we couldn’t transmit an event in real time at a distance. When Philo T. Farnsworth invented it, he thought it would be used to promote peace around the world and be used for educational purposes. He was disappointed at how it was largely used for entertainment, but he was very excited when the moon landing was televised worldwide in 1969.”

“That’s interesting!” James said. “So, I hope you’re planning to write a book about your theory.”

Name \_\_\_\_\_ Date \_\_\_\_\_

Greek Concept 1: **graph/gram, phon, photo, tele**

“Actually, I’m thinking about it. I have been photocopying the information I need for research. I’ve also been working on a graphic that shows a timeline for all major inventions of the last three centuries. You know, you’re great at drawing graphs. Would you help me with it?”

“I’d be glad to help. I’m sure we’ll learn a lot as we’re working on it together.”

**Directions:** Add words from the passage that contain the new morpheme(s). Create word sums. Write the meanings.

Words	Word Sums	Meanings

**Greek Concept 1: graph/gram, phon, photo, tele**

**Passage B: What Motivates Inventors?**

**Comprehension Questions:**

1. What did James believe first motivates inventors to invent something new? Do you agree?
2. Who invented the modern photographic process? When and where did this take place?
3. Why do you think James refers to photographs as a visual superpower?
4. Explain how Jada believes telephones extend what our senses can do.
5. Name two inventors who contributed to the development of the telephone.
6. What limitation did the television solve?

**Writing Prompt:**

- In the story, several inventions are mentioned including photographs, telephones, and television. Write about which of these inventions you are most grateful for and why.

Greek Concept 1: **graph/gram, phon, photo, tele**

## What Motivates Inventors? (fiction with science facts)

James and his older sister, Jada, were sitting in their living room one Saturday afternoon. They had each been quietly reading books for several hours when suddenly Jada looked over the top of her book and said, “Do you ever think about what motivates inventors to create something new?”

James thought for a moment and then said, “I think they probably start by trying to solve a specific problem.”

“Yes! I’m sure that’s where it starts, but often our senses are not equipped to solve those problems, so the new invention has to extend what our senses can do,” Jada said. “At least that’s my theory.”

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“What problem was Talbot trying to solve?” James asked.

“He was on his honeymoon and wanted to get a picture of Lake Como in Italy so he and his wife could remember the beautiful landscape in detail. He was using a camera lucida, a type of drafting aid. To use the camera lucida, an artist would look through a tilted mirror or glass pane to reflect an image onto a piece of drawing paper, which made it possible to trace the image.

“Even though Talbot was able to trace the outline of the landscape on paper using this aid, he wasn’t able to get it to work to his satisfaction. Because it wasn’t a perfect system, he began to think about how he could use chemicals to get light to ‘freeze’ the image on paper so he wouldn’t have to sketch it.”

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“I see what you mean. A photograph captures a scene or an event,” James said.

### Greek Concept 1: **graph/gram, phon, photo, tele**

“Exactly! He solved a problem and gave us a visual ‘superpower’ we didn’t have before—the ability to freeze a moment in time. Now that I’ve come up with my theory about extending senses leading to inventions, I’m always trying to relate it to different inventions. For example, I really didn’t understand why telegraphs were invented until I realized they were invented before the telephone,” Jada said. “These inventions made it possible for messages to travel long distances, first by code and then by voice.”

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“That’s interesting!” James said. “So, I hope you’re planning to write a book about your theory.”

Greek Concept 1: **graph/gram, phon, photo, tele**

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“I’d be glad to help. I’m sure we’ll learn a lot as we’re working on it together.”

**Greek Concept 1: graph/gram, phon, photo, tele**

**Passage B: What Motivates Inventors?**

Words	Word Sums	Meanings
graphic	graph + ic → graphic	pertaining to drawing; something that is drawn
graphs	graph + s → graphs	more than one graph; more than tool for writing or recording data
phonograph	phono + graph → phonograph	an instrument for writing/recording sound
photocopying	photo + copy + ing → photocopying	the act of making copies through the use of light
photograph	photo + graph → photograph	an image that is drawn through light
photographic	photo + graph + ic → photographic	describes something related to photography or drawing through light
photographs	photo + graph + s → photographs	more than one photograph; more than one image that is drawn through light
photography	photo + graph + y → photography	the state or art of taking photographs; the art of writing through light (-y = a noun suffix indicating state, condition, or quality)
telegram	tele + gram → telegram	a message sent by telegraph; a message sent over a distance
telegraph	tele + graph → telegraph	a device for sending messages over a distance
telegraphs	tele + graph + s → telegraphs	more than one device for sending messages over a distance
telephone	tele + phone → telephone	a device for transmitting sounds/voices over a distance
television	tele + vis + ion → television	state of seeing something sent from a distance; state of sending visual images and sound over a distance

**Greek Concept 1: graph/gram, phon, photo, tele**

**Passage B: What Motivates Inventors?**

**Comprehension Questions:**

1. What did James believe first motivates inventors to invent something new? Do you agree?  
James believes inventors probably start by trying to solve a specific problem. Answers for the second portion will vary.
2. Who invented the modern photographic process? When and where did this take place?  
William Henry Fox invented the modern photographic process in Talbot in 1834.
3. Why do you think James refers to photographs as a visual superpower?  
Answers may vary. Before photographs, we could only preserve events in our own memory. Photographs allow us to capture memories forever.
4. Explain how Jada believes telephones extend what our senses can do.  
Jada believes that telephones extend the sense of sound because our voices can only travel so far without technology.
5. Name two inventors who contributed to the development of the telephone.  
Alexander Graham Bell and Thomas Edison both contributed to the development of the telephone.
6. What limitation did the television solve?  
Before television, we couldn't transmit an event in real time from a distance.

**Writing Prompt:**

- In the story, several inventions are mentioned including photographs, telephones, and television. Write about which of these inventions you are most grateful for and why.

Name \_\_\_\_\_ Date \_\_\_\_\_

Greek Concept 3: **biblio, bio, hydr(o), phobia**

### A Doctor’s Autobiography

In his autobiography, the doctor said that his background in biochemistry helped him come up with different ideas for antibiotics. He had spent his entire life working with experts in other fields such as biophysics, microbiology, and biomechanics. A doctor that he worked closely with invented a new product that helped people deal with dehydration. The doctor had joined with a science and engineering group that was working on the new hydroelectric facility being built on the river. It was a good thing that the doctor did not have hydrophobia. This project proved that the doctor contributed to more than just the biomedical field.

**Directions:** Add words from the passage that contain the new morpheme(s). Create word sums. Write the meanings.

Words	Word Sums	Meanings

**Greek Concept 3: biblio, bio, hydr(o), phobia**

**Passage A: A Doctor's Autobiography**

**Comprehension Questions:**

1. What is an autobiography?
2. The doctor has a background in what branch of science?
3. List three other fields of science mentioned in the passage.
4. Which common ailment did one doctor invent a product for?
5. Do you think the doctor was successful in his field? Why or why not?

**Writing Prompt:**

- The passage mentions many different branches of science and medicine. Write to describe ways modern medicine and health products benefit you every day. Consider things like vitamins, medications, thermometers, ointments, etc.

Greek Concept 3: **biblio, bio, hydr(o), phobia**

### A Doctor's Autobiography

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**Greek Concept 3: biblio, bio, hydr(o), phobia**

**Passage A: A Doctor's Autobiography**

Words	Word Sums	Meanings
antibiotics	anti + bio + tic + s → antibiotics	substances that are against life; medicines that kill harmful bacteria (*The "t" stems from the Greek <i>biotokos</i> ; -ic/tic = pertaining to)
autobiography	auto + bio + graph + y → autobiography	something written about one's own life (-y = a noun suffix indicating state, condition, or quality)
biochemistry	bio + chem + ist + ry → biochemistry bio + chemistry → biochemistry	the art of studying living organisms; chemistry involving living things (*chem = from alchemy/a substance; ist = someone who; -ry/ery = art of)
biomechanics	bio + mechan + ic + s → biomechanics bio + mechanic + s → biomechanics	the study of the action of forces on the body; how forces such as muscles, bones and joints act on the bodies of living organisms (*mechan = machine/device)
biomedical	bio + medic + al → biomedical bio + medical → biomedical	related to being a doctor who studies life; a combination of biology and medicine (* <i>medic</i> stems from the Latin <i>medicus</i> , meaning physician.)
biophysics	bio + phys + ic + s → biophysics	related to studying the natural properties and principles of life (* <i>phys</i> = nature or natural properties)
dehydration	de + hydr + ate + ion → dehydration	the state of not drinking enough water
hydroelectric	hydro + electric → hydroelectric	related to electricity made through water
hydrophobia	hydro + phobia → hydrophobia	irrational fear of drinking or swallowing water
microbiology	micro + bio + logy → microbiology	the science of tiny living things or microorganisms

**Greek Concept 3: biblio, bio, hydr(o), phobia**

**Passage A: A Doctor's Autobiography**

**Comprehension Questions:**

1. What is an autobiography?

An autobiography is a book written by a person about their own life.

2. The doctor has a background in what branch of science?

The doctor has a background in biochemistry.

3. List three other fields of science mentioned in the passage.

Biophysics, microbiology, and biomechanics are mentioned in the passage.

4. Which common ailment did one doctor invent a product for?

One doctor invented a product that helped with dehydration.

5. Do you think the doctor was successful in his field? Why or why not?

Answers may vary. I think the doctor was successful in his field because he worked with many experts and made many contributions.

**Writing Prompt:**

- The passage mentions many different branches of science and medicine. Write to describe ways modern medicine and health products benefit you every day. Consider things like vitamins, medications, thermometers, ointments, etc.

Name \_\_\_\_\_ Date \_\_\_\_\_

Greek Concept 3: **biblio, bio, hydr(o), phobia**

## Studying Phobias

Daniela was studying to become a psychologist. When she came home for the holidays, she went out with a group of her friends. They were all asking her about her course of study.

“What’s going to be your area of specialization?” her friend Terrence asked.

“I’m interested in helping people overcome their phobias,” Daniela said.

“I have arachnophobia,” Terrence said. “Spiders really creep me out.”

“That phobia falls into the category of zoophobias, which is the third most common phobia,” Daniela said. “About 22% of the people in America fear spiders, which is arachnophobia, or snakes, which is ophidiophobia, or dogs, which is cynophobia, or they have some other type of animal fear.”

“I love my dog so much,” said Hailey. “I can’t imagine anyone having a fear of dogs.”

“Phobias are more than just a feeling of fear,” Daniela explained. “Fear is a rational reaction to something that is dangerous, but a phobia is an irrational fear that’s out of proportion to the actual danger.”

“I can attest to that,” said Terrence. “I can’t even go near the tiniest spider. I really freak out even though, logically, I know it can’t hurt me. What are you afraid of, Hailey?”

“Last weekend, some friends of my parents wanted to take us out on their hydroplane. But I’m terrified of flying, and the idea of a plane that lands on water is even scarier to me than one that just flies in the air, so I didn’t go.”

“The intense fear of flying, aviophobia, is quite common,” said Daniela, “and so is aquaphobia, the intense fear of water.”

“Could you cure me of my flying phobia, Daniela? My family had so much fun on the hydroplane, and I felt bad that I was too scared to join them.”

“That’s what I’m learning right now. There are lots of ways to treat phobias. Once I finish my course of study, I will be able to help you. One of the treatment methods that is really interesting is more like a game. Using a virtual reality headset, the patient sees situations that trigger the phobia. Biofeedback is then provided so he

Name \_\_\_\_\_ Date \_\_\_\_\_

Greek Concept 3: **biblio, bio, hydr(o), phobia**

or she can see the biological responses, such as an increased heart rate, elevated blood pressure, or tingling skin.”

“Wow! If I had a virtual headset that showed me spiders everywhere, I bet my blood pressure would be off the charts!” Terrence exclaimed.

“That’s where the biofeedback comes in,” Daniela said. “You would see data on your blood pressure, and little by little, you could work to control it.”

“I don’t think I have any phobias,” Margaret said, “but some people in my family have them. My aunt is scared of doctors. She had a sinus infection recently and probably needed some antibiotics, but she refused to set up an appointment.”

“Do you have any phobias, Daniela?” Terrence asked with a grin on his face.

Daniela laughed. “I can tell you that I’m glad I don’t have bibliophobia because I need to use a large number of books to write my articles for class. The bibliography for every article is extensive. Truthfully, I do have a phobia, and it’s the top phobia in the United States—25% of all people living here have it. It’s glossophobia.”

“What’s that?” Terrence asked. “The fear of glossy pages?”

“No!” Daniela laughed again. “It’s the intense fear of public speaking.”

“Wow! I guess you’ll have to use some of your own techniques to overcome that,” Margaret said.

“Yes, I definitely will since it will be important for me to speak in front of groups for my work,” Daniela said.

“You don’t seem scared to talk with us,” Hailey said.

“You’re all my friends. That’s different! When I have to get up on stage and do a presentation in front of an audience, I start to sweat and get super shaky,” Daniela exclaimed. “And I have a big presentation coming up, so I had better get to work on overcoming my glossophobia!”

**Greek Concept 3: biblio, bio, hydr(o), phobia**

**Passage B: Studying Phobias**

**Directions:** Add words from the passage that contain the new morpheme(s). Create word sums. Write the meanings.

Words	Word Sums	Meanings

**Greek Concept 3: biblio, bio, hydr(o), phobia**

**Passage B: Studying Phobias**

**Comprehension Questions:**

1. What was Daniela studying to become?
2. Daniela was interested in what specialized topic?
3. What phobia does Terrence have? Which category of phobias does this fall into?
4. What is the top phobia in the United States? What percentage of people living in the United States have it?
5. Describe one treatment method for phobias mentioned in the passage.
6. Do you think this treatment method would be effective in helping you with a phobia? Why or why not?

**Writing Prompt:**

- A phobia is an intense or irrational fear or hatred of something. Write about a phobia you have or someone in your family has.

Greek Concept 3: **biblio, bio, hydr(o), phobia**

## Studying Phobias

(fiction with science facts)

Daniela was studying to become a psychologist. When she came home for the holidays, she went out with a group of her friends. They were all asking her about her course of study.

“What’s going to be your area of specialization?” her friend Terrence asked.

“I’m interested in helping people overcome their phobias,” Daniela said.

“I have arachnophobia,” Terrence said. “Spiders really creep me out.”

“That phobia falls into the category of zoophobias, which is the third most common phobia,” Daniela said. “About 22% of the people in America fear spiders, which is arachnophobia, or snakes, which is ophidiophobia, or dogs, which is cynophobia, or they have some other type of animal fear.”

“I love my dog so much,” said Hailey. “I can’t imagine anyone having a fear of dogs.”

“Phobias are more than just a feeling of fear,” Daniela explained. “Fear is a rational reaction to something that is dangerous, but a phobia is an irrational fear that’s out of proportion to the actual danger.”

“I can attest to that,” said Terrence. “I can’t even go near the tiniest spider. I really freak out even though, logically, I know it can’t hurt me. What are you afraid of, Hailey?”

“Last weekend, some friends of my parents wanted to take us out on their hydroplane. But I’m terrified of flying, and the idea of a plane that lands on water is even scarier to me than one that just flies in the air, so I didn’t go.”

“The intense fear of flying, aviophobia, is quite common,” said Daniela, “and so is aquaphobia, the intense fear of water.”

“Could you cure me of my flying phobia, Daniela? My family had so much fun on the hydroplane, and I felt bad that I was too scared to join them.”

“That’s what I’m learning right now. There are lots of ways to treat phobias. Once I finish my course of study, I will be able to help you. One of the treatment methods that is really interesting is more like a game. Using a virtual reality headset, the patient sees situations that trigger the phobia. Biofeedback is then provided so he

Greek Concept 3: **biblio, bio, hydr(o), phobia**

or she can see the biological responses, such as an increased heart rate, elevated blood pressure, or tingling skin.”

“Wow! If I had a virtual headset that showed me spiders everywhere, I bet my blood pressure would be off the charts!” Terrence exclaimed.

“That’s where the biofeedback comes in,” Daniela said. “You would see data on your blood pressure, and little by little, you could work to control it.”

“I don’t think I have any phobias,” Margaret said, “but some people in my family have them. My aunt is scared of doctors. She had a sinus infection recently and probably needed some antibiotics, but she refused to set up an appointment.”

“Do you have any phobias, Daniela?” Terrence asked with a grin on his face.

Daniela laughed. “I can tell you that I’m glad I don’t have bibliophobia because I need to use a large number of books to write my articles for class. The bibliography for every article is extensive. Truthfully, I do have a phobia, and it’s the top phobia in the United States—25% of all people living here have it. It’s glossophobia.”

“What’s that?” Terrence asked. “The fear of glossy pages?”

“No!” Daniela laughed again. “It’s the intense fear of public speaking.”

“Wow! I guess you’ll have to use some of your own techniques to overcome that,” Margaret said.

“Yes, I definitely will since it will be important for me to speak in front of groups for my work,” Daniela said.

“You don’t seem scared to talk with us,” Hailey said.

“You’re all my friends. That’s different! When I have to get up on stage and do a presentation in front of an audience, I start to sweat and get super shaky,” Daniela exclaimed. “And I have a big presentation coming up, so I had better get to work on overcoming my glossophobia!”

**Greek Concept 3: biblio, bio, hydr(o), phobia**

**Passage B: Studying Phobias**

Words	Word Sums	Meanings
antibiotics	anti + bio + tic + s → antibiotics	substances that are against life; medicines that kill harmful bacteria (*The “t” stems from the Greek <i>biotokos</i> = pertaining to life)
aquaphobia	aqua + phobia → aquaphobia	irrational fear of water
arachnophobia	arachn + (o) + phobia → arachnophobia	irrational fear of spiders and other arachnids
aviophobia	avi + (o) + phobia → aviophobia	irrational fear of flying in airplanes (*avi = bird)
bibliography	biblio + graph + y → bibliography	the writing of books; a list of books referenced in a piece of writing (-y = a noun suffix indicating state, condition, or quality)
bibliophobia	biblio + phobia → bibliophobia	irrational fear or hatred of books
biofeedback	bio + feed + back → biofeedback	information/data that is fed back to other researchers about life functions or bodily functions
biological	bio + log + ic + al → biological bio + log[y] + ic + al → biological	related to speaking or learning about life; related to biology (*log = speech/study)
cynophobia	cyno + phobia → cynophobia	irrational fear of dogs (*cyno stems from the Greek <i>kynos</i> meaning dogs)
glossophobia	gloss + (o) + phobia → glossophobia	irrational fear of public speaking (gloss/ <i>glossa</i> = language/tongue)
hydroplane	hydro + plane → hydroplane	to glide across water, such as in a vehicle gliding over a large puddle
ophidiophobia	ophidi + (o) + phobia → ophidiophobia	fear of snakes (ophidi/ <i>ophis</i> = snake)
phobia	*cannot be divided further	irrational fear or hatred
phobias	phobia + s → phobias	more than one irrational fear
zoophobias	zoo + phobia + s → zoophobias	irrational fears related to animals

**Greek Concept 3: biblio, bio, hydr(o), phobia**

**Passage B: Studying Phobias**

**Comprehension Questions:**

1. What was Daniela studying to become?

Daniela was studying to become a psychologist.

2. Daniela was interested in what specialized topic?

Daniela was interested in helping people overcome their phobias.

3. What phobia does Terrence have? Which category of phobias does this fall into?

Terrence has arachnophobia which falls into the category of zoophobias.

4. What is the top phobia in the United States? What percentage of people living in the United States have it?

The top phobia in the United States is glossophobia. 25% of all people living in the United States have it.

5. Describe one treatment method for phobias mentioned in the passage.

One treatment method for phobias is a virtual reality headset that triggers the phobia and provides biofeedback.

6. Do you think this treatment method would be effective in helping you with a phobia? Why or why not?

Answers will vary.

**Writing Prompt:**

- A phobia is an intense or irrational fear or hatred of something. Write about a phobia you have or someone in your family has.

Name \_\_\_\_\_ Date \_\_\_\_\_

Latin Concept 1: **rupt**

### Volcanoes—Nature’s Explosions

If you shake a bottle of soda, gas bubbles will form, which will cause pressure to build up. When you twist the cap off abruptly, soda will shoot out. A volcanic eruption works in much the same way. Gas bubbles form in hot liquid rock under the Earth’s crust. This liquid rock is called magma. When the pressure becomes too great, the magma erupts from a rupture at the top or sides of a volcano. Once the magma reaches the surface, it’s called lava.

Between 50 and 70 volcanoes erupt on Earth every year. Depending on how explosive these eruptions are and whether people are prepared, the eruptions can cause anything from minor interruptions of daily life to catastrophic disruptions, including loss of life and property. Despite these dangers, it’s estimated that 1 in 20 people on Earth live close to an active volcano.

**Directions:** Add words from the passage that contain the new morpheme(s). Create word sums. Write the meanings.

Words	Word Sums	Meanings

**Latin Concept 1: rupt**

**Passage A: Volcanoes—Nature’s Explosions**

**Comprehension Questions:**

1. The author compares an erupting volcano to what common occurrence?
2. Define magma.
3. What is magma called once it reaches the surface?
4. How many volcanoes erupt each year?
5. Approximately how many people on Earth live close to an active volcano?

**Writing Prompt:**

- Imagine that you are a scientist studying a volcano that hasn’t erupted in over a century. Suddenly, the ground shakes, and smoke begins to rise. Write about what happens next. How do you respond?

Latin Concept 1: **rupt**

## Volcanoes—Nature’s Explosions

If you shake a bottle of soda, gas bubbles will form, which will cause pressure to build up. When you twist the cap off abruptly, soda will shoot out. A volcanic eruption works in much the same way. Gas bubbles form in hot liquid rock under the Earth’s crust. This liquid rock is called magma. When the pressure becomes too great, the magma erupts from a rupture at the top or sides of a volcano. Once the magma reaches the surface, it’s called lava.

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**Latin Concept 1: rupt**

**Passage A: Volcanoes—Nature’s Explosions**

<b>Words</b>	<b>Word Sums</b>	<b>Meanings</b>
<b>abruptly</b>	ab + rupt + ly → abruptly	describes something that breaks away suddenly
<b>disruptions</b>	dis + rupt + ion + s → disruptions	more than one thing that breaks apart the flow or focus
<b>erupt</b>	e + rupt → erupt	to burst out
<b>eruption</b>	e + rupt + ion → eruption	state of bursting out
<b>eruptions</b>	e + rupt + ion + s → eruptions	more than one thing that is bursting open or bursting out
<b>erupts</b>	e + rupt + s → erupts	bursts out; third person singular of erupt
<b>interruptions</b>	inter + rupt + ion + s → interruptions	more than one thing that breaks between
<b>rupture</b>	rupt + ure → rupture	the state of bursting open

Latin Concept 5: **struct**

Passage B: **The Indestructible Building**

**Comprehension Questions:**

1. What does Olivia's dad do for work?

Olivia's dad is an architect.

2. List the factors that can affect the damage an earthquake causes to a building or structure.

Damage to a structure can be affected by the soil under the buildings, how close the epicenter is to the building, and the structural design of the building.

3. Why do older structures often sustain the most damage from earthquakes?

Older structures often sustain the most damage from earthquakes because they are made from stone and do not have modern reinforcements.

4. Dad compares the rubberized units in his design to what other modern invention?

Dad compares the rubberized units to the shock absorbers on cars.

5. What strategy do the architects from Chile use to continue improving their designs?

The architects from Chile deconstruct the sequence of events after earthquakes to analyze the damage and invent new methods and ideas.

6. Dad gives what example of a structure that has withstood the test of time?

Dad uses the Egyptian pyramids as an example of a structure that has withstood the test of time.

**Writing Prompt:**

- In the story, Dad talks about why he loves collaborating with other architects. He says they instruct each other and it makes everyone's designs better. Write about a time that you collaborated with friends or classmates and it led to better ideas.

**Latin Concept 1: rupt**

**Passage A: Volcanoes—Nature’s Explosions**

**Comprehension Questions:**

1. The author compares an erupting volcano to what common occurrence?

The author compares an erupting volcano to soda shooting out of a shaken bottle.

2. Define magma.

Magma is the hot liquid rock that forms under the Earth’s crust.

3. What is magma called once it reaches the surface?

Once it reaches the surface, magma is called lava.

4. How many volcanoes erupt each year?

Between 50 and 70 volcanoes erupt each year.

5. Approximately how many people on Earth live close to an active volcano?

Approximately 1 in 20 people on Earth live close to an active volcano.

**Writing Prompt:**

- Imagine that you are a scientist studying a volcano that hasn’t erupted in over a century. Suddenly, the ground shakes, and smoke begins to rise. Write about what happens next. How do you respond?

Name \_\_\_\_\_ Date \_\_\_\_\_

**Latin Concept 1: rupt****The Erupting Science Project**

“What are you doing? Can I interrupt you?” James asked his sister.

“I guess,” Amara said. “I’m trying to assemble all the pieces for the science project I plan to make. I’ve got vinegar, baking soda, food coloring, a plastic soda bottle, paint in different colors, a large piece of cardboard, paste, and newspaper.”

“What’s it going to be?” James asked.

“Well, if I do it right, it’s going to be a simulation of an erupting volcano,” Amara said as she started to cut strips of newspaper.

“I need to put this soda bottle in the middle of the cardboard. Then I need to build up the sides with crushed newspaper and paste to form the cone of the volcano.”

“That sounds cool. Can I help?” asked James.

“Sure! My teacher said it’s okay for family members to help as long as I direct the project,” Amara said.

“Why is there a soda bottle inside the volcano?” James asked.

“That’s where I’ll mix the vinegar with baking soda to simulate the explosion.”

“What will the food coloring be used for?”

“Well, when there’s a real volcanic eruption, molten rock called magma spews out from the top of a volcano. Once it spills onto the ground, it’s called lava. Lava is over 2,000 degrees Fahrenheit, so the food coloring makes the explosion look red-hot like real lava.”

“Are there any volcanoes near here?” James asked.

“I’m not sure,” Amara said. “I read yesterday that about 350 million people worldwide live near the danger range of an active volcano. That’s about 1 in every 20 people!”

“Really? What happens when a volcano erupts where people live?” James asked.

“It depends on how abrupt the explosion is,” Amara said. “If there is little warning, then people’s lives can be in danger. Sometimes a cluster of earthquakes provides advance warning that a volcano is about to erupt. In that case, people may have

Name \_\_\_\_\_ Date \_\_\_\_\_

Latin Concept 1: **rupt**

time to evacuate, but, as you can imagine, it causes a huge disruption in their day-to-day lives.”

“If that happened here, we could lose our home, and Dad might lose his business, too. Without customers, he’d go bankrupt pretty quickly,” James said.

“That isn’t the worst thing that could happen,” Amara said. “Centuries ago, Mount Vesuvius in Italy erupted and buried the entire city of Pompeii under volcanic ash. Thousands of people perished in a matter of minutes. Because the ash preserved their bodies, today you can visit Pompei and see exactly what they were doing when the volcano erupted.”

“It’s so weird to think their last day was frozen in time,” James said thoughtfully. “The loud explosions with fiery lava and ash would be frightening!”

“Yes! When Krakatoa (kra-kuh-tow-uh) in Indonesia exploded in 1883, the sound was so loud that it ruptured the eardrums of sailors on a boat that was 40 miles away.”

“Wow! That’s unbelievable!” James exclaimed. “You certainly have learned a lot about volcanoes. As soon as I finish helping you, I want to find out how far away we are from any active ones!”

**Directions:** Add words from the passage that contain the new morpheme(s). Create word sums. Write the meanings.

Words	Word Sums	Meanings

**Latin Concept 1: rupt**

**Passage B: The Erupting Science Project**

**Comprehension Questions:**

1. List the items Amara gathered for her project.
2. Which of the above items do you feel is the least important to the experiment? Why?
3. What temperature does lava reach?
4. How many people worldwide live near an active volcano?
5. Explain what is particularly interesting about the eruption in Pompeii.
6. Can the sound of a volcano be dangerous? How do you know?

**Writing Prompt:**

- Imagine that you got to visit the remains of Pompeii, Italy. Write a fictional story about the preserved bodies you saw. What were they doing at the time of the eruption?

Latin Concept 1: **rupt**

**The Erupting Science Project**  
(fiction with science facts)

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Latin Concept 1: **rupt**

time to evacuate, but, as you can imagine, it causes a huge disruption in their day-to-day lives.”

“If that happened here, we could lose our home, and Dad might lose his business, too. Without customers, he’d go bankrupt pretty quickly,” James said.

“That isn’t the worst thing that could happen,” Amara said. “Centuries ago, Mount Vesuvius in Italy erupted and buried the entire city of Pompeii under volcanic ash. Thousands of people perished in a matter of minutes. Because the ash preserved their bodies, today you can visit Pompei and see exactly what they were doing when the volcano erupted.”

“It’s so weird to think their last day was frozen in time,” James said thoughtfully. “The loud explosions with fiery lava and ash would be frightening!”

“Yes! When Krakatoa (kra-kuh-tow-uh) in Indonesia exploded in 1883, the sound was so loud that it ruptured the eardrums of sailors on a boat that was 40 miles away.”

“Wow! That’s unbelievable!” James exclaimed. “You certainly have learned a lot about volcanoes. As soon as I finish helping you, I want to find out how far away we are from any active ones!”

**Latin Concept 1: rupt**

**Passage B: The Erupting Science Project**

<b>Words</b>	<b>Word Sums</b>	<b>Meanings</b>
<b>abrupt</b>	ab + rupt → abrupt	to break away suddenly
<b>bankrupt</b>	bank + rupt → bankrupt	to break the bank or run out of money
<b>disruption</b>	dis + rupt + ion → disruption	state of breaking apart
<b>erupt</b>	e + rupt → erupt	to burst out
<b>erupted</b>	e + rupt + ed → erupted	has burst out
<b>erupting</b>	e + rupt + ing → erupting	act of bursting out now
<b>eruption</b>	e + rupt + ion → eruption	state of bursting out
<b>erupts</b>	e + rupt + s → erupts	bursts out; third person singular of erupt
<b>interrupt</b>	inter + rupt → interrupt	to break between
<b>ruptured</b>	rupt + ure + ed → ruptured	has burst open

**Latin Concept 1: rupt****Passage B: The Erupting Science Project****Comprehension Questions:**

1. List the items Amara gathered for her project.  
Amara gathered vinegar, baking soda, food coloring, a plastic bottle, paint, cardboard, paste, and newspaper.
2. Which of the above items do you feel is the least important to the experiment? Why?  
Answers may vary. The paint is probably the least important item because the experiment would still work without it.
3. What temperature does lava reach?  
Lava reaches a temperature of over 2,000 degrees Fahrenheit.
4. How many people worldwide live near an active volcano?  
About 350 million people worldwide live near an active volcano.
5. Explain what is particularly interesting about the eruption in Pompeii.  
The eruption in Pompeii buried the entire city under volcanic ash. The ash preserved their bodies exactly as they were at the time of the explosion.
6. Can the sound of a volcano be dangerous? How do you know?  
The sound of a volcano can be dangerous. When Krakotoa exploded in 1883, it ruptured the eardrums of sailors 40 miles away.

**Writing Prompt:**

- Imagine that you got to visit the remains of Pompeii, Italy. Write a fictional story about the preserved bodies you saw. What were they doing at the time of the eruption?

Name \_\_\_\_\_ Date \_\_\_\_\_

Latin Concept 5: **struct**

### The Superstructure

The builder was building a new superstructure for the city. There was no question about the structural soundness of the building. However, the structure looked like it would obstruct the view of the stadium when it was finished. It was not ideal that the construction would block the stadium, but no one wanted to deconstruct any part of the building at this point.

The builder did not have clear instructions for the contractors, and constructing a new building was out of the question. If the west wing were to be reconstructed, the new building would not block any sight lines to the new stadium. Everyone would be happy. This opportunity to reconstruct would also make the structure almost indestructible. The infrastructure was planned and put into place.

**Directions:** Add words from the passage that contain the new morpheme(s). Create word sums. Write the meanings.

Words	Word Sums	Meanings

**Latin Concept 5: struct**

**Passage A: The Superstructure**

**Comprehension Questions:**

1. What was the primary concern about the construction of the superstructure?
2. Why were the workers hesitant to change the plan?
3. Describe the builder's plan for solving the problem.
4. Explain the added benefit of reconstructing the west wing.
5. Do you think the builder made the right decision in redesigning the project? Explain why.

**Writing Prompt:**

- Imagine that a construction crew in your city is designing a superstructure that will block the view of one of your favorite sights. Write an appeal urging them to redesign their project.

Latin Concept 5: **struct****The Superstructure**

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The builder did not have clear instructions for the contractors, and constructing a new building was out of the question. If the west wing were to be reconstructed, the new building would not block any sight lines to the new stadium. Everyone would be happy. This opportunity to reconstruct would also make the structure almost indestructible. The infrastructure was planned and put into place.

Latin Concept 5: **struct**

Passage A: **The Superstructure**

Words	Word Sums	Meanings
<b>constructing</b>	con + struct + ing → constructing	act of building together or joining together
<b>construction</b>	con + struct + ion → construction	state of being built together or joined together
<b>deconstruct</b>	de + con + struct → deconstruct	to take down; to take apart something that is built together
<b>indestructible</b>	in + de + struct + ible → indestructible	not able to be unbuilt or deconstructed
<b>infrastructure</b>	infra + struct + ure → infrastructure	underlying supportive building structures (*infra = beneath)
<b>instructions</b>	in + struct + ion + s → instructions	processes involved in building something; steps that explain how to build in
<b>obstruct</b>	ob + struct → obstruct	to build against or to block something from being built
<b>reconstruct</b>	re + con + struct → reconstruct	to build together again
<b>reconstructed</b>	re + con + struct + ed → reconstructed	has been built together again
<b>structural</b>	struct + ure + al → structural	related to something that is built
<b>structure</b>	struct + ure → structure	the result of building
<b>superstructure</b>	super + struct + ure → superstructure	the part of a building that is above or beyond the foundation

Latin Concept 5: **struct**

Passage A: **The Superstructure**

**Comprehension Questions:**

1. What was the primary concern about the construction of the superstructure?  
The primary concern about the superstructure was that it would obstruct the view of the stadium.
2. Why were the workers hesitant to change the plan?  
The workers were hesitant to change the plan because no one wanted to deconstruct any part of the building.
3. Describe the builder's plan for solving the problem.  
The builder decided to reconstruct the west wing of the superstructure so it did not block the view of the stadium.
4. Explain the added benefit of reconstructing the west wing.  
Reconstructing the west wing would make the structure indestructible.
5. Do you think the builder made the right decision in redesigning the project? Explain why.  
Answers will vary.

**Writing Prompt:**

- Imagine that a construction crew in your city is designing a superstructure that will block the view of one of your favorite sights. Write an appeal urging them to redesign their project.

Name \_\_\_\_\_ Date \_\_\_\_\_

Latin Concept 5: **struct****The Indestructible Building**

Olivia walked into her dad's home office. Her dad was an architect. He was drafting the design for a new building.

"Dad, can I interrupt you for a few minutes?"

"Sure, honey, what's up?"

"Well, I have a question. On television, when they show the destruction from an earthquake, sometimes everything is a big pile of rubble, but other times an earthquake of the same force happens, and there's only minor damage. How can that be?"

"You're asking a great question," her dad said. "The amount of damage resulting from an earthquake depends on many different factors. One of the factors is the soil under the buildings. Another factor is how close the earthquake epicenter was to that location. It also depends on whether the buildings were constructed with a modern design and the right materials to withstand powerful earthquakes or hurricanes. When you see a TV report about an earthquake that has caused a lot of damage, the buildings you see are often very old buildings made of stone. They don't have the structural reinforcements that new buildings have. That's why they crumble."

"That makes sense," Olivia said. "What are you working on now?"

"I'm working on a design for a new commercial building that will be built in San Francisco. Because there are so many earthquakes here in California, this skyscraper has to be built with materials that are practically indestructible. The design of the substructure is amazing. It's built on rubberized units that separate it from the ground, sort of like the shock absorbers on a car. That way, if the ground moves, the building sways instead of shattering," her dad said.

"I don't understand. You mean the building doesn't sit on the ground?" Olivia asked.

"Exactly! It's a superstructure poised on top of massive pillars that can move. An architect from Chile is working with me on this project. Their country is also prone to earthquakes. Every time an earthquake occurs there, they deconstruct the sequence of events to analyze the damage so they can come up with new methods and ideas."

Name \_\_\_\_\_ Date \_\_\_\_\_

Latin Concept 5: **struct**

“That’s cool,” said Olivia. “I guess when they reconstruct damaged areas, they can make them better so the new buildings won’t sustain the same level of damage if it happens again.”

“That’s right! I’m excited by all the new design ideas he’s sharing. When we collaborate, we instruct each other, and it makes everyone’s designs better,” her dad said.

“Do you think that someday you could build a structure that is completely indestructible?” Olivia asked.

“I think we can get close,” her dad said. “People have been trying to do that for centuries. Some buildings were built thousands of years ago that are still standing, like the pyramids in Egypt.”

“Will you bring me to see the new building once it’s constructed, Dad?”

“I sure will, honey. I’ll be proud to show it to you.”

**Directions:** Add words from the passage that contain the new morpheme(s). Create word sums. Write the meanings.

Words	Word Sums	Meanings

**Latin Concept 5: struct**

**Passage B: The Indestructible Building**

**Comprehension Questions:**

1. What does Olivia's dad do for work?
2. List the factors that can affect the damage an earthquake causes to a building or structure.
3. Why do older structures often sustain the most damage from earthquakes?
4. Dad compares the rubberized units in his design to what other modern invention?
5. What strategy do the architects from Chile use to continue improving their designs?
6. Dad gives what example of a structure that has withstood the test of time?

**Writing Prompt:**

- In the story, Dad talks about why he loves collaborating with other architects. He says they instruct each other and it makes everyone's designs better. Write about a time that you collaborated with friends or classmates and it led to better ideas.

Latin Concept 5: **struct**

## The Indestructible Building

(fiction with science facts)

Olivia walked into her dad's home office. Her dad was an architect. He was drafting the design for a new building.

"Dad, can I interrupt you for a few minutes?"

"Sure, honey, what's up?"

"Well, I have a question. On television, when they show the destruction from an earthquake, sometimes everything is a big pile of rubble, but other times an earthquake of the same force happens, and there's only minor damage. How can that be?"

"You're asking a great question," her dad said. "The amount of damage resulting from an earthquake depends on many different factors. One of the factors is the soil under the buildings. Another factor is how close the earthquake epicenter was to that location. It also depends on whether the buildings were constructed with a modern design and the right materials to withstand powerful earthquakes or hurricanes. When you see a TV report about an earthquake that has caused a lot of damage, the buildings you see are often very old buildings made of stone. They don't have the structural reinforcements that new buildings have. That's why they crumble."

"That makes sense," Olivia said. "What are you working on now?"

"I'm working on a design for a new commercial building that will be built in San Francisco. Because there are so many earthquakes here in California, this skyscraper has to be built with materials that are practically indestructible. The design of the substructure is amazing. It's built on rubberized units that separate it from the ground, sort of like the shock absorbers on a car. That way, if the ground moves, the building sways instead of shattering," her dad said.

"I don't understand. You mean the building doesn't sit on the ground?" Olivia asked.

"Exactly! It's a superstructure poised on top of massive pillars that can move. An architect from Chile is working with me on this project. Their country is also prone to earthquakes. Every time an earthquake occurs there, they deconstruct the sequence of events to analyze the damage so they can come up with new methods and ideas."

Latin Concept 5: **struct**

“That’s cool,” said Olivia. “I guess when they reconstruct damaged areas, they can make them better so the new buildings won’t sustain the same level of damage if it happens again.”

“That’s right! I’m excited by all the new design ideas he’s sharing. When we collaborate, we instruct each other, and it makes everyone’s designs better,” her dad said.

“Do you think that someday you could build a structure that is completely indestructible?” Olivia asked.

“I think we can get close,” her dad said. “People have been trying to do that for centuries. Some buildings were built thousands of years ago that are still standing, like the pyramids in Egypt.”

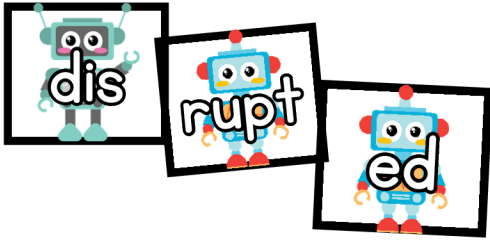
“Will you bring me to see the new building once it’s constructed, Dad?”

“I sure will, honey. I’ll be proud to show it to you.”

Latin Concept 5: **struct**

Passage B: **The Indestructible Building**

Words	Word Sums	Meanings
<b>constructed</b>	con + struct + ed → constructed	has been built together
<b>deconstruct</b>	de + con + struct → deconstruct	to take down; to take apart something that is built together
<b>destruction</b>	de + struct + ion → destruction	state of being torn down
<b>indestructible</b>	in + de + struct + ible → indestructible	not able to be torn down
<b>instruct</b>	in + struct → instruct	to build in by providing knowledge
<b>reconstruct</b>	re + con + struct → reconstruct	to build together again
<b>structural</b>	struct + ure + al → structural	related to something that is built
<b>structure</b>	struct + ure → structure	the result of building
<b>substructure</b>	sub + struct + ure → substructure	the underlying support structures of a building
<b>superstructure</b>	super + struct + ure → superstructure	the part of a building that is above or beyond the foundation



# MORPHEME BOT BUILDERS

## MATERIALS

- Morpheme Robot Cards (prefixes, suffixes, and bases)
- Scissors
- Optional: paper or notebook for writing words

## DIRECTIONS

Prepare Your Robots:

- Carefully cut out the robot cards. Each robot shows a word part:
  - Prefixes (beginning of a word, like dis-, un-, re-)
  - Bases (main meaning, like struct, port, tract)
  - Suffixes (endings, like -ed, -ing, -s)

Build Real Words:

- Choose one base (middle robot) and add a prefix, a suffix, or both to build a real word.

Examples:

- dis + rupt → disrupt
- dis + rupt + ed → disrupted
- re + port → report
- port + able → portable

Say the word out loud after you build it.

Think About Meaning:

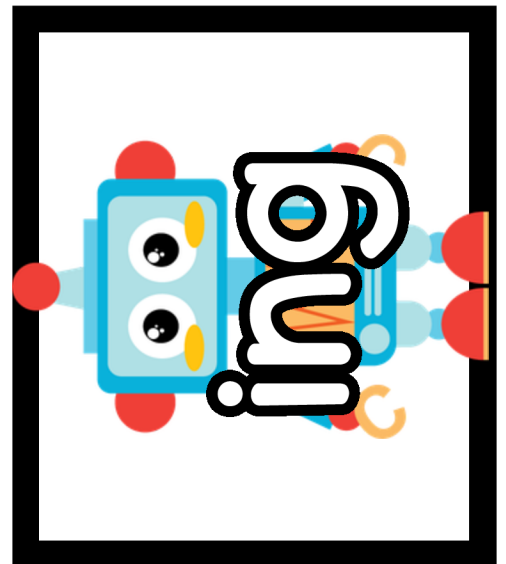
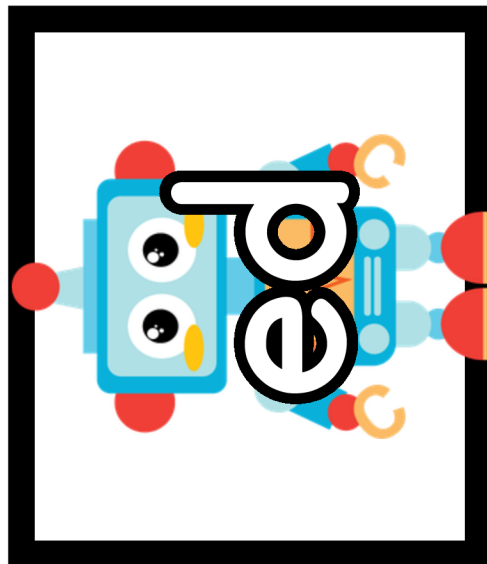
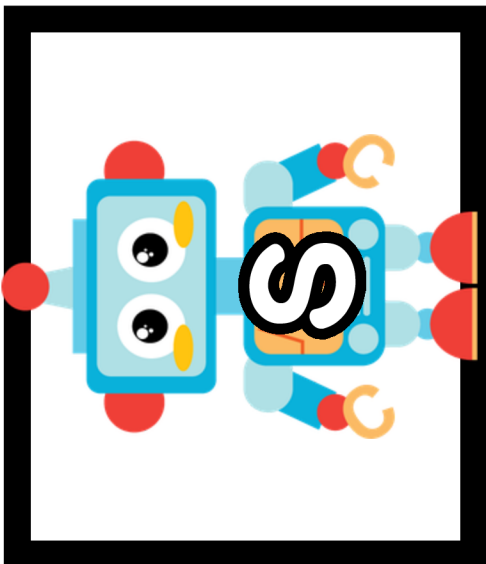
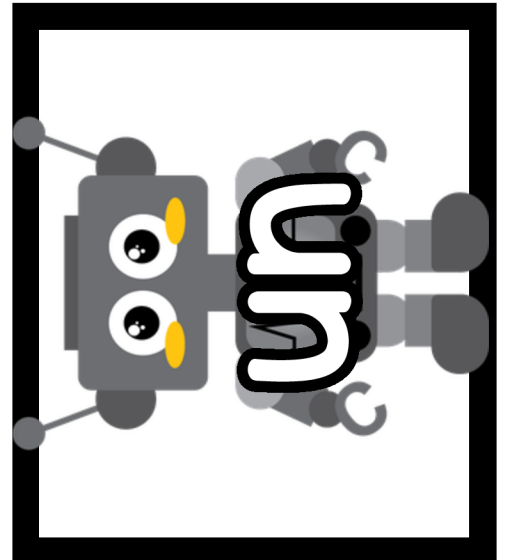
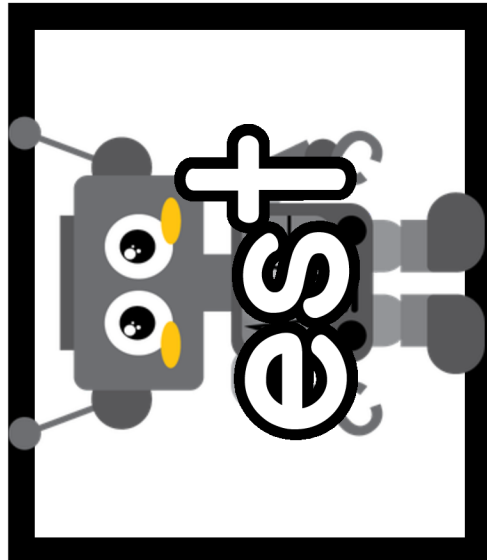
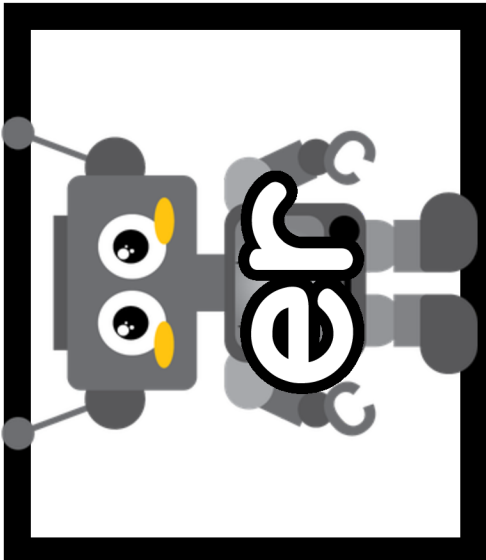
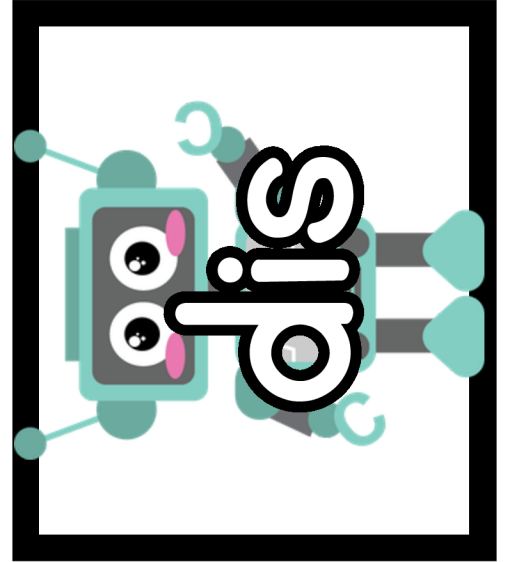
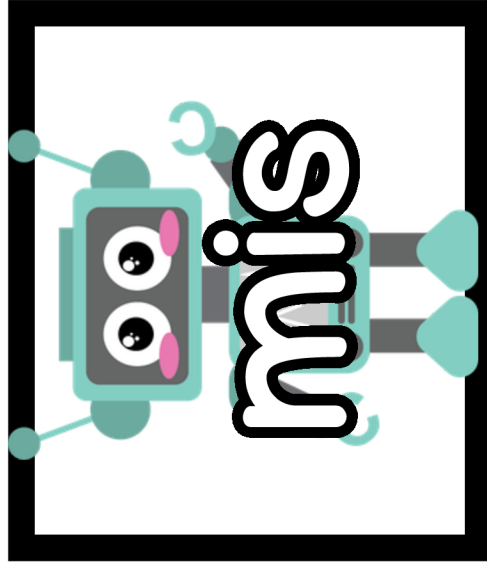
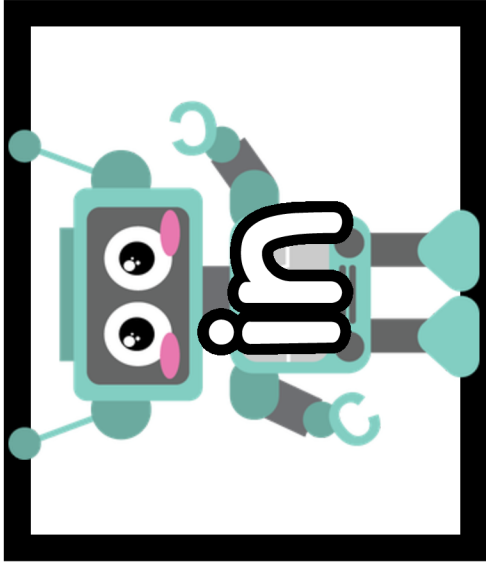
- Talk about how each part changes the word:
  - disrupt = to break apart
  - disrupted = already broke apart (happened in the past)
- Encourage your child to notice how adding endings like -ed or -ing changes the meaning.

Optional Activities

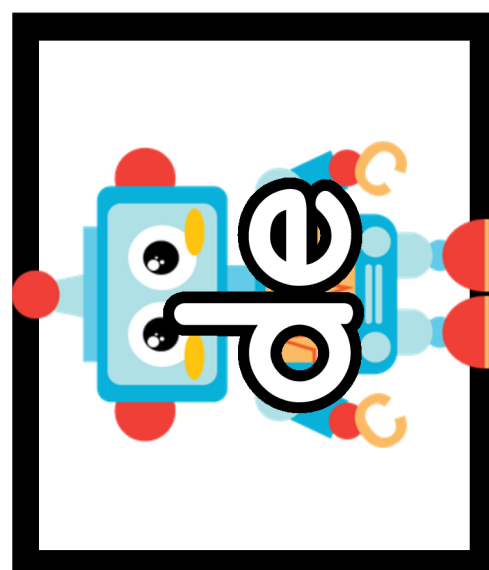
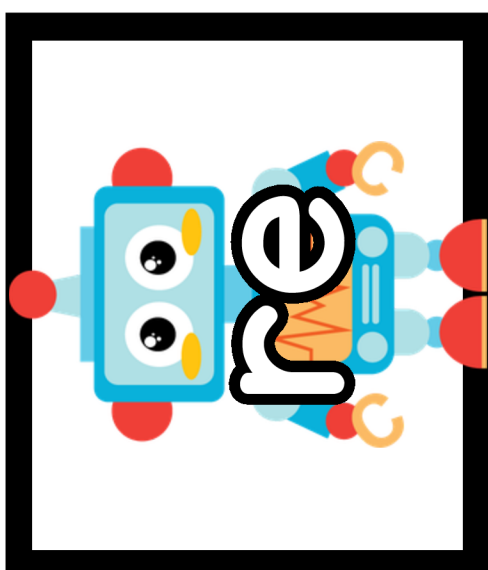
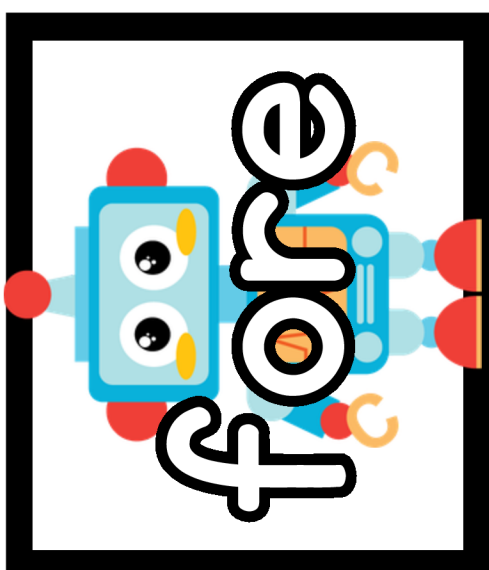
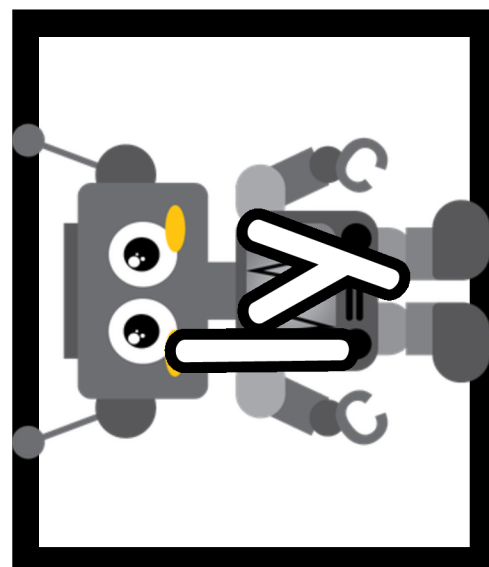
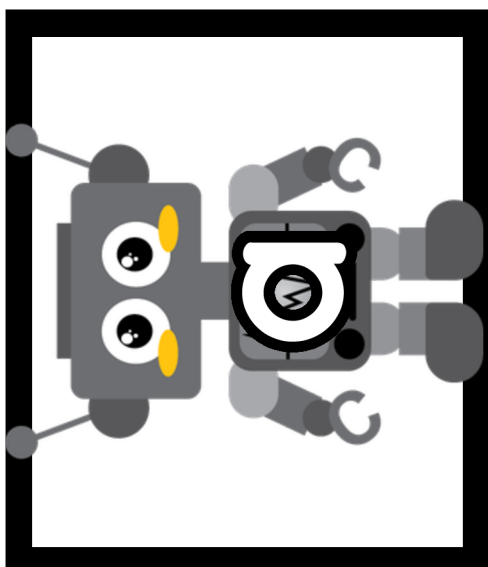
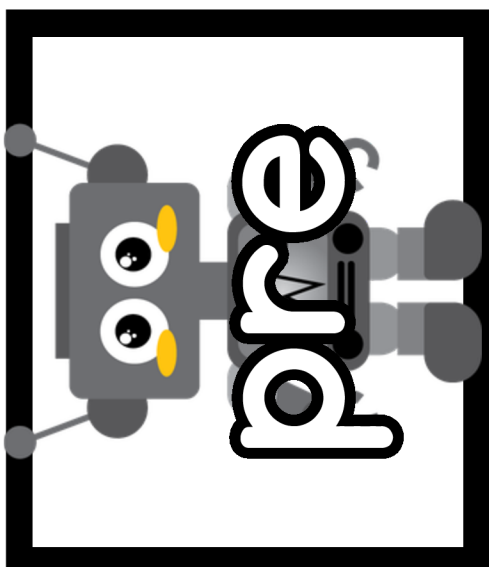
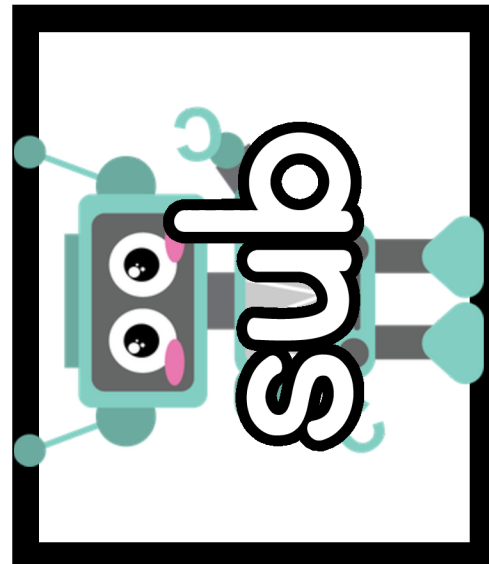
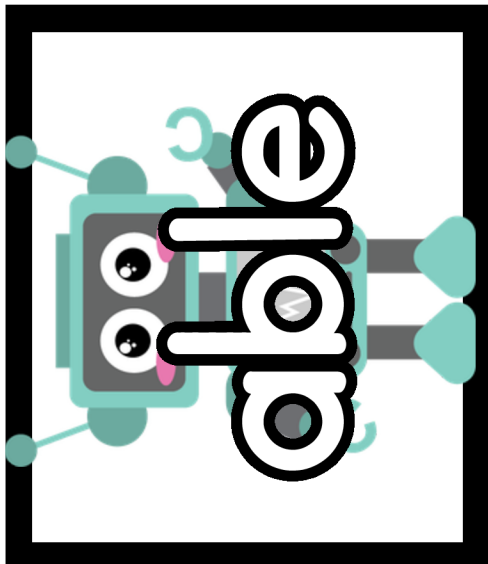
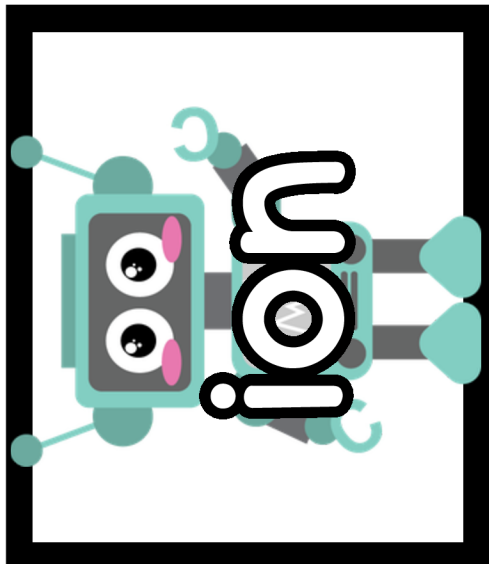
- Build a Word Family:
  - Start with one base and build as many real words as you can:
    - struct → construct, structure, instruction
- Word Detective:
  - Look for words in books that use the same parts and try to rebuild them with your robots.
- Challenge Mode:
  - How many real words can you build using one base in 5 minutes?



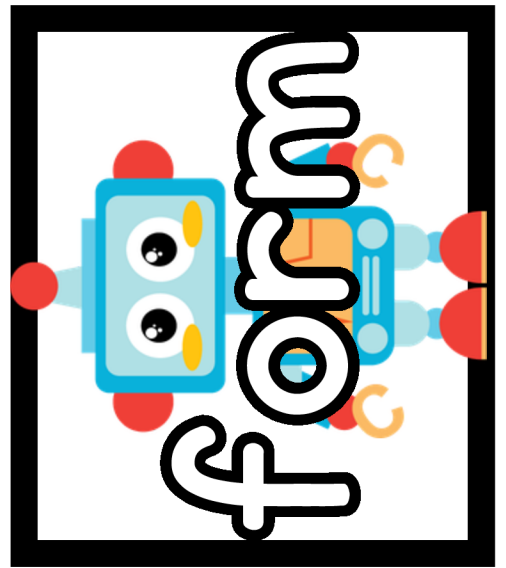
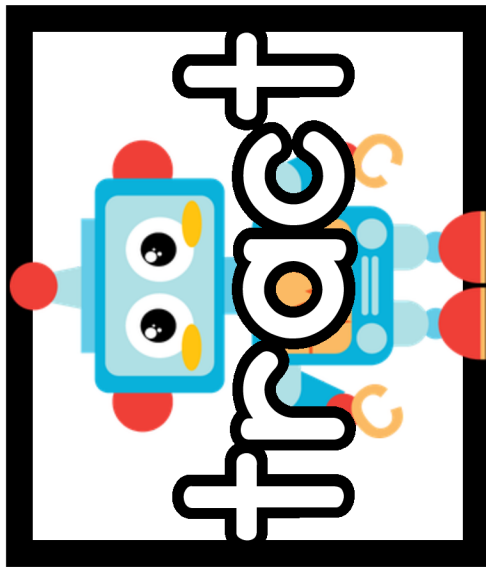
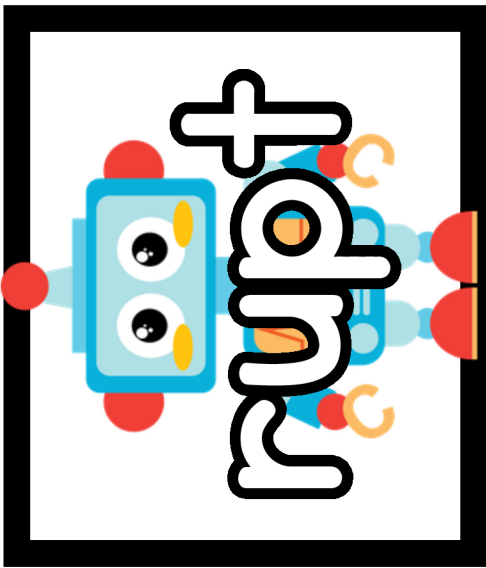
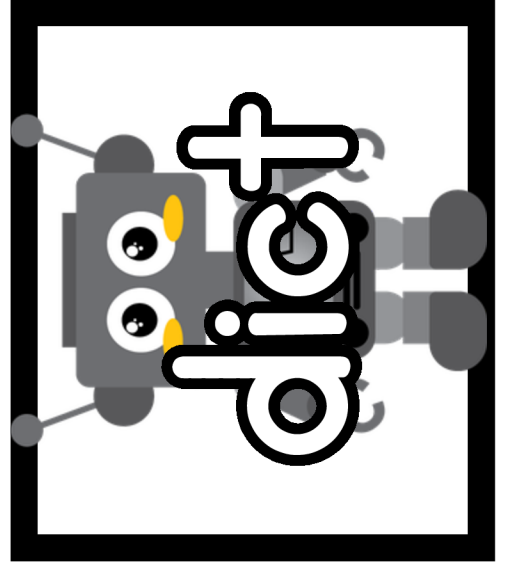
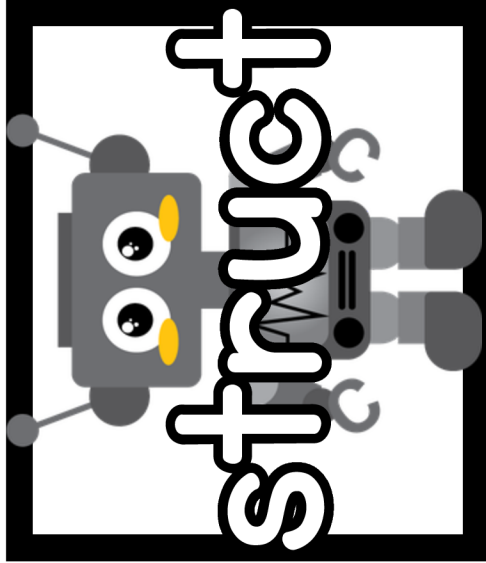
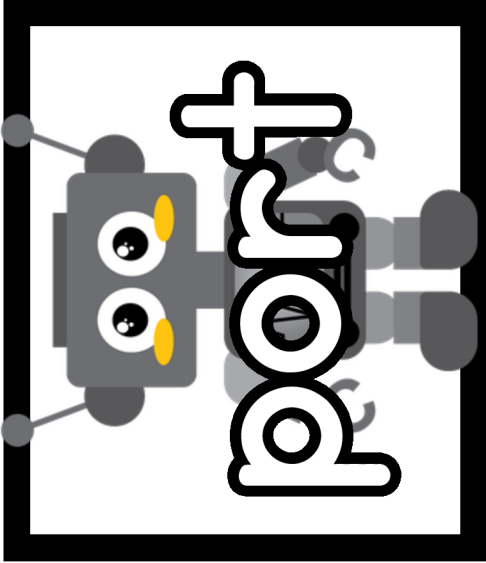
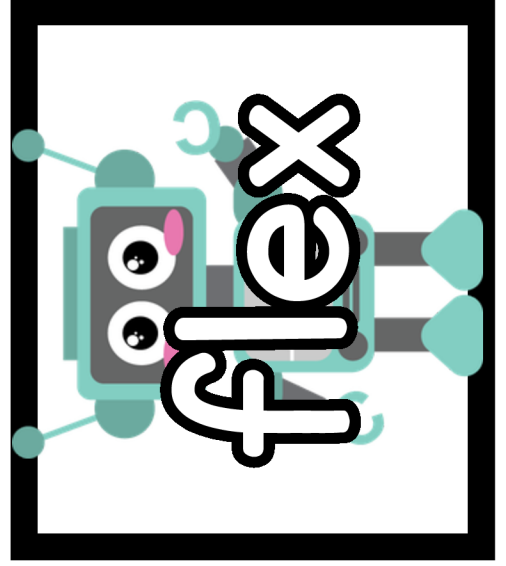
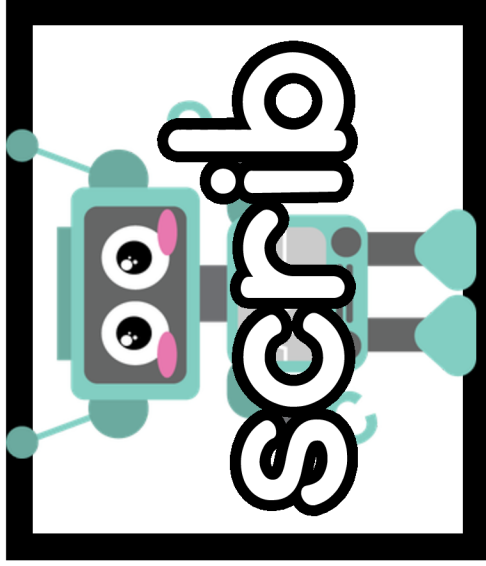
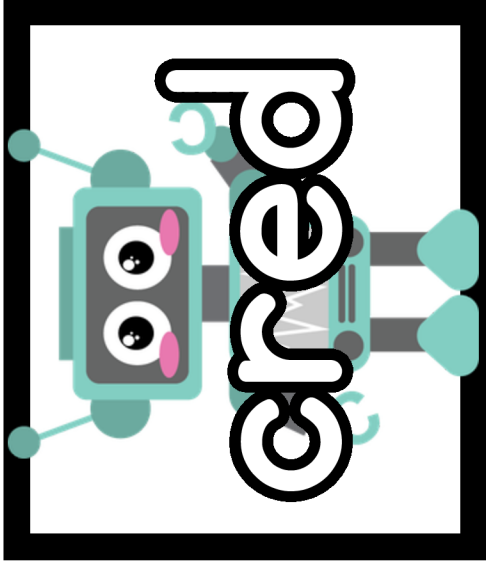
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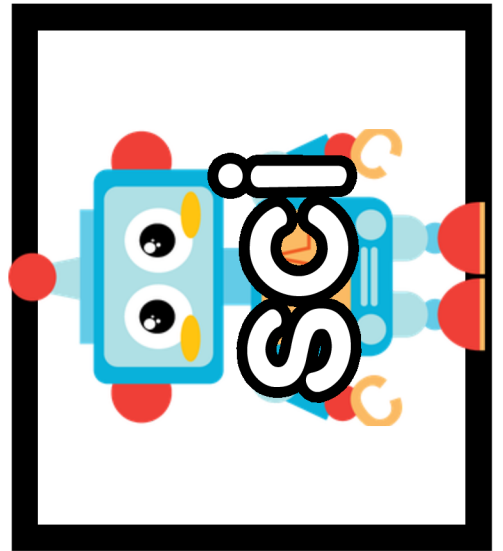
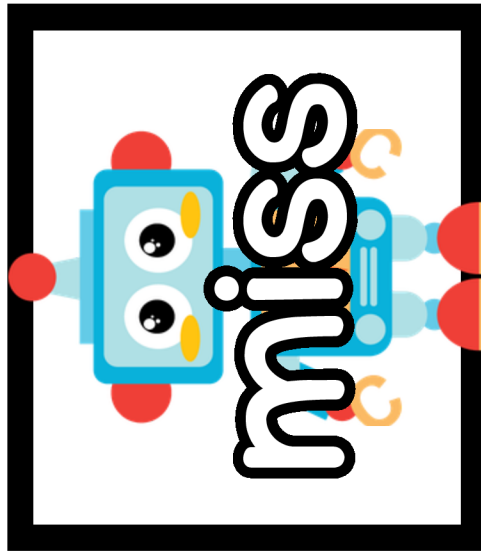
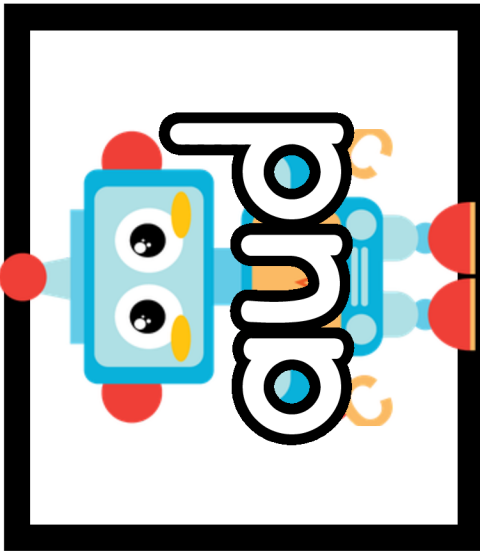
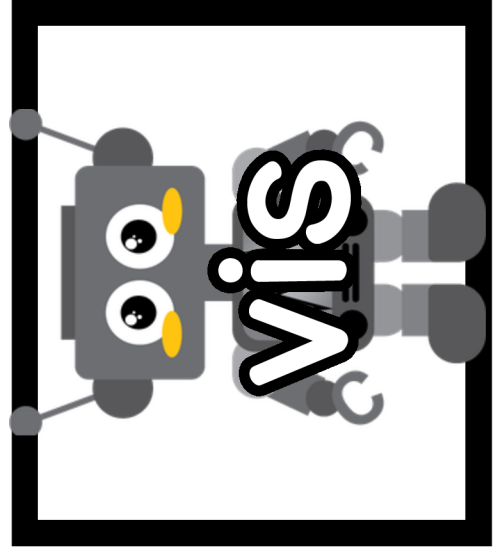
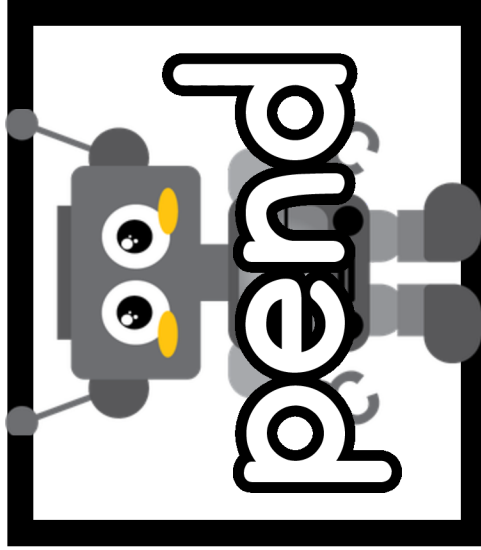
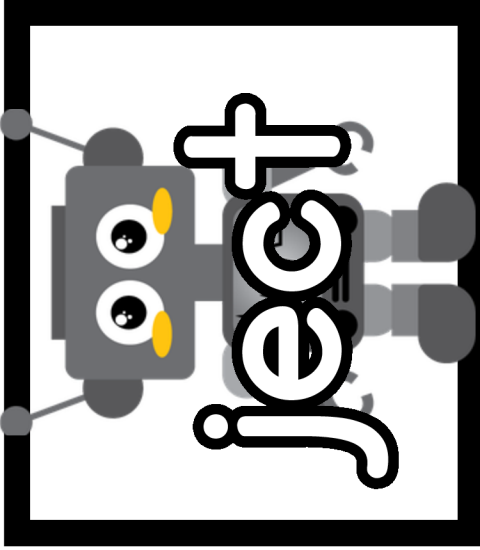
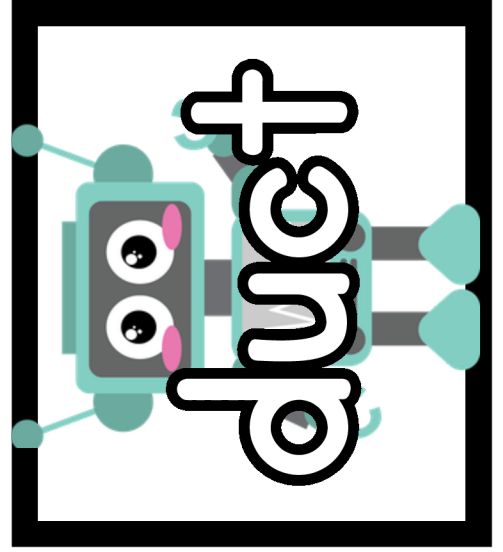
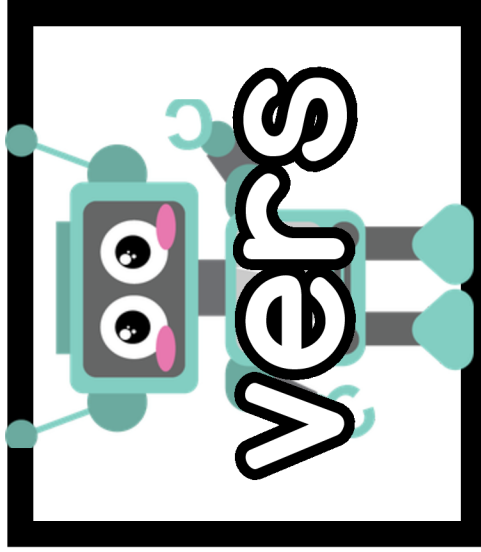
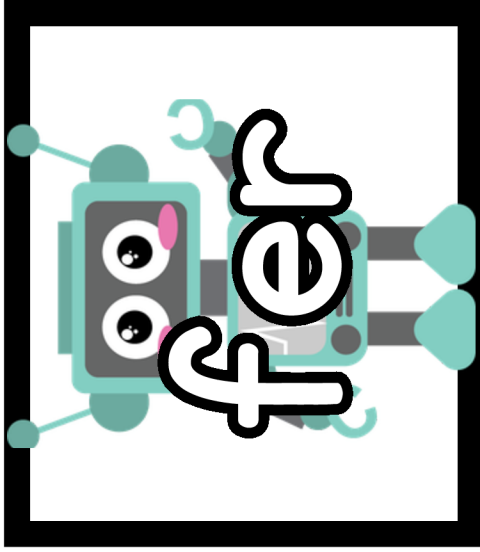
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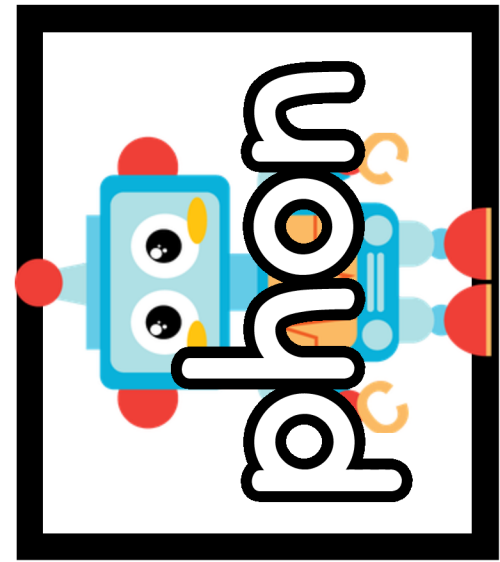
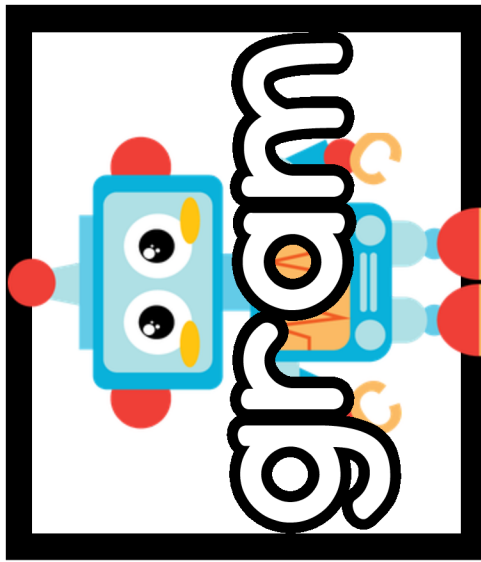
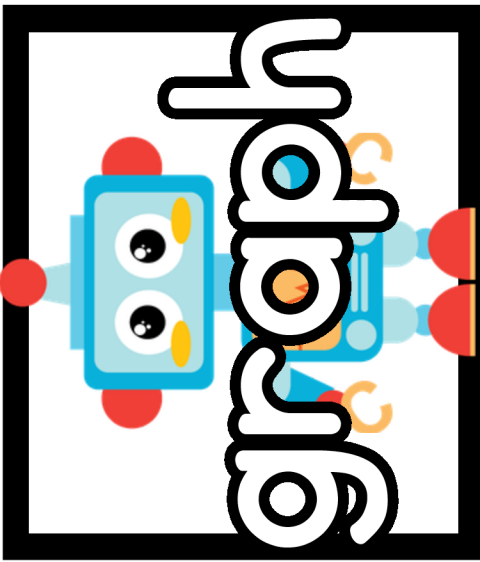
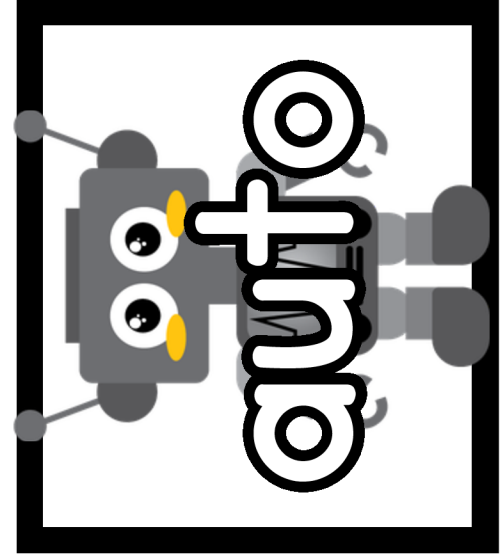
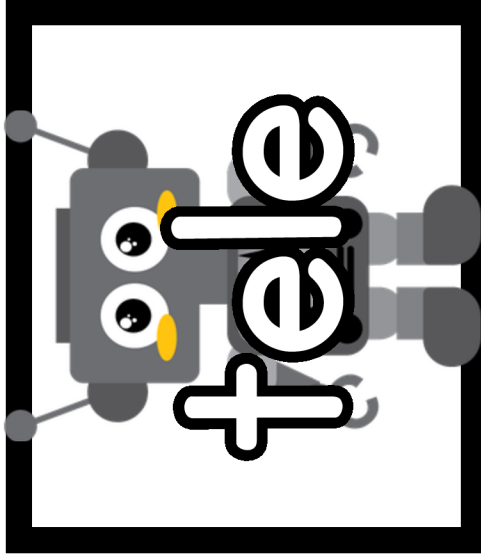
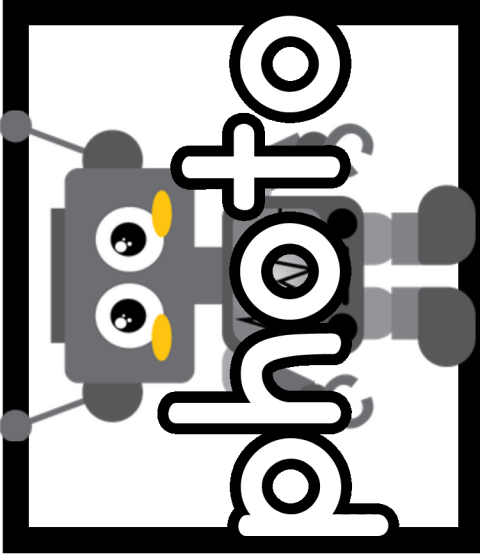
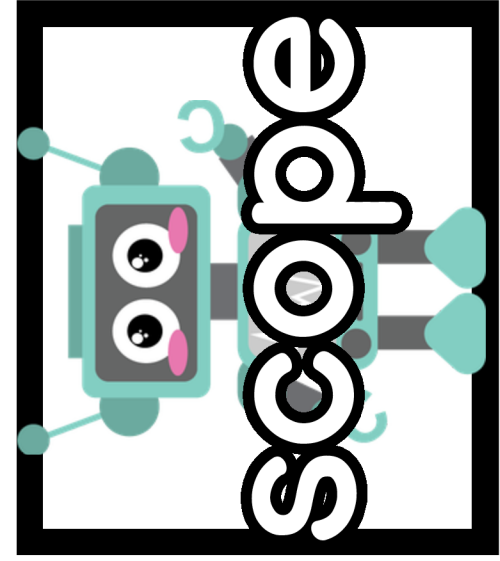
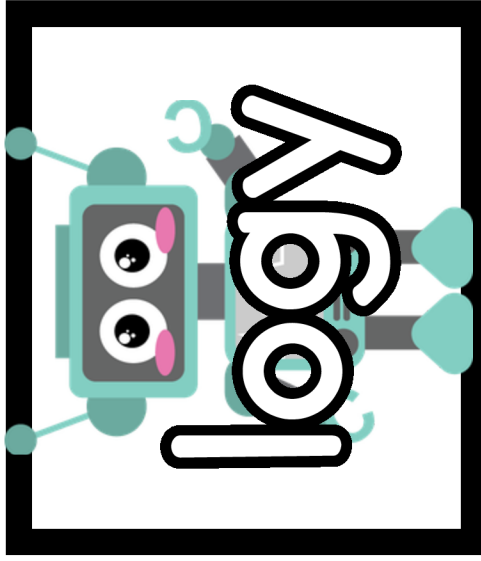
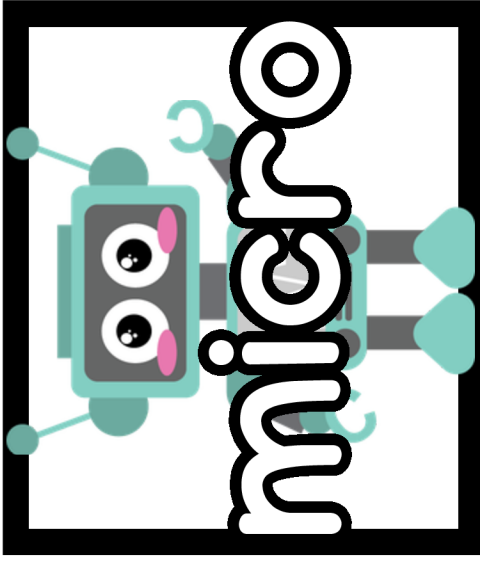
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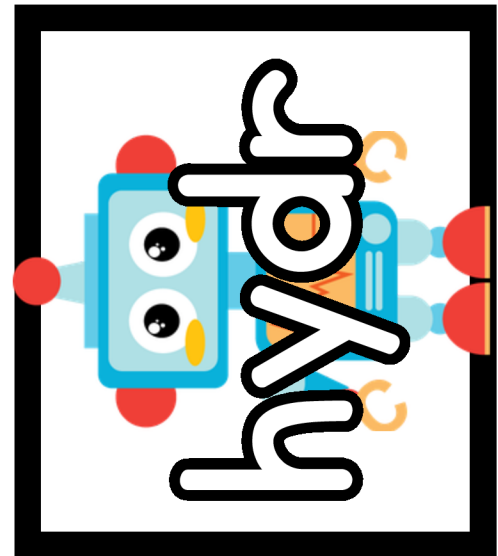
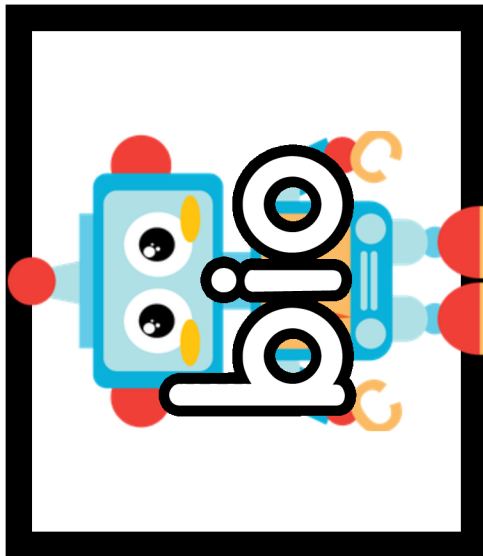
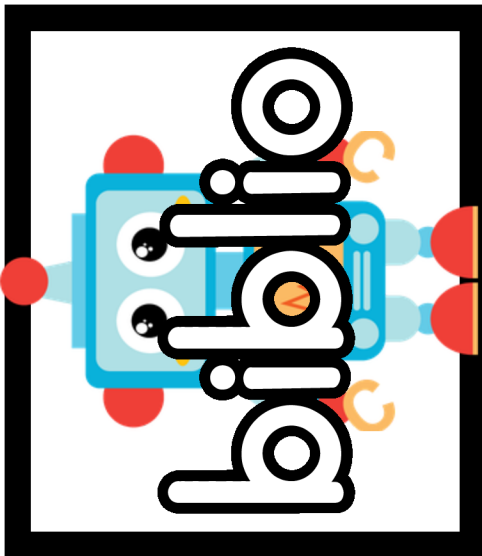
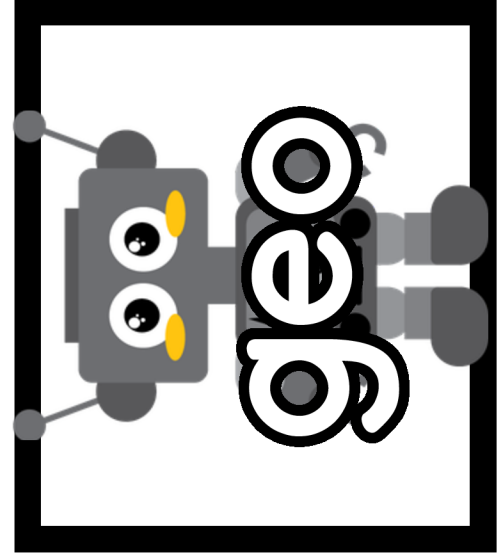
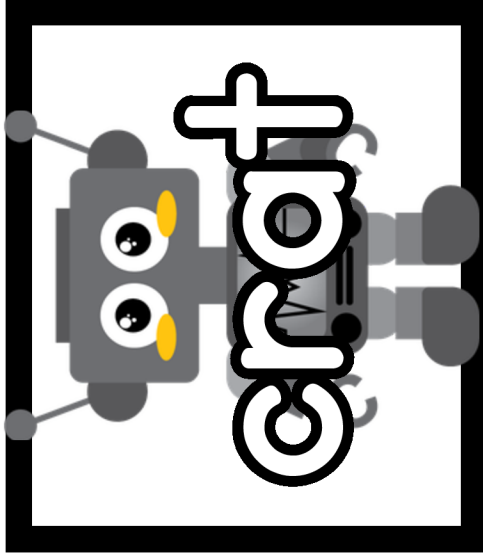
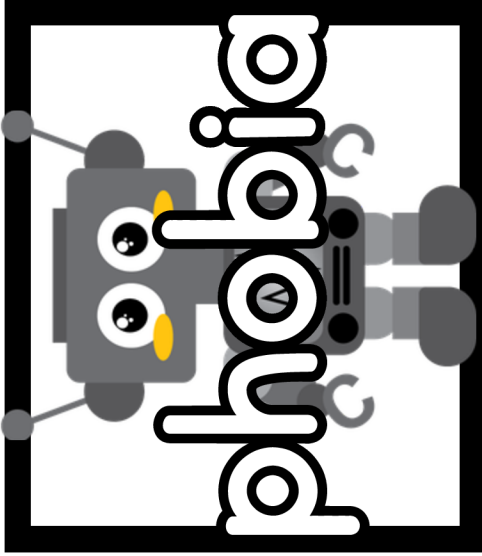
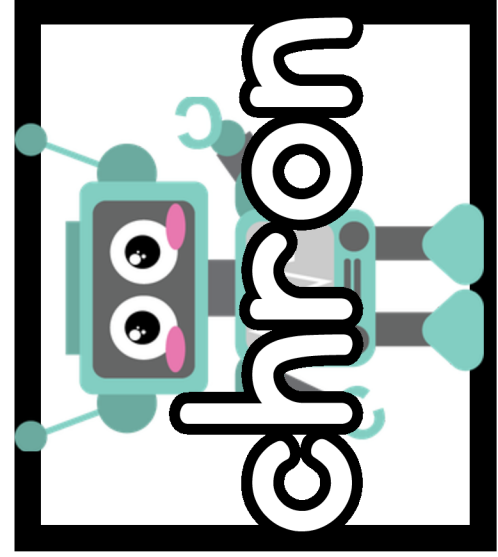
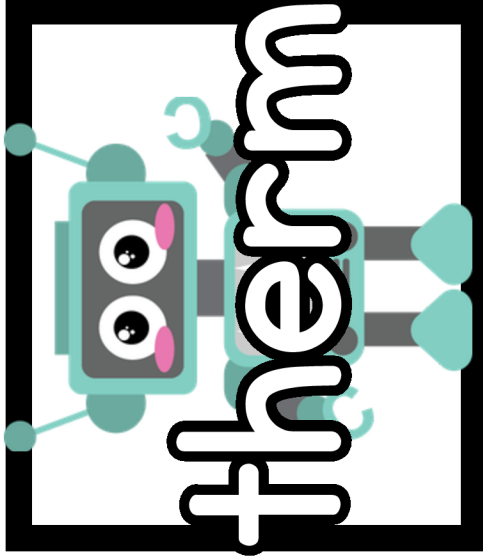
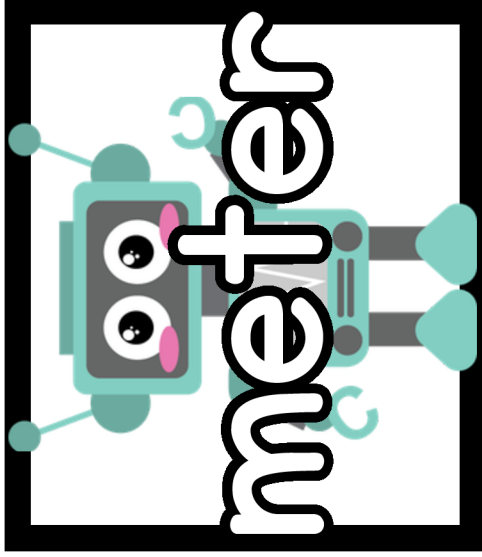
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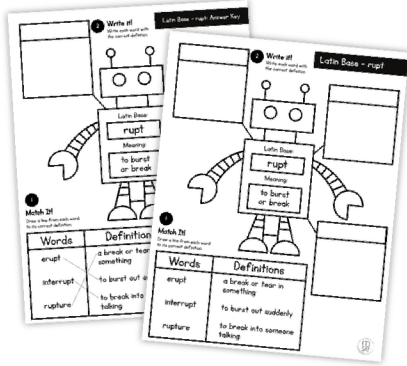


GREEK



GREEK





# ROBOT MEANING MATCH-UP

## MATERIALS

- Pencil
- Activity pages

## DIRECTIONS

In these activities, your student will use Greek and Latin bases to learn new words and understand their meanings. Learning word parts can help your child figure out unfamiliar words when reading.

Match the Words:

- Read each word and definition. Have your student draw a line to match each word to the correct definition.

Write the Words:

- Next, have your student write each word with its correct definition. Encourage them to say the word and meaning out loud as they write.

Check Your Work:

- Use the answer key provided after the activity to review the correct definitions together.

Talk About Meaning:

- Discuss how the Greek or Latin base helps explain each word's meaning. This helps your student understand new words more easily.

## OPTIONAL ACTIVITIES

Word Builder:

- Choose one base and think of other words that use the same base.

Word Detective:

- Look for words in books or around your home that use the same word parts.

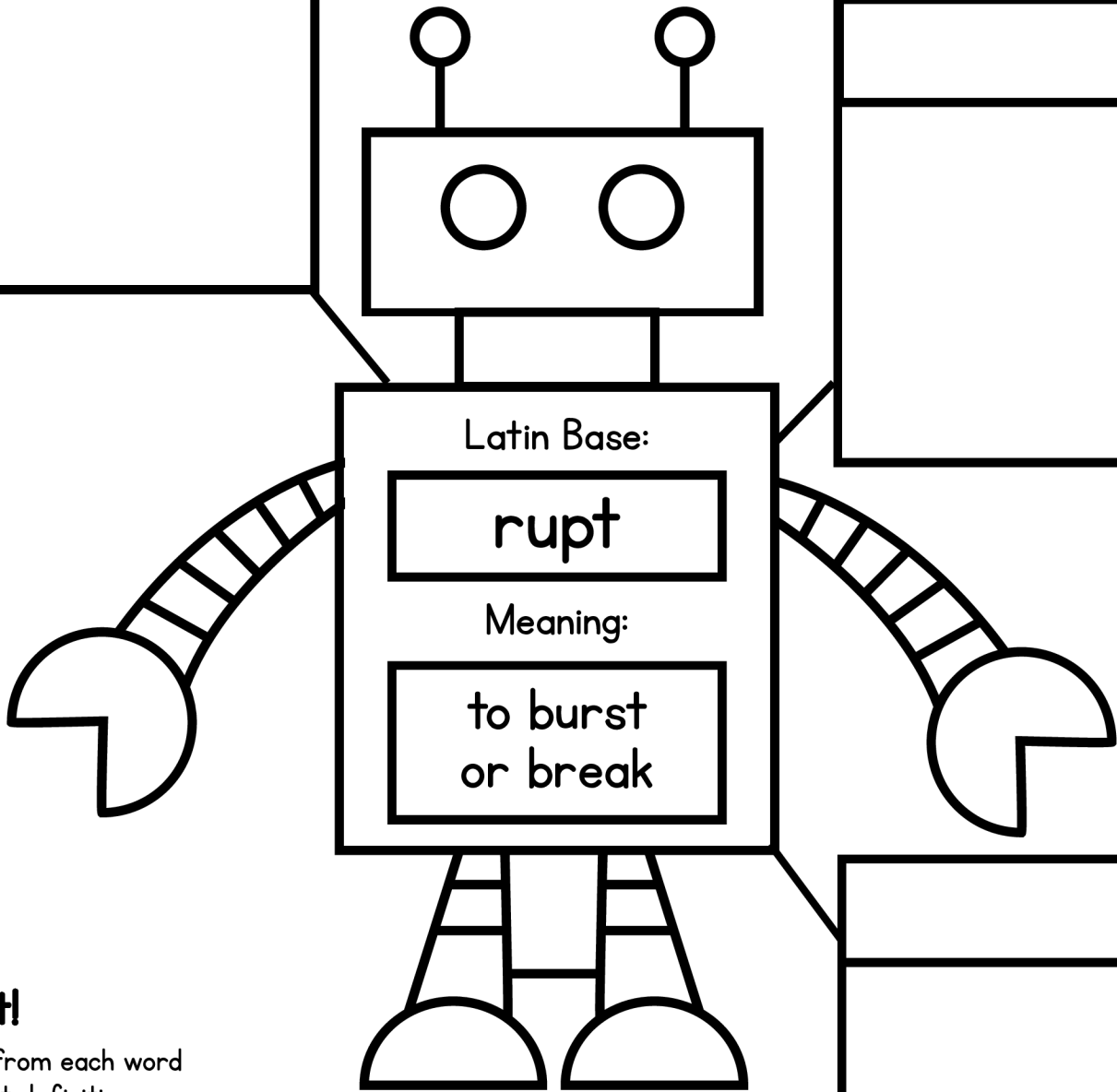
Challenge Mode:

- How many words can your student think of that share the same base?

2

**Write It!**

Write each word with the correct definition.



1

**Match It!**

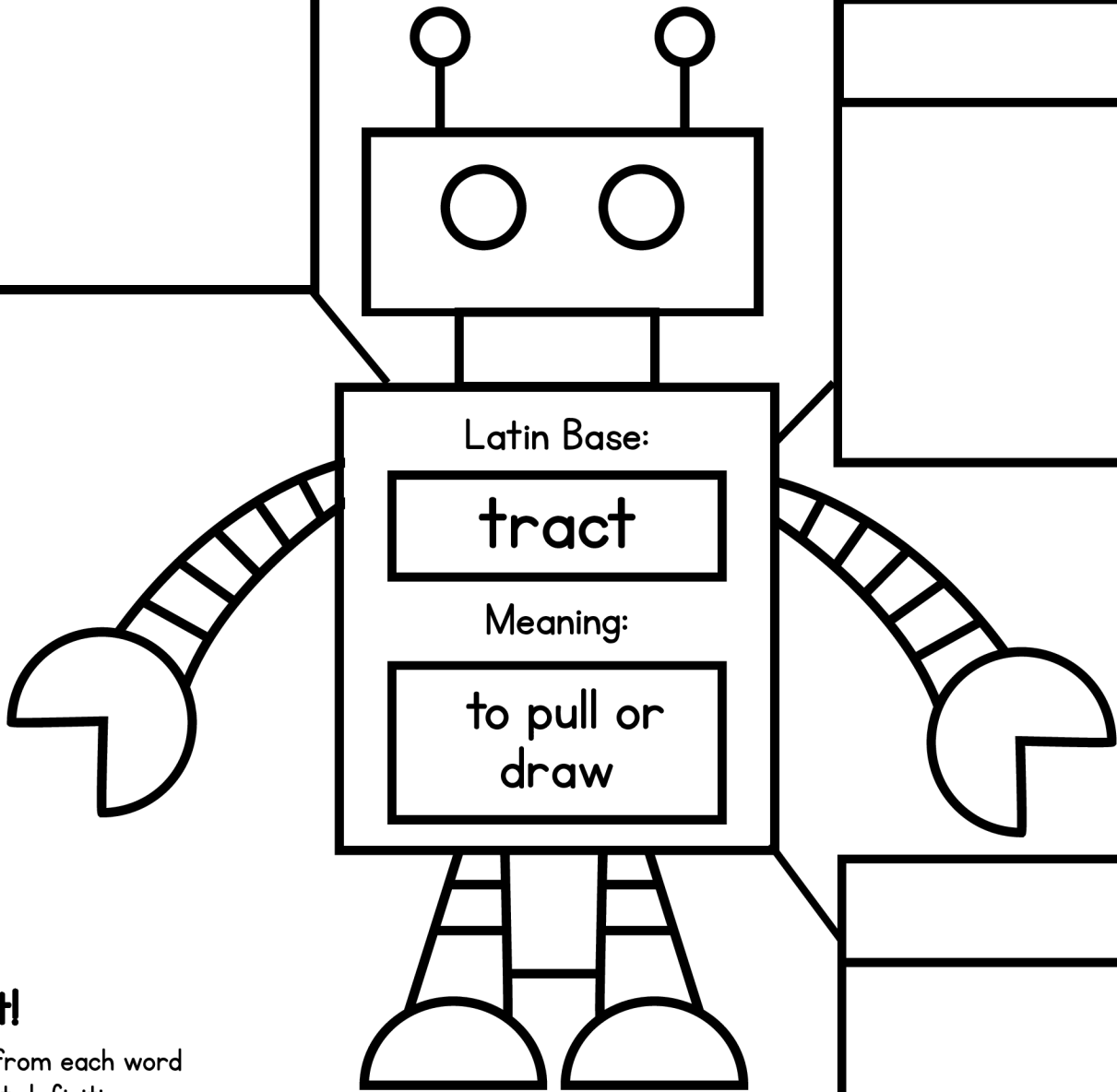
Draw a line from each word to its correct definition.

Words	Definitions
erupt	a break or tear in something
interrupt	to burst out suddenly
rupture	to break into someone talking

2

**Write it!**

Write each word with the correct definition.



1

**Match It!**

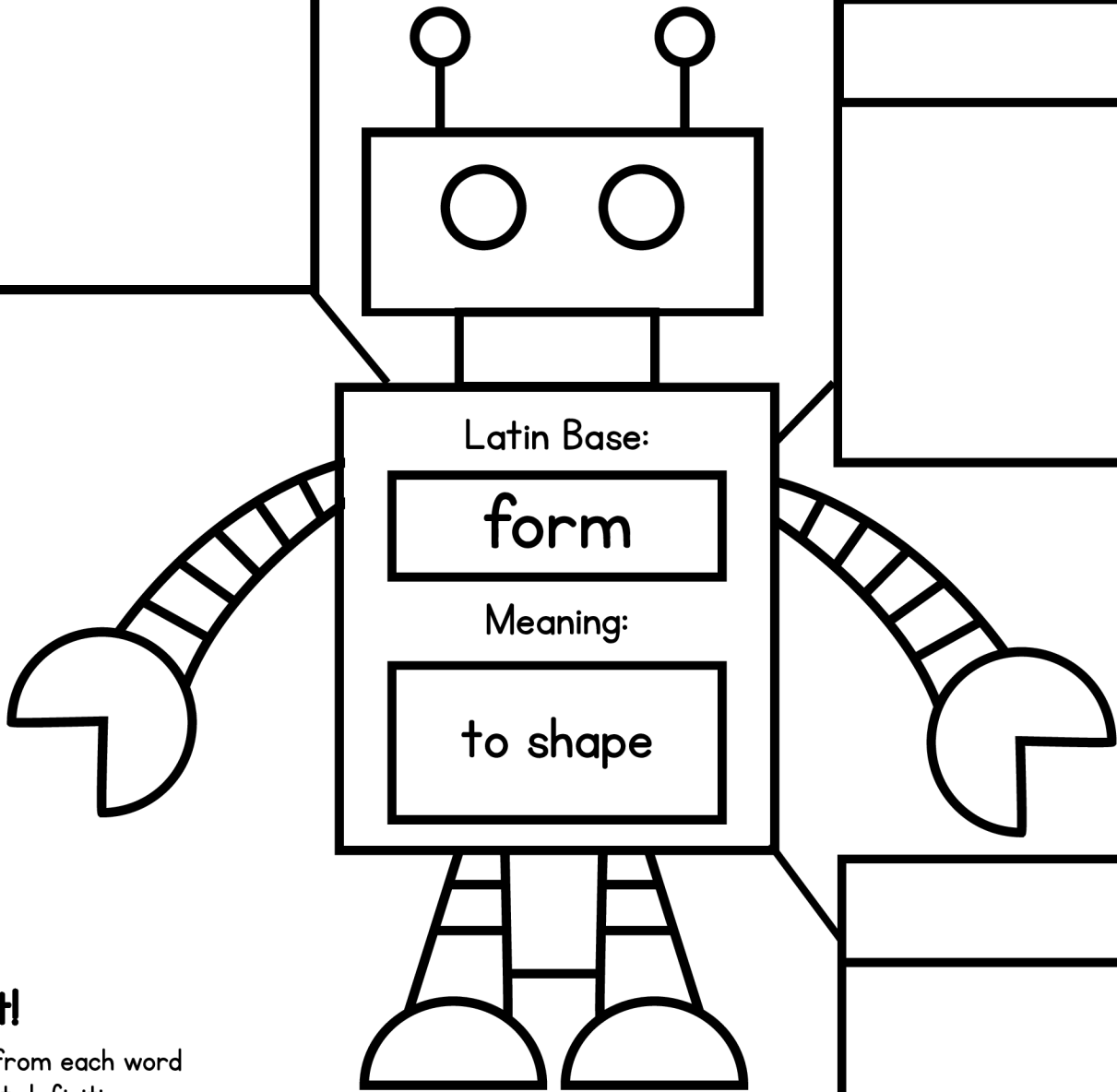
Draw a line from each word to its correct definition.

Words	Definitions
attract	to pull out or draw out
distract	to draw toward
extract	to pull apart or pull in the opposite direction

2

**Write it!**

Write each word with the correct definition.



1

**Match It!**

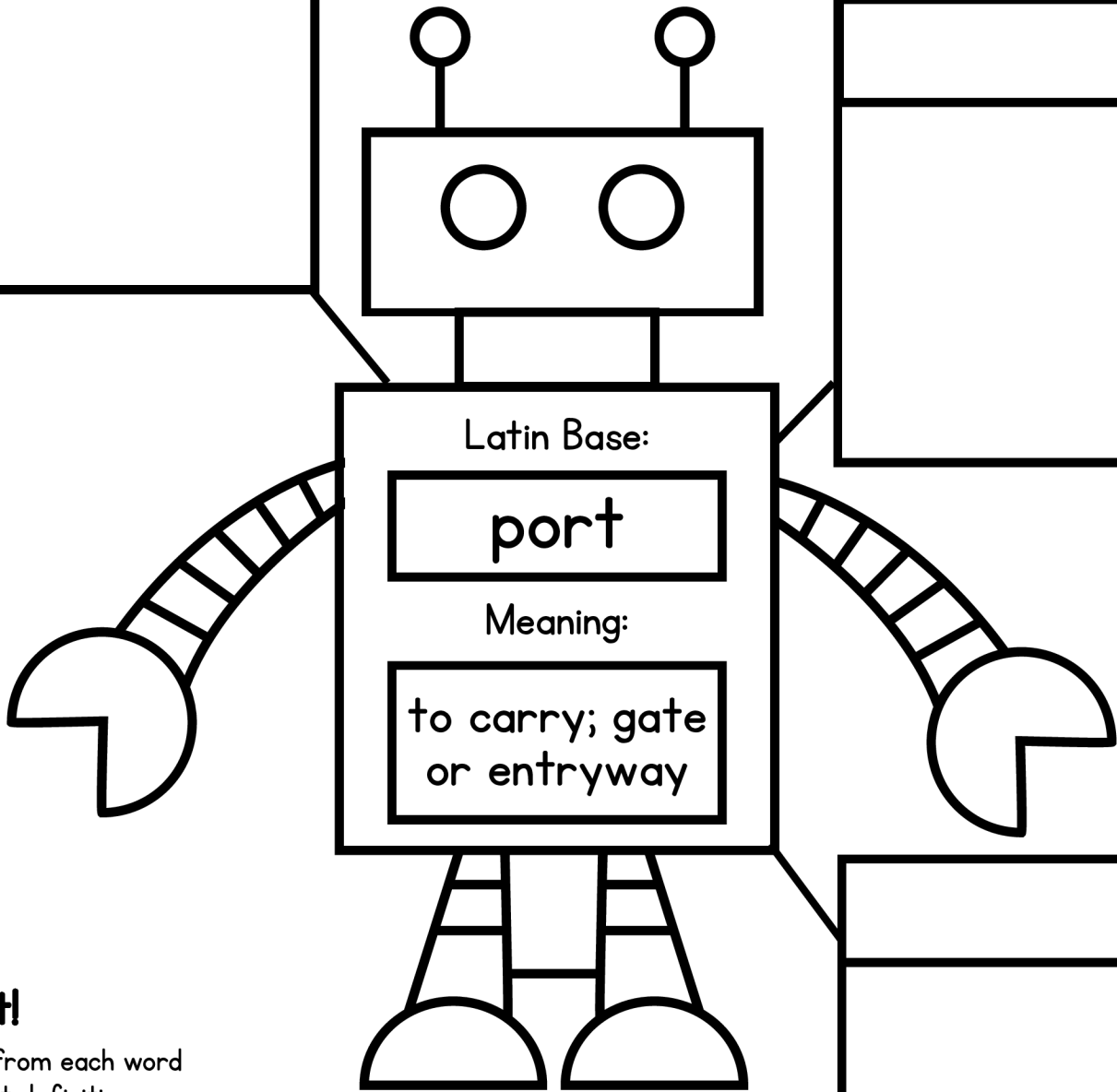
Draw a line from each word to its correct definition.

Words	Definitions
transform	having the same form or appearance
reform	to change the shape or form of something
uniform	to shape into a better form or change for the better

2

**Write it!**

Write each word with the correct definition.



1

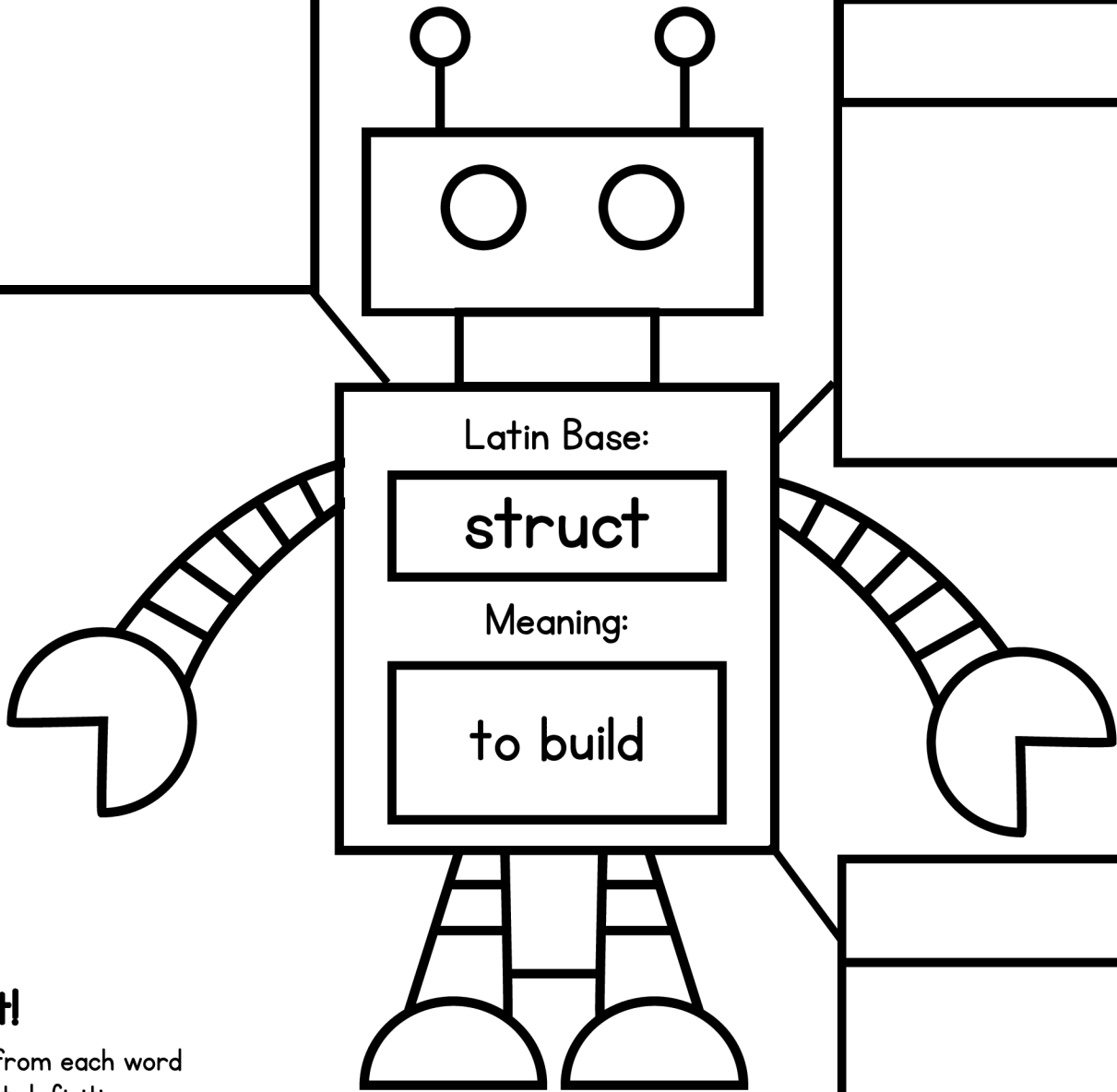
**Match It!**

Draw a line from each word to its correct definition.

Words	Definitions
transport	to carry goods out of a country
import	to carry across from one place to another
export	to carry goods into a country

**2 Write it!**

Write each word with the correct definition.



**1**

**Match It!**

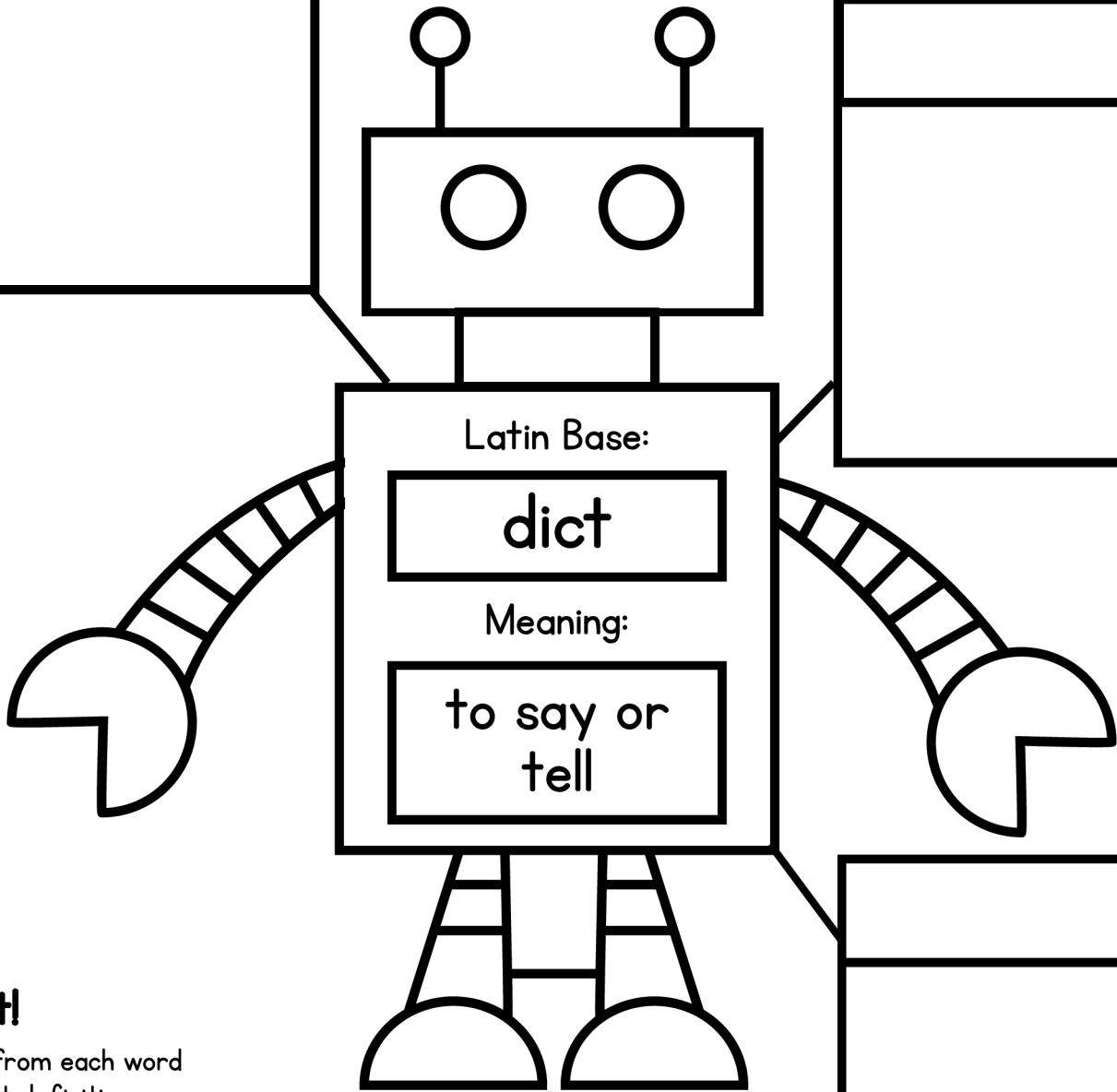
Draw a line from each word to its correct definition.

Words	Definitions
construct	to carry goods out of a country
import	to carry across from one place to another
export	to carry goods into a country

2

**Write it!**

Write each word with the correct definition.



1

**Match It!**

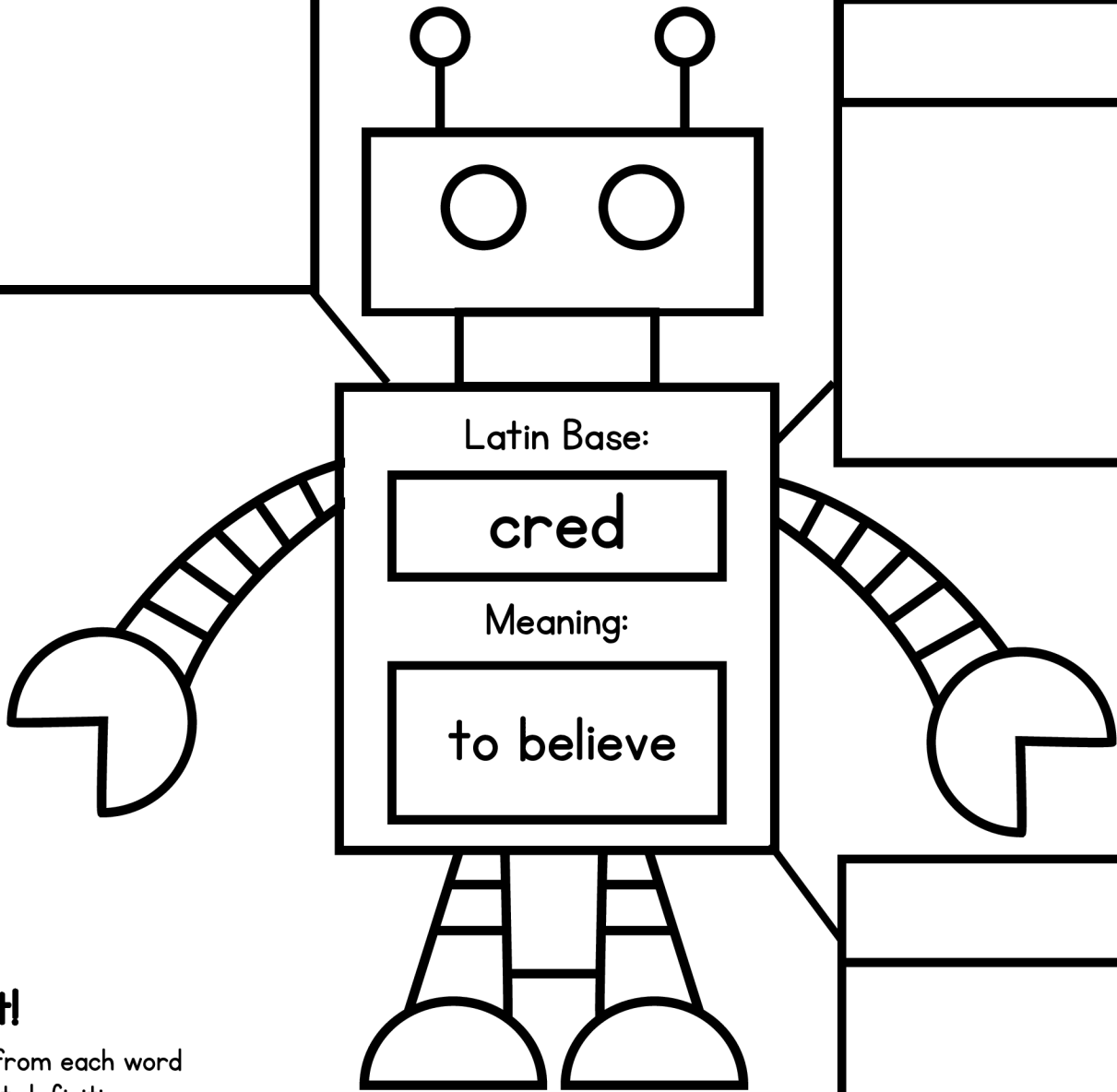
Draw a line from each word to its correct definition.

Words	Definitions
predict	an official saying or decision
contradict	to say what will happen before it occurs
verdict	to say the opposite of what someone else said

2

**Write It!**

Write each word with the correct definition.



1

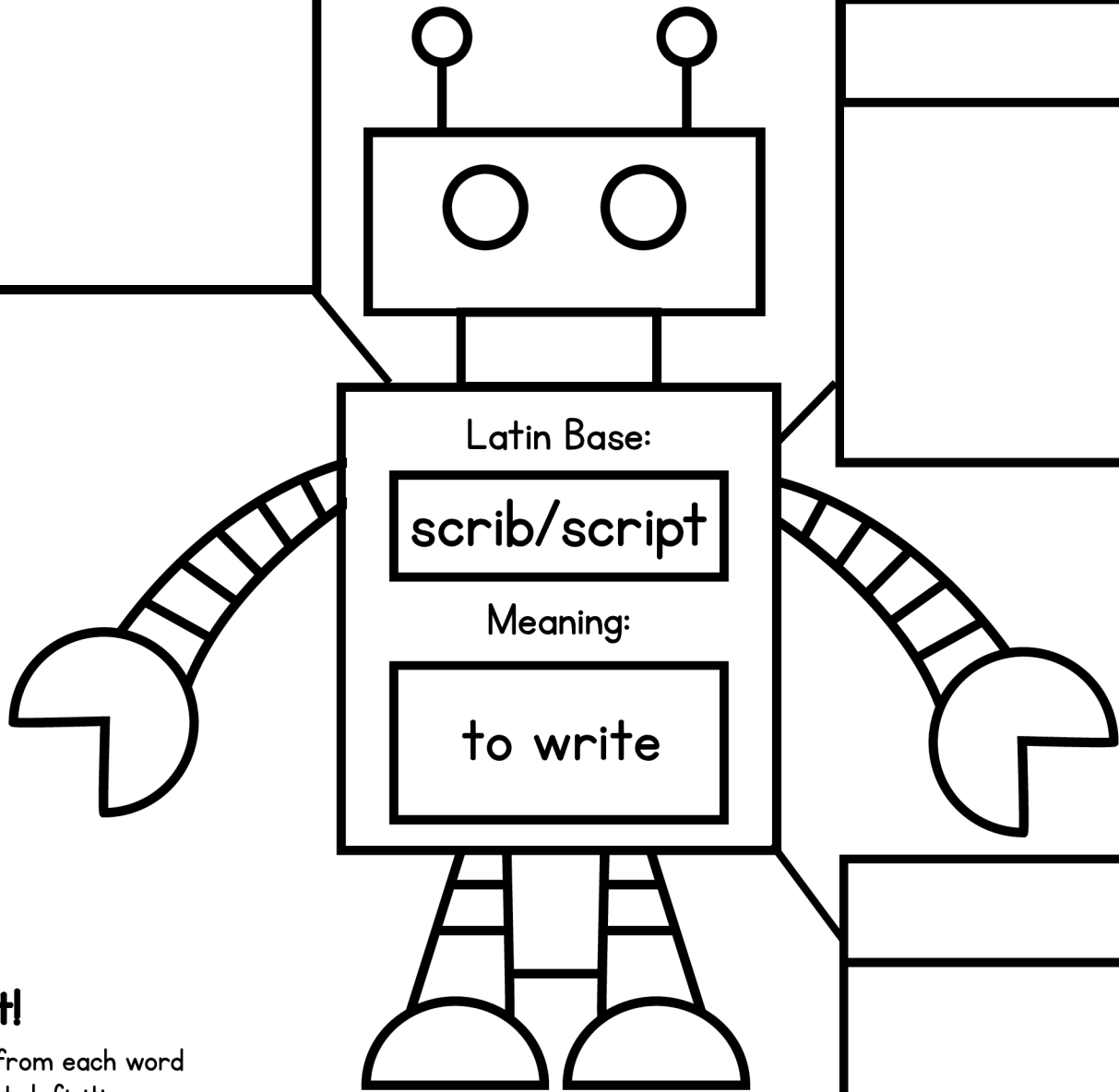
**Match It!**

Draw a line from each word to its correct definition.

Words	Definitions
credible	belief or trust given to someone
incredible	able to be believed; trustworthy
credit	not able to be believed; amazing

**2 Write it!**

Write each word with the correct definition.



**1**

**Match It!**

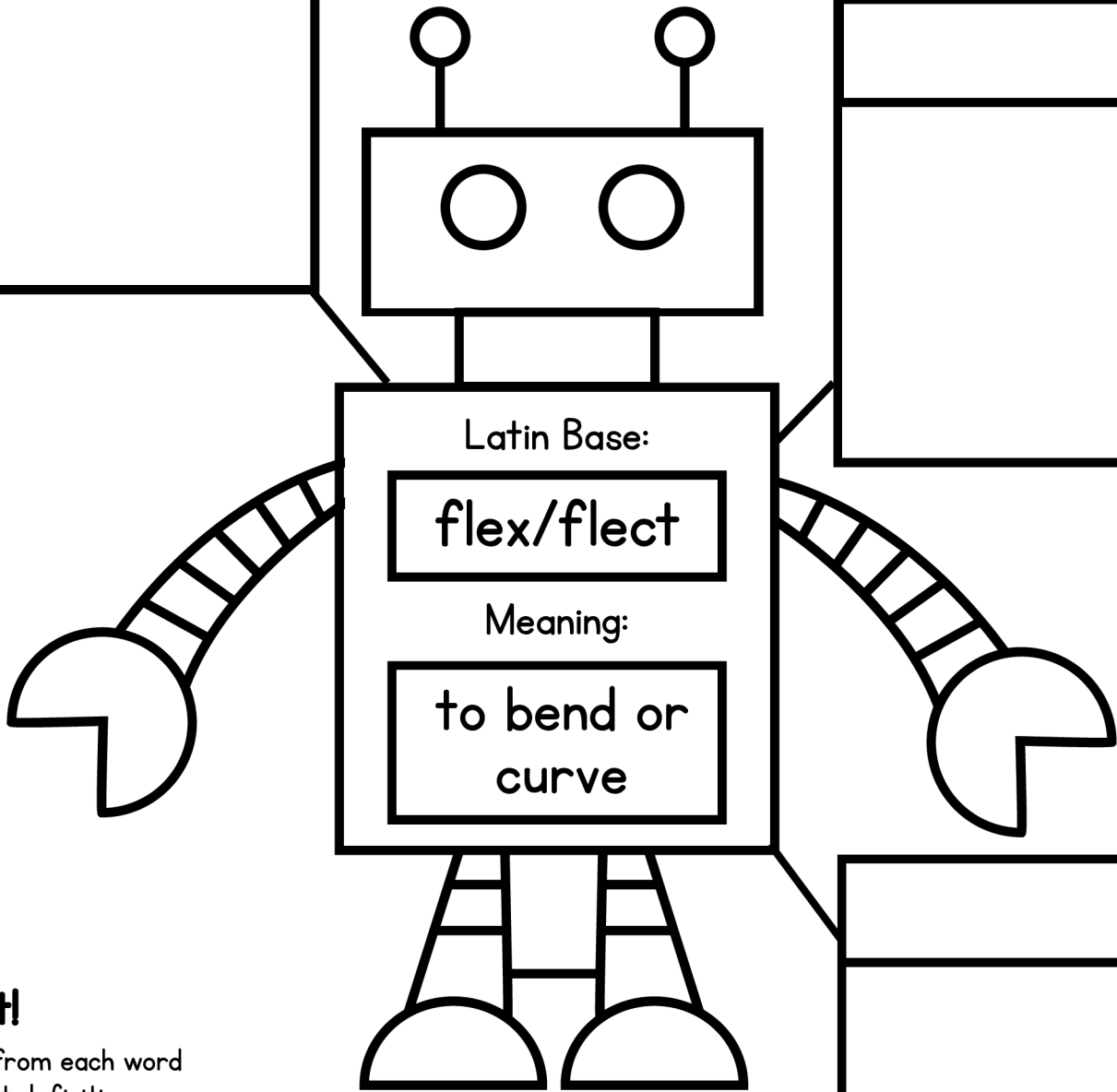
Draw a line from each word to its correct definition.

Words	Definitions
describe	a document written by hand
prescription	to write or tell about something in detail
manuscript	something written before; a doctor's written order

2

**Write it!**

Write each word with the correct definition.



1

**Match It!**

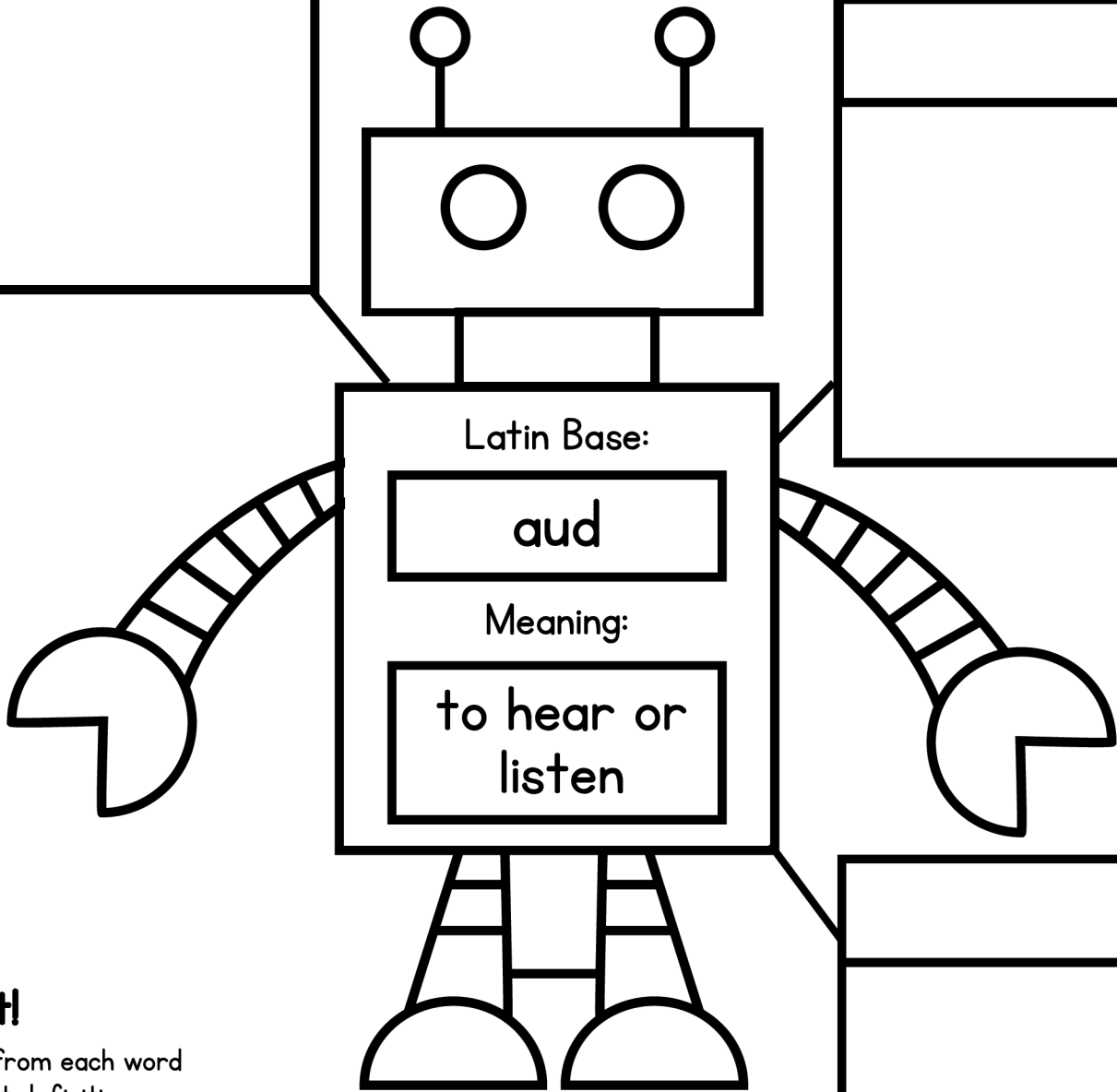
Draw a line from each word to its correct definition.

Words	Definitions
flexible	to bend or turn something away from its path
reflect	able to bend without breaking
deflect	to bend back; to think back on something

2

**Write It!**

Write each word with the correct definition.



1

**Match It!**

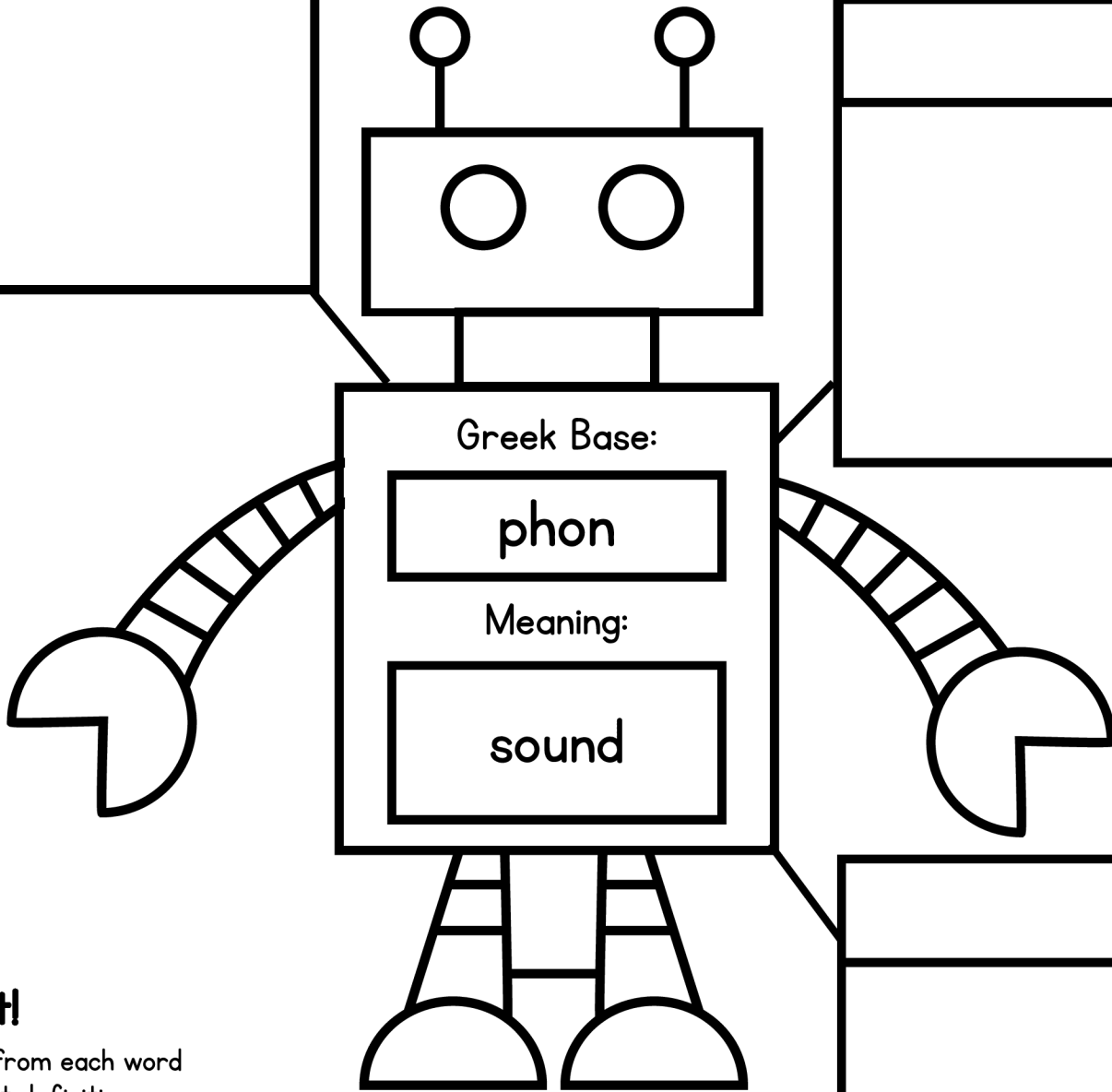
Draw a line from each word to its correct definition.

Words	Definitions
audible	a large room built for people to hear performances
audience	able to be heard
auditorium	a group of people gathered to hear or watch something

2

**Write it!**

Write each word with the correct definition.



1

**Match It!**

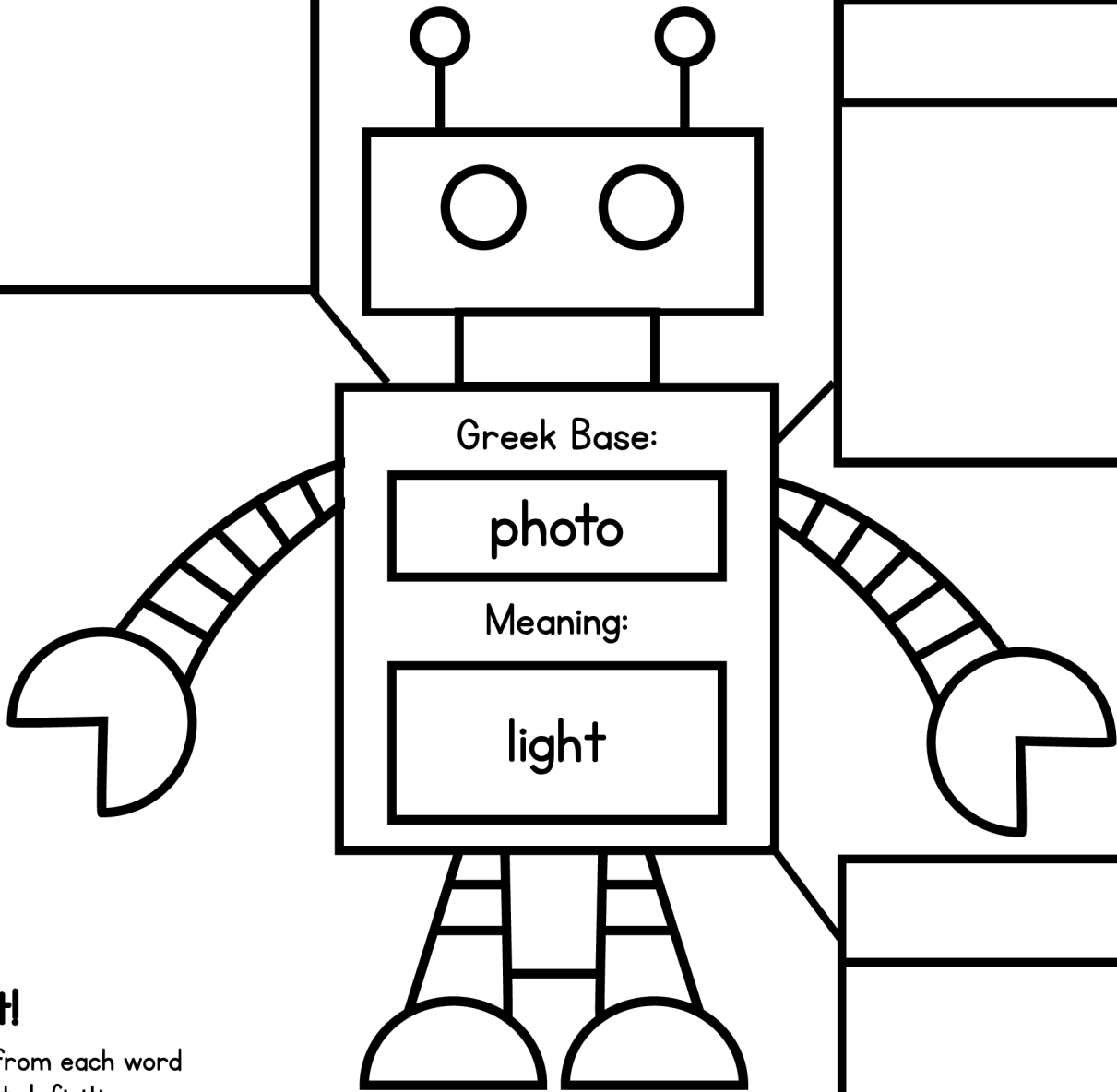
Draw a line from each word to its correct definition.

Words	Definitions
telephone	sounds played together; a large musical composition
microphone	a device for transmitting sounds/voices over a distance
symphony	a device that picks up small sounds

2

**Write it!**

Write each word with the correct definition.



1

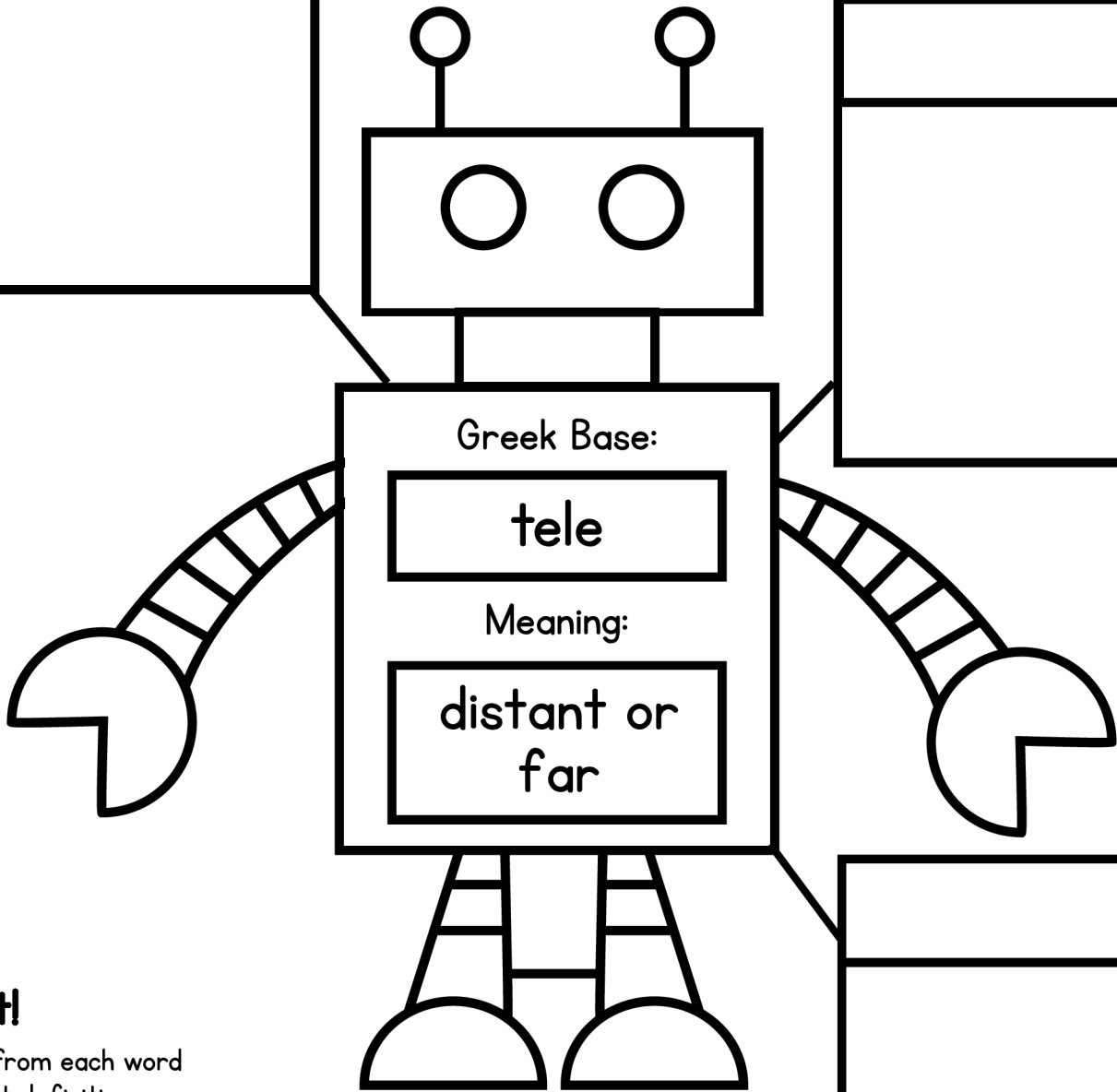
**Match It!**

Draw a line from each word to its correct definition.

Words	Definitions
photography	a copy made through the use of light
photosynthesis	the art of writing or capturing images through light
photocopy	the process plants use to make food using light

**2 Write it!**

Write each word with the correct definition.



**1**

**Match It!**

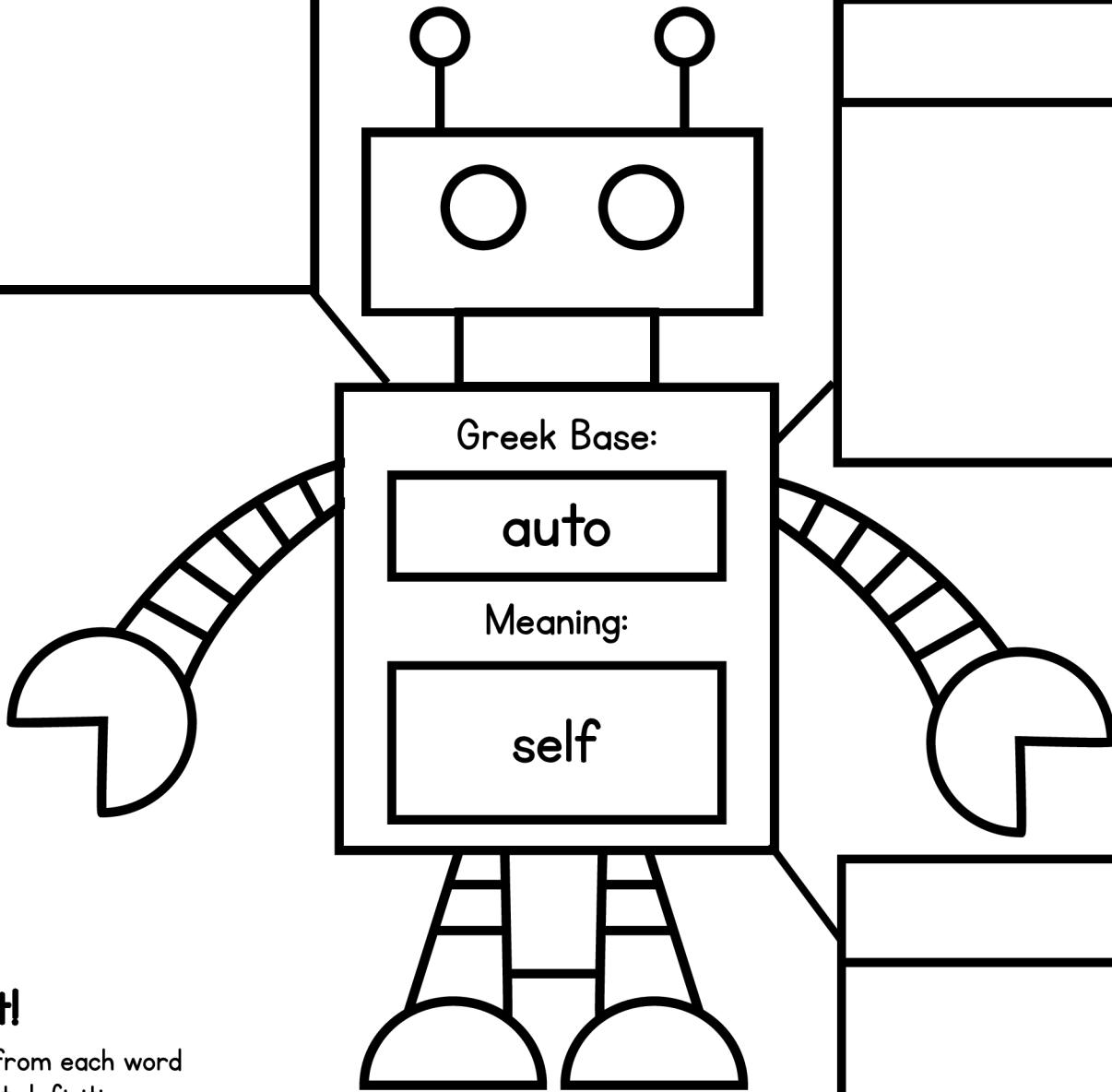
Draw a line from each word to its correct definition.

Words	Definitions
television	a device used to see things that are far away
telegram	a device that sends visual images and sound over a distance
telescope	a message sent by telegraph over a distance

2

**Write it!**

Write each word with the correct definition.



1

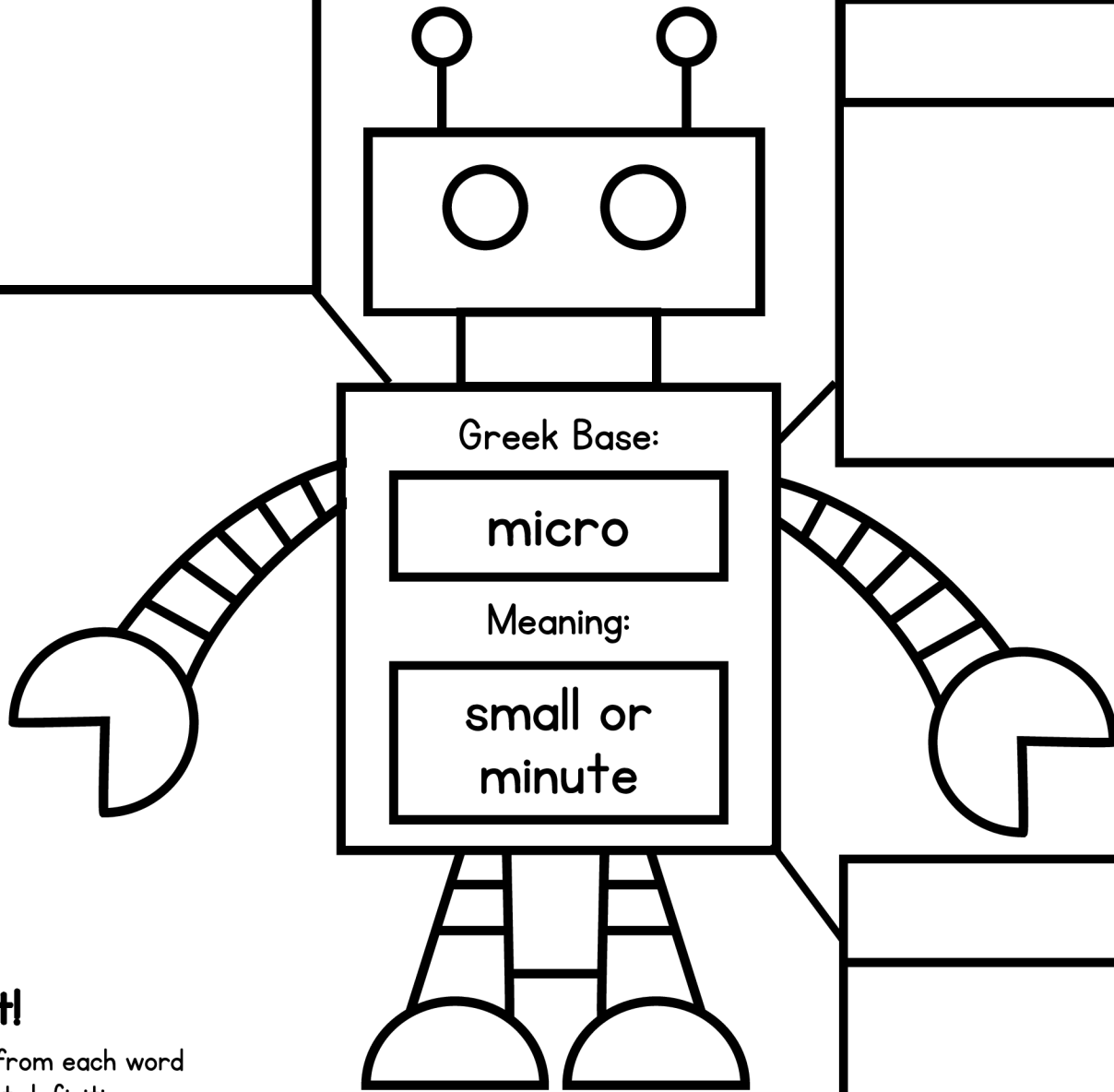
**Match It!**

Draw a line from each word to its correct definition.

Words	Definitions
automatic	self-governing; able to act on its own
autobiography	self-moving or self-operating
autonomous	the story of one's own life written by oneself

**2 Write it!**

Write each word with the correct definition.



**1**

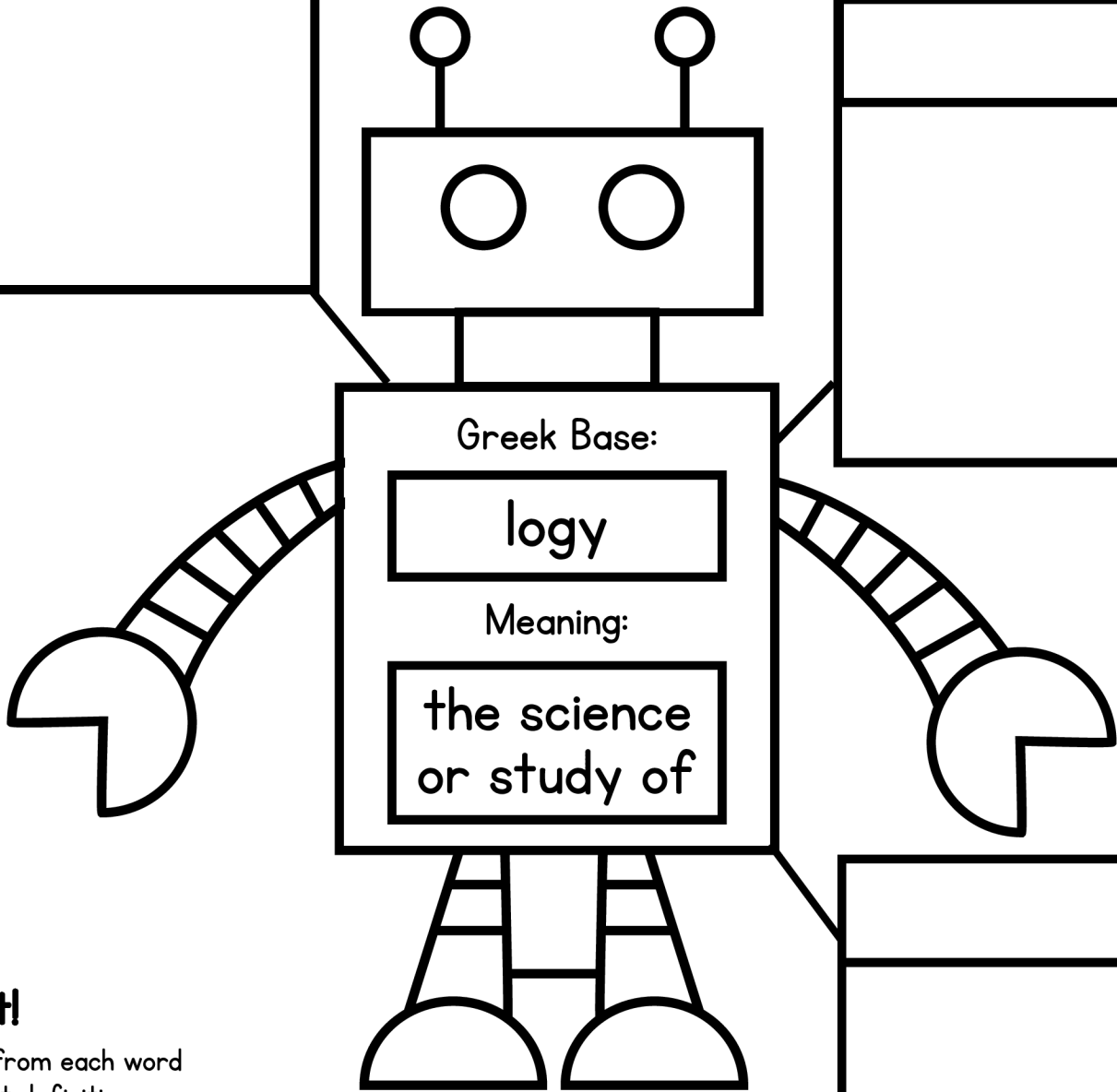
**Match It!**

Draw a line from each word to its correct definition.

Words	Definitions
microscope	the study of very small living things
microbe	a tool used to see very small things
microbiology	a very small living organism

**2 Write it!**

Write each word with the correct definition.



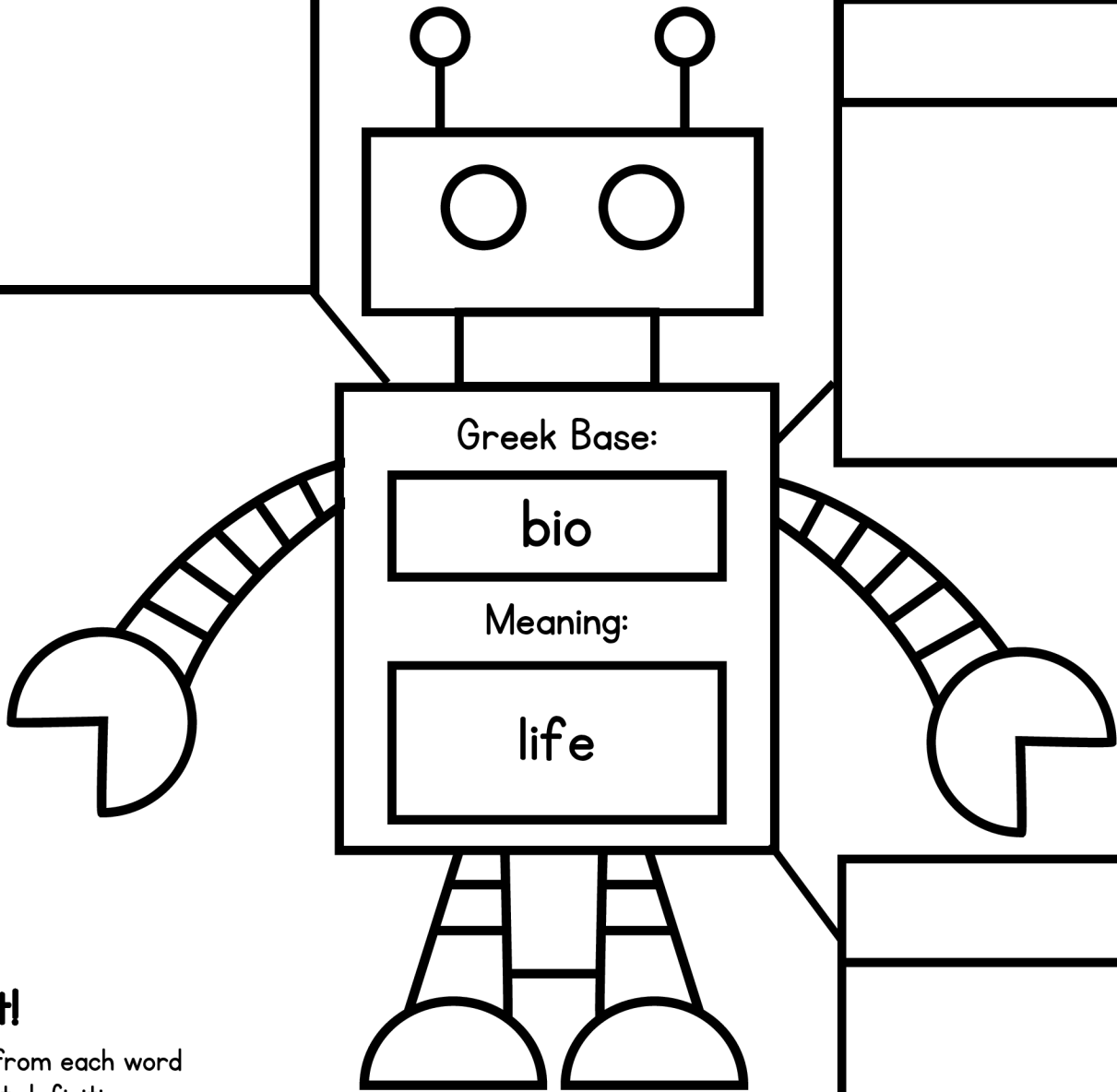
**1**

**Match It!**

Draw a line from each word to its correct definition.

Words	Definitions
biology	the study of the mind
geology	the study of life
psychology	the study of the earth

**2 Write it!**  
Write each word with the correct definition.

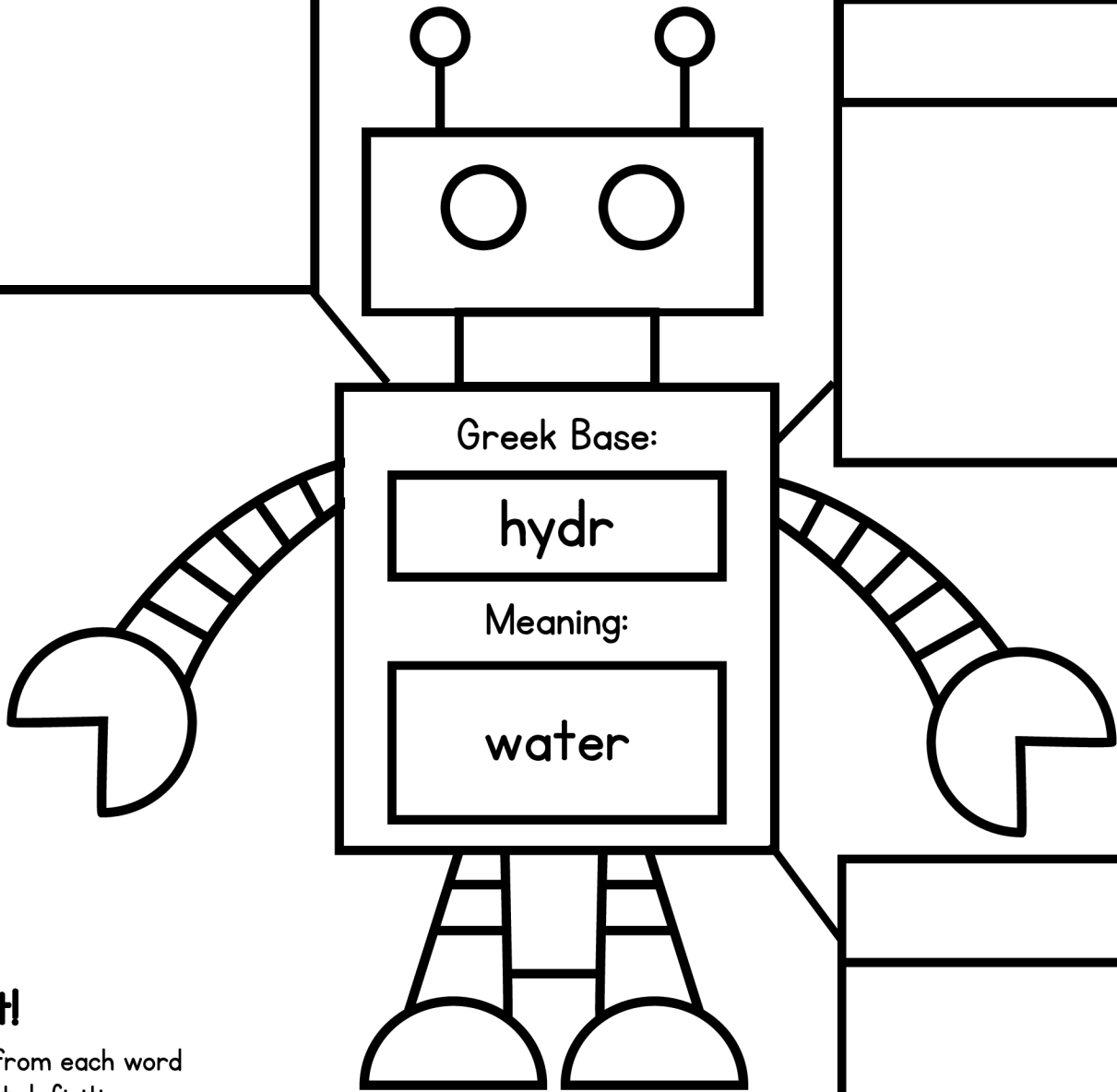


**1 Match It!**  
Draw a line from each word to its correct definition.

Words	Definitions
biography	a large region defined by the life that lives there
biodiversity	the written story of someone's life
biome	the variety of life in a place

**2 Write it!**

Write each word with the correct definition.



**1**

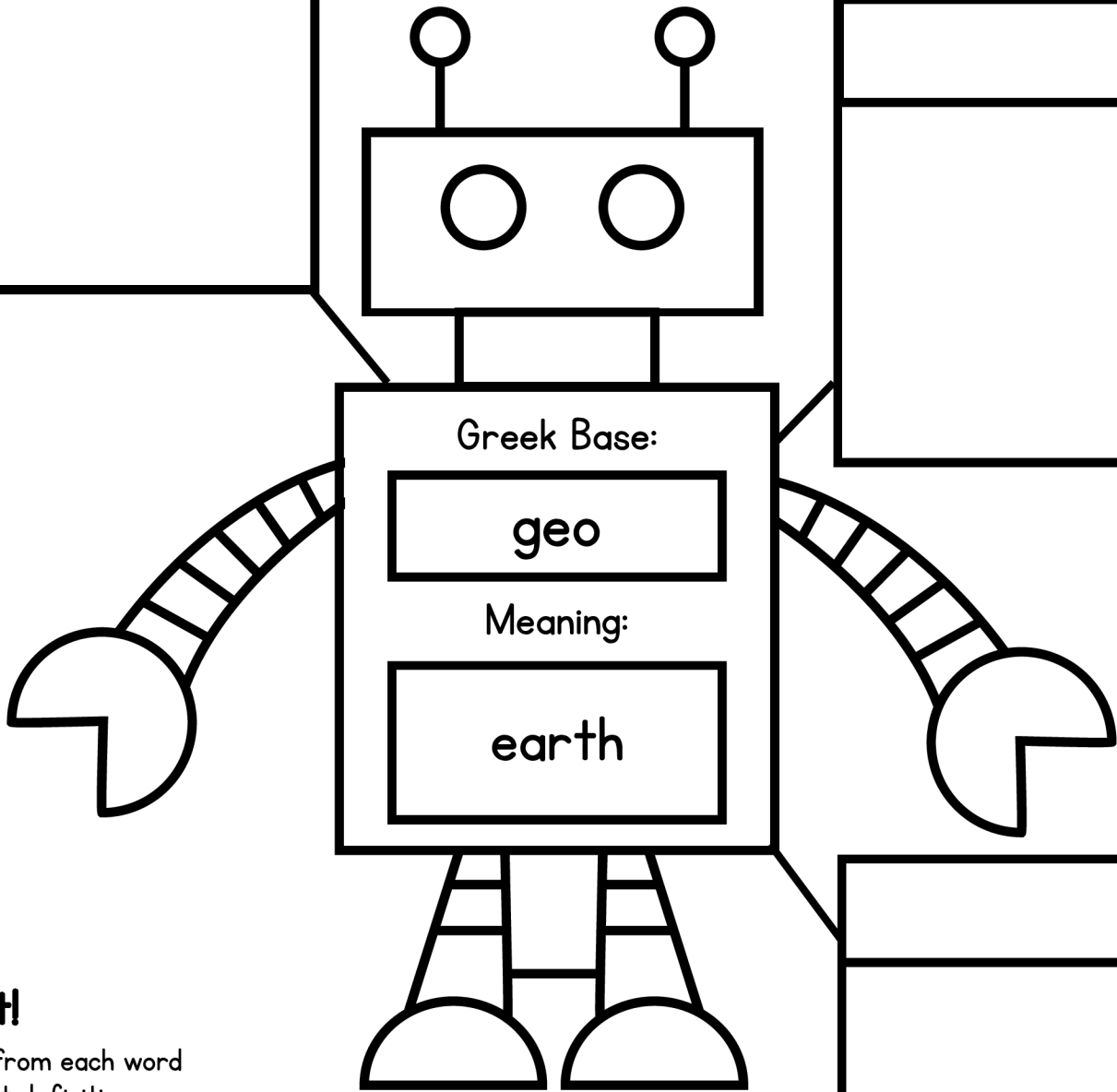
**Match It!**

Draw a line from each word to its correct definition.

Words	Definitions
hydrate	operated by or relating to water pressure
hydrogen	to add water to; to supply with water
hydraulic	an element that combines with oxygen to form water

**2 Write it!**

Write each word with the correct definition.



**1**

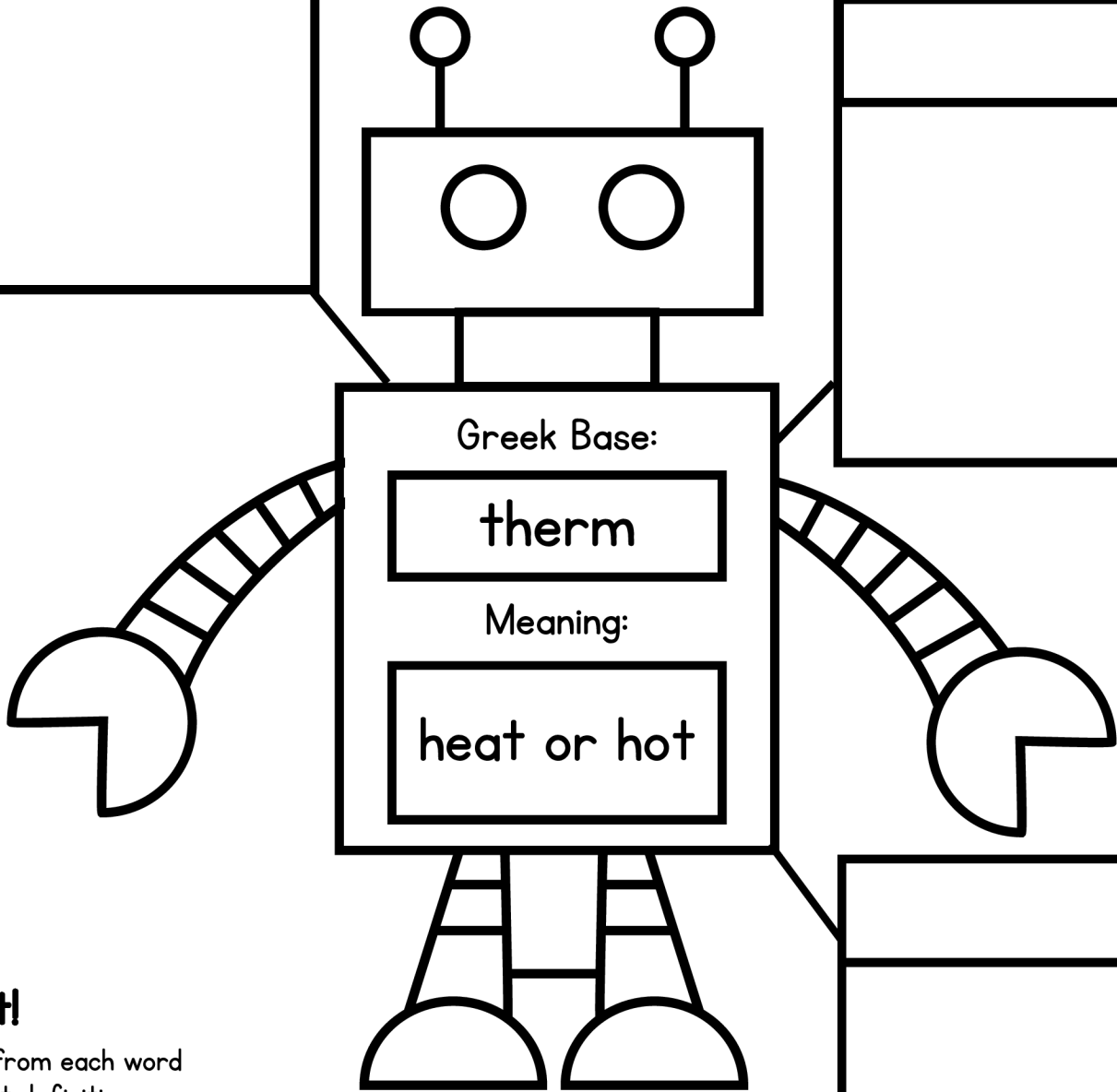
**Match It!**

Draw a line from each word to its correct definition.

Words	Definitions
geography	relating to heat from inside the earth
geology	the study of the earth's surface and features
geothermal	the study of the earth and its rocks

**2 Write it!**

Write each word with the correct definition.



**1**

**Match It!**

Draw a line from each word to its correct definition.

Words	Definitions
thermometer	relating to or caused by heat
thermostat	a tool that measures heat or temperature
thermal	a device that controls heat