

Word Analysis

The  *to Unlocking the Meaning of Words*

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Children's Literacy Publications

I am so excited to be presenting this body of work to you. It was four years in the making.

It's been added to, tried with real children, modified, tweaked, and is finally ready! What started out as a concept with five simple charts of interchangeable morphemes (word parts) has been combined with the most recent vocabulary-learning research.

- 1.) Morphemes were **thoughtfully selected**.
- 2.) Each was introduced in the **context** of words and sentences.
- 3.) Ample activities were developed to **activate** the new information.
- 4.) Student(s) were given plenty of opportunities to **revisit** (review) the new morphemes.

It is now a book that can make a difference!

Knowing the information in this book will also help you to revolutionize your teaching. It will allow you to recognize and seize those countless teachable moments throughout your day. By teaching the morphemes in this book to your student(s), you will forever change the way they think about words. You will give them ... the key to *unlocking the meaning of words*.

What is in this book?

- 10 sets of morphemes each containing three forms (Form A introduces the morphemes and activates the new knowledge. Form B is an activity that further activates the new knowledge and gives practice using it. Form C is a test.)
- 2 cumulative reviews to revisit the morphemes learned (one after Set #5 and the other after Set #10)
- Appendix A – Teacher Reference Guide – an alphabetical list of all the morphemes presented in this book, their meanings, and a sample word for each
- Appendix B – Pre, Mid, and Posttest form (Copy one for each student before starting.)
- Appendix C – 4-Square Activation form to be used to further activate the morphemes when extra activation and/or practice is needed (Copy many of these.)
- Order form – If you know of others who could benefit from this book, please tell them about the website and/or share the order form with them.

IMPORTANT!!!

I would let students work together on FORMS A and B. Each student would work independently on FORM C, because it is an assessment.

ALSO, be sure to provide plenty of practice. The goal is to have the morphemes readily available to them... instantly... from their OWN MINDS, so they don't have to stop and look it up! This will help them comprehend as they read, listen and learn things in all subjects! With that in mind, I created electronic flashcards that go with this book, also available for sale on this site. Students should also make their own flashcards on index cards. Even college students have benefitted from flashcards.

Name _____

Set #7

<i>Prefixes</i>	<i>Roots</i>	<i>Suffixes</i>
pro (forward)	fract, frag (to break)	able, ible (can be, can)
con, col, com, col (with, together)	cred (believe)	ing (continuing)
e (out, out of)	ject (to throw)	ure (action, process)
de (down, away)	gress (to step, to go)	ly (in that way)
in (in, into)	ver ,vert (to turn)	
in, im, il, ir (not)	ceiv (to take, seize)	
re (again, back)		

You can make many words using these morphemes. You can also use morphemes from Sets 1 – 6 to form even more words. Tell what each word really means. You can use the back of this paper to make more words.

- incredible = _____ be _____ (That circus act was **incredible**.)
- refract = _____ (Water **refracts** light.)
- revert = _____ (I hope he doesn't **revert** to his old ways.)
- quickly = _____ (He did his homework **quickly**, so I'm not sure if he did it right.)
- regressing = _____ (It is such great news that her illness is **regressing**.)
- egress = _____ (A classroom should have at least two ways of **egress**.)

Name _____

Set #7

7. progress = _____ (It is a joy to see how much **progress** you are making on your report.)

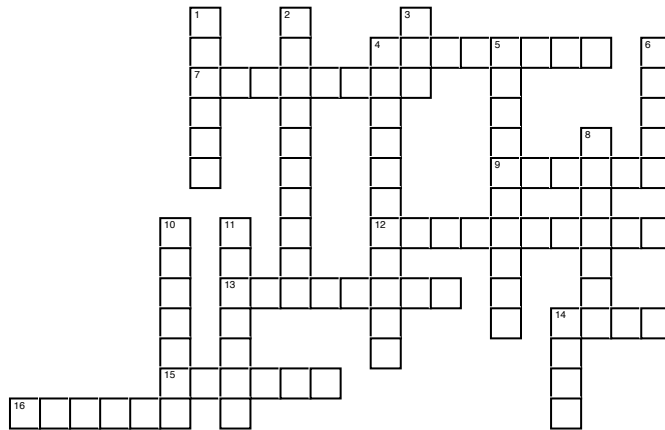
8. conceive = _____ (I don't know how you can **conceive** of such an idea with so few clues.)

9. dejected = _____ (After she got a bad grade on her test, she looked so **dejected**.)

10. deceive = _____ (I don't want to **deceive** you by telling you a half truth.)

Make more words and tell what they mean.

Set # 7 Activity



egress deceive inject credible fracture revert transgress projectable convert incredible receive progress
regressing cred ceiv defrag ure gress

Across

- 4. to step or go forward
- 7. the process or action of breaking
- 9. to step or go out or out of
- 12. to step or go across
- 13. can be believed
- 14. to take or seize
- 15. to turn back
- 16. to throw in or into

Down

- 1. to break down or away
- 2. can not be believed
- 3. action or process
- 4. can be thrown forward
- 5. continuing to step or go back
- 6. to step, to go
- 8. to take back
- 10. to turn together or with others
- 11. to take down
- 14. believe