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Building Vocabulary— Level 8

This sample includes the following:

Teacher's Guide Cover (1 page)
Teacher's Guide Table of Contents (2 pages)
Program Architecture (7 pages)
Lesson Plan (12 pages)
Meet the Word Parts Slides (3 pages)

To **Create** a World in which
Children love to Learn!

LEVEL 8

BUILDING VOCABULARY

from Word Roots

TEACHER'S GUIDE

TCM | Teacher Created Materials

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OVERVIEW

Level 8 of *Building Vocabulary from Word Roots* builds on students' knowledge about how words work. In early levels of the program, they learned how to use word families (or phonograms or rimes) to decode. They also learned simple prefixes, bases, and suffixes. In Level 5, they learned how to "divide and conquer" longer words to find these roots and determine word meanings.

By the end of Level 8, students will have learned several important Greek and Latin prefixes and suffixes. In addition, they will have learned Latin and Greek bases that provide the core meaning of hundreds of academic words that appear in school texts and on standardized tests.

Below is an example of a **Meet the Root Slide** that accompanies the lesson for the Latin base *past, pastor* and *greg*. During Meet the Root, students are introduced to the root with visual representations. This helps provide context for the base with known prefixes to enable students to successfully complete the Divide and Conquer lesson. The additional activity pages build on student understanding of the root, asking students to apply this newly learned knowledge in context. The Digital Games allow students to practice the newly learned skills of dividing and conquering words. To access the games, see the QR code on page 11, or visit **www.tcmpub.com/bv-games**.

LEVEL 8
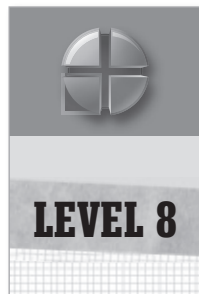
UNIT 1

Name: _____ Date: _____

Meet the Root

Directions: Turn to your partner, and talk about the meaning of "between" or "among" in each of these words. Fill in the blank spokes with two other *inter–* words.

internet

interruption

interpreter

inter– = "between, among"

intermission

Bases *past, pastor* and *greg*

1. Explain what the **pastor** of a church does. How does "shepherd"?

2. What is a **pasture**? Name some animals that use a pasture grazing. Try to connect *pasture* with "shepherd."

3. Describe what it means when people **congregate** for How does *congregate* mean "flock" or "group"?

MEET THE ROOT SLIDE 21

BUILDING VOCABULARY from Word Roots

DIVIDE AND CONQUER

COMBINE AND CREATE

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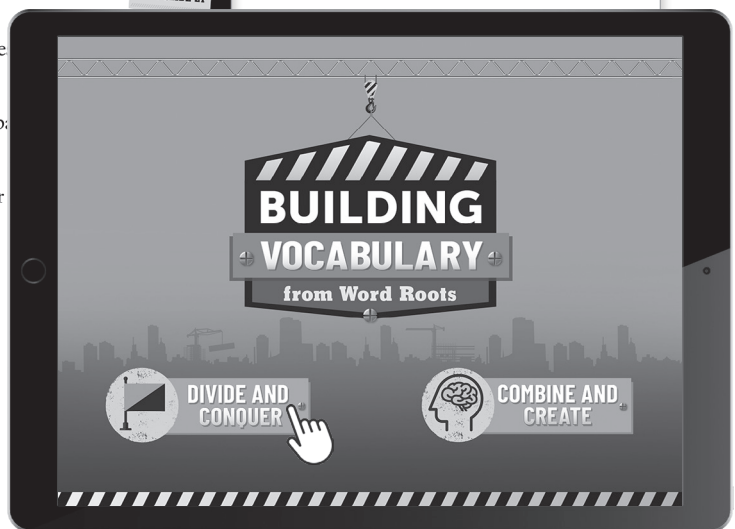
OVERVIEW *(cont.)*

Each level of *Building Vocabulary from Word Roots* contains a diagnostic **pre-test** and **post-test** that focus on some roots addressed at that level. The pre-test will help determine how to differentiate instruction: who needs to be challenged, for example, as well as who needs extra support. Using the post-test will provide some information on the extent to which students have learned the new roots.

Unit 1 begins with a review of the concepts of prefixes, bases, and suffixes introduced in earlier levels of *Building Vocabulary*. Students learn three Latin and two Greek prefixes: *inter–* (between, among); *di–, dis–, dif–* (apart, in different directions, not); *ad–* (to, toward, add to); *dia–* (through, across, thorough); and *epi–* (upon, to, add to).

Students meet paired Latin bases in Unit 2: *trac, tract* (pull, drag, draw) and *trud, trus* (push, thrust); *past, pastor* (shepherd) and *greg* (flock, group); *solv, solut* (free, loosen) and *string, strict, strain* (tie, bind, squeeze); *ver* (true, truth) and *fall, fals, fail, fault* (false, mistake, fail); and *civ, cit, civil* (city, citizen) and *milit* (soldier, fight). Students review familiar words built on these bases and are introduced to more challenging words.

In Unit 3, students study parallel Greek and Latin bases, which also guides them to think in conceptual terms as they master specialized vocabulary. The parallel bases presented are *nov* and *neo* (new); *omni* and *pan* (all, every); *cumb, cub* and *clin* (lie, lean); *voc, vok, voice* and *phon* (voice, call sound); and *urb, urban* and *poli, polis* (city). By focusing on these bases, students learn a large number of unfamiliar academic vocabulary words.

Unit 4 presents more Latin bases: *ced, ceed, cess* (go, move); *volv, volu, volut* (roll); *cap, capt, cept, ceive* (take, seize, get); *fer, lat* (bear, bring, go); and *ject* (throw, cast).

The focus of Unit 5 is sets of words from different content areas: number words, words from math, words from science, and words from social studies. By studying these words, students learn to recognize and understand academic vocabulary.

If students are new to *Building Vocabulary*, start with **Introductory Activities** on the Digital Resources to give them experience with some basic concepts.

Words themselves are interesting, and the ultimate goal is to create lifelong word lovers. To that end, **Meet the Root Slides** include **Did You Know?** anecdotes. These are short explanations or stories about selected word origins. This feature will stimulate interest while implicitly teaching an important principle: English words have a discernible logic because their meanings are historically grounded.

For additional support, please refer to the professional development book *Building Vocabulary with Greek and Latin Roots*, 2nd edition (Rasinski et al. 2020). In this book, you will find additional information about how roots "work" as well as classroom-tested instructional strategies, suggestions for assessment, ways to use a dictionary more effectively—and more!

Program Architecture

The Vocabulary of Vocabulary

The vocabulary of vocabulary can be confusing. This list shows how various terms interrelate and which are used in *Building Vocabulary*. (**Note:** Some educators use the terms *base* and *root* interchangeably.)

- **affix:** any word root that attaches to the beginning or end of a word; an umbrella term for *prefixes* and *suffixes*

- **base:** a root that carries the basic meaning of a word; a base may be a word part (the base *duct* in *ductile, conduct, conduction,* etc.) or a stand-alone word (e.g., *duct*)

- **base word:** a stand-alone word (i.e., a dictionary entry) to which affixes may be attached (e.g., *view: review, preview, interview, viewer*)

- **inflectional ending:** an ending attached to a word (e.g., *walk-walking-walks-walked*)

- **prefix:** a root attached to the beginning of a word; generally, a prefix gives a word direction, negates a word with the meaning "not," or intensifies a word's meaning by adding the notion of "very"

- **root:** any word part that carries meaning; an umbrella term for *prefix, base,* and *suffix*

- **suffix:** a root attached to the end of a word; generally, a suffix changes a word's meaning and/or part of speech (e.g., *conductor, conduction, deductible*)

What Is Assimilation?

Some Latin prefixes occasionally change spelling. If a prefix ending in a consonant (such as *con–* and *in–*) attaches to a base beginning with a consonant, the final letter of the prefix may change to make the word easier to pronounce. This is called assimilation. For example: in (not) + legal = illegal (not "inlegal"); con (with, together) + pose (put) = compose (not "conpose").

When a prefix assimilates to match the base, there is a doubling of the consonant near the beginning of the word. For example, the word *collect* contains a double *l* near the beginning of the word. Divide between the double consonant, and recognize the assimilated prefix *con–*. The word *collect* was originally formed as "conlect" (*con–* = "with, together"; *lect* = "pick, choose").

A prefix ending in the consonant *n* may assimilate the final *n* into an *m* if the base begins with *b* or *p*. Words such as *combine* (from *con-bine:* to "double together") and *imbibe* (from *in-bibe:* to "drink in") soften the nasal sound of the letter *n* into *m* when a *b* or *p* follows. Thus, students learn to identify words beginning with *im–* and *com–* as containing the Latin prefix *in–* or *con–*.

The Latin prefix *ob–* (up against, in the way) ends in the consonant *b*. Although this prefix assimilates into many spellings, they are recognizable. When this prefix can be easily pronounced with the base that follows, it retains its spelling as *ob–* (e.g., *obstruct*). When *ob–* assimilates, the final *b* of the prefix consistently changes into the first consonant of the base. The result is a doubling of the consonant after the initial *o*. To "divide and conquer," divide between the doubled consonants and translate the prefix into *ob–*. With practice, students will recognize that most English words beginning with *opp–*, *off–*, and *occ–* contain assimilated *ob–* (e.g., *oppose, offer*). **Note:** The prefix *a–, ab–, abs–* (away, from) does not assimilate. The prefix *dis–, di–* assimilates into *dif–* only when the base begins with *f* (e.g., *differ, difficult*). Likewise, the prefix *ex–, e–* assimilates into *ef–* when the base begins with *f* (e.g., *effect, effort*).

Teacher's Guide

The following information describes the key features of the *Teacher's Guide*.

Build Teacher Knowledge and **Build Student Knowledge** provide concise, essential, and necessary information about the roots taught in the lesson. This should be read prior to teaching, as many instructional choices may need to be made based on the information provided.

Differentiation Strategies provides options for additional support for specific student populations.

Cognate Connections are lists of Spanish cognates that share the root that is the focus of the lesson. This supports bilingual students in making connections to their home language.

Spelling Matters provides notes about root-related spelling issues, including how students can use roots knowledge to improve their spelling abilities.

Definitions at a Glance provides a list of the lesson's words and definitions. Complete lists are available on the Digital Resources.

More Latin Bases

This information should be read prior to teaching, as instructional choices need to be made based on the information provided. **Note:** A Roots Chart is available on page 172 of the *Student Guided Practice Book*.

Build Teacher Knowledge

This lesson's Latin base, *fer, lat*, means "bear, bring, go." The two forms are identical in meaning. As students encounter words built on this base, they should try out all three meanings of "bear, bring, go" to see which makes the most sense in the context.

Although *fer* and *lat* do not look related, they come from an irregular Latin verb that has two forms (*fero* and *latus*). The English verb *to go*, with the past tense *went*, is similarly irregular.

Fer, lat is found in many everyday words:

- *Fertile* soil "bears" rich crops.
- People who *suffer* "bear" "up under" pain or misery. (*sub–, suf–* = up from under)
- When parents and teachers hold a *conference*, they "go" "together" and meet for a discussion. (*con–* = with, together)
- *Relatives* "go" "back" to a common ancestor.

Fer, lat is found in many academic words that students encounter in content-area reading:

- In math, the *circumference* is the measurement that "goes" "around" a circle. (*circum–* = around)
- In science, *conifers* are evergreen trees that "bear" "cones." (*con[i]–* = cone)
- In language arts, a *translation* "brings" "across" a text by "changing" the language. (*trans–* = across, change)

See **Definitions at a Glance** for quick explanations of every *fer, lat* word that appears in this lesson.

Build Student Knowledge

Three aspects of language are particularly important for students to understand:

1. The same word can have **multiple meanings**, depending on its context. We *defer* payments on a loan when we postpone them to a later date, but when we *defer* to someone else, we submit and courteously follow their suggestion. People who go back to a common ancestor are *related*, but a reporter can *relate* the news.

2. Words can have **literal** and **figurative** meanings. *Fertile* soil literally "bears" plentiful crops, but a *fertile* idea figuratively "bears" many insights and leads to new discoveries.

3. A **suffix** can change the function (i.e., part of speech) and meaning of a word: *translate* (verb), *translation* (noun), *translator* (noun), *translatable* (adjective).

Immersing students in words is an important part of building their academic vocabularies. Before completing the Meet the Root activity, begin a word wall for the week.

More Latin Bases

Differentiation Strategies

Use **Definitions at a Glance** to practice specific words, or invite students to choose their own *fer, lat* words from the classroom word wall or *Student Guided Practice Book* activities. See Bonus Pages on the Digital Resources for additional student activities for the unit. These exclusively digital options can be used to pre-teach or reteach a lesson or give students another chance to play with the unit's newly learned roots!

Above-Level Support

Have students pick a few *fer, lat* words to research. Allow students to use the internet to find out more about these interesting words.

English Language Support

Share anecdotes related to as many words related to the lesson's word family as possible. Select words or phrases that may have a deeper meaning and easily lend themselves to a quick story, such as *reference* or "I *defer* to you on that." Sprinkle them throughout the lesson where they would be more authentic to your teaching style.

See **Cognate Connections** for Spanish words built on this base, and point out the similarities with English.

Below-Level Support

When you share the words and sentences on the **Meet the Root Slides 61–65** in this lesson, provide any background knowledge or support so that students understand the word meanings. Provide the context for each word and discuss examples of word use.

Cognate Connections

Spanish-English cognates with students: *circunferencia* (circumference); *conferencia* (conference); *conífera* (conifer; coniferous); *deferir* (defer); *deferencia* (deference); *deferente* (deferential); *diferir* (differ); *diferente* (different); *diferencia* (difference); *fértil* (fertile); *fertilidad* (fertility); *fertilizar* (fertilize); *indiferente* (indifferent); *inferir* (infer); *inferencia* (inference); *infertilidad* (infertility); *insufrible* (insufferable); *ofrecer* (offer, as verb); *oferta* (offer, as noun); *preferir* (prefer); *preferible* (preferable); *preferencial* (preferential); *preferencia* (preference, as in choice); *referir* (refer); *referencia* (reference); *relacionar* (relate, as in connect); *relatar* (relate, as in tell); *relacionado* (related); *relación* (relation); *relativo* (relative, only as an adjective); *sufrir* (suffer); *transferir* (transfer, as verb); *transferencia* (transfer, as noun)

Spelling Matters

Students often misspell certain *fer* words because, in pronunciation, the *e* sound after the base is not emphasized: *circumference*, *different*, *difference*, *preference*, *reference* (frequently misspelled as "circumfrence," "diffrence," etc.). Students can avoid these spelling errors by remembering that the base is *fer*, not "fr"!

IMPLEMENTATION SUPPORTS *(cont.)*

Schedule

DAY 1 On Day 1 **Meet the Root**, students are presented with a root, its meaning, and several words that present its meaning in different contexts. During the practice portions, students generate additional words that contain the root and write sentences that put the vocabulary in context.

Meet the Root Slides provide visual support to supplement instruction for each lesson.

DAY 2 On Day 2 **Divide and Conquer**, students "conquer" words by "dividing" them into their word parts. Students then select the definition of each word from the provided word bank.
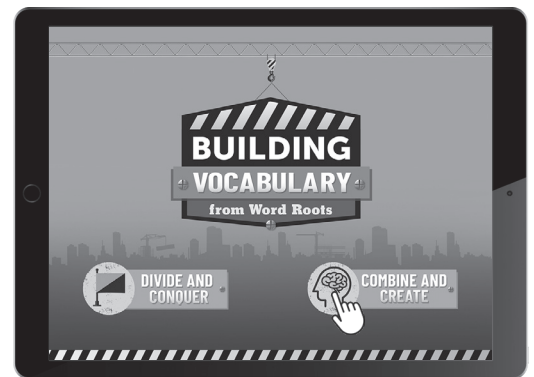
DAY 3 On Day 3 **Read and Reason**, students read a variety of passages that use word roots in context and then answer questions about the root-based vocabulary.

DAY 4 On Day 4 **Combine and Create**, students put prefixes, bases, and suffixes together to compose English words.

DAY 5 On Day 5 **Extend and Explore**, students work individually, with partners, or in small groups to create applications for the new vocabulary.

REVIEW In the **Review: Cloze Text** section, students use a word bank with eight words from the lesson and the paragraph's context to complete sentences. This activity can be used as an assessment or for additional practice.

*At the end of the unit, students can visit **www.tcmpub.com/bv-games** to practice combining or dividing the words and skills learned in the unit.

How Should Vocabulary Be Taught?

New words are learned directly and indirectly (National Reading Panel 2000). Direct teaching of key words can be worthwhile, but research tells us that children can only learn 8 to 10 new words each week through direct instruction because learning requires repetition and multiple exposures (Stahl and Fairbanks 1986). Students will require frequent opportunities to use new words in oral and print contexts to learn them on a deep level (Blachowicz and Fisher 2014).

Yet, as Graves (2005) notes, just because there are many more words than we can teach doesn't mean that we shouldn't teach any of them. Some direct instruction is useful, especially for students in middle school and beyond who will need new vocabulary and concepts to learn content-area information. Moreover, students who learn the structural and semantic nature of words can master new words that are semantically connected. In this way, instruction becomes efficient and generative—by learning one root, students have clues to meaning for all the words that contain that root.

Blachowicz et al. (2006) call for a "comprehensive, integrated, schoolwide" approach to vocabulary instruction, one that encompasses more than a "list of words to teach at the beginning of the week" (526). They urge teachers to make vocabulary a "core consideration" across grade levels and subjects, one that is based on a "common philosophy and shared practices" (527). Salient components of such a program focus on fostering "word consciousness," the "intentional teaching of selected words," and teaching "generative elements of words and word-learning strategies to build independence" (527). Blachowicz et al. (2006) emphasize the critical need for students to make "semantic connections among words," connections students can verbalize. They further note that research that focuses on teaching structural analysis or morphology has found this approach "generative in learning new words" (530). *Building Vocabulary from Word Roots* is based on these principles.

How Should Vocabulary Be Taught? *(cont.)*

Related to this principle is another: **encourage wide reading**. The more students read, the better. Establish different purposes for reading—including pure pleasure—and urge students to choose texts at various levels of difficulty. Research shows that students learn more new words incidentally—when they appear while reading or listening—than they do through direct instruction (Lehr, Osborn, and Hiebert 2004).

Share your own love of words, and invite students to share theirs. Everyone has a favorite text that moves them to laughter or tears. As these are read aloud to students, talk about the power of words. Invite students to do so as well. A good practice is to whet their appetites by sharing interesting word histories and then showing them how to explore the origins of words themselves. Focus on the Did You Know? on the Meet the Root Slides. If you post a list of websites or print resources, students can investigate for themselves. Encourage them to share what they discover with the class and their families.

In other words, **make word learning and word play a priority in the classroom**. Provide regular opportunities for students to practice and discover words on their own and in the company of others. This is one of the key ideas behind *Building Vocabulary.* As students progress through the lesson for a week, they have dozens of opportunities to work with new word parts in a variety of ways.

Building Vocabulary from Word Roots gives students time to play word games or to create riddles, rhymes, and tongue twisters. Not only is this fun—it's good instruction. Make time for students to play word games on their own or with others. Easily accessible word activities are available for students on the internet and in the Appendixes. At the end of the unit, allow time for students to play with words via the Digital Games. The Digital Games mirror the strategies learned in the lessons and provide an interactive space for students to practice combining and dividing the words learned in each unit.
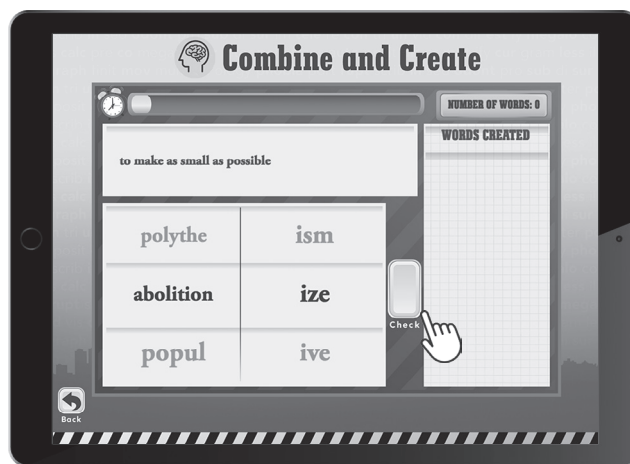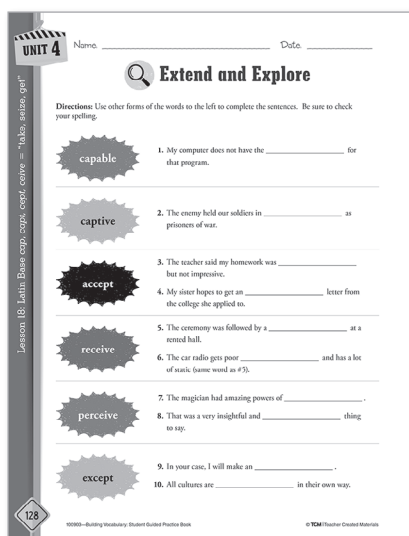
LESSON 5
GREEK PREFIX *epi*– = "upon, to, add to"

This information should be read prior to teaching, as instructional choices need to be made based on the information provided. **Note:** A Roots Chart is available on page 172 of the *Student Guided Practice Book*.

Build Teacher Knowledge

This lesson presents the Greek prefix *epi*–, which means "upon, to, add to." In general, Greek-based words tend to be scientific, technical, and precise in meaning.

Words beginning with the prefix *epi*– are found in:

science:

- The *epidermis* is the outer layer of skin that sits "upon" the dermis. (*derm* = skin)

- The *epicenter* of an earthquake is the very spot "upon" which the center of the quake originates. (*cent* = center)

- An *epidemic* is a disease that falls "upon" a community of "people." (*dem* = people)

language arts:

- An *episode* is one part of a story or play "added to" others in a series. (*[ei]sod* = entrance)

- An *epitaph* is a short poem or statement written "upon" the headstone of a tomb or grave. (*taph* = grave)

- An *epilogue* is an "afterword" "added to" a story. (*log* = word, reason, speech)

- An *epigram* is a clever poem or saying, short enough to be "written" "upon" a plaque or other surface. (*gram* = write, draw)

- An *epithet* is an adjective "placed" or "added to" a noun to produce a common phrase. (*thet* = place, put)

See **Definitions at a Glance** for explanations of every *epi*– word that appears in this lesson.

Build Student Knowledge

Three aspects of language are particularly important for students to understand:

1. The same word can have **multiple meanings**, depending on its context. In Charles Dickens' *A Christmas Carol*, an *epiphany* is a ghost that "appears" "to" Ebenezer Scrooge. In everyday speech, an *epiphany* is a sudden thought or idea that suddenly "appears" "to" us out of the blue. Written with an uppercase *E*, *Epiphany* is a feast in the calendar of the Christian church in which God "appears" "to" humankind.

2. Words can have **literal** and **figurative** meanings. An *epitome* is the shortened or abridged version of a literal book, but a person can be the figurative *epitome* of an idea.

3. A **suffix** can change the function (i.e., part of speech) and meaning of a word: *episode* (noun), *episodic* (adjective).

Immersing students in words is an important part of building their academic vocabularies. Before completing the Meet the Root activity, begin a word wall for the week.

Differentiation Strategies

Use **Definitions at a Glance** to practice specific words, or invite students to choose their own *epi–* words from the classroom word wall or *Student Guided Practice Book* activities. See Bonus Pages on the Digital Resources for additional student activities for the unit. These exclusively digital options can be used to pre-teach or reteach a lesson or give students another chance to play with the unit's newly learned roots!

Above-Level Support

Have students search for examples of literal and figurative meanings of *epi–* words. Students may look in textbooks, in library books, or on websites. Have them record their ideas and share what they find with the class. (Use the information in the Build Student Knowledge as a jumping-off point, if students need it.)

English Language Support

Some of the vocabulary presented in this lesson is difficult. Use visual aids, modeling, and demonstrations in your teaching.

See **Cognate Connections** for Spanish words built with this prefix, and point out the similarities with English.

Below-Level Support

Review directions for each activity, and model how to get started. Provide additional modeling and prompting as needed.

Cognate Connections

Spanish-English cognates to share with students: *efímero* (ephemeral); *epicentro* (epicenter); *epidemia* (epidemic); *epidermis* (epidermis); *epigrama* (epigram); *epigramático* (epigrammatic); *epilepsia* (epilepsy); *epiléptico* (epileptic); *epílogo* (epilogue); *epifanía* (epiphany); *episodio* (episode); *episódico* (episodic); *epístola* (epistle); *epitafio* (epitaph); *epíteto* (epithet)

Spelling Matters

When *epi–* attaches to a base beginning with *h*, the final *i* of the prefix is dropped: *ephemeral* (*epi + hemer* = "upon the day," fleeting, transient).

The word *epitome* has four syllables: we pronounce the final *e* as long /e/.

Meet the Root

DAY 1

Introduce

Write *epi–* on the board.

Say, "This week's root is the Greek prefix *epi–*, which means 'upon,' 'to,' or 'add to.' Some *epi–* words will be familiar, but others will be new." Tell students they will work in pairs to analyze three *epi–* words they may recognize.

Display **Meet the Root Slide 15**. Have students talk with their partners, answer the questions, and see whether they can figure out how these words mean "upon," "to," or "add to" (*epidemic, epicenter, epidermis*).

- After a few minutes, ask volunteers to answer each of the questions. Make sure each response includes an explanation of "upon," "to," or "add to" in the three words. (An *epidemic* is a disease that falls "upon" the "people" in a region [*dem* = people]. The *epicenter* sits "upon" the underground "center" of an earthquake. Our *epidermis* sits "upon" the lower layer of our "skin" [*derm* = skin].) Reinforce the concept of "upon," "to," or "add to" in their responses.

Discuss

Return to **Meet the Root Slide 15**, and remind students that Greek roots are often found in specialized words used in math, science, social studies, and language arts. Ask them in what subject areas they might find the words *epidemic, epicenter*, and *epidermis* (science).

Apply

Display **Meet the Root Slide 16**. Ask student pairs to figure out how each of these *epi–* words means "upon," "to," or "add to." Point out that all three words are used in language arts. (*Episodes* are "added to" one another in a play or story. An *epilogue* is an afterword "added to" a completed novel. An *epitaph* is written "upon" a headstone or grave monument.)

- Have volunteers explain the meaning of each *epi–* word. Reinforce the concept of "upon," "to" or "add to" in their responses.

Tell students that words have an interesting and often surprising history. Read the Did You Know? on **Meet the Root Slide 17**, which gives the history of the word *epitaph*.

Practice

Direct students to the Meet the Root activity on page 28 in the *Student Guided Practice Book*.

- Have student pairs figure out how "upon, to, add to" applies to the words *epidemic, epicenter, epitaph, episode.*

- After a few minutes, ask volunteers to explain how each of the words means "upon, to, add to."

Point out the two blanks. Have students think of two other *epi–* words with the meaning of "upon, to, add to." Tell them to put the words in each blank and then write sentences for four of the words.

GREEK PREFIX *epi–* = "upon, to, add to" *(cont.)*

🚩 Divide and Conquer
DAY 2

Direct students to the Divide and Conquer activity on page 29 in the *Student Guided Practice Book.*

Say, "Let's 'divide and conquer' five words with the prefix *epi–*. Let's do the first word together. We will draw a slash between the prefix and base. Let's write the meaning of the prefix on the first line. Then, let's write the meaning of the base on the second line." Place emphasis on the meaning of the base.

Say, "I see a box titled 'Base Bank,' which is helpful because it includes the meanings of the bases. Thinking about the meanings of the prefix *epi–* and the base, we can decide which definition from the Definition Bank matches and put the letter in the box." If necessary, use a short phrase with the words *upon*, *to*, or *add to* to ensure that the definition makes sense.

Discussion of each new word is essential to expanding students' vocabulary and knowledge of how English words work. As you guide students, use the questions below to generate discussion about each of the words:

- Where is the meaning of "upon, to, add to" in the word _____?
- Where might you see the word _____?
- Can you think of an example of _____?
- Think of a word you know that begins with the prefix *epi–*. Now, can you think of a word with the opposite meaning?
- In what situations might you find or use the word _____?

Have students complete the Make It Yours! section independently or in pairs on a separate sheet of paper.

Answers

	Word	Prefix means	Base means	
1.	epiphany	upon, to, add to	show, seem, appear	A
2.	epistle	upon, to, add to	send	E
3.	epilogue	upon, to, add to	word, speech	B
4.	epidermis	upon, to, add to	skin	C
5.	ephemeral	upon, to, add to	day	D

Practice with Prefixes

Guide students through pages 30–33 to complete the rest of this lesson. Read the directions at the top of each page.

Read and Reason

DAY 3

This passage gives students practice recognizing *epi–* words in context.

Answers

epiphany, epilogue, epicenter, epidemic

1.	epidemic	3.	epiphany
2.	epilogue	4.	epicenter

Combine and Create

DAY 4

This activity gives students practice using vocabulary words in a sentence.

Answers

1.	epidermis	6.	epilogue
2.	epiphany	7.	episodic
3.	epidemic	8.	epicenter
4.	episodes	9.	epitaph
5.	epistles	10.	epitome

Extend and Explore

DAY 5

This activity gives students practice identifying synonyms.

Answers

1. synonyms: fleeting and ephemeral; odd word out: lasting

2. synonyms: afterword and epilogue; odd word out: prologue

3. synonyms: plague and epidemic; odd word out: cure

4. synonyms: epitaph and inscription; odd word out: vision

Cloze Text

REVIEW

Scoring Guide

7–8 blanks filled correctly: Outstanding

5–6 blanks filled correctly: Satisfactory

4 or fewer blanks filled correctly: Unsatisfactory

1.	epicenter	5.	epiphany
2.	epidermis	6.	epigram
3.	epidemics	7.	epilogue
4.	epitaphs	8.	epistles

GREEK PREFIX *epi–* = "upon, to, add to" *(cont.)*

Definitions at a Glance

ephemeral: fleeting, transient, not lasting; literally, "upon" the "day" (see **Spelling Matters** and Did You Know?) (*hemer* = day)

epicenter: the spot "upon" the earth's surface marking the "center" of an earthquake (*cent* = center of a circle)

epidemic: a plague or disease that falls "upon" a group of "people"; (adjective) affecting a large population (*dem* = people)

epidemiology: the branch of medicine that deals with the incidence, distribution, and possible control of diseases that affect groups of people

epidermis: the outer membrane of flesh sitting "upon" the dermis or "skin" (*derm* = skin)

epigram: a terse and witty poem or expression; originally, a saying short enough to be "written" "upon" a plaque or headstone (*gram* = write, draw) (adjective: **epigrammatic** = short and witty)

epilepsy: a disease in which tremors "seize" "upon" a person (*leps, lept* = take, seize) (adjective: **epileptic**)

epilogue: an afterword "added to" a completed text (*log* = word, speech, reason)

epiphany: a vision in which a phantom or deity "appears" "to" a person; also, a sudden idea, thought, or revelation that "appears" "to" a person (*phan* = show, appear, seem)

episode: a unit of action "added to" other scenes "entering" a narrative plot or play (*sod* = enter) (adjective: **episodic**)

epistle: a formal letter "sent" "to" a reader or community (*stle* = send)

epitaph: an inscription or saying written "upon" a "tomb" or grave marker (*taph* = tomb, grave)

epithet: an adjective "placed" or "added to" a noun to produce a commonly known phrase (e.g., faithful friend; trusty companion) (*thet* = put, place)

epitome: an abbreviated form of a large book; literally, a "cut" made "upon" a book to shorten it; also, the embodiment or representation of an idea (*tom* = cut) (verb: **epitomize**)

epi logue
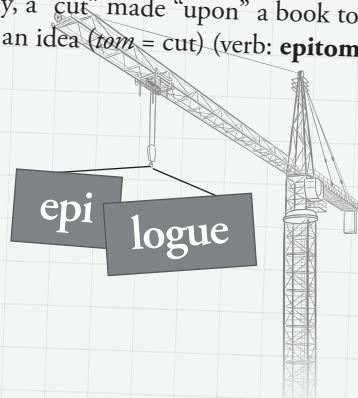
Name: _____   Date: _____

📢 Meet the Root

Directions: Turn to your partner, and talk about the meaning of "upon, to, add to" in each of these words. Fill in the blank spokes with two other *epi–* words.

epidemic

epicenter

epitaph

epi– = "upon, to, add to"

epidermis
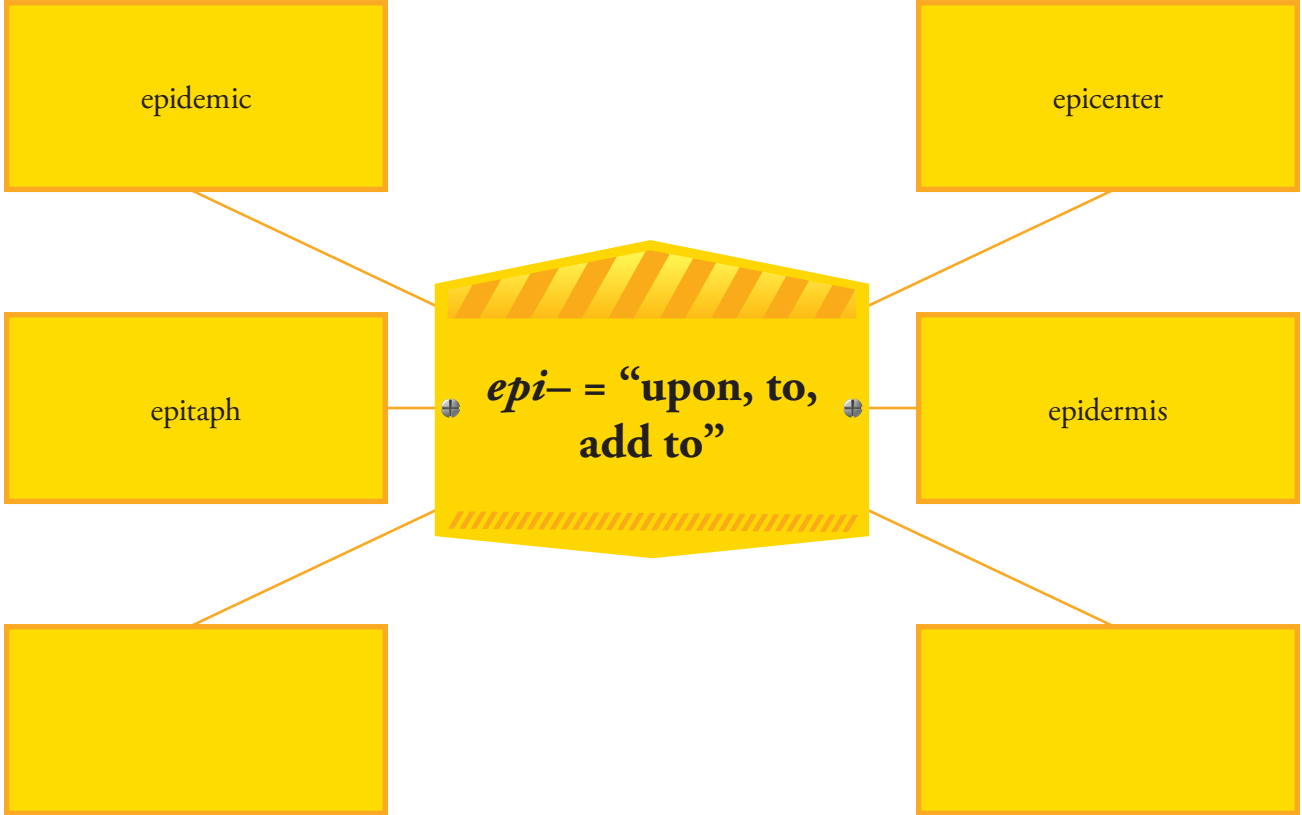
Write sentences for four of the words. Make sure that "upon, to, add to" is part of the meaning. Share your sentences with your classmates.

_____

_____

_____

_____

_____

_____

_____

Divide and Conquer

Directions: Draw a slash after the prefix in each word. Write the meaning of the prefix in the first blank. (**Hint:** Before a base beginning with *h*, *epi–* is spelled *ep–*.) In the second blank, write the meaning of the base. (**Hint:** Use the Base Bank.) Then, choose the best definition from the Definition Bank. Write the letter in the box.

Base Bank

derm = skin	*log* = word, speech	*stle* = send
hemer = day	*phan* = show, seem, appear	

	Word	Prefix means	Base means	
1.	e p i p h a n y	_____	_____	☐
2.	e p i s t l e	_____	_____	☐
3.	e p i l o g u e	_____	_____	☐
4.	e p i d e r m i s	_____	_____	☐
5.	e p h e m e r a l	_____	_____	☐

Make It Yours!

1. Choose two words, and use both in the same sentence.

2. Which of the above words expresses the idea of "here today, gone tomorrow"?

3. What do we mean when we say someone has had an *epiphany*?

4. Why is too much sun not good for a person's *epidermis*?

Definition Bank

A. a revelation or idea that suddenly appears to a person

B. an afterword added to a story or book

C. the outer layer of skin

D. fleeting and transient, lasting only a day

E. a letter sent to one or more readers or listeners

Name: _____ Date: _____

📖 Read and Reason

Directions: Read the poem. Underline the four words beginning with the prefix *epi–*. Write the words on the lines. Then, answer the questions.

From Epiphany to Epilogue

An epiphany just comes to you
with a sudden inspiration
and shows you what to say or do
when you sit in desperation.

The epicenter marks the spot
where the earth begins to quake,
'cause underground, the magma's hot
and tremors start to shake.

And when an epidemic strikes,
an outbreak of the flu
will feel bad. The fever spikes.
They don't know what to do.

And writers, when they want to say
a final thought or word,
might sit and write an epilogue:
that's called an "afterword."

_____   _____   _____   _____

Of the underlined words, which one means:

1. a widespread disease or illness? _____

2. the opposite of "prologue"? _____

3. a sudden idea? _____

4. the origination point of an earthquake? _____

Combine and Create

Directions: Complete each sentence with a word from the word bank. (**Hint:** Each word begins with the prefix *epi–*, meaning "upon, to, add to.")

epicenter	epidermis	epiphany	epistles
epidemic	epilogue	episodes	epitaph

1. Prolonged exposure to direct sunlight is bad for you skin and can permanently damage your _____ .

2. Lying in a hospital bed, the miser had a sudden _____ of what he would be like in old age.

3. The spreading unemployment in our region is like a sickness. It has reached _____ proportions.

4. I can't wait to see what happens in the upcoming _____ of the series.

5. When he could not travel to speak directly to his subjects, the king wrote _____ to be read out loud.

6. The novel ended with a brief _____ that outlined what happened to the main character after the end of the story.

7. Seismologists located the _____ of the earthquake just 20 miles east of Los Angeles.

8. The tomb of Abraham Lincoln is marked with this _____: "Now he belongs to the ages."

Name: _____ Date: _____

🔍 Extend and Explore

Directions: Two of the words in each three-word set are synonyms. Write the synonyms in the first two blanks. Then, write the odd word out and why in the third and fourth blanks.

1.

fleeting	lasting	ephemeral

The two synonyms are _____ and _____ .

The odd word out is _____ because _____

_____ .

2.

afterword	epilogue	prologue

The two synonyms are _____ and _____ .

The odd word out is _____ because _____

_____ .

3.

plague	cure	epidemic

The two synonyms are _____ and _____ .

The odd word out is _____ because _____

_____ .

4.

epitaph	inscription	vision

The two synonyms are _____ and _____ .

The odd word out is _____ because _____

_____ .

Review: Cloze Text

Directions: Fill in the blanks with the words below. Each word will be used once.

epicenter	epidemics	epilogue	epistles
epidermis	epigram	epiphany	epitaphs

The Greek prefix *epi–* is useful in content-area vocabulary. In science, we study earthquakes that originate at a point on the map called an _____ . We know that our inner layer of skin is protected by our _____ . In social studies, we learn about diseases called _____ that attack populations across the world. We also learn about famous people whose graves are marked with well-known _____ inscribed in stone. This prefix is especially useful in language arts. In literature, someone who suddenly comes up with a bright idea has an _____ . Graphic novels might illustrate this "aha" moment with a light bulb. An _____ is a short, witty poem, and authors of long books often add a brief _____ at the end of the story. Finally, writers who address letters to a wide audience are famous for their _____ .

Prefix *epi–*

1. Explain what happens when an **epidemic** occurs. How does *epidemic* mean "upon," "to," or "add to"?

2. Describe what is meant by the **epicenter** of an earthquake. How does *epicenter* mean "upon," "to," or "add to"?

3. Our **epidermis** is the outermost layer of skin. Explain how *epidermis* means "upon," "to," or "add to."

Prefix *epi–*

How does each of the three *epi–* words mean "upon, to, add to"? **Hint:** All three are used in language arts.

1. I wonder what will happen in the next **episode**.

2. The novel ended with an **epilogue**.

3. "Rest in peace" is a popular **epitaph**.

Did You Know?

An *epitaph* is a short statement written "upon" (*epi–*) a person's "tombstone" (*taph* = tomb). Some people write their own *epitaphs* and leave instructions for the statements to be inscribed on their graves. The famous playwright William Shakespeare (1564–1616) wrote his *epitaph* as both a warning and a curse: "Blessed be the man that spares these stones, / and cursed be he that moves my bones." In 16 short words, the greatest writer of the English language summed up his life and demanded to rest in peace!

RIP