

Greek

Card Pack #3

Base	Meaning	Key Words
biblio	Book	bibliography
bio	Life	biology
hydr(o)	Water	hydrate
phobia	Irrational fear or hatred of	hydrophobia



Notes

- Greek-based words usually consist of two parts called **combining forms** (e.g., *photo* + *graph* = *photograph*). Therefore, Greek bases are taught in groups.
- Many Greek words are technical and are used in mathematical and scientific terms (e.g., *thermometer*, *photosynthesis*).
- Greek bases are often **Tier III** vocabulary words.
- Most Greek bases are nouns.
- Connectives (the letter or group of letters acting as the glue that holds the combining forms together) are usually o (e.g., *psychopath*, *sonogram*).
- When teaching Greek bases, draw students' attention to any unusual letter-sound representations (e.g., *ph* /f/; *rh* /r/; *ch* /k/; *ps* /s/; *pn* /n/; *pt* /t/; *mn* /n/; *y* /i/ or /t/; unvoiced /th/).



Three-Part Drill

Materials Needed:

review cards, dry-erase board and marker, prepared multisyllabic words with known morphemes

Do this at least 3x per week with known or previously taught morphemes.

- Visual:**
 - (T) Shows morpheme card(s).
 - (S) Spell (or state) the morpheme(s) and the meaning(s).
- Auditory/Kinesthetic:**
 - (T) States the meaning(s) of the morpheme(s).
 - (S) Write the correct morpheme(s) and state the meaning(s).
- Morphemic Analysis:**
 - (T) Presents students with word(s) containing known morphemes.
 - (S) Create word sum(s) and state the meaning of the word(s) based on the morphemes.



Teaching a New Concept

Materials Needed:

concept card, object or picture, colored index card(s), dry-erase board and marker, student passage, Morpheme Chart

Follow the steps on the Purple Flip Chart. Introduce on Monday, and practice daily.

1. (T) Shows the new concept card(s).
 - a. (T) Tells students the morpheme(s) and meaning(s) of the morpheme(s).
 - b. (T) Tells students the language of origin.
2. (T) Shows an object or picture.
 - a. (T) Chooses an object to help make a real-world connection.
3. (T&S) Brainstorm.
 - a. Brainstorm words that have the target morpheme(s). (Accept all answers, but place incorrect answers in a “thought bubble” to discuss.)
 - b. Do teacher-directed brainstorming if needed.
 - c. Students can write these words in an interactive notebook.
4. (S) Make morpheme cards with meaning(s), examples, and pictures.
 - a. Students can use colored index cards (pink=prefix, sky blue=suffix, lavender=Latin base, green=Greek base).
 - b. Students can put a hole in the corner and keep these on a ring to study.
5. (T) Dictates the definition(s) of the target morpheme(s).
 - a. (S) Practice spelling the morpheme(s) using the dry-erase paddleboard or another medium. Students should name the letters as they write.
6. (S) Read a passage or passages to practice the target morpheme(s).
 - a. (S) Highlight words with the target morpheme(s). Read those words. Discuss the meaning of those words. (NOTE: When a morpheme has more than one possible meaning [particularly prefixes], the context will need to be used to help determine the meaning of the word.)
 - b. (S) Highlight any unknown words. Read those words (with the teacher’s help if needed). “Unknown words” could be words that students do not know how to pronounce or words with an unknown meaning.
 - c. (S) Start reading the passage/story.
 - d. (S) Continue reading throughout the week. Keep a repeated reading chart.
 - e. (S) Read a clean copy on Friday.
7. (T&S) Mark the Morpheme Chart by highlighting the target morpheme.



Word Dictation

Materials Needed:
notebook paper, pencil

Practice daily.

biblio	bio	hydr(o)	phobia
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Day 1: 1. bibliophobia 2. zoophobia 3. hydroelectric 4. bibliography 5. biology

Day 2: 1. hydrant 2. autobiography 3. hydroplane 4. technophobia 5. bibliographer

Day 3: 1. autophobia 2. dehydrate 3. antibiotics 4. biomicroscope 5. microbiology

Days 4-5: Review prior words. Optional additional words: autobiographical, bibliofilm, bibliology, bibliotherapy, bioactive, biochemistry, biodegradable, biodiversity, biodynamic, bioengineering, biofeedback, biographer, biographical, biography, biological, biomechanics, biomedicine, biophysics, bioscope, biotechnology, dehydration, hydrate, hydrobiology, hydrocarbon, hydrodynamic, hydrograph, hydrology, hydrophobia, hydrophone, hydroscope, hydrotherapy, photobiology, photobiotic, photophobia, zoobiotic

Other options (teach unknown bases)

bibliomania
bibliophile

bioecologist
macrobiotic

hydrangea
hydrogen
hydrogenated

acousticophobia
acrophobia
agoraphobia
aquaphobia
arachnophobia
claustrophobia
claustrophobic
hypnophobia
philophobia



Comprehension

- Use the Comprehension Planning Checklist.
- Before Reading: Prepare the purpose for reading the passage you chose. Identify the text structure. Prepare background knowledge. Select Tier II vocabulary words. Identify challenging language (similes, metaphors, etc.). Plan questions.
- During Reading: Ask prepared questions. Use graphic organizers to help students with understanding.
- After Reading: Was the purpose met? Can students express takeaways?
- Use books with the same topic over multiple weeks to build background knowledge.
- Build shared knowledge with topics that are unified both vertically (across grade levels) and horizontally (across different classrooms within the same grade).



Weekly Lesson Reminders

- Use the target morpheme(s) in daily writing activities.
- Use Kilpatrick's "One-Minute Activities" for phonological awareness drills if needed.
- Give a practice test on Thursday and a test on Friday to check for understanding.
- Use various fluency, vocabulary, and comprehension masters and activities.
- Have students create an interactive notebook for notetaking and storing items. (See *IMSE's Morphology Plus Manual* for ideas.)
- Use foldables for combining forms. See Lesson 1 for an example.
- Play word games such as *Morpheme Balderdash*. Show an unknown word. Students have to write down the meaning of the word (an educated guess based on knowledge of morphemes). Collect all of the definitions as well as the correct definition. Students guess which definition is correct. Students receive one point for a correct answer and one point for each time someone guessed their definition.
- Use www.etymonline.com if you are unsure of the etymology of a word.
- Create a word matrix and/or word sums to teach students to analyze a word by separating it into its morphemic parts (www.wordworkskingston.com).
- Visit websites for word play and games: www.learnthat.org; www.membean.com; www.quizlet.com; www.kahoot.com.
- View *IMSE's Writing and Grammar* asynchronous course for teaching strategies.